

GRADUATE COUNCIL MINUTES  
APPROVED  
680<sup>th</sup> Meeting  
December 4, 2023

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

MEMBERS ABSENT: Bedeau, Chen, Gordon

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

Called to Order

- Dean Wilks calls the meeting to order at 10:01 am.

Approval of Minutes

- The minutes from the November 6, 2023, meeting was approved electronically on 11.16.2023.

Committee Reports

- Ad-Hoc-Minimum Stipend Committee: Dean Wilks gives overview of work and background on the committee. Bond discusses the details of the recommendation to the provost with the council. Wilks suggested that the recommendation pivot slightly to recommend the minimum for FY 25 with the recommendation for the following two years (FY 26 and 27) being considered as guidelines with the ability to change, if needed. Motion for approval by Floyd, seconded by Swingley. Recommendation is approved for FY 25. Wilks thanks the committee and Dr. Bond for this work.
- Standards Committee: Dean Wilks updates council on early discussion of potential proposed Graduate Faculty Status policy changes.
- Criminal Disclosure Committee: Executive Director Laudick provides update on new procedure document.
- Graduate Colloquium Committee: Wilks provides update on the use of student fees regarding funding for this work. Associate Dean Reyman gave updates on the committee's decision. A proposal for changes to the guidelines and review process will be made available for feedback in Spring 2024.
- Honorary Degree Committee: Dean Wilks provides update based on report provided. All items remain confidential until the nominees are approved by the board.

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 except for a few items that were tabled pending further discussion. Refer to curriculum attachments for more information.
  - Section A tabled changes: Since this work is needed for the next catalog, the Graduate Council will discuss/vote via email on all remaining items.
- Graduate Faculty Status motion to table to next semester by Garver, Swingley seconded. Motion carried.

Old Business

- Assistantship Policy Update: policy has been posted in the policy library. December 30<sup>th</sup> deadline for feedback.

#### Announcements

- Associate Dean Reyman announces event Graduate Student Coffee and Conversation taking place in Williston Hall December 5<sup>th</sup>, 2023.
- Floyd announces CVPA Holiday Events. Please refer to the website for dates and times.

#### Adjournment

- Motioned by Floyd, Scherer seconded by to adjourn. The motion was approved by acclamation. Adjourned at 11:28 a.m.

#### Next Meeting

- Next meeting is scheduled for February 5<sup>th</sup>, 2023, 10:00 am.

#### Minutes

- Minutes respectfully submitted: Kayla Doane, The Graduate School

**MEMORANDUM**

**Date:** November 12, 2023  
**TO:** Graduate Council  
**FROM:** Ad Hoc Committee, Graduate Assistantship Stipend Rates  
**Subject:** Recommendations for Graduate Assistantship Stipends

The Ad Hoc Committee, consisting of Mina Moghadim (English), Karalyn Cunny (Higher Education), Jeremy Floyd (Theater), Becqui Hunt (Instructional Technology), and Brad Bond (History), has completed its work and makes the following recommendations.

Respecting the university's stated goal of moving to a three-year budgeting process, the committee recommendations apply to multiple years.

<b>Standard Rate</b>			
Current	FY 2025 +3%	FY 2026 + 2%	FY 2027 + 2%
\$15,550	\$15,965	\$16,285	\$16,610

<b>Ph.D. Rate</b>			
Current	FY 2025 +3%	FY 2026 + 2%	FY 2027 + 2%
\$18,450	\$19,095	\$19,465	\$19,855

The committee makes its recommendation based upon the following considerations:

- Over the past several years, the university has made a commitment to providing graduate assistants a "living wage." In a period of inflation, an increase in the minimum stipend rates seems appropriate. The committee, nonetheless, has not relied on the Consumer Price Index to inform its recommendation, and it does not recommend making it a practice to align increases with the CPI.
- With the university confronting a structural deficit exceeding \$30 million, the committee doubts that additional funding for assistantship stipends will be provided by the central administration. Consequently, we anticipate that a more substantive increase to stipend rates would force

hiring units to diminish the number of graduate assistants currently funded. In many units, a decrease in the number of graduate assistants would be injurious to the teaching and the research missions of the units. Thus, the committee's recommendation is modest.

- Ensuring that NIU stipends are competitive occupied the committee as well. The only national benchmark for graduate assistantship stipends is the (often) annual survey of approximately 40 public R-1 and R-2 institutions conducted by Oklahoma State University. While NIU minimum stipend rates lag national disciplinary averages, particularly in STEM fields, recent stipend increases have in other fields of study made assistantships more competitive nationally. Even the modest increases proposed will (by year three) place 22 academic programs above the disciplinary averages set in the 2023 OSU survey. While those national averages are moving targets, it may be important to bear them in mind as NIU establishes minima moving forward.

Other matters to consider:

- Each semester, graduate assistants confront substantial institutional charges (fees) not covered by their tuition waivers. Higher stipends may help pay for the fees, but they do not address the angst that high fees cause.
- Graduate assistants, especially international students, find the cost of health insurance high and irksome. At some institutions, health insurance is free or available at reduced costs to graduate assistants.
- There was a sense anecdotally obtained that addressing the insurance and fee charges might be more welcome than a modest stipend increase. The committee recognizes these issues are fraught, but they must be acknowledged - and perhaps addressed by an ad hoc committee charged with a broader scope.



NORTHERN ILLINOIS UNIVERSITY  
**The Graduate School**

November 27<sup>th</sup>, 2023

To: Graduate Council Members

From: Standards Committee

Re: Committee Report

The standards committee met on Monday November 13<sup>h</sup>, 2023, via teams. Discussion of the Graduate Faculty Policy took place. Further discussion will take place during the December Meeting.

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NORTHERN ILLINOIS UNIVERSITY

**The Graduate School**

November 27<sup>th</sup>, 2023

To: Graduate Council Members

From: Criminal Disclosure Committee

Re: Committee Report

The criminal disclosure committee met on Monday November 20<sup>th</sup>, 2023; executive director Laudick reviewed the new standard operating procedure draft with the committee. The committee members will finalize the standard operating procedure draft and review user role/access to new materials in slate during the December meeting.

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**The Graduate School**

November 9th, 2023

To: Graduate Council Members

From: Honorary Degree Committee

Re: Committee Report

The Honorary Degree Committee met on Thursday, November 9<sup>th</sup>, 2023, to discuss this year's honorary degree nominations. Three nominations were reviewed. The committee's recommendation will be delivered to the President and the Board of Trustees for approval.

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**The Graduate School**

TO: Graduate Council Members

FROM: Jessica Reyman   
Associate Dean, Graduate School

DATE: November 28, 2023

RE: Report from the November 10, 2023 meeting

The Graduate Colloquium Committee met on Friday, November 10, 2023, via Teams, at 1:30 p.m. We had 14 members and 6 guests in attendance.

The committee elected members of the Executive Committee, which includes Dr. Jie Chen and graduate student Hayley Neiling.

The committee received proposals from 26 departments/centers, and approved partial or full funding for 21 for Spring 2024 programs. The committee also discussed reviewing and updating the Graduate Colloquium Guidelines and review process in Spring 2024.

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Section A –

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

**CBUS**

**10/17/2023**

## **DEPARTMENT OF MARKETING**

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

Master of Science in Digital Marketing

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### Admission

Admission to the Master of Science in digital marketing program is competitive. At a minimum, applicants must meet the admission requirements of the NIU Graduate School and demonstrate that they possess the following minimum qualifications:

For applicants with a baccalaureate or higher degree from an accredited U.S. college or university:

- Strong record of academic achievement demonstrated by cumulative GPA.  
*Note: The GMAT is not required but may be submitted to supplement the academic record if GPA does not fully demonstrate academic ability.*
- Positive recommendations, preferably from an academic source.

For international applicants without a baccalaureate or higher degree from an accredited U.S. college or university:

- Strong record of academic potential demonstrated by GMAT score.
- Command of both oral and written English—those for whom English is not their first language must submit a minimum TOEFL (IBT) score of 80 or IELTS score of 6.5. Possession of a baccalaureate or higher degree from an accredited institution may serve in lieu of the TOEFL score.
- Positive recommendations, preferable from an academic source.

For NIU University Honors baccalaureate graduates:

NIU University Honors students who graduate with a B.A. or B.S. are guaranteed admission into the Master of Science in Digital Marketing program as space permits. These students are exempt from the GMAT requirement.

### **Requirements for admission**

**Admission to the Master of Science in Digital Marketing program is competitive. In addition to the standard requirements for graduate admission to the Graduate School at NIU, the**

Master of Science in Digital Marketing program has additional requirements for graduate admission.

The Master of Science in Digital Marketing program requires **all** degree-seeking applicants to submit the following materials:

- A resume
- A 500-word personal statement answering the following question:
  - In the context of digital marketing, how do you envision the future of the industry, and how do you see yourself contributing to the digital marketing landscape upon completion of your MSDM degree?
- Two letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate-level program at a large, public institution. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.

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

*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 Master of Science in Digital Marketing 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 Data Analytics

The M.S. program in data analytics **Data Analytics (MSDA)** provides students **with** the advanced knowledge and skills to analyze organizational data. 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. The program prepares students for data-driven leadership and problem solving. Graduates of the **M.S. in data analytics MSDA program** will be data-driven thinkers to approach business decision-making more rigorously and confidently, while effectively communicating data findings, interpreting complex data, and guiding their organizations in making more informed and actionable strategic decisions.

The program is in an online format for a large population of potential graduate students who cannot commit to either a full-time or location-based program to obtain the advanced degree. The program consists of two phases. Phase One (6 semester hours) is designed to

address deficiencies in undergraduate course work considered to be prerequisite for the Phase Two (30 semester hours) graduate course work. Students with significant undergraduate course work in business may be waived from some, or all, of the Phase One requirements. Exemption exams are also available to waive Phase One requirements. There is no charge for the exam, however, a student may only attempt each exam once. Phase Two consists of 10 courses to ensure an in-depth study in data analytics.

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#### Admission

Admission to the Master of Science in data analytics program is competitive. At minimum, applicants must meet the admission requirements of the NIU Graduate School and demonstrate that they possess the following minimum qualifications:

For applicants with a baccalaureate or higher degree from an accredited U.S. college or university:

- Strong record of academic achievement demonstrated by cumulative GPA.
- The GMAT/GRE is not required but may be submitted to supplement the academic record if GPA does not fully demonstrate academic ability.

For international applicants without a baccalaureate or high degree from a U.S. college or university, GRE or GMAT is required for admission:

- Strong record of academic potential demonstrated by GMAT or GRE score.
- Official IELTS (minimum 6.5 overall) or TOEFL (minimum 80) score received directly from the testing agency.

For NIU University Honors graduates:

NIU University Honors students who graduate with a B.A. or B.S. are guaranteed admission into the Master of Science in Data Analytics (MSDA) program as space permits.

#### Requirements for Admission

In addition to the general requirements for admission to the Graduate School at NIU, the M.S. in Data Analytic program also requires that applicants must have a minimum 3.00 overall grade point average (GPA), based on a 4.00 system, in their undergraduate program. Applicants whose GPA is below the required level may be recommended for admission if they satisfy one of the following criteria:

- Applicant earned an undergraduate or graduate degree from NIU College of Business or a closely related NIU program
- Exceptional performance on a graduate-level admission test (GRE or GMAT)

#### Application for Admission

Admission to the M.S. in Data Analytics (MSDA) program is competitive and limited to candidates who demonstrate high promise of success in this graduate program. Applicants must submit the following materials:

- A resume
- A statement of purpose (500-word outline of your goals for the MSDA program and beyond)

Phase One (6)



*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 Master of Science in Data Analytics admission requirements are stated above.*

Other catalog change

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

Master of Science in Management Information Systems

The M.S. program in ~~management information systems~~ **Management Information Systems (MIS)** prepares students to assume leadership roles in the area of business information systems. The program effectively integrates the technical area of computer technology with business processes. The purpose of the program is to expose students to current information technologies and the application of contemporary information management theories.

The **MIS** program consists of two phases. Phase One is designed to address deficiencies in undergraduate course work considered to be prerequisite for the Phase Two (30 semester hours) graduate course work. Students with significant undergraduate course work in business may be waived from some, or all, of the Phase One requirements. Exemption exams are also available to waive Phase One requirements. There is no charge for the exam, however, a student may only attempt each exam once.

Phase Two consists of 10 courses, seven **six** of which are required of all majors and three **four** 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 on** a particular area of their choice.

The student is required to complete a minimum of 30 semester hours of approved graduate work beyond Phase One and the baccalaureate degree. Of these 30 semester hours, 21 must be in classes reserved exclusively for admitted graduate students. Students-at-large are prohibited from registering for graduate business courses without departmental approval. The total credit from courses taken for graduate credit at other accredited institutions which are accepted in transfer plus credit earned at NIU as a student-at-large may not exceed 9 semester hours.

Each MIS student will not be allowed to take more than 12 credit hours per semester.

~~NIU University Honors students who graduate with a B.A. or B.S. are guaranteed admission into the Master of Science in Management Information Systems (MIS) program as space permits.~~

### 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

1. **Technology:** To provide the student with the knowledge to apply information technology effectively
  - The student can compare and contrast hardware, software, and networking technologies.
  - The student can create and manage databases.
2. **Information Technology Strategy and Management:** To prepare the student to make business driven decisions relating to the management of information technology.
  - The student can formulate a strategy for the use of information technology within a business.
  - The student can apply project management concepts, processes, knowledge areas, and tools to plan and manage IT projects.
3. **Critical Thinking and Analysis:** To provide the student with tools and techniques to understand unstructured business issues in the information technology domain.
  - The student can analyze and model organizational processes, business rules, and data.
  - The student can develop a computer-based application designed to address an organizational problem.

#### Requirements for Admission

In addition to the general requirements for admission to the Graduate School at NIU, the M.S. program in Management Information Systems also requires that applicants must have a minimum 3.00 overall grade point average (GPA), based on a 4.00 system, in their undergraduate program. Applicants whose GPA is below the required level may be recommended for admission if they satisfy one of the following criteria:

- Applicant earned an undergraduate or graduate degree from NIU College of Business or a closely related NIU program
- Exceptional performance on a required graduate-level admission test (GRE or GMAT)

#### Application for Admission

Admission to the Master of Science in Management Information Systems (MIS) program is competitive and limited to candidates who demonstrate high promise of success in this graduate program. Applicants must submit the following materials:

- A resume
- A statement of purpose (500-words outline of your goals for the MIS program and beyond)
- One of the following official test scores: GRE or GMAT. The testing requirement is waived if the applicant meets one of the following criteria:
  - Applicant earned an undergraduate or graduate degree from a NIU College of Business program
  - Applicant earned an undergraduate degree from an AACSB-accredited business school with a GPA of 3.00 or higher
  - Applicant earned a graduate degree from an AACSB-accredited business school

Phase One

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*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 Master of Science in Management Information Systems admission requirements are stated above.*

*Note: A portion of the above catalog description incorporates revisions which were approved by the College of Business Graduate Curriculum Committee and reported in minutes and attachments of its Third Meeting, October 3, 2023.*

**CBUS**

**11/14/2023**

## **DEPARTMENT OF ACCOUNTANCY**

Other catalog change

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

Master of Accountancy

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The MAC program is a part-time cohort program with students admitted only in the **summer and fall semester terms**. This coursework for this program is 100% online. Guaranteed admission into the program is available for University Honors students who have successfully completed a non-accountancy undergraduate degree from NIU, subject to capacity.

Check departmental information for additional requirements.

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## Admission

Admission to the Master of Accountancy program is competitive. ~~At minimum, applicants must meet the admission requirements of the NIU Graduate School. Applicants may not have a baccalaureate degree in Accountancy and must submit the following materials:~~

1. A resume, and
2. A statement of purpose, and
3. One of the following official test scores: GRE or GMAT. Applicants may also meet this testing requirement with one of the following: (1) an earned non-accountancy baccalaureate degree from an accredited institution with a GPA of 2.75 or higher; or (2) significant and industry-relevant post-baccalaureate work experience (at least two years).

At the discretion of the respective program directors, candidates may be required to ~~come in~~ for **complete** an interview **either in person or electronically** or to submit additional materials deemed important in assessing potential for success in graduate business studies. Students interested in the degree should apply no later than the Graduate School fall admission deadline.

~~All courses must be completed at NIU within six calendar years of starting.~~

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*Rationale: The Department of Accountancy also admits students to the Master of Accountancy program in the summer. 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 Accountancy admission requirements are stated above. The deleted sentences remove wording that is repetitive with standards enforced by the Graduate School.*

## Other catalog change

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

## Master of Accounting Science

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Admission to the Master of Accounting Science program is competitive. Candidates may be asked by the department graduate advisor to complete an interview either in person or by phone **electronically**. Applicants must submit the following materials:

1. A resume, and
2. A statement of purpose, and
3. One of the following official test scores: GRE or GMAT. Applicants may also meet this testing requirement with one of the following: (1) an earned baccalaureate degree from an AACSB-accredited (or similar) institution with a GPA of 3.00 or higher; or (2) significant and industry-relevant post-baccalaureate work experience (at least two years).

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

The Institute of Internal Auditors (IIA) has approved NIU as a participant in IIA's Endorsed Internal Auditing program. To receive a IIA certificate of completion, a student must have either a B.S. in accountancy from NIU or an M.A.S. degree from NIU. As part of the certificate requirements students must complete ACCY 562, an approved business elective, and an academic internship (ACCY 473 or ACCY 673) in an internal audit position. A student completing the internal audit course work will have "Completion of internal audit course work as endorsed by the Institute of Internal Auditors" on the official NIU transcript.

Check departmental information for any additional requirements.

***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 Accounting Science admission requirements are stated above.*

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

Master of Accounting Science

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Required Accountancy Courses (M.A.S. Phase One Course Work):

- ACCY 510 - Accounting Information Systems Credits: 3
- ↓
- ACCY 550 - Principles of Taxation of Business Entities Credits: 3
- ACCY 560 - Assurance Services Credits: 3

Phase Two

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Leadership Area of Study

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Students must complete 21 semester hours of graduate-level accounting course work including:

- ACCY 670 - Accounting Research Credits: 3  
OR ACCY 645 - Professional Tax Research Credits: 3
- ACCY 672 - Professional Development Skills in Accounting Credits: 3
- ACCY 675 - Data Analytics and Decision Making in Accounting Credits: 3
- ACCY 690 - Accountancy Capstone/Financial Statement Analysis and Business Valuation Credits: 3

Three of the following (9)

- ACCY 535 - SEC Reporting and Corporate Governance Credits: 3
- ACCY 580 - Governmental and Not-For-Profit Accounting Credits: 3



- ACCY 633 - Advanced Financial Reporting Credits: 3
- ACCY 650 - Advanced Issues in Taxation of Individuals Credits: 3
- ACCY 664 - Advanced Financial Statement Auditing Credits: 3
- ACCY 667 - Information Systems Auditing Credits: 3
- ACCY 673 - Internship in Accountancy Credits: 3

Students must also complete:

Nine semester hours of additional graduate-level course work approved by the department (9)

*Rationale: Updating course titles proposed in the Expedited Course Revisions section for the Department of Accountancy. Further, most of the students in NIU Accountancy programs begin their careers in public accounting and plan to take the CPA Exam. Our decision to require students to take three courses from the list above is to guide students in taking courses that will best prepare them for the revised CPA Exam and for entering the profession. This decision is consistent with our changes to courses to align with the revised CPA Exam, while also giving students some flexibility in the types of additional accounting courses they want to take (e.g., a focus on financial reporting and corporate reporting or a focus on auditing and information systems or a mixture of financial reporting and audit-related courses).*

## DEPARTMENT OF MARKETING

Other catalog change

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

Master of Science in Digital Marketing

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Degree Requirements (~~30-37~~) (30-38)

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Phase One (6)

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Phase Two (~~30-31~~) (30-32)

Marketing Strategy Foundation (15)

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Digital Marketing Foundation (~~12-13~~) (12-14)

Six of the following (~~12-13~~) (12-14)

- MKTG 627 - Entrepreneurial Creativity and innovation Credits: 3
- MKTG 671 - Digital Marketing and Search Engine Optimization Credits: 2 3
- ↓
- MKTG 682 - Online Reputation Management Credits: 2

Capstone (3)

- MKTG 684 - Capstone Application in Digital Marketing Credits: 3
  - OR MKTG 686 - Capstone Digital Marketing Project Credits: 3

*Rationale: Due to a proposed increase in credit hours for MKTG 671 (shown in this attachment in the Department of Marketing Expedited Course Revision section), the hours for the degree program increase by one credit hour.*

**Department:** Educational Technology, Research and Assessment

**Page Listing:** [2023-24 Graduate Catalog](#)

**DESCRIPTION:**

**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.*

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## **COLLEGE OF EDUCATION**

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

Other Catalog Change      **CEDU23.24.6.33**      [2023-2024 Grad Catalog](#)

#### **College Teaching (12)**

##### **Certificate of Graduate Study**

The certificate of graduate study in college teaching is available to any graduate-level student in good standing. This certificate is designed to prepare or enhance professionals relative to the role of faculty in various postsecondary institutional contexts. Courses focus on understanding higher education institutions and the expected roles of faculty in different institutional contexts, developmental and learning theories for various student populations, online technologies, and assessment practices in student learning.

##### **Requirements (6)**

HESA 530 – Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3

HESA 533 – Applied Learning Theories in Postsecondary Education Credits: 3

##### **Two of the following (6)**

HESA 540 – Curriculum and Program Development in Postsecondary Contexts Credits: 3

HESA 590 – Workshop in Higher Education and Student Affairs Credits: 1-3

Students must take this course for 3 semester hours.

Workshop must be directly related to college teaching and approved by the college teaching certificate coordinator.

HESA 733 – Theory Building for Learning in Postsecondary Education Credits: 3

HESA 740 – Pedagogical Innovations and Student Learning Credits: 3

HESA 759 – Critical and Feminist Pedagogies in Higher Education Credits: 3

ETT 510 – Instructional Media and Technology Credits: 3

ETT 535 – Distance Education: Design and Delivery Credits: 3

*Rationale: We wish to remove the certificate in certificate in college teaching 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.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

Other Catalog Change

**CEDU23.24.6.31**

[2023-2024 Graduate Catalog](#)

## Master of Science in Education in Counseling

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### Admission

An applicant must demonstrate satisfactory academic and professional progress as indicated by data included in the application for admission by the Graduate School the deadline posted on the program admission website.

Applicants to the program in counseling must attend a pre-admission workshop and be selected by the faculty on the basis of aptitude, ability, professional disposition and personal qualifications requisite for the field. Prior to the pre-admission workshop, applicants must complete the supplementary data forms and take any required tests. Admission to the master's program in counseling is competitive and takes place once a year in the spring. Students are admitted for the summer session or fall semester. All materials must be received by the Graduate School and the Department of Counseling and Higher Education by January 8. Applicants are usually notified of an admission decision within three weeks of the pre-admission workshop.

Prospective students who fail to satisfy the Graduate School's GPA requirement may request special consideration of their applications.

Any applicant who is denied admission to the program may submit to the admissions committee a written request for reconsideration that includes information not previously submitted. Final decisions of program admissions committees may be appealed to the department's Committee on Admissions, Retention, and Professional

Standards. Appeals to this committee must be in writing and must explain the basis for the appeal.

Admitted students will be required to successfully pass a Criminal Background Check before progressing into their practicum field-based curriculum experiences.

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

- M.S.Ed applicant essay (prompts are provided via this link: <https://www.cedu.niu.edu/cahc/docs/cahc-msed-applicant-essay-short.pdf>)
- 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 M.S.Ed. in Counseling program admits new graduate students only for the Fall semester on an annual basis. The application deadline for the M.S.Ed. in Counseling program is January 8<sup>th</sup>. Admission to the M.S.Ed program in Counseling is competitive.

Participation in a pre-admission workshop is also required for program admission. If the outcome of the initial review of your application materials supports the decision, you will be invited to attend the workshop. Successful applicants will be selected by the faculty based on aptitude, ability, professional disposition, and personal qualifications requisite for the field. Applicants are usually notified of an admission decision within three weeks of attending the pre-admission workshop.

Any applicant who is denied admission to the program may submit to the admissions committee a written request for reconsideration that includes information not previously submitted. Final decisions of program admissions committees may be appealed to the department's Committee on Admissions, Retention, and Professional Standards. Appeals to this committee must be in writing and must explain the basis for the appeal.

Admitted students will be required to successfully pass a Criminal Background Check before progressing into their practicum field-based curriculum experiences.

*Rationale: We have aligned our admission language in the Graduate Catalogue with the requirements from the Graduate School. We made two additional adjustments: (1) we deleted “Students are admitted for the summer session” because admissions to the M.S.Ed program in Counseling is Fall only (2) we clarified that only selected applicants will be invited to attend the pre-admission workshop.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

Other Catalog Change

**CEDU23.24.6.32**

[2023-2024 Graduate Catalog](#)

#### Admission

An applicant for admission must have

- a master’s degree in counseling or the equivalent.
- a GPA of at least 3.20 in previous graduate work; 3.50 or higher preferred.
- three letters of recommendation from individuals who can speak to applicant’s academic and/or professional qualifications. We recommend at least one of the letters be from a current or former professor. All letters must be dated no more than one year prior to the application deadline.
- satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.
- a minimum of one year of work experience as a professional counselor preferred.
- demonstration of writing competencies as prescribed by the department and submission of a scholarly paper or professional report of which the applicant is sole author.
- evidence of potential for professional leadership and current resume or curriculum vitae to be submitted to the department.
- following screening based on the above criteria, a preadmission interview.

Prospective students who fail to satisfy the GPA requirements may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by program faculty on the basis of a total profile of an individual’s qualifications. Where deficiencies exist, the department’s faculty may require remedial coursework and recommend admission with stipulation.

Admission to the doctoral program in counselor education and supervision is competitive and takes place once a year in the spring. Students are admitted for the summer session or fall semester. All materials must be received by the Graduate School and the Department of Counseling and Higher Education by the admissions deadline posted on the program’s website. All applicants must complete and pass a Criminal Background Check as part of their application process. Prospective

students can review the criminal background check policies and procedures in the program handbook posted on the program website.

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

- transcript showing the successful completion of a master's degree in counseling (or an equivalent counseling-related field), with GPA of at least 3.20 in previous graduate work (3.50 or higher preferred)
- Ph.D. applicant essay (prompts are provided via this link: <https://cahe.niu.edu/cahe/docs/phd-ces-applicant-essay.pdf>)
- three letters of recommendation from individuals who can speak to applicant's academic and/or professional qualifications. We recommend at least one of the letters be from a current or former professor holding a doctorate degree. All letters must be dated no more than one year prior to the application deadline.
- current resume/CV in a PDF format; at least one year of work experience as a professional counselor is preferred

Participation in a pre-admission workshop is also required for program admission. If the outcome of the initial review of your application materials supports the decision, you will be invited to attend the workshop. Successful applicants will be selected by the faculty based on aptitude, ability, professional disposition, and personal qualifications requisite for the field.

Prospective students who fail to satisfy the GPA requirements may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by program faculty on the basis of a total profile of an individual's qualifications. Where course deficiencies exist, the department's faculty may require remedial prerequisite coursework and recommend admission with stipulation.

Admission to the doctoral program in Counselor Education and Supervision is competitive. Applications are reviewed three times per year between late Fall and late Spring for admission in the following Fall semester. All materials must be received by the Graduate School and the Department of Counseling and Higher Education by the admissions deadlines: November 15 (early admissions), February 1 (general admissions), and April 1 (late admissions).

*Rationale: We have aligned our admission language in the Graduate Catalogue with the requirements from the Graduate School. We further clarified that only selected applicants will be invited to attend the pre-admission workshop.*

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**COLLEGE OF EDUCATION  
DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Course Revision **CEDU23.24.09.81** [2023-24 Grad Catalog](#)

**College of Education**

↓

**Special and Early Education**

↓

**Display Courses for this Department**

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**SESE 515 - Foundations of Introduction to Applied Behavior Analysis**

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

Prerequisites & Notes

PRQ: admission to the BCBA program or department consent.

Credits: 3

*Rationale: The title is being revised to more clearly describe the content of the course in order to meet accreditation requirements.*

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**COLLEGE OF EDUCATION  
DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Course Revision **CEDU23.24.09.82** [2023-24 Grad Catalog](#)

**College of Education**

↓

**Special and Early Education**

↓

**Display Courses for this Department**

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**SESE 570 - ~~Concepts and Principles of Behavior Analysis~~ Conceptual Foundations and the Experimental Analysis of Behavior**

The theoretical and conceptual framework of behavior analysis as well as the historical, and philosophical, and empirical foundations underpinnings of the experimental analysis and science of behavior. Emphasis on the experimental research from which behavior analysis is derived.



**Prerequisites & Notes**

PRQ: acceptance into program or consent of department.

Credits: 3

*Rationale: The title and description are being revised to more clearly describe the content of the course in order to meet accreditation requirements.*

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**COLLEGE OF EDUCATION****DEPARTMENT OF COUNSELING AND HIGHER EDUCATION**

Course Revision      **CEDU23.24.09.56**      [2023-2024 Grad Catalog](#)

**Master of Science in Education in Counseling**

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**Common Core**

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**COUN 510 - Counseling Interventions Across the Lifespan **Lifespan Development in Counseling****

Explores counseling strategies **theories and models** that are culturally, ethically, and developmentally appropriate for individuals and family development across the lifespan. Theories of lifespan development, resiliency, and wellness are examined. **Implications for counseling practice** are discussed.

*Rationale: We are revising the title and description of the course to more accurately reflect the content of this course, which is focused on theories and models of lifespan development, rather than interventions or strategies.*

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**COLLEGE OF EDUCATION****DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT**

Other Catalog Change      **CEDU23.24.09.84**      [2023-24 Grad Catalog](#)

**Doctor of Philosophy in Instructional Technology**

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## 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.

In addition to the standard requirements for admission to the Graduate School at NIU, applicants will need to submit the following items:

- Transcripts from an accredited institution of higher learning demonstrating completion of a master's degree in either instructional technology or another discipline acceptable to the admissions committee.
- Three letters of recommendation.
- A personal statement that supports the applicant's interest in the program.
- A writing sample that demonstrates research and writing skills. Examples of writing samples may include, but are not limited to:
  - An academic or professional writing sample that includes research and citations.
  - An academic writing sample from a master's degree program course.

*Rationale: We would like to align our language with the requirements from the Graduate School and keep the requirements needed for this program.*

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## COLLEGE OF EDUCATION KINESIOLOGY AND PHYSICAL EDUCATION

**Course Revision**      **CEDU 23.24.09.63**      [2023-2024 Grad Catalog](#)

### KNAT 515 - Special Topics and Culminating Experience in Athletic Training

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#### Prerequisites & Notes

CRQ/PRQ: Admission to the Athletic Training Program KNAT-556 or consent of department.

**RATIONALE:**      *Pre-requisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION Kinesiology and Physical Education

**Course Revision**      **CEDU 23.24.09.64**      [2023-2024 Grad Catalog](#)

### KNAT 519 - Athletic Training Clinical Administration

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#### Prerequisites & Notes

PRQ: KNAT-552 Admission to the Athletic Training Program or consent of department.

**RATIONALE:**      *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION Kinesiology and Physical Education

**Course Revision**      **CEDU 23.24.09.65**      [2023-2024 Grad Catalog](#)

### KNAT 520 - Integrated Therapeutic Interventions in Athletic Training I

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**Prerequisites & Notes**

PRQ: KNAT-502 [Admission to the Athletic Training Program](#) or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION COLLEGE CURRICULUM COMMITTEE

**Course Revision****[CEDU 23.24.09.66](#)**[2023-2024 Grad Catalog](#)

### KNAT 550 - Research Methods and Evidence Based Practice in Athletic Training

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**Prerequisites & Notes**

PRQ: KNAT-502 [Admission to the Athletic Training Program](#) or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION Kinesiology and Physical Education

**Course Revision****[CEDU 23.24.09.67](#)**[2023-2024 Grad Catalog](#)

### KNAT 551 - Athletic Training Clinical Experience I

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**Prerequisites & Notes**

PRQ: KNAT-500 or consent of department. CRQ: KNAT-502 [Admission to the Athletic Training Program](#) or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision**                      **CEDU 23.24.09.68**                      [2023-2024 Grad Catalog](#)

#### KNAT 552 - Athletic Training Clinical Experience II

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##### Prerequisites & Notes

PRQ: KNAT 551 and KNAT 503; or consent of department.

**RATIONALE:**        *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision**                      **CEDU 23.24.09.69**                      [2023-2024 Grad Catalog](#)

#### KNAT 553 - Immersive Athletic Training Clinical Experience I

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##### Prerequisites & Notes

PRQ: KNAT 504 and KNAT 520; **KNAT 552** or consent of department.

**RATIONALE:**        *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision**                      **CEDU 23.24.09.70**                      [2023-2024 Grad Catalog](#)

#### KNAT 560 - Professional Preparation in Athletic Training

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**Prerequisites & Notes**

PRQ: KNAT-553 **Admission to the Athletic Training Program** or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision****CEDU 23.24.09.71**[2023-2024 Grad Catalog](#)

#### KNAT 650 - Directed Research and Applied Evidence Based Practice in Athletic Training

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**Prerequisites & Notes**

PRQ: KNAT-553 **Admission to the Athletic Training Program** or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision****CEDU 23.24.09.61**[2023-2024 Grad Catalog](#)

#### KNAT 500 - Principles of Athletic Injury and Illness Management and Emergency Care

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**Prerequisites & Notes**

PRQ: Admission to the **Athletic Training Program** ~~athletic training program~~ or consent of department.

**RATIONALE:** *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum.*

*These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### Kinesiology and Physical Education

**Course Revision**      **CEDU 23.24.09.62**      [2023-2024 Grad Catalog](#)

#### KNAT 502 - Clinical Physical Examination and Diagnosis in Athletic Training I

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#### Prerequisites & Notes

PRQ: KNAT 500 **Admission to the Athletic Training Program** or consent of department.

**RATIONALE:**      *Prerequisite changes are being made to several of the KNAT courses to communicate that these courses are available to students admitted to the MSAT program and establish the appropriate progression based on the current curriculum. These changes will also allow for greater flexibility should some of the non-sequential courses need to be placed elsewhere in the curriculum.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT

**Other Catalog Change**      **CEDU23.24.09.85**      [2023-24 Grad Catalog](#)

#### Master of Science in Education in Instructional Technology

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#### Admissions

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An applicant may submit MAT scores in lieu of GRE scores.

**In addition to the standard requirements for admission to the Graduate School at NIU, applicants will need to submit the following items:**

- **Transcripts from an accredited institution of higher learning demonstrating completion of a bachelor's degree.**
- **Personal statement that supports the applicant's interest in the program.**

*Rationale: We would like to align our language with the requirements from the Graduate School and keep the requirements needed for this program.*

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## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change    **CEDU24.25.09.80**    [2023-2024 Grad Catalog](#)

#### Master of Science in Education in School Business Management

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This 39-semester-hour program is intended to prepare persons to serve as school business managers. Students, under the direction of an advisor, will plan a program of studies which will include course work, internship, and field experiences directly related to the school business management function in elementary and secondary, or college educational systems. It is not necessary to have an educator license to apply for this program. Program flexibility permits elective courses which may be applied toward meeting minimal educational requirements for the general administrative endorsement.

This 39-semester-hour program is intended to prepare students to serve as school business managers. The program of study includes course work and field experiences directly related to school business management in Illinois PK-12 educational systems. An educator license is not required to apply to this program.

*Rationale: The current description included in the Catalog is original to the program and does not reflect the current structure. The program has a defined course of study and does not offer electives. Additionally, the Illinois State Board of Education eliminated the General Administrative endorsement in 2015 and no longer offers this license.*

## COLLEGE OF EDUCATION

### Curriculum and Instruction

Other Catalog Change    **CEDU23.24.09.54**    [2023-2024 Grad Catalog](#)

#### Doctor of Education in Curriculum and Instruction

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#### Admission



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Applicants for the Ed.D. program are expected to have a broad base of general education in the humanities, sciences, and social sciences and are required to present evidence of a minimum of three years of acceptable professional experience and/or demonstrated field leadership.

An applicant for admission is generally expected to

- have a minimum GPA of 3.0 in previous graduate work.
- ~~submit scores on the General Test of the GRE or the Miller Analogies Test (MAT).~~
- provide two letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications.
- ~~demonstrate satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.~~
- submit a writing sample of approximately 10 pages in length. The writing sample should demonstrate the applicant's strength in critical and evaluative thinking/reasoning. It should be an original work, written solely by the applicant (rather than co-authored with another person). The written work should also include properly cited references (both in-text and in the references). For more information, please contact the Department of Curriculum and Instruction.
- submit a 500-750 words personal statement, indicating a) the basis for the applicant's interest in the program, b) their possible research interests and, c) professional goals as they align with the program.
- provide a professional resume
- participate in a preadmission interview, if requested by program faculty

**RATIONALE:** *Per stipulations of the Graduate School, program faculty revisited admission application requirements for the Doctor of Education in Curriculum and Instruction program. Program faculty reviewed our current application guidelines and struck the GRE/ Millers Analogy Test from the requirements; they also reduced the number of requisite letters of recommendation from three to two.*

**Approved:**

\_\_\_\_ James  
Cohen

\_\_\_\_ 9/29/2023

Department Curriculum Chair

Date

Sally

Blake \_\_\_\_\_ 9/29/2023 \_\_\_\_\_

Department Chair

Date

## COLLEGE OF EDUCATION

### Curriculum and Instruction

Other Catalog Change  
Catalog

**CEDU23.24.09.59**

2023-24 Grad

#### **Postsecondary Developmental Literacy and Language Instruction (15)**

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The certificate of graduate study in postsecondary developmental literacy and language instruction is an interdisciplinary and intercollegiate program of study administered by the Department of Curriculum and Instruction in the College of Education and is available to any graduate-level student in good academic standing at Northern Illinois University. This certificate is intended to prepare current and future college educators to serve a diverse group of students in a variety of postsecondary literacy contexts, including learning assistance programs and developmental/transitional programs in both community colleges and universities. Students completing the certificate will be equipped to understand and critically analyze the historical context of developmental literacy instruction; recognize the social, cultural, linguistic, and academic diversity of students enrolled in developmental literacy coursework; design and implement appropriate and effective evidence-based instruction; and participate professionally in the field of postsecondary developmental literacy.

#### **Requirements (15)**

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- ~~LTRE 512 – Disciplinary Reading Instruction at the Postsecondary Level Credits: 3~~
- ~~LTRE 518 – Curriculum and Program-level Design in Postsecondary Reading Credits: 3~~
- ~~LTRE 519 – Teaching Postsecondary Reading Credits: 3~~
- ~~OR LTRE 719 – Principles and Methods of Teaching Postsecondary Reading Credits: 3~~
- ~~LTRE 521 – Postsecondary Reading Assessment Credits: 3~~
- ~~Elective – Credits: 3~~

- 
- ~~HESA 509 – Campus Environments and Student Cultures Credits: 3~~
  - ~~HESA 522 – College Student Development Theory Credits: 3~~
  - ~~LTCY 586 – Internship in Literacy Education Credits: 1-12~~
  - ~~Approved topics. Students must take this course for 3 semester hours.~~
  - ~~LTCY 592 – Special Topics in Literacy Education Credits: 1-3~~
  - ~~LTCY 597 – Independent Research in Literacy Education Credits: 1-3~~
  - ~~LTC 551 – Teaching Literacy Skills to Adult Multilingual Learners: Methods and Materials Credits: 3~~
  - ~~LTC 553 – Cross-Cultural Issues in the Adult ESL Classroom Credits: 3~~
  - ~~LTRE 718 – Adult, Family, and Community Literacies Credits: 3~~

*RATIONALE: We wish to remove the certificate in Postsecondary Developmental Literacy and Language as a listed option with the C and I department. We have had no interest in the certificate in the last few years. There are no students enrolled in the certificate program.*

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## **COLLEGE OF EDUCATION**

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

Other Catalog Change      **CEDU23.24.09.83**      [2023-24 Grad Catalog](#)

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

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#### **Specialization in Behavior Analysis**

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SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3  
 SESE 515 - Foundations of **Introduction to** Applied Behavior Analysis Credits: 3  
 SESE 570 - Concepts and Principles of Behavior Analysis **Conceptual Foundations and the Experimental Analysis of Behavior** Credits: 3  
 SESE 571 - Theory and Philosophy of Radical Behaviorism Credits: 3

~~SESE 578 – Issues and Trends in Teaching Students with Emotional and Behavioral Disorders Credits: 3~~

~~SESE 592 – Seminar in Special Education Credits: 3~~

~~SESE 606 – Methods for Teaching Students with Emotional/Behavioral Disorders Credits: 3~~

~~OR SESE 526 – Working with and Supporting Families of Young Children with Disabilities and Special Needs Credits: 3~~

SESE 708 - Advanced Behavior Assessment and Functional Analysis Credits: 3

SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3

SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3

**SESE 770 - Writing for Publication in Educational Psychology and Special Education Credits: 3**

SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credits: 3

**SESE 796 - Laboratory Field Studies in Special Education Credits:3**

*Rationale: In preparation for upcoming changes to accreditation standards for Board Certified Behavior Analyst programs, we are proposing these changes:*

- *SESE 515 and SESE 570 are being revised to more clearly delineate the mandated content that will be covered in the courses.*
  - *SESE 578 and SESE 606 (or SESE 526) will be removed because the topics of the courses are not primarily related to behaviorism, Applied Behavior Analysis, or research.*
  - *SESE 571 is being added to meet accreditation standards regarding historical roots of behaviorist theory and practice.*
  - *SESE 770 and SESE 796 are being added to meet the requirement that all program candidates complete an intensive research project. The content from SESE 592, which is being removed from the program, will be covered in SESE 770 and SESE 792.*
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## COLLEGE OF EDUCATION

### Curriculum and Instruction

**Other Catalog Change**

**CEDU23.24.09.86**

[2023-24 Grad Catalog](#)

**Doctor of Education in Curriculum and Instruction**

↓

### Specialization in Curriculum Leadership



### Specialization in Literacy Education



### Specialization in Equity and Social Inquiry



### Admission



### Requirements for Specialization in Equity and Social Inquiry

The doctoral program in curriculum and instruction with a specialization in equity and social inquiry requires the equivalent of at least three years of full-time academic work, or a minimum of 93 semester hours of graduate work beyond the baccalaureate degree including the following.

- [TLCI 703 - Design of Curriculum and Instruction](#) Credits: 3
- [TLCI 704 - Research Seminar in Curriculum and Instruction](#) Credits: 3
- Course work constituting common requirements in research understandings and skills, learning and development theories, and sociocultural analyses of education (15)
  - [TLCI 510 - Critical Perspectives in Curriculum and Instruction](#)
  - [LTIC 700 - Seminar in Educating Multilingual Learners](#)
  - [ETR 525 - Qualitative Research](#)
  - [ETR 535 - Mixed-Methods Research](#)
  - [TLCI 702 - Advanced Survey of Research in Curriculum and Instruction](#)
  -
- Course work (excluding dissertation hours) in the specialization (12)
  - [TLCI 701- Theoretical Perspectives in Educational Equity](#)
  - [TLCI 540 - Gender-Sensitive Curriculum](#)
  - [TLCI 733: Special Topic: Social Justice](#)
  - [TLCI 760 - Educational Change](#)
- A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies (No specific number of semester hours is required.)
  - [TLCI 595 - Models of Mentoring](#)
  - [EPFE 714 - Ethical Approaches to Problems of Practice in Educational Leadership](#)

- ETR 521 - Educational Statistics
  - EPS 707 - Human Development and Educational and Social Policy
  - TLCI 734 - Practicum in Curriculum Appraisal
- Successful completion of a candidacy examination. A candidacy examination encompassing the principal areas of professional knowledge, the common requirements, and students' special fields will be scheduled and administered at least twice each year. A graduate student eligible to take this examination, with the permission of the chair of the doctoral committee, will have completed at least two-thirds of their studies including the common requirements. Application for the examination can be made at the Department of Curriculum and Instruction.
  - [TLCI 799 - Doctoral Research and Dissertation](#) Credits: 1-15
    - 15-30 semester hours in this course are required for the degree.

*RATIONALE: The Department of Curriculum and Instruction is requesting to add a new specialization to his Doctor of Education in Curriculum and Instruction degree program. The program has historically had three: 1) Curriculum Leadership, 2) Literacy Education, and previously 3) Secondary Education and then following it Science, Social Studies, and Environmental Education Integration (SSSEEI). Program faculty voted last year to remove SSSEEI specialization due to continuing low enrollment.*

*Following university and college mission to both serve and be responsive to national/ regional needs and trends, the program faculty has designed a new specialization with a focus on equity issues and curriculum. We are currently piloting a program of study in this area with a cohort of 28 new doctoral students. We expect additional cohorts to follow.*

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## **COLLEGE OF EDUCATION**

### **Leadership Educational Psychology and Foundations**

Other Catalog Change [CEDU23.24.07.40](#)

[Link](#)

#### **Requirements for Graduate Degrees**

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#### **Comprehensive Examination**

Successful completion of a comprehensive examination is required in all master's degree programs described in this section except the M.A.S., the Master of Science in Taxation, the Master of Arts in Teaching (specialization in elementary education), the M.S.Ed. in Educational Administration, the Master of Science in Teaching (specialization in middle school mathematics education), the M.S.Ed. in counseling, the M.S.Ed. in literacy with focus on Bilingual/ESL Education, M.S.Ed. in physical education, [the M.S.Ed. in](#)

**Education in School Business Management**, the M.S. programs in computer science, industrial and systems engineering, in industrial management, in management information systems, in nursing, and in sport management. The comprehensive examination may be either written or oral, or both, at the option of the department. These examinations are given by the major department. The number of semester hours of course work which a student must complete before taking this examination shall be determined by the department. A student planning to take a comprehensive examination may be required to file a letter of intent with their department, and should consult the department concerning applicable procedures and deadlines for such notification.

*Rationale: Several years ago, students completing the School Business Management program would participate in a roundtable discussion of their internship experience in their final semester of coursework. This roundtable discussion served as the fulfillment of the comprehensive examination requirement. As part of the department's effort to revise the internship in the school business management course (LEBM 586), the roundtable discussion takes place three times (once per semester), rendering the comprehensive examination no longer necessary as a stand-alone requirement.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

Other Catalog Change

**CEDU23.24.07.34**

[2023-2024 Grad Catalog](#)

#### Doctor of Education in Higher Education

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#### Area of Specialization (21)

#### ~~College Teaching~~

- ~~HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3~~
- ~~HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3~~
- ~~HESA 702 - Philosophy of Postsecondary Education Credits: 3~~
- ~~HESA 705 - Theories of College Student Development and Success Credits: 3~~

- ~~HESA 733 - Theory Building for Learning in Postsecondary Education Credits: 3~~
- ~~HESA 740 - Pedagogical Innovations and Student Learning Credits: 3~~
- ~~HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3~~

### **Community College Leadership**

- HESA 555 - Seminar in the Community College Credits: 3
- HESA 575 - Public Policy Studies in Higher Education Credits: 3
- HESA 704 - Strategic Marketing and Enrollment Management Credits: 3
- HESA 740 - Pedagogical Innovations and Student Learning Credits: 3
- HESA 751 - Community College Students Credits: 3
- HESA 771 - Legal Aspects of Higher Education Administration Credits: 3
- HESA 772 - Financing Higher Education Credits: 3

### **Higher Education Administration**

#### **Specialization Common Requirements (15)**

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3
- ~~HESA 575 - Public Policy Studies in Higher Education Credits: 3~~
- HESA 702 - Philosophy of Postsecondary Education Credits: 3
- HESA 703 - Postsecondary Access in Higher Education Credits: 3
- ~~HESA 705 - Theories of College Student Development and Success Credits: 3~~
- HESA 771 - Legal Aspects of Higher Education Administration Credits: 3
- HESA 772 - Financing Higher Education Credits: 3

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

Elective approved by advisor (3) or select from the list below.

- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
- HESA 575 - Public Policy Studies in Higher Education Credits: 3
- HESA 705 - Theories of College Student Development and Success Credits: 3
- HESA 733 - Theory Building for Learning in Postsecondary Education Credits: 3
- HESA 740 - Pedagogical Innovations and Student Learning Credits: 3
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3



*Rationale: We wish to remove the college teaching specialization and instead move to an elective model for our Executive Weekend Ed.D. program. Please note that the Executive Weekend Ed.D. includes the CT and HEA specialization. Students in the CT and HEA specialization used to take core courses and overlapping specialization courses together as one cohort. For four courses during the program, students would split into their specializations. Students in the community college leadership specialization take courses in a different modality than students from the other two programs; thus, changes will not impact the community college leadership specialization.*

*This move to an elective model allows us to remove the CT specialization, which has not had sufficient enrollment in recent years, while continuing to offer CT courses for students interested in this content area.*

**Removal of CT specialization:** *Over the past few years, we have only had 3-4 students enroll in the college teaching specialization each year, which has led to low enrollment in specialization courses. Students currently enrolled in the College Teaching specialization will be able to complete the specialization. HESA 740 will be continued to be offered as part of the Community College Leadership specialization. As we identify electives to offer over the next couple of years, we will ensure to offer the courses students from the College Teaching specialization need to finish their program.*

**Move toward CT and HEA Electives in the Executive Weekend Ed.D. Program:**

*While enrollment in the CT specialization has been low, students who have/are in the CT specialization have spoken very highly of the coursework and content. Each year, we get a few requests from students in the HEA specialization asking if they could take a CT course instead of one of the HEA courses. In the past, due to the set-up specializations, this was not possible. Moving forward, we would like to offer 6 credits of elective courses as part of the Executive Weekend Ed.D. program (formerly the HEA and CT specialization, now only the HEA specialization). Doing so will allow us to still offer CT courses to students interested in this content, while aligning offerings with demand. CT and pedagogy are important skills for higher education leaders and having the option to take courses in this area will be essential for higher education leader preparing for senior level positions that include teaching responsibilities or overseeing centers for teaching and learning or similar higher education position. We believe that offering 6 credits of electives (i.e., 2 courses) and allowing students to pick and choose electives based on interest rather than being locked into a specific specialization will improve our ability to reach enrollment goals for CT courses. In addition, an elective model will allow us to gauge student interests before deciding what electives to offer; thus, allowing us to align elective offerings with student interests.*

**Selection and Rotation of Elective Courses:**

*Our Higher Education faculty met to determine which courses from the HEA administration could become electives. The faculty committee identified two*

*courses: HESA 705: Theories of College Student Development and Success and HESA 575: Public Policy Studies in Higher Education. HESA 705 was not a course in the initial Executive Weekend Ed.D. program but was added three years ago to replace an elective. At the time, faculty noted that some of our students, particularly those without a Master's in Higher Education and Student Affairs lacked knowledge of college student development and success theories. Teaching the course for the past few years, faculty have struggled because students enter this course with a wide range of knowledge on student development and success theories. For some students, this course feels like a repetition of courses in their Master's program; for other students, this is entirely new information. Thus, making this course an elective will allow students who do not have any prior knowledge of college student development and success theories to gain this information while students who have taken similar courses in their Master's program can choose to take another elective. For the second course, HESA 575, faculty believed that, while an important content area, not all of our graduates will engage in policy work and thus levels of interest in this content have varied greatly among students. Moving this course to an elective will allow students interested in this course to take the course while others can choose from other offerings.*

*All CT courses are listed as approved electives, though not all of them will be offered every semester. Our Executive Weekend Ed.D. program is a cohort program. Students from the first and second year cohort will enroll in an elective course in their spring semester. We will be offering three electives, the two HEA electives and one CT elective. This way, students who want to pursue the traditional HEA specialization will still have the opportunity to do so. Students who want to focus on CT and/or take at least one CT courses will also have the opportunity to do so.*

*Overall, this new elective model will allow students to have more choices in their education, aligning their coursework more closely with their interests, while reducing the number of courses we need to offer and staff and better aligning course offerings with interests.*

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## **COLLEGE OF EDUCATION**

### **Leadership, Educational Psychology and Foundations**

Course Revision

**CEDU23.24.07.36**

**2023-24 Grad Catalog [Link](#)**

**College of Education**



**Leadership, Educational Psychology and Foundations**

**Display Courses for this Department**

LEEA 786A - Internship in Educational Administration

Credits: 3 **1.5**

*Rationale: Changing the credit hours in 786A from 3 to 1.5 better aligns with the work expected of students completing the internship course requirements of the program.*

LEEA 786B - Internship in Educational Administration

Credits: 2 **1.5**

*Rationale: Changing the credit hours in 786B from 2 to 1.5 better aligns with the work expected of students completing the internship course requirements of the program.*

LEEA 786C - Internship in Educational Administration

Credits: 1 **3**

*Rationale: Changing the credit hours in 786C from 1 to 3 better aligns with the work expected of students completing the internship course requirements of the program.*

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**COLLEGE OF EDUCATION****Leadership, Educational Psychology and Foundations**

Other Catalog Change    **CEDU24.25.07.37**    2023-24 Grad Catalog [Link](#)

**College of Education****Leadership, Educational Psychology and Foundations****Hide Programs for this department****Master's Programs**~~Master of Science in Education in Educational Psychology~~

*Rationale: Due to low enrollment for numerous years and the subsequent inability for courses to meet the minimum enrollment criteria, the faculty in the program, along with the chair of the department, have collectively decided to discontinue offering the Master of Science in Educational Psychology. Accommodations will be made for the*

*remaining student in the program. Faculty are committed to ensuring the student can successfully complete their program of study. Focus will be directed at growing enrollment in the Ph.D. in Educational Psychology.*

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## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change **CEDU24.25.07.38** 2023-24 Grad Catalog [LINK](#)

#### Doctor of Philosophy in Educational Psychology



#### Admission

Applications are considered on a rolling basis. Completed applications and all supporting materials must be received by the Graduate School no later than April 1 for admission for the summer and fall semesters, and October 1 for admission for the spring semester.

The Educational Psychology doctoral program admits new students on a rolling basis. Applications for admission into the program must be received by the Graduate School no later than:

- Fall admit term: April 1
- Spring admit term: October 1
- Summer admit term: April 1

Note that the Educational Psychology program application deadlines are earlier in the application cycle than the general Graduate School deadlines.

Applicants for the doctoral degree in Educational Psychology must have completed a Master's degree in educational psychology, psychology, special education, curriculum and instruction, educational research and evaluation, or a related field. Applicants are expected to have completed course work in learning theory, theory of development, research methods, basic statistics, and foundations of education. Where deficiencies are found by the admissions committee, additional courses for the doctoral degree may be prescribed.

Successfully completing requirements of Option A of the Master of Science in Education in Educational Psychology from Northern Illinois University satisfies the above requirements. Similarly, successfully completing requirements of the Master of Science in Educational Research and Evaluation from Northern Illinois University (including 3 semester hours of course work in theories of learning, 3 semester hours of course work in theories of development, and a thesis or equivalent study) satisfies the above requirements.

Applicants for admission must have completed a master's degree in educational psychology, psychology, special education, curriculum and instruction, educational research and evaluation, or a related field.

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

- Official scores from the Miller Analogies test (MAT) or from all sections of the General Test of the Graduate Record Examination (GRE).
- submit scores from the Miller Analogies Test (MAT) or the General Test of the Graduate Record Examinations.
- provide three letters of recommendation from knowledgeable professors, employers, or supervisors individuals who can speak to the applicant's ability to be successful in a graduate-level degree program. The recommenders should be individuals who have a professional or academic relationship with the applicant.
- provide a 10-to-20-page graduate-level academic writing sample in the domain of education or social science. This may be a paper previously submitted for a graduate-level course or an excerpt from the applicant's master's thesis or capstone project.
- write a three-to-four-page essay statement of purpose that addresses each of the following:
  - their the applicant's career goals and interests relevant to educational psychology.
  - the origins of those career goals and interests.
  - goals for pursuing those interests in research and study.
  - how training the in educational psychology theory and research methods program can should be able to help the applicant them reach their those goals.
  - which educational psychology faculty member they the applicant would prefer to have as a research mentor, and why. (Refer to educational psychology faculty bios for more information about program faculty.) Prospective students are encouraged to contact this faculty member before applying to determine whether their research interests are well aligned.)

Applicants may be invited for an interview. The Graduate School notifies the applicant of the decision of the admission committee. Students should contact the Graduate School for information about admission deadlines and materials.

Questions about the program or the application process should be directed to the Educational Psychology program admissions chair. Students seeking to take courses while their application admission papers to the Graduate School is are being processed should request receive approval from of the program admissions chair.

After all admission forms are submitted, completed and the Graduate School's requirements for admission are fulfilled, the applicant's materials will be is considered by the department's Educational Psychology program admissions committee. The recommendation of the program admissions committee will be is forwarded to the Graduate School, which will informs the applicant of the admission decision. Any applicant who is denied admission may submit an appeal to be reviewed by the entire Educational Psychology faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted. Limited

facilities and/or resources may necessitate the rejection of some students who meet the minimum requirements for admission.

*Rationale: These changes are being made to make catalog language consistent with recommendations made by the Graduate School in the Holistic Admission training. Some language has also been changed for clarity and efficiency of wording.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT

Other Catalog Change      **CEDU23.24.08.48**      2023-2024 [Grad Catalog](#)

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

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##### Admissions

An Applicant must submit GRE or GMAT scores.

In addition to the standard requirements for admission to the Graduate School at NIU, faculty in the Educational Research, Evaluation, and Assessment program want potential applicants to know the following:

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. Similarly, letters of recommendation are not required but may be submitted to supplement the academic record. If an application fee waiver is needed, such may be requested from the ETRA Department.

*Rationale: We would like to align our language with the requirements from the Graduate School and eliminate potential barriers to applying to the Master of Science in Educational Research, Evaluation, and Assessment program. Attaining letters of recommendation and paying application fees could pose potential barriers for some students.*

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## COLLEGE OF EDUCATION

### DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT

Other Catalog Change      **CEDU23.24.08.49**      2023-2024 [Grad Catalog](#)

**Response to Intervention (18)****Certificate of Graduate Study**

The certificate is designed for school personnel (e.g., teachers, administrative personnel, school counselors, curriculum specialists, research/assessment coordinators, literacy/reading coaches) to provide training in assessment and intervention methods for use within the response to intervention service provision model.

**Requirements**

- ~~ETR 519 — Applied Educational Research Credits: 3~~
- ~~ETR 521 — Educational Statistics I Credits: 3~~
- ~~ETR 534 — Dynamic Assessment for Students with High-Incidence Disabilities Credits: 3~~
- ~~OR ETR 528 — Educational Research and Evaluation Credits: 1-6~~
- ~~ETR 587 — Practicum in Educational Research and Evaluation Credits: 1-6~~
- ~~ETR 592 — Special Topics in Research and Assessment Credits: 1-3~~
- ~~TLRN 546 — Interventions to Meet Student Needs in the General Education Classroom Credits: 3~~

*Rationale: We have decided to remove the certificate of graduate study in response to intervention as a listed option in the ETRA Department because there has been little to no student interest in the certificate for many years. There are no students currently pursuing the certificate.*

**COLLEGE OF EDUCATION****Leadership, Educational Psychology and Foundations**

Course Revision

**CEDU23.24.07.41**

**2023-24 Grad Catalog [Link](#)**

**College of Education****Leadership, Educational Psychology and Foundations****Display Courses for this department**

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

Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. A minimum of 6 semester hours is required for chief school business official endorsement. **Focus on the first three months of the business office cycle.** May be repeated **up** to a maximum of ~~12~~ **6** semester hours. ~~LEBM 586 is to be taken 2 semester hours per term for three consecutive times for a total of 6 semester hours.~~ S/U grading.

PRQ: LEBM 501 and LEBM 521 or consent of department  
Credits: 2

*Rationale: The Principal Preparation Program offers a 6-semester hour internship experience through LEEA 586A, LEEA 586B, and LEEA 586C, and the LEPF department recommends implementing a similar model for the School Business Management Program. In place of a student enrolling in three consecutive semesters of LEBM 586 (the current internship course), a student will now enroll in LEEA 586A for their first semester of internship, LEEA 586B for their second semester, and LEEA 586C for their third semester. This structure will enable students to progress through their internship experience with their cohort while allowing the faculty to monitor each student's progress more effectively during their 300-hour internship experience.*

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

New Course

**CEDU23.24.07.42**

2023-24 Grad Catalog [Link](#)

#### College of Education



#### Leadership, Educational Psychology Foundations



#### Display Courses for this Department



#### LEBM 586B- Internship in School Business Management

Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Focus on the second three months of the business office cycle. May be repeated up to a maximum of 6 semester hours. S/U grading.

PRQ: LEBM 586A

Credits: 2

*Rationale: The Principal Preparation Program offers a 6-semester hour internship experience through LEEA 586A, LEEA 586B, and LEEA 586C, and the LEPF department recommends implementing a similar model for the School Business Management Program. In place of a student enrolling in three consecutive semesters of LEBM 586 (the current internship course), a student will now enroll in LEEA 586A for their first semester of internship, LEEA 586B for their second semester, and LEEA 586C for their third semester. This structure will enable students to progress through their internship experience*

**Commented [CT1]:** Do you want to make the previous semester's internship a prerequisite?

**Commented [RG2R1]:** Yes! Very good catch!



with their cohort while allowing the faculty to monitor each student's progress more effectively during their 300-hour internship experience.

Commented [CT3]: Is this the right number of hours?

Commented [RG4R3]: Yes it is.

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

New Course **CEDU23.24.07.43** 2023-24 Grad Catalog [Link](#)

#### College of Education

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#### Leadership, Educational Psychology and Foundations

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#### Display Courses for this department

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LEBM 550 – Financial Planning and School Budgeting

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

Work individually or in small groups in a practical situation under the guidance of a staff member of that setting and a university supervisor. Focus on the last three months of the business office cycle. May be repeated up to a maximum of 6 semester hours. S/U grading.

PRQ: **LEBM 586B**

Credits: **2**

LEBM 597 – Independent Research in School Business Management

*Rationale: The Principal Preparation Program offers a 6-semester hour internship experience through LEEA 586A, LEEA 586B, and LEEA 586C, and the LEPF department recommends implementing a similar model for the School Business Management Program. In place of a student enrolling in three consecutive semesters of LEBM 586 (the current internship course), a student will now enroll in LEEA 586A for their first semester of internship, LEEA 586B for their second semester, and LEEA 586C for their third semester. This structure will enable students to progress through their internship experience with their cohort while allowing the faculty to monitor each student's progress more effectively during their 300-hour internship experience.*

## COLLEGE OF EDUCATION

### Leadership Educational Psychology and Foundations

Course Revision **CEDU23.24.08.51** 2023-24 Grad Catalog [LINK](#)

#### College of Education

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#### Leadership Educational Psychology and Foundations

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### Display Courses for this department



#### LEEA 700 - Nature and Theory of Administration

Analysis of relationships in organizational structures, decision making, and informal organization. Assessment and analysis of models and systems for the solution of problems in administration.

##### Prerequisites & Notes

PRQ: Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

#### LEEA 710 - The Superintendency

Basic performance patterns of the superintendent and central office personnel in the organization and administration of the educational process.

##### Prerequisites & Notes

PRQ: Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

#### LEEA 715 – Educational Facilities

#### LEEA 720 - Education Finance and Asset Management

Theoretical aspects of financial administration, state and local tax systems, cost-quality relationships, operational finance and asset management. Focus on the many social, economic, and political considerations related to public financing of education.

##### Prerequisites & Notes

PRQ: Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

#### LEEA 725 - Education Law II

Emphasis on case studies in education law. Includes clinical experiences.

##### Prerequisites & Notes

PRQ: Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

#### LEEA 727 - Multitiered Systems of Support for Prevention and Intervention

Addresses the skills and knowledge needed by superintendents to effectively implement and manage an educational environment that utilizes research and data to ensure a robust multitiered system of support for all students in order to drive continuous district improvement. Building multitiered systems of support for academic, behavior, and social-emotional needs will be addressed.

##### Prerequisites & Notes

PRQ: Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

#### LEEA 730 – Educational Administration Field Studies

#### LEEA 735 - Administration and Supervision of Educational Personnel

Problems and issues associated with administration and supervision of educational personnel. Organization of personnel, collective negotiations, selection of personnel, and development of reward systems. Includes clinical experiences.

**Prerequisites & Notes**

**PRQ:** Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

LEEA 736 – Collective Bargaining in Education

LEEA 745 - Survey of Research in Educational Administration

Survey of selected research studies in educational organization and administration.

**Prerequisites & Notes**

**PRQ:** Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

LEEA 750 – Seminar: Educational Administration

LEEA 754 - The Politics of Educational Administration

Methods and conceptualization of political power in educational administration; examination of policy making, the policymakers, and educational administrators in their policy making roles; ways of influencing policy processes and identification of current policy issues in educational administration.

**Prerequisites & Notes**

**PRQ:** Admission to Ed.S. Superintendent Preparation program, or consent of department.

Credits: 3

LEEA 755 – Planning and Decision Making in Educational Administration

LEEA 778 – Seminar: Special Education Administration

LEEA 786A - Internship in Educational Administration

Culminating internship experience for candidates enrolled in the Superintendent Preparation Program. Opportunity for meaningful, competency-based administrative experiences at the building level.

**Prerequisites & Notes**

**CRQ PRQ:** Successful completion of 24 18 semester hours in the Ed.S. Superintendent Preparation program or consent of department.

Credits: 3 1.5

LEEA 786B - Internship in Educational Administration

A culminating internship experience for candidates enrolled in the Superintendent Preparation Program. Opportunity for meaningful, competency-based administrative experiences at the building level.

**Prerequisites & Notes**

**CRQ PRQ:** Successful completion of 24 18 semester hours in the NIU Ed.S Superintendent Preparation program and LEEA 786A, or consent of department.

Credits: 2 1.5

LEEA 786C - Internship in Educational Administration

Culminating internship experience for candidates enrolled in the Superintendent Preparation Program. Opportunity for meaningful, competency-based administrative experiences at the building level.

**Prerequisites & Notes**

**CRQ PRQ:** Successful completion of 24 18 semester hours in the NIU Ed.S Superintendent Preparation program, and LEEA 786A, and LEEA 786B; or consent of department.

Credits: 3

LEEA 791 – Systematic Inquiry into Educational Problems of Practice

*Rationale:*

*Pre-requisite statements are being added to eight LEEA courses to communicate these are only available to students admitted to the Ed.S. Superintendent Preparation program, unless with consent of the department.*

*The revised prerequisite semester hours for the internship sequence LEEA 786A, 786B, and 786C more accurately represents the Ed.S. program's structure. Students enroll in the internship sequence in the second year of the program, after completing 18 semester hours of required courses.*

*Changing the credit hours for LEEA 786A, 786B, and 786C better aligns with the work expected of students completing the internship sequence and the allocation of department personnel and resources.*

## COLLEGE OF EDUCATION

### Department of Curriculum and Instruction

Other Catalog Change

**CEDU23.24.07.35**

2023-24 [Grad Catalog](#)

**College Of Education**

↓

**Curriculum and Instruction**

↓

**Hide Courses for this department**

↓

LTIC 553 – Cross-Cultural Issues in the Adult ESL Classroom

LTIC 555 – Methods and Materials for English Learners **Multilingual Learners**  
with Disabilities

LTIC 589 – Practicum in Multilingual/Multicultural Education

*Rationale: LTIC courses had been recently updated to include “multilingual learners” in their titles. LTIC 555 was not included in that revision. Thus, a minor change in this course title (to change English Learners for Multilingual Learners) is being requested now for consistency.*

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change

**CEDU24.25.07.44**

2023-24 [Grad Catalog](#) [Link](#)

## M.S.Ed. in School Business Management



### Admission

In addition to the standard requirements for graduate admission to the Graduate School at NIU, the M.S.Ed. in School Business Management has additional requirements for graduate admission. The M.S.Ed. in School Business Management requires degree-seeking applicants to submit the following materials:

- A two-page statement of career goals
- A letter of recommendation from a current or previous supervisor

Faculty decisions on admission are based on a holistic profile of each applicant.

### Requirements

Students who seek the M.S.Ed. with a major in school business management are required to complete the core courses:

Each student is also required to complete a full-year internship experience. Students seeking an internship must make application and receive approval of the internship plan. A full-year internship is defined as having an internship plan which is approved by the program advisor and being registered for 2 semester hours of LEBM 586 for each of three consecutive terms.

The M.S.Ed. in School Business Management requires the completion of 11 courses, a 3-semester internship sequence, and a portfolio. The internship experience will be under the supervision of an individual who holds a current Illinois Chief School Business Officer endorsement or serves as the school district's chief financial officer. Before enrolling in the internship sequence, students must seek approval for their internship plan from their assigned internship coordinator. The internship requirement will be fulfilled by successfully completing LEBM 586A, LEBM 586B, and LEBM 586C in three consecutive semesters. The portfolio requirement will be completed during LEBM 586C, the final semester of the internship. The portfolio will consist of pre-selected, student-generated artifacts from their coursework, and a comprehensive summary of the internship experience.

Requirements for the M.S.Ed in School Business Management include:

- EPFE 712 - Ethics and Education Credits: 3
- ETR 519 - Applied Educational Research Credits: 3
- LEBM 500 - Introduction to Educational Leadership Credits: 3
- LEBM 501 - School Business Management Credits: 3
- LEBM 521 - Accounting, Statement Analysis, and Budgeting Credits: 3
- LEBM 525 - Legal Aspects of School Business Management Credits: 3
- LEBM 536 - Role of the School Business Administrator in Collective Bargaining Credits: 3
- LEBM 550 - Financial Planning and School Budgeting Credits: 3

- LEEA 520 - Education Finance I Credits: 3
- LEEA 715 - Educational Facilities Credits: 3
- LEEA 721 - Advanced School Fund Accounting and Budgeting Credits: 3
- LEBM 586A - Internship in School Business Management Credits: 2
- LEBM 586B - Internship in School Business Management Credits: 2
- LEBM 586C - Internship in School Business Management Credits: 2
- Additional course work in school business management or educational administration approved by advisor (9)
- Course work in educational research and educational foundations approved by advisor (6)

The university also offers opportunities for certification-only programs, including an expedited licensure, depending upon qualifications. For more information, please contact the LEPF program advisor.

Students who have already earned a related graduate degree and a Professional Educators License may qualify for a licensure-only pathway for the Chief School Business Officer endorsement. To learn more about this pathway, contact the LEPF Program Advisor. Students who have already earned a graduate degree in business administration, public administration, finance, or accounting, and are not seeking a second graduate degree, may qualify for an accelerated, licensure-only pathway for a Professional Educator License with the Chief School Business Officer endorsement. To learn more about this pathway, contact the LEPF Program Advisor.

*Rationale: Proposed revisions to the admission and requirements section of the school business management program catalog section are intended to provide clarity to current and prospective students. The transition from certification to licensure implemented by the Illinois State Board of Education requires updated terminology to describe professional credentials earned through this program. Additionally, adding language regarding the pathways to achieving the Chief School Business Officer will provide prospective candidates clarity concerning the three paths authorized by the Illinois General Assembly degree and licensure, licensure only, and accelerated licensure only. Finally, the internship program has been redesigned to align with other administrative licensure program structures and provide a comprehensive internship experience for our students. This 3-semester approach will clarify the objectives to be accomplished during each semester of their internship experience.*

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change **CEDU24.25.07.40** 2023-24 Grad Catalog [Link](#)

#### M.S.Ed. in School Business Management



#### Comprehensive Examination

The comprehensive examination is conducted in conjunction with the defense of the portfolio.

*Rationale: Students in the M.S. Ed. in School Business Management are no longer required to take a comprehensive exam.*

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change **CEDU24.25.07.45** 2023-24 Grad Catalog [Link](#)

#### Ed.D Educational Leadership and Policy Studies



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

The Ed.D. program in Educational Leadership and Policy Studies is intended to prepare individuals for administrative service and leadership positions in schools and **school districts**, institutions of higher education, or other agencies. The doctoral program provides instructional experiences designed for satisfactory development of conceptual, human, and technical skills and understandings required for successful leadership in various administrative leadership roles with emphasis on educational research, the role of the leader in the social order, community power structure, and organizational theory. Coursework focuses on U.S. educational issues, policies, and practices. Check departmental information for additional requirements.

#### Admission

Preference for admission to the Ed.D. program in Educational Leadership and Policy Studies will be given to applicants who hold a professional educator license and who have **preK-12 school district experience within the last five years** taught in the U.S. for two or more years. Applicants for admission to the Ed.D. program in Educational Leadership and Policy Studies must submit:

- All official transcripts from institutions of higher education;
- Three letters of recommendation from professors and/or practicing school administrators who hold state licensure.

Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

Please note: This program does not lead to the Illinois Superintendent Endorsement. For information on how to obtain the superintendent endorsement, please refer to NIU's Ed.S. Educational Administration Superintendent Preparation program page.

#### Requirements

The doctoral program in Educational Leadership and Policy Studies requires a minimum of 42 semester hours beyond a master's degree, including:

- Course work in research understandings and skills, learning and development theories, and sociocultural analyses of education (21 credit hours)

Commented [CT5]: "leadership in various leadership roles" sounds a little funny because of the repetition. Is there another way to phrase this to make it more clear and align with the preK-12 focus of this revision?

- Up to 9 credit hours of electives or transfer credits pending an evaluation of official transcripts from accredited institutions for comparable courses. A final determination of the courses for transfer will be made by the LEPF department chair (or designee) upon transcript review.
- Successful completion of a candidacy examination
- LEEA 799 - Doctoral Research and Dissertation (12 credit hours)
- Successful defense of a doctoral dissertation

If the applicant holds an Ed.S. degree, the doctoral program requires a minimum of 42 semester hours as follows:

- Course work in research understandings and skills, learning and development theories, and sociocultural analyses of education (21 credit hours)
- Transfer credit from an earned Ed.S. degree or equivalent (9 credit hours)
- Successful completion of a candidacy examination
- LEEA 799 - Doctoral Research and Dissertation (12 credit hours)
- Successful defense of a doctoral dissertation

If the applicant holds a Master's degree in from a related field (e.g., M.S.Ed. in Educational Administration, M.S.Ed. in School Business Management, etc.), the doctoral program requires 42 semester hours as follows:

- Course work in research understandings and skills, learning and development theories, sociocultural analyses of education (21 credit hours)
- Electives approved by the student's advisor or the program coordinator (9 credit hours)
- Successful completion of candidacy exam
- LEEA 799 - Doctoral Research and Dissertation (12 credit hours)
- Successful defense of a doctoral dissertation

### **Candidacy examination**

Students enrolled in the Ed.D. program in Educational Leadership and Policy Studies must pass a candidacy examination to continue working toward the Ed.D. degree. The candidacy examination requires demonstration of applicable knowledge in educational leadership and policy studies. A student must be in good academic standing, both overall and in the Ed.D. program, to be eligible to take this examination. A student who does not pass fails this examination may, with the permission of the major department, retake repeat it once, no sooner than the following academic term. A student who fails this examination a second time, or is not granted approval for a second attempt, shall not be permitted to continue work toward the Ed.D. degree, and admission to that program shall be terminated.

### **Dissertation**

Students enrolled in the Ed.D. program in Educational Leadership and Policy Studies must complete a dissertation and pass a dissertation defense. The dissertation must make a substantial contribution to the field or to one's local context. The dissertation



will include a review of the relevant literature and demonstrate knowledge of educational leadership and policy studies.

**RATIONALE:**

*Because our program has gone 100% online in the past year, the number of applicants we have received has doubled. Many applicants were looking for a higher education focus or made assumptions about the program based upon vague catalog language. The description deletes mention of higher education and non-profit agencies so potential students know that the EdD program's curricula focuses on preK-12 domestic educational issues. The remaining changes align program requirements for applicants' varying entry points and streamline the description of the candidacy examination. Also added is a brief description of the dissertation requirement and process.*

**COLLEGE OF EDUCATION**

**Leadership, Educational Psychology and Foundations**

Other Catalog Change

**CEDU23.24.07.46**

**2023-24 Grad Catalog [Link](#)**

**Educational Specialist in Educational Administration**



**Admission**

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

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

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

- An approved application to Northern Illinois University at the time of admission.
- A letter of recommendation from the superintendent where the candidate is currently employed.
- Copies of previous performance evaluations and/or letters of recommendation from current/former supervisors demonstrating support for

- all students achieving high standards of learning
- an analysis of classroom or school learning data
- work with families and/or community groups
- examples of analytical abilities; and evidence of curriculum development, student assessments, or other initiatives that resulted from involvements with school committees.
- Selection through an in-person interview with at least two full-time NIU faculty members.
- Completed LEEA 700 and LEEA 710 with a grade of B- or higher.
- A valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.
- Successful completion of any state-mandated tests.
- At least two years of full-time administrative or supervisory experience in a public school district or nonpublic school.
- Successful completion of a written response to a scenario.
- Submission of a portfolio that demonstrates evidence of a candidate's proficiency in each of the following categories:
  - support for all students achieving high standards of learning
  - use of data to improve learning
  - significant building leadership roles
  - strong oral and written communication skills
  - analytic abilities needed to collect and analyze data for student improvement
  - demonstrated respect for family and community
  - strong interpersonal skills.

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

The State of Illinois requires admission to the Ed.S. Superintendent Preparation program to proceed in two stages. Conditional admission is the first stage and occurs before the applicant's first semester of classes. To be considered for conditional admission, applicants must:

- Hold a current and valid ISBE administrative endorsement
- Be employed in a school district administrative position
- Have a prior minimum graduate-level GPA of 3.50
- And submit the following documents:
  - Official transcripts
  - Three letters of recommendation
  - Personal goal statement

**Commented [CT6]:** I learned from the LEPF chair that it's a state requirement to implement the conditional acceptance. I think it's helpful to state that here, so that the student isn't given the impression that the department is making new hoops and barriers to admission.

**Commented [DO7R6]:** concur

**Commented [CT8]:** Added this first stage/second stage description to provide more clarity on the process.

**Commented [DO9R8]:** Great suggestion!

**Commented [CT10]:** After verifying with you and David, I've learned that students learn of their conditional acceptance before they start their first semester of classes. So I've changed the wording from "during" to "before" here. I think that's important so that students know they need to turn in these conditional application materials before their first semester of classes.

**Commented [CT11]:** What does "preferred" mean? Is this required? Why list this as a "must" meet criterion if it's only preferred? Will students be admitted if they don't meet this criterion?

**Commented [DO12R11]:** Let's delete "preferred".

### ▪ Resumé/CV

The program admissions committee will review the materials and notify the applicant of their conditional acceptance status before their first semester begins.

During their first semester, conditionally-accepted applicants to the Ed.S. Superintendent Preparation program must enroll in and complete LEEA 700 and LEEA 710. The preparation of an admission portfolio, a response to a written scenario, and an interview with two NIU faculty members will take place during this semester as well.

Formal admission is the second stage and occurs after the applicant's first semester of classes is complete. To be considered for formal admission, applicants must:

- Complete LEEA 700 and LEEA 710 with a grade of B- or higher.
- Submit an admission portfolio that demonstrates evidence of achievement in the following categories:
  - support for all students achieving high standards of learning
  - use of data to improve learning
  - building leadership
  - oral and written communication skills
  - ability to collect and analyze data for student improvement
  - respect for family and community
  - interpersonal skills.
- Successfully complete a written response to a scenario
- Be selected for admission through an in-person interview by at least two full-time NIU faculty members.
- And submit the following documents:
  - A letter of recommendation from the superintendent where the applicant is currently employed.
  - A previous performance evaluation and/or two letters of recommendation from current/former supervisors demonstrating the applicant's:
    - support for all students achieving high standards of learning
    - analysis of classroom or school learning data
    - work with families and/or community groups
    - analytical abilities
    - involvement with school committees on curriculum development, student assessment, and other initiatives
  - A valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.

The program admissions committee will review the materials and notify the applicant of their formal acceptance status after their first semester concludes.

Students taking courses in the Ed.S. Superintendent Preparation program with "at large" status must complete the NIU Graduate School's application procedures, and the

**Commented [CT13]:** Added this information on the process to make it clear that students will know they're conditionally accepted before they're required to enroll in classes.

**Commented [CT14]:** I changed the order here to list the LEEA 710 components that were just mentioned above and to group the additional submitted documents together below, to add clarity and mirror the conditional admissions formatting.

**Commented [DO15R14]:** Great idea

**Commented [DO16R14]:** Wait, I went back to revisit comments. LEEA 710 is simply the "time" in which these activities take place. They have nothing to do with the course itself, outside of using the time span available to accomplish the admission activity requirements.

**Commented [DO17R14]:** I want to make sure I clarified that 710 relationship. Those activities including the writing scenario and interview take place during 710 class time. The portfolio takes place alongside that time period but not "in class".

**Commented [CT18]:** I took out the adjectives for a couple of these categories that asked for "strong" achievement in them. I think you mentioned that language was in the statute, but I think the best place for evaluative language is in your rubric rather than in the catalogue. The catalogue language is more so student know what materials they need to submit, and what they will be evaluated on, not how. It ...

**Commented [CT19]:** I wasn't sure if this one was about the applicant building leadership among others within their school, or if it meant the applicant's leadership of a school ...

**Commented [CT20]:** Is this letter of recommendation in addition to the 3 that applicants had to submit for their conditional acceptance?

**Commented [CT21]:** How many evaluations or recommendations will meet this criteria?

**Commented [DO22R21]:** Cynthia, I'm messing up on the editing. I'm trying to delete "copies" and add "A copy", ...

**Commented [CT23]:** Are these letters of recommendation in addition to the 3 that applicants had to submit for their conditional acceptance?

**Commented [DO24R23]:** Yes

**Commented [CT25]:** This is an example of how none of these categories say "strong" even though the admissions committee will be evaluating the strength of the ...

**Commented [CT26]:** Added this to clarify the process some more. Could also revise it to say before their second semester begins.

**Commented [CT27]:** I took the completed NIU application out from the formal admissions materials, because I found it confusing that students would be ...

program's conditional and formal application requirements, to be considered for the Ed.S. degree.

Any applicant who is denied admission may submit an appeal to be reviewed by the program admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

**Rationale:** The state of Illinois requires the conditional and formal admissions process, and this revision is designed to align with that requirement. Additional revisions are presented to provide clarity to students and to represent a revised application process.

## COLLEGE OF EDUCATION

### Leadership, Educational Psychology and Foundations

Other Catalog Change **CEDU23.24.07.47** 2023-24 Grad Catalog [Link](#)

#### Educational Specialist in Educational Administration



##### Requirements

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

The Ed.S. in Educational Administration Superintendent Preparation degree requires the successful completion of 8 courses (to be completed online or when offered, in person), an internship sequence, and any state-mandated tests. The internship sequence provides for a year-long district leader preparation experience. The internship requirement will be fulfilled with successful completion of LEEA 786A, LEEA 786B, and LEEA 786C. Passing the state content test for superintendents is necessary for students to receive their Ed.S. degree and Superintendent endorsement through the Illinois State Board of Education.

##### Requirements for the Ed.S. in Educational Administration include:

LEEA 700 - Nature and Theory of Administration Credits: 3

LEEA 710 - The Superintendency Credits: 3

LEEA 720 - Education Finance and Asset Management Credits: 3

LEEA 725 - Education Law II Credits: 3

LEEA 727 - Multitiered Systems of Support for Prevention and Intervention Credits: 3

LEEA 735 - Administration and Supervision of Educational Personnel Credits: 3

**Commented [CT28]:** This sentence is what's in the catalogue now, which I crossed out so we could put all of the changes together in an easier to read format. The current catalogue language, which you haven't changed, already states the program is 30 hours, so I don't think that needs to be included again.

**Commented [CT29]:** Does the Ed.S. have any other requirements, like a qualifying exam or dissertation? Should they be included here to make the requirement description complete?

**Commented [DO30R29]:** No, there are no other exam requirements. The only current program requirement is to pass the state's content test leading to the endorsement. Students must pass this test as part of the SPP completion process resulting in the Ed.S. and superintendent endorsement through the ISBE.

**Commented [CT31]:** Added this language on the internship to clarify it's not in addition to the courses listed below.

**Commented [CT32]:** Added this content test language using the language you provided in clarification of a previous draft. Feel free to edit! I did want to clarify that students cannot get their degree without passing the test? Is it possible to have an Ed.S. but still be waiting to pass? (Like a law degree w/o having yet passed the bar?)

LEEA 745 - Survey of Research in Educational Administration Credits: 3

LEEA 754 - The Politics of Educational Administration Credits: 3

LEEA 786A - Internship in Educational Administration Credits: ~~3~~ 1.5

LEEA 786B - Internship in Educational Administration Credits: ~~2~~ 1.5

LEEA 786C - Internship in Educational Administration Credits: ~~1~~ 3.0

**Rationale:** *The revision in credit hours for LEEA 786A, 786B, and 786C is based on a consideration of the financial impact on students in each semester and the allocation of department personnel and resources. The state-mandated test is being added as a program requirement because passing is necessary for students to receive their Ed.S. degree and Superintendent endorsement.*

CEET

10/17/2023

## Master of Science in Electrical Engineering

Admission to the graduate program in electrical engineering requires a baccalaureate degree in electrical engineering or a related area such as physics, mathematical sciences, chemistry, computer science, or other science and engineering disciplines. Undergraduate students in electrical engineering can, however, enroll in the integrated B.S./M.S. sequence after finishing 90 semester hours with a GPA of at least 3.00.

Applicants to the program must submit all materials required by the Graduate School. In addition, such applicants must submit a statement of purpose.

*Rationale: In response to the updated admission requirements from the graduate school, the Department of Electrical Engineering believes that a statement of purpose is crucial in conveying a student's motivation and aspirations.*

Other Catalog Change

(Online catalog link)  
[https://catalog.niu.edu/preview\\_program.php?catoid=58&poid=15552&returnto=3010](https://catalog.niu.edu/preview_program.php?catoid=58&poid=15552&returnto=3010)

## Doctor of Philosophy in Electrical Engineering

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### Admission Requirements

Students seeking admission to the Ph.D. program in Electrical Engineering must have a B.S. degree. Students with backgrounds in fields other than Electrical Engineering are encouraged to apply, but are required to take core Electrical Engineering courses as part of the doctoral program. In addition to the Graduate School minimum requirements, applicants must also have a minimum GPA of 3.00 and submit three letters of recommendation **and a statement of purpose**.

*Rationale: In response to the updated admission requirements from the graduate school, the Department of Electrical Engineering believes that a statement of purpose is crucial in conveying a student's motivation and aspirations.*

**CEET**

**10/29/2023**

Course Revision: <https://catalog.niu.edu/content.php?catoid=58&navoid=3010>

### TECH 537 - Fundamentals of Industrial Hygiene (3)

Application of principles of industrial (or occupational) hygiene (IH/OH) for the **environmental health & safety (EHS)** specialist, whose role has been greatly expanded by legislation and current industry practices. Emphasis on recognition and evaluation of stress-producing conditions in the workplace including chemical exposure **to gases, vapors, aerosols, and dermal transport**, noise, ventilation, temperature, ionizing and non-ionizing radiation, lighting, and their effect on human performance and productivity. **This course will make use of numerous hands-on exercises related to IH and engineering technology to enhance student learning and knowledge retention.**

#### Prerequisites & Notes

PRQ: Consent of Department.

Rationale:

1. *The additional information in the course description reflects the current program name and better describes the course topics to clarify the coverage for the QAP recognition.*

**CEET**

**11/8/2023**

Other Catalog Change [2023-24 Graduate Catalog Link](#)

### Master of Science in Industrial Management and **Engineering Technology**

The Department of **Engineering Technology** offers graduate studies leading to the M.S. in industrial management and **engineering technology**.

A student pursuing the M.S. in industrial management and engineering technology must complete a minimum of 30 semester hours in 500-level and above courses, with TECH 694 - Industrial Project Management being the capstone course of the academic program.

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### Educational Objectives

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### Program Outcomes

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All of the following (±6)

- ~~TECH 500 - Research in Industry and Technology Credits: 3~~
- ~~TECH 562 - Industrial Systems Management Credits: 3~~
- ~~TECH 638 - Risk Management Credits: 3~~
- ~~TECH 694 - Industrial Project Management Credits: 3~~
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Technical Systems Management Electives and Thesis Option (±24)

Graduate course work approved by adviser related to student's professional objectives from courses taken within the Department of Engineering Technology (±24), a minimum of which ±18 semester hours to be taken in the Department of Engineering Technology.

OR

Graduate course work approved by adviser related to student's professional objectives from courses within the Department of Engineering Technology (±18), a minimum of which 6 ±12 semester hours to be taken in the Department of Engineering Technology, and TECH 699B, Master's Thesis (6)

#### Rationale:

1. The degree name change reflects the name of the department which was updated previously and responds to student experiences with lack of recognition by employers and governmental agencies of the prior degree name.
2. The change in required courses is in response to student feedback and allows for greater flexibility for students and use of instructor resources.
3. Removed redundant information from degree description per College CC recommendation.

#### CEET

11/8/2023

Other Catalog Change

2023-2024 Graduate Catalog [Link](#)

Doctor of Philosophy in Industrial and Systems Engineering

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Admission Requirements

Students seeking admission to the Ph.D. program in Industrial and Systems Engineering must have a B.S. degree. In addition to the Graduate School minimum requirements, applicants must also have a minimum GPA of 3.20 (out of 4.00 scale), GRE test score, statement of purpose, resume, and submit three letters of recommendation.

*Rationale: This change is requested in response to the university level graduate program admission requirement changes. The changes reflect a commonly agreed ISYE department specific graduate program application requirements among ISYE graduate faculties.*

*GPA updated from 3.0 to 3.2 – confirmation from college 11/27/2023*

## CEET

11/8/2023

Other Catalog Change                      2023-2024 Graduate Catalog [Link](#)

Maste of Science in Industrial and Systems Engineering

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At the discretion of the department, a maximum of 9 semester hours of graduate-level credit from other accredited institutions may be accepted for graduate credit towards the requirements of the degree.

### Admission Requirements

- MS in ISYE: Student seeking admission to the M.S. Program in Industrial and Systems Engineering must hold an accredited B.S. degree in any of the engineering majors, or Technology, or a related science field. In addition to the Graduate School minimum requirements, applicants must also submit GRE test score, statement of purpose, two letters of recommendation, and resume.

- MS in Engineering Management (100% online program): Students seeking admission to the M.S. program in Industrial and Systems Engineering with a Specialization in Engineering Management must hold an accredited B.S. degree in any of the engineering majors, or Technology, or a related science field. In addition to the Graduate School minimum requirements, applicants must also submit statement of purpose, two letters of recommendation, and resume.

Requirements for the Specialization in Engineering Management (30)

#### Admission

~~Students seeking admission to the M.S. program in Industrial and Systems Engineering with a Specialization in Engineering Management must hold an accredited B.S. degree in any of the engineering majors, or Technology, or a related science field.~~



*Rationale: This change is requested in response to the university level graduate program admission requirement changes. The changes reflect a commonly agreed ISYE department specific graduate program application requirements among ISYE graduate faculties.*

**CHHS**

**10/20/2023**

**Graduate Catalog-Full Review-**

**SCHOOL OF INTERDISCIPLINARY HEALTH PROFESSIONS**

Other Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

**Master of Science in Rehabilitation Counseling**

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**Elective Course Work**

At least six credits from the following courses (6)

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- PSPA 626 – Nongovernmental Organizations and Governance Credits: 3
- SESE 520 – Disability in Film and Television Credits: 3
- SESE 540 – Foundations of Special Education Credits: 3
  - SESE 552 – Assistive Technology/Multiple Disabilities Credits: 3
  - SESE 554 – Applied Behavior Analysis and Positive Behavior Support in School and Community Settings Credit: 3
  - SEVI 505 – The Blindness Experience Credits: 3
  - Or another course as approved by advisor.

**RATIONALE:**

Students must supplement their graduate education with a minimum of 6 credit hours of elective courses that support their career plans. The addition of these five courses represents content from the special education discipline that could enhance rehabilitation counseling student learning and clinical practice in select work environments. The Department of Special and Early Education agrees to allow rehabilitation counseling students to enroll in these courses as electives.

**SCHOOL OF FAMILY AND CONSUMER SCIENCES**

Other Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

**Master of Science in Applied Human Development and Family Sciences**

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Within the major, there is also the opportunity to specialize in marriage and family therapy and leadership in aging studies.  
Check departmental information for any additional requirements.

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

#### Application Process

Students are admitted for the fall and spring semester each academic year. Preferred deadlines for application are March 1st (for summer/fall admission) or September 1st (for spring admission). The following documents are to be submitted:

- Completed application for admission to the NIU Graduate School (select Master of Science Applied Human Development and Family Sciences)
- Official transcripts from all undergraduate and graduate institutions to the NIU Graduate School
- A personal/goals statement to the NIU Graduate School
- Two letters of recommendation to the NIU Graduate School

#### Admission

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#### Specialization in Marriage and Family Therapy (54)

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#### Application Process

The specialization in marriage and family therapy admits a limited number of students once a year in the spring semester. Accepted applicants begin the program in the following fall semester. The priority deadline for applications is January ~~January~~ December 15. Late applications will be considered if space is available. Applications for the specialization in marriage and family therapy are completed on-line through the Graduate School. The following documents are submitted to the Graduate School:

#### RATIONALE:

*Adding application process to the AHDFS program to align with the removal of the application requirements from the graduate school.*

*For SMFT application deadline date being moved up to accommodate applicants that have offers before interviews with us. This will allow us to be competitive with other programs.*

### SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS

#### Course Revision

Online Catalog: [LINK](#)

2023-2024 Graduate Catalog

AHPT 603. Psychosocial Aspects of Physical Therapy (3)

Impact of chronic illness and physical disability on individuals, families, and society.

Discussion regarding Relationships between the attitudes and values of society, persons with disabilities and their families, and health care professionals on implementation of and outcomes of physical therapy interventions. Strategies for delivering care in a with culturally competent manner humility are discussed. PRQ: Admission to the DPT program or eConsent of school.

#### RATIONALE:

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description*

are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

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

AHPT 604. **Principles of Human Movements and Joint Structures** Systems in Physical Therapy (23)

**Emphasis on the biomechanical principles** Integration of **human movement and their application as it relates to physical therapy** systems including cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal. **Mmechanical characteristics of biological tissues, explores** Topics include human kinetics, human kinematics and kinetics, **analyzes muscle actions, and investigates the structure and function of joints** are investigated. and human biomechanics as it relates to human movement concepts in physical therapy. PRQ: **Admission to the DPT program or c**Consent of school.

*RATIONALE:*

*Course description change: As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

*Credit hour change: This course requires upgrading to include a laboratory component and hands-on skill training to meet accreditation (CAPTE) criteria for basic kinesiological and biomechanics principles that form the foundation for later clinical skills courses. We plan on adding a 2 hour a week lab to this course; the equivalent to one credit hour.*

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

AHPT 610. Foundational Patient Screening, Examination, and Assessment (3)

Development of skill in physical therapy evaluation procedures, **Eexplores the development of skills in musculoskeletal assessment**, including palpation techniques and examination techniques for the assessment of **strength, joint range of motion, muscle strength,** and **muscle length** flexibility. PRQ: **Admission to the DPT program or c**Consent of school.

*RATIONALE:*

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 612. Foundational Mobility, Gait, and Transfers (2)

Physical therapy management approaches and examination **functional mobility facilitation** techniques. Topics include screening examinations, standardized assessments, **Bed mobility**, transfers, training, basic wheelchair fitting, and gait training using with assistive devices are explored. **Emphasis on proper body mechanics and safe handling skills.** PRQ: **Admission to the DPT program or cConsent of school.**

**RATIONALE:**

*Course Description: As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 613. Foundational Physical **Modalities** Agents and Manual Therapy (2)

Basic science and physiological principles of physical **modalities** agents and their applications, the ability to seek and understand the research in the use of these agents, and the practical skills of selecting and applying these agents in a safe and effective manner. PRQ: **Admission to the DPT program or cConsent of school.**

**RATIONALE:**

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 614. Advanced Exercise and Intervention Prescription **for Physical Therapy** (3)

**Ddevelops student** Development of skills **in** using decision-making models to evaluate and create evidence-based prescriptive **exercise** plans in the treatment of individuals with and without movement disorders. PRQ: **Admission to the DPT program or cConsent of school.**

**RATIONALE:**

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 615. **Fundamentals of Neuroscience for Physical Therapy** egiol Basis of Human Movement (3)

Human neuroanatomy and neurophysiology as they applied to the acquisition and control of movement. Emphasis on motor control, postural control, and motor learning. Effects of normal and abnormal neurological structures on performance are explored. PRQ: Admission to the DPT program or eConsent of school.

**RATIONALE:**

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 616. **Lifespan Motor Development Control and/ Motor Learning** for Physical Therapists (3)

**Foundation of motor control and motor learning including Examination of changes in body systems, underlying and movement patterns across the lifespan, and the how those changes impact such changes have on the control of functional activities and the delivery of physical therapy services.** PRQ: Admission to the DPT program or eConsent of school.

**RATIONALE:**

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

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

AHPT 618. Pharmacology for Rehabilitation Professionals **Physical Therapists (3)**

Introduction to principles of pharmacology and the impact of pharmacological agents on physical therapy patient management. The student will gain experience predicting medication interventions' effect on PT treatment and the reverse to optimize patient care as well as gain access to reliable sources of drug information. Cases for specific disciplines will be provided. PRQ: Admission to the DPT program or eConsent of school.

**RATIONALE:**

*Course description: As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

Credit hour change: In recent years, with direct access, the PT accrediting body has indicated the need for DPT graduates to be able to perform preliminary screening of a new patient's medication to check for appropriateness, dosage, timing and potential interactions. Two credit hours is insufficient to allow students to attain knowledge and demonstrate competencies.

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

AHPT 619. Internal Clinical Experience I (1)

~~Part-time clinical~~ Practical experiences in a supervised clinical setting in the on-campus Physical Therapy Clinic. Examination, evaluation, treatment, and discharge of patients under the supervision of a ~~licensed physical therapist faculty member~~ as it relates to concurrent didactic coursework. Exposure to ~~delivery of physical therapy services, evidence-based practices and documentation~~ case management, evidence-based practice, and the delivery of physical therapy services. ~~PRQ: Admission to the DPT program or consent of school.~~

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

All clinical experiences need to be supervised by a licensed physical therapist.

We have revised the course descriptions for the internal clinical sequence to show a progression.

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

AHPT 621. Internal Clinical Experience II (1)

~~Part-time clinical experience that provides the opportunity to apply previously learned skills under the guidance of a qualified licensed physical therapists as it relates to concurrent didactic courses. Patient types include general outpatient orthopedics, balance and neurological dysfunction, and wound care. Students may repeat up to 2 credits. S/U grading may be used.~~

~~Increase experience in the delivery of physical therapy services, evidence-based practices and documentation in documentation, evidence-based practice, and the delivery of physical therapy services is gained. PRQ: AHPT 619 or c~~Consent of school.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with

actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

We must ensure that all supervision of student clinical practice is under the guidance of a licensed physical therapist.

Students at this level in their education need to have a more striated grading system, so S/U is not appropriate. Students may not repeat this class.

Students need to complete AHPT 619 (Internal Clinic 1) prior to enrolling in AHPT 621 (Internal Clinic 2)

We have revised the course descriptions for the internal clinical sequence to show a progression.

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

AHPT 623. Internal Clinical Experience III (1)

**Part-time clinical** Practical experience in the on-campus Physical Therapy Clinic **under the supervision of a licensed physical therapist** Examination, evaluation, treatment, and discharge of patients with increasing independence as it relates to concurrent didactic coursework. Increasing independence is given in the delivery of physical therapy services, evidence-based practices and documentation. **including documentation**, Case management, evidence-based practice, and delivery of physical therapy services PRQ: AHPT 619 and AHPT 621, or consent of department **school**.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

We have revised the course descriptions for the internal clinical sequence to show a progression.

**CHHS**

**10/27/2023**

**Graduate Catalog-Full Review-**

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

### AHPT 637. Cardiopulmonary Physical Therapy (3)

Physical therapy management of individuals with cardiopulmonary disorders. Reviews the anatomy and physiology of the cardiovascular and pulmonary systems and their relationship to all other body systems. Medical management of common cardiopulmonary disorders will be included. Lab sections for students to learn prevention, assessment, and management of cardiopulmonary dysfunction are included. PRQ: Consent of school.

#### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

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

### AHPT 642. Medical Screening Differential Diagnosis in Physical Therapy (3)

Exploration into screening, and identification of non-physical therapy-based pathologies diagnosis and medical management of patients throughout the lifespan. Basic issues and concepts in human physiology, anatomy, and pathology, and pharmacology will be applied to evidence-based practice. PRQ: Consent of school.

#### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

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

### AHPT 703. Orthotics and Prosthetics in Physical Therapy (3)

Physical therapy management of patients with complex medical problems who require external prosthetics and/or orthotics advanced techniques of examination and treatment. Topics include types, function, and applications of orthotics, prosthetics, and motion analysis. PRQ: Consent of school.

#### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

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



### AHPT 709. Applied Research Methods in Physical Therapy I (± 2)

Application of research concepts in the design of clinically relevant research. Opportunities for and exploration of research methods appropriate for clinical practice into specific practice areas and integration of evidence-based concepts. PRQ: Consent of school.

#### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

Increase Credit hours from 1 to 2 credits: Additional time is needed to ensure students have the basic foundational knowledge in research methods as they design clinically relevant research. This change allows us to be sure to cover research methods not originally covered in this course to facilitate student involvement in faculty research as well as completion of a final project.

**CHHS**

**11/03/2023**

#### SCHOOL OF FAMILY AND CONSUMER SCIENCES

Other Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

### **Certificate of Undergraduate Study**

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### **Leadership in Aging Services (18)**

#### **Certificate of Graduate Study**

This interdisciplinary certificate prepares students for leadership positions within the senior housing and healthcare industry, including long-term care administration. With satisfactory completion of undergraduate course work in accounting and these courses related to laws and regulations concerning long term care, the aging process, and administrative and financial aspects of operation, students meet course work requirements for the examination required to be licensed as a Nursing Home Administration in Illinois. This certificate is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A student wishing to pursue this certificate should consult with their program advisor or School of Family and Consumer Sciences program faculty. Contact: ~~Julie Boggess, Interim Director of Gerontology~~ [Yujun Liu, PhD, Assistant Professor](#).

#### RATIONALE:

Dr. Yujun Liu is a tenure-tracked faculty in gerontology, and she possesses the capacity to provide prompt and proficient responses to inquiries posed by students. Julie Boggess is an affiliated faculty in the department, and she will not be able to respond to students' inquiries promptly.

[Other Catalog Change](#)

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

2023-2024 Graduate Catalog

## **Certificate of Undergraduate Study**



### **Gerontology (18)**

#### **Certificate of Graduate Study**

The interdisciplinary gerontology certificate fosters educational, research, and service activities pertinent to aging. It is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A minimum GPA of 3.00 in all certificate courses, and completion of all certificate course work within six calendar years are required. This certificate is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A student wishing to pursue this certificate should consult with their program advisor or School of Family and Consumer Sciences program faculty. Contact: ~~Thomas Pavlov~~ [Yujun Liu, PhD, Assistant Professor](#).

#### **RATIONALE:**

Dr. Yujun Liu is a tenure-tracked faculty in gerontology, and she possesses the capacity to provide prompt and proficient responses to inquiries posed by students.

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

[Other Catalog Change](#)

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

2023-2024 Graduate Catalog

### **Master of Arts in Communicative Disorders**



#### **Specialization in Speech-Language Pathology**

#### **Admission**

Admission to the specialization in speech-language pathology is limited to the summer term with an application deadline of January 1. To be assured consideration for admission, prospective students must submit all required application materials through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and the Graduate School portals. After a review of the applications, qualified candidates may be invited to an interview. NIU university honors students admitted via the freshman guaranteed admission program should check with the SLP program regarding entry requirements.

Admission to the master's degree program is typically for full-time study. An applicant for admission to the program is generally expected to meet or exceed the following requirements.

A **cumulative** minimum 3.00 GPA (on a 4.00 scale) in all undergraduate work.

**Prerequisite coursework in communicative disorders must be completed before matriculation.**

Three letters of recommendation from professors, employers, or supervisors providing supportive evidence of an applicant's professional qualifications.

A statement describing the applicant's qualifications, goals, and career aspirations as they relate to the speech-language pathology program at NIU.

**A professional resume outlining students' experiences.**

Final decisions regarding admissions are made by the program's admission committee on the basis of a total profile of an applicant's qualifications. **When students accept their admission offer, they will be asked to enter into a matriculation agreement with NIU. The agreement requires a \$100 non-refundable deposit to hold a spot in the program. The amount of the deposit will be applied to the first year's tuition unless the agreement is broken, which will result in forfeiture of the deposit.**

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.

**The Master of Arts in Communicative Disorders with a specialization in speech-language pathology program directly admits up to seven Northern Illinois University Honors students each year. Students in the freshman admit program are Communicative Disorders majors admitted to the Honors program as freshman and complete all requirements for full university honors within four years. They work closely with speech-language pathology faculty throughout their undergraduate study.**

### **Requirements**

The master's degree requires a minimum of **64.5** semester hours. Additional semester hours may be required in course work and/or clinical practicum to fulfill the requirements of the appropriate clinical or educator licensures.

After the first semester in the program, students are required to enroll in 2 semester hours of COMD 687 for four consecutive terms.

Other courses can be used to fulfill elective course requirements with the consent of academic advisor.

Students are required to take the following:

- COMD 601 - Principles of Assessment in Communicative Disorders Credits: 3
- COMD 603 - Communication Disorders in Early Childhood Credits: 3
- COMD 605 - Fundamentals of Augmentative and Alternative Communication in Speech-Language Pathology Credits: 3
- COMD 607 - Language Disorders in School-age Populations Credits: 3
- COMD 610 - Multicultural Aspects of Speech-Language Pathology Credits: 3
- COMD 618 - Autism and Social Communication Disorders Credits: 3
- **COMD 644- Stuttering Credits: 1**
- **COMD 670- Voice Disorders: Research and Therapy Credits: 2**
- COMD 671 - Speech Sound Disorders Credits: 3
- COMD 674 - Cognitive-Linguistic Disorders of Neurologically Impaired Adults Credits: 3
- COMD 676 - Organization and Planning of Speech, Language, and Hearing Services Credits: 3
- COMD 680 - Medical Aspects of Speech-Language Pathology Credits: 3
- COMD 684 - Swallowing Disorders Credits: 3
- **COMD 695 - Comprehensive Examination in Speech-Language Pathology Credits: 1**
- COMD 773 - Advanced Professional Issues in Speech-Language Pathology Credits: 1

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**96 semester hours of the following:**

- COMD 602 - Motor Speech Disorders: Assessment and Treatment Credits: 3
- COMD 624 - Supervisory Techniques in Speech and Hearing Services Credits: 3
- COMD 635 - Family Based Treatment in Communicative Disorders Credits: 3
- ~~COMD 644 - Stuttering Management and Remediation Credits: 3~~
- ~~COMD 670 - Voice Disorders: Research and Therapy Credits: 3~~
- COMD 672 - Craniofacial Anomalies Credits: 3
- COMD 673 - Instrumentation for Voice Analysis Credits: 3
- COMD 688 - Treatment of Cognitive-Communication Disorders Associated with Acquired Brain Injury Credits: 3
- COMD 772 - Seminar in Language Credits: 3
- COMD 775 - Seminar: Speech-Language Pathology Credits: 1-3

Students must take 3 semester hours in this course.

- COMD 784 - Pediatric Swallowing Disorders Credits: 3
- AHCD 698 - Directed Individual Study Credits: 1-6

A maximum of 3 semester hours by consent of advisor.

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

A maximum of 3 semester hours.

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### **Thesis Option**

The student must earn a minimum of 64 semester hours of graduate credit. A thesis must be submitted and approved. A maximum of 3 semester hours may be allotted to thesis research and writing.

The student is normally required to pass a comprehensive oral examination which assesses knowledge and ability in the specialization in graduate study, but this may be waived at the discretion of the thesis committee.

### **Non-thesis Option**

The student must earn a minimum of 64 semester hours of graduate credit and pass an examination which will assess knowledge and ability in the specialization of graduate study. The examination typically consists of both written and oral components; however, the oral component may be waived at the discretion of the written-examination committee.

#### RATIONALE:

- Cumulative GPA is added for clarity.
- Students need to complete prerequisite communicative disorders coursework at the undergraduate level to be successful in the graduate program.
- A resume is required at application so the graduate admission committee can evaluate students' experiences as part of a holistic graduate admission process.
- Matriculation agreements help ensure that available spots are taken by students who have a strong intent to stay in the program. Students who leave the program before classes start take away the opportunity for other students to enter the program. This program has always collected a matriculation fee, we are just adding it to the catalog to create consistency.
- Credit hour change reflects changes in credit hours for COMD 644 and COMD 670.
- COMD 644 and COMD 670 are now required to meet the minimal competency standards set by the Council for Academic Accreditation in Audiology and Speech-Language Pathology. Stuttering and Voice are topic areas in the standards.
- *Title and credit hour changes are consistent with the proposals submitted for COMD 644 course revision.*
- *Credit hour change is consistent with the proposals submitted for COMD 670 course revision.*
- *These changes are consistent with the proposal submitted for the new course COMD 695.*

- We are required to publish this admission criteria regarding the Freshman Honors program since it is different than the program's standard admission criteria. Per Council on Academic Accreditation [CAA standards](#), programs are required to comply with the following:

Standard 1.9: The program provides information about the program and the Institution to students and to the public that is current, accurate, and readily available.

Requirement for Review:

- Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.

Standard 4.1: The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Requirement for Review:

- The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.
- Policies regarding any exceptions to the criteria (such as “conditional” status) must be clearly explained and consistently followed.
- Due to accreditation changes effective January of 2023, all students must take a summative examination that covers the scope of practice in speech-language pathology that cannot be the national licensing examination. Therefore, students can no longer complete a thesis in lieu of comprehensive examinations. All students must take COMD 695 for the program to meet the 2023 standards set by the Council for Academic Accreditation in Audiology and Speech-Language Pathology.

[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 **3.20** or greater will be considered. **When students accept their admission offer, they will be asked to enter into a matriculation agreement**

with NIU. The agreement requires a \$100 non-refundable deposit to hold a spot in the program. The amount of the deposit will be applied to the first year's tuition unless the agreement is broken, which will result in forfeiture of the deposit. Interested students should view the CSDCAS and Au.D. admission websites.

**RATIONALE:**

Matriculation agreements help ensure that available spots are taken by students who have a strong intent to stay in the program. Students who leave the program before classes start take away the opportunity for other students to enter the program. Due to limited enrollment, a matriculation agreement signifies student intent to matriculate and is a standard in graduate programs. The fee for audiology is significantly lower than other audiology programs at other Universities.

Course Revision

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

2023-2024 Graduate Catalog

AHPT 660. External Clinical Experience II (1-4)

Application of previously learned skills **Full-time clinical experiences in selected health care facilities** under the **supervision and** guidance of qualified physical therapists. Further development of the students' abilities in the physical therapy management of patients with e**Emphasis on coordination and provision of all patient evaluation and development of physical therapy related aspects of patient care diagnoses.** S/U grading will be used to assure student rating of 4-5 out of 10 on the **nationally standardized Clinical Internship Evaluation Tool (CIET) Global Rating Scale.** Individual transportation required. PRQ: **AHPT 622, good academic standing, and c**Consent of school.

**RATIONALE:**

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus. Transportation is listed in the Graduate Catalog and so is redundant in a course description.

Justification of requiring 4 credits instead of a range – the range was originally set to allow flexibility for remediating students who required a longer clinical experience to complete competency requirements. However, this has rarely been used and, when a student requires remediation, most often, the entire course is repeated. Keeping it fixed at 4 credits simplifies processes and adheres to most common program use. The CIET was added to the course description for transparency in showing progressive expectations for the external clinical course series. Students must successfully complete previous clinical experiences to be successful in this course. Our external clinical agreements state that students must be in good academic standing to enter the clinical, so we are adding that as a PRQ.

Other Catalog Change

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

2023-2024 Graduate Catalog

## Doctor of Physical Therapy

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### Admission Requirements

Admission to the D.P.T. is limited and competitive. To be assured consideration for admission to the D.P.T. program, prospective students must submit all required documentation to Physical Therapy Centralized Application System (PTCAS) and Graduate School application portals no later than September 15 for the following summer session. Interested students should view the PTCAS and the NIU D.P.T. admission websites.

Provisional acceptance may be granted pending completion of admission requirements. Contact the physical therapy program regarding admissions.

Consideration for admission to the Doctor of Physical Therapy Program requires the following:

- A bachelor's degree from an accredited institution by matriculation.
- A minimum cumulative GPA of 3.00 (out of 4.00) in stated prerequisite courses.
- A minimum cumulative GPA of 3.00 (out of 4.00) in the last 60 semester hours of undergraduate courses.
- Documentation of 30 verified observation hours in a physical therapy setting.
- GRE scores.
- Three letters of recommendation.
- Invited Interview.

To be considered for admission, applicants must submit all application material by October 2 through PTCAS. A supplemental application to NIU's Graduate School must also be submitted by October 2. At the time of application, official transcripts, three letters of recommendation, GRE scores, and documentation of observation hours should be submitted **only** to PTCAS. Admitted students will send NIU official transcripts certifying bachelor's degree and GRE scores. When students accept their admission offer, they will enter into a matriculation agreement with NIU. The agreement requires a \$100 non-refundable deposit to hold a spot in the program. The amount of the deposit will be applied to the first year's tuition unless the agreement is broken, which will result in forfeiture of the deposit.

### Prerequisite Courses

Achievement of a cumulative minimum GPA of 3.00 (out of 4.00) in the following courses. Courses must be completed before program enrollment.

- 3 semester hours of general psychology
- 6 semester hours of social science courses
- 3 semester hours of statistics
- 8 semester hours of human anatomy and physiology with laboratory
- 8 semester hours of general biology with laboratory
- 8 semester hours of general chemistry with laboratory
- 8 semester hours of general physics with laboratory
- A course in medical terminology (1 to 3 credit hours)

### Observation Hours



Documentation of at least 30 verified hours of observation, volunteer or paid physical therapy work within the last five years. These hours can be from a single setting or from multiple settings.

## Letters of Recommendation

The application must include at least three letters of recommendation. One letter must be from a physical therapist, one from either an academic or employment source, and the third from the applicant's choice (a person with whom the applicant has a professional relationship).

## Program Requirements

Students must complete a minimum total of 107<sup>4</sup> semester hours, from the following:

- AHPT 601 - Introduction to Physical Therapy Practice Credits: 2
  - AHPT 602 - Communication and Education Skills for Physical Therapists Credits: 3
  - AHPT 603 - Psychosocial Aspects of Physical Therapy Credits: 3
  - AHPT 604 - Principles of Human Movements and Joint Structures Systems in Physical Therapy Credits: 3<sup>2</sup>
  - AHPT 608 - Physical Therapy: Evidence-Based Practice Credits: 2
  - AHPT 610 - Foundational Patient Screening, Examination, and Assessment Credits: 3
  - AHPT 611 - Foundational Therapeutic Exercise Credits: 3
  - AHPT 612 - Foundational Mobility, Gait, and Transfers Credits: 2
  - AHPT 613 - Foundational Physical Modalities Agents and Manual Therapy Credits: 2
  - AHPT 614 - Advanced Exercise and Intervention Prescription for Physical Therapy Credits: 3
  - AHPT 615 - Fundamentals of Neurosciological Basis of Human Movement for Physical Therapy Credits: 3
  - AHPT 616 - Lifespan Motor Development Control and Motor Learning for Physical Therapists Credits: 3
  - AHPT 617 - Pathology for Physical Therapists Credits: 3
  - AHPT 618 - Pharmacology for Rehabilitation Professionals Physical Therapists Credits: 3<sup>2</sup>
  - AHPT 619 - Internal Clinical Experience I Credits: 1
  - AHPT 620 - Topics in Clinical Education Credits: 1
  - AHPT 621 - Internal Clinical Experience II Credits: 1
  - AHPT 622 - External Clinical Experience I Credits: 3
  - AHPT 623 - Internal Clinical Experience III Credits: 1
  - AHPT 636 - Physical Therapy Management of Individuals with Acute Medical Problems Credits: 3
  - AHPT 637 - Cardiopulmonary Physical Therapy Credits: 3
  - AHPT 639 - Evaluation and Treatment of Musculoskeletal Disorders of the Extremities Credits: 3
  - AHPT 641 - Physical Therapy Management of Complex Musculoskeletal Disorders of the Spine Credits: 4
  - AHPT 642 - Medical Screening Differential Diagnosis in Physical Therapy Credits: 3
  - AHPT 651 - Medical Issues in Neurology Credits: 2

- AHPT 652 - Neurological Rehabilitation Credits: 5
- AHPT 657 - Pediatric Physical Therapy Credits: 3
- AHPT 660 - External Clinical Experience II Credits: ~~1~~ 4
- AHPT 700 - Physical Therapy Administration Credits: 3
- AHPT 701 - Internal Clinical Experience IV Credits: 1
- AHPT 702 - Physical Therapy Management of Aging and Complex Patients Credits: 3
- AHPT 703 - Orthotics and Prosthetics in Physical Therapy Credits: 3
- AHPT 709 - Applied Research Methods in Physical Therapy I Credits: ~~1~~ 2
- AHPT 730 - Clinical Imaging for Physical Therapists Credits: 1
- AHPT 760 - External Clinical Experience III Credits: 5
- AHPT 761 - External Clinical Experience IV Credits: 5
- AHPT 798 - Comprehensive Examination in Physical Therapy Credits: 1
- AHPT 799 - Applied Research Methods in Physical Therapy II Credits: 2
- BIOS 546 - Gross Human Anatomy Credits: 6

**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.
- Credit hour change justification:
  - AHPT 604 - Principles of Human Movements and Joint Structures Systems in Physical Therapy Credits: ~~3~~ 2
    - Credit hour change from 2 to 3 credits: This course requires upgrading to include a laboratory component and hands-on skill training to meet accreditation (CAPTE) criteria for basic kinesiological and biomechanics principles that form the foundation for later clinical skills courses. We plan on adding a 2 hour a week lab to this course; the equivalent to one credit hour.
  - AHPT 618 - Pharmacology for Rehabilitation Professionals Physical Therapists Credits: ~~3~~ 2
    - Credit hour change from 2 to 3 credits: In recent years, with direct access, the PT accrediting body has indicated the need for DPT graduates to be able to perform preliminary screening of a new patient's medication to check for appropriateness, dosage, timing and potential interactions. Two credit hours is insufficient to allow students to attain knowledge and demonstrate competencies.
  - AHPT 709 - Applied Research Methods in Physical Therapy I Credits: ~~1~~ 2
    - Increase Credit hours from 1 to 2 credits: Additional time is needed to ensure students have the basic foundational knowledge in research methods as they design clinically relevant research. This change allows us to be sure to cover research methods not originally covered in this course to facilitate student involvement in faculty research as well as completion of a final project.
- The majority of the existing prerequisites are being retained; we are just adding them to the graduate catalog. There were 2 adjustments to the PRQ's;

one removing credit hours from psychology component from 9 to 3, and 6 credit hours were moved to social sciences to provide flexibility for applicants taking a variety of psychology and social sciences courses.

- Research method PRQ was deleted as investigation revealed that the majority of DPT programs do not require this course for admission, and we increased our research AHPT 709 to 2 credit hours as noted above.
- *These changes are consistent with changes submitted that revise [AHPT 604](#).*
- *These changes are consistent with changes submitted that revise [AHPT 613](#).*
- *These changes are consistent with changes submitted that revise [AHPT 614](#).*
- *These changes are consistent with changes submitted that revise [AHPT 615](#).*
- *These changes are consistent with changes submitted that revise [AHPT 616](#).*
- *These changes are consistent with changes submitted that revise [AHPT 618](#).*
- *These changes are consistent with changes submitted that revise [AHPT 639](#).*
- *These changes are consistent with changes submitted that revise [AHPT 641](#).*
- *These changes are consistent with changes submitted that revise [AHPT 642](#).*
- *These changes are consistent with changes submitted that revise [AHPT 660](#).*
- *These changes are consistent with changes submitted that revise [AHPT 709](#).*

**CHHS**

**11/10/2023**

**Graduate Catalog-Full Review-**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

Other Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

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



### **Doctor of Philosophy in Health Sciences**



### **Admission**



— A student seeking admission to the Ph.D. program must be admitted to the Graduate School, submit three letters of recommendation and a personal statement. Scores on the GRE are waived for applicants who have earned a graduate degree with a GPA of 3.50 or higher from an accredited institution.

Applicants for the PhD in Health Sciences program should demonstrate experience in the health sciences and a capacity to conduct research in the interdisciplinary health sciences.

- Applicants should submit the following:
  - Personal statement that includes the following information:
    - Description of attainable career goals, steps that the applicant has already taken to achieve those goals, and how this program can support achieving those goals

- Specific research interests (or possible research question) and a proposed plan of action
- Description of unique perspectives and passions for interdisciplinary work that the applicant will bring to the program
- Description of any achievements
- 2<sup>nd</sup> document outlining research contact
  - List 1-3 research faculty members with the following information:
    - How does the faculty member's research align with the applicant's interests?
    - Describe whether the applicant has reached out to any faculty members and what responses the applicant has received.
- Three letters of recommendations that address the applicant's potential to complete a doctoral degree in the health sciences
- Professional resume or CV that includes pertinent experiences, credentials, and/or licensures
- Applicants should also provide evidence of the following:
  - Prior to matriculation into the program, either
    - An earned entry-level **graduate** degree in a health sciences discipline (nursing, physical/occupational therapy, etc.) or
    - An earned master's degree or higher in a related field (applications from individuals with non-health science backgrounds such as sociology, history and biology will also be considered)
  - Applications from students with at least 15 credit hours of graduate work will be considered provided the degree will be awarded prior to beginning the program.
    - Evidence of academic abilities for graduate level work
      - The program requires a minimum **graduate** GPA of 3.20 on a 4.0 scale. A GRE score may also be sent to supplement this requirement but is not required
    - Interpersonal and communications skills as evaluated through their writing submissions and personal interviews with the admissions committee

#### RATIONALE:

These updates to the program's admissions and application policies were requested by the Graduate School for all programs. We added detailed information for the catalog based on our current application requirements as some of these were not stipulated in the graduate catalog. We also added in the requirement of a 2<sup>nd</sup> document that requests information about contacting research faculty. The previous requirement was that applicants should have a research mentor designated for final approval, but now we are explicitly asking for their process in writing. This can help the admissions committee with decisions about how best to help an applicant who may not have identified an advisor prior to their application. Students are no longer required to complete the GRE for this program. They are encouraged to submit the GRE results if their GPA is below 3.2 on a 4.0 scale. We added interpersonal and communication skills to the list as these are important to the success of students in this program.

We drafted the changes with the Program's admissions committee, then asked for revisions from the core teaching faculty and other program faculty. Final revisions were drafted by the admissions committee and submitted for approval to the CHHS curriculum committee which oversees the PhD program in Health Sciences.

## SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS

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

AHPT 760. External Clinical Experience III (5)

~~A. Acute/Subacute Care~~

~~\_\_\_\_\_ B. Rehabilitation~~

~~\_\_\_\_\_ C. Outpatient~~

~~\_\_\_\_\_ D. Specialty~~

~~\_\_\_\_\_ E. Pediatrics~~

Full-time clinical experiences in selected health care facilities under the supervision and guidance of qualified physical therapists. Emphasis on coordination and provision of all physical therapy related aspects of patient care. S/U grading will be used to assure student rating of 6-7 out of 10 on the nationally standardized Clinical Internship Evaluation Tool (CIET) Global Rating Scale. PRQ: AHPT 660, and eConsent of school.

### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

The deletion of the list of settings provides more transparency regarding the placement expectations.

The student must complete the external clinical experiences in sequence. This reflects current practices.

The CIET was added to the course description for transparency in showing progressive expectations for the external clinical course series. Students must successfully complete previous clinical experiences to be successful in this course. Our external clinical agreements state that students must be in good academic standing to enter the clinical, so we are adding that as a PRQ.

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

AHPT 761. External Clinical Experience IV (5)

~~A. Acute/Subacute Care~~

~~\_\_\_\_\_ B. Rehabilitation~~

~~\_\_\_\_\_ C. Outpatient~~

~~\_\_\_\_\_ D. Specialty~~

~~\_\_\_\_\_ E. Pediatrics~~

Full-time clinical experiences in selected health care facilities under the supervision and guidance of qualified physical therapists. Emphasis on coordination and provision of all physical therapy related aspects of patient care. S/U grading will be used to assure student rating of 8-9 out of 10 on the nationally standardized Clinical Internship Evaluation Tool (CIET) Global Rating Scale. PRQ: AHPT 760, and eConsent of school.

**RATIONALE:**

*As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.*

The deletion of the list of settings provides more transparency regarding the placement expectations.

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The CIET was added to the course description for transparency in showing progressive expectations for the external clinical course series. Students must successfully complete previous clinical experiences to be successful in this course. Our external clinical agreements state that students must be in good academic standing to enter the clinical, so we are adding that as a PRQ.

**SCHOOL OF FAMILY AND CONSUMER SCIENCES**

Other Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

**College of Health and Human Sciences**

↓

**Family and Consumer Sciences**

↓

**Master of Science in Applied Human Development and Family Sciences**

↓

**Specialization in Marriage and Family Therapy (54)**

↓

**Requirements**

↓

**One of the following (3)**

- [HDFS 538 - Parent Education](#) Credits: 3
- [HDFS 577 - Domestic Violence and Trauma in the Family](#) Credits: 3
- [HDFS 582 - Child Abuse and Neglect](#) Credits: 3
- [HDFS 583 - Social Policy, Children and Families](#) Credits: 3
- [HDFS 584 - Family Theories](#) Credits: 3
- [HDFS 586 - Aging and the Family](#) Credits: 3
- [HDFS 589 - Topical Issues in Human Development and Family Sciences](#) Credits: 3
- [HDFS 637 - The Child in the Family](#) Credits: 3
- [HDFS 684 - The Family with Adolescents](#) Credits: 3

- [HDFS 685 - Family Stress and Resilience](#) Credits: 3
- [HDFS 689 - Readings in Human Development and Family Sciences](#) Credits: 3
- [HDFS 705 - Introduction to Medical Family Therapy and Counseling](#) Credits: 3
- [PHHE 506 - Dimensions of Human Sexuality](#) Credits: 3

**RATIONALE:**

Giving students in the SMFT Program the option to learn about domestic violence and trauma in the family would enhance their knowledge about couples and families, and help prepare them for issues their clients may be facing in therapy.

**SCHOOL OF HEALTH STUDIES**

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

**PHHE 622. Curriculum Development in School Health Education for Grades PK-12 (3)**

Application of the fundamental principles and concepts of curriculum development, implementation, management, and evaluation of PK-12 to comprehensive school health education programs.

**RATIONALE:**

The course is mainly utilized by existing teachers who are pursuing an endorsement in Health Education. The course description has not been reviewed or updated in over a decade. Due to updated ISBE (Illinois State Board of Education) teacher licensure changes for health education, revisions to the title and description are necessary to reflect how the Health Education teacher endorsement is now coded under Special PK-12 for the State of Illinois. (Note: previously, only Middle Grades 5-8 and Senior High 9-12 were required by the ISBE).

Other Catalog Change                      **Online Catalog:** [LINK](#)                      2023-2024 Graduate Catalog

**Health Studies**



**Certificates of Graduate Study**



**Health Education (12)**



**Requirements**

- [PHHE 603 - Behavioral and Social Aspects of Public Health](#) Credits: 3
- [PHHE 622 - Curriculum Development in School Health Education for Grades PK-12](#) Credits: 3
- [PHHE 624 - School Health Programs: Planning, Managing, and Evaluating](#) Credits: 3

**Two of the following (6)**

- HDFS 600 - Seminar: Contemporary Issues in Applied Human Development and Family Sciences Credits: 1-12 A. Nutrition and Dietetics Credits: 3
- NUTR 602 - Issues in Eating Disorders and Obesity Credits: 3
- NUTR 611 - Maternal and Child Nutrition Credits: 3
- PHHE 504 - Drugs in Society Credits: 3
- PHHE 506 - Dimensions of Human Sexuality Credits: 3
- PHHE 508 - Mental and Emotional Health Credits: 3
- OR PHHE 510 - Coping with Death, Dying, and Loss Credits: 3
- OR HDFS 584 - Family Theories Credits: 3
- PHHE 512 - Consumer Health Credits: 3
- ~~PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3~~
- PHHE 609 - Problems and Issues in Environmental Health Credits: 3
- OR TLCI 520 - Environmental Quality Education Credits: 3
- OR TLCI 530 - Teaching Environmental Ethics Credits: 3
- PHHE 626 - Methods and Materials in Middle School and High School Health Education Credits: 3
- SOCI 552 - Women's Health Issues Credits: 3

**RATIONALE:**

- *These changes are consistent with changes submitted that revise [PHHE 622](#).*
- Health Education Certificate coursework has not been reviewed by our Public Health Department in a number of years. During a recent review in Public Health Curriculum Committee discussions, we identified a number of areas of improvement.
  - First, we propose to remove PHHE 624 from the required coursework. The reason is that there is too much overlap with PHHE 624 course topics that are better suited to be covered in PHHE 622. Specifically, PHHE 622 includes topics regarding planning, implementing, maintaining, and evaluating curriculum development in line with ISBE (Illinois State Board of Education) teacher licensure requirements. To eliminate these redundancies and streamline course content, we propose revising the course description and title of PHHE 622 while eliminating PHHE 624 from the Health Education Certificate requirements.
  - Secondly, in turn, with the elimination of PHHE 624 from the Health Education Certificate, we propose to replace the course with PHHE 603. Importantly, this course provides a strong foundation for health education specialists in behavioral and social aspects of public health, which is needed for students to be successful in practice. Additionally, PHHE 603 complements PHHE 622 without any redundancies in course topics.

Other Catalog Change      **Online Catalog:** [LINK](#) 2023-2024 Graduate Catalog

**Health Studies**



**Master of Science in Nutrition and Dietetics**



**Admission**

— Applicants must have had at least 3 credit hours courses in general chemistry, 3 credit hours in organic chemistry, 3 credit hours in biochemistry, 3 credit hours in microbiology or bacteriology, 3 credit hours in human biology, 5 credit hours in human



anatomy and physiology, 3 credit hours in nutrition, and 3 credit hours in statistics. A minimum 3.00 GPA in these courses is required. Applicants will be admitted according to the vacancies in the program. Vacancies are determined by the number of graduate students completing degrees each semester. Applicants with the highest GPA will be given priority for available positions.

In addition to the standard requirements for admission to the Graduate School at NIU (bachelor's degree, 2.75 overall GPA, English proficiency), the Master of Science in Nutrition and Dietetics program requires the following materials:

- Prerequisite Courses
  - A 3.0 minimum GPA in the following courses, this is separate from the minimum GPA requirement set by the Graduate School.
    - general chemistry (with lab)
    - organic chemistry and biochemistry
    - general or cellular biology
    - human anatomy and physiology (with lab)
    - nutrition
    - research methods or statistics
- Statement of purpose
  - Your statement of purpose should be 250 to 750 words long. In it, you should describe how you've prepared for graduate studies in nutrition, specify your primary area of interest within nutrition, outline your goals for graduate school and the future, and explain why you think the NIU program is the ideal fit for achieving your goals.
- Letter(s) of recommendation
  - 2 (two) letters of recommendation from individuals speaking to your ability to be successful in completing a graduate-level degree program. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.
- Application deadlines and admit terms:
  - The Nutrition and Dietetics MS program admits new graduate students during the Fall and Spring semesters.
  - Applications must be received by the Graduate School no later than:
    - Fall admit term: January 15 (priority deadline) – July 15
    - Spring admit term: December 10
- Admission review process/timelines
  - The Nutrition and Dietetics MS program employs a faculty committee to review completed applications on a rolling basis. Official notification will be released by the Graduate School.

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

**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.

CLAS

11/08/2023

College of Liberal Arts and Sciences

DEPARTMENT OF ANTHROPOLOGY

Other Catalog Change      CLAS 23.24.09.01      2023-24 Graduate Catalog      [LINK](#)

### Master of Arts in Anthropology

~~Applicants for admission to this degree program are expected to have completed at least 15 undergraduate semester hours in anthropology. Students lacking this background will be required to take compensatory work during their graduate program.~~

~~Check departmental information for any additional requirements.~~

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

### Admission

Students seeking admission to the M.A. program in the Department of Anthropology must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. from Anthropology or other related field is required to be considered for admission.
  - Applicants for admission to this degree program are expected to have completed at least 15 undergraduate semester hours in anthropology. Students lacking this background will be required to take compensatory work during their graduate program.
- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you (referees) should be individuals who have a professional or academic relationship with you. Referees who are not professors should be familiar with the demands of a graduate program. Letters should describe your academic ability and goals, as well as your ability to succeed in the Anthropology program.
  - Tell your referees what program you applied to and the due date for the letter, which is the same date as the graduate application deadline.
  - When you apply, you must indicate if you wish to waive your right to see the letters. Some referees will only consent to write a letter if you waive your right to see it. If you plan to retain your right to read the letter, then you should talk to your referee first.

- **Personal Statement:** Your personal statement should be approximately 750 to 1000 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. In the statement, you should also explain why you believe the NIU Anthropology program and its faculty can help you meet your goals. If you are applying to the thesis track, explain how your research interests overlap with the research interests of a particular faculty member (or members) who might potentially serve as thesis advisor(s).
  - The department encourages prospective students to reach out to faculty members as they prepare their application materials.
- **Resume/CV:** Copy of current resume/CV in a pdf format indicating relevant educational, professional, and/or or volunteer experience.

**Deadlines:** Applications for the fall semester (August) enrollment will be reviewed beginning on February 1 for students seeking graduate assistantships and tuition waivers, and on April 30 for those not seeking funding. Applications for the spring semester (January) enrollment will be reviewed beginning on November 1. Spring semester applicants generally are not eligible for graduate assistantships and tuition waivers, but students may be eligible in the following academic year of the program if granted admission.

Requirements (30-36)

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Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

#### DEPARTMENT OF COMMUNICATION

New Course                      CLAS 23.24.07.08      2023-24 Graduate Catalog                      LINK

CIP Code: 09.0102                      Course Component: LEC

#### **COMS 533 - The History of Animation**

A survey and introduction to the history, technology, artistic breadth, and cultural significance of the animated form in cinema, television, and online media platforms. Through a variety of screenings of canonical, popular, and provocative animated work, this class will explore the formal technological innovations of the form while positioning that work in a culturally historical context.

**Credits: 3**

**Rationale:** This course has become increasingly popular for media students and other area students in the COMS since first being introduced as a summer course in 2018. It can be taught online asynchronously as well as face-to-face in person. Animation is a popular topic for COMS students and also by students from the School of Art & Design. It also fulfills the requirement for a 400-level media studies class that many of the COMS department's students need for graduation. We are currently offering it for its fifth time as a special topics course with a full enrollment of 30 students, so it seems time to make it a permanent course listing.

**Non-Duplication:** The School of Art and Design was consulted regarding this course and have indicated there is no significant duplication with any of their current course offerings.

## DEPARTMENT OF ENGLISH

Other Catalog Change      CLAS 23.24.09.11      2023-24 Graduate Catalog      [LINK](#)

### Master of Arts in English

↓

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

### Admission

Students seeking admission to the M.A. program in the Department of English must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in English is required to be considered for admission. Outstanding candidates from other related fields with substantial course work in English will also be considered.
- **Grade Point Average:** At least 3.0/4.00 GPA is required overall and a 3.2/4.0 minimum GPA in English content courses.
- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you should be individuals who have a professional or academic relationship with you.
- **Personal Statement:** Your personal statement should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In the statement, also explain why you believe the program at NIU can best help you meet your goals.
- **Writing Sample:** A writing sample, ideally in the area of English studies you wish to pursue, no longer than 3,000 words (excluding Works Cited and notes, if applicable). It should illustrate your ability to communicate a well-organized theory or concept.

**Deadlines:** Applications for the fall semester (August) enrollment will be reviewed beginning on March 1 and for the spring semester (January) enrollment will be reviewed beginning on September 15.

The Admissions Subcommittee of the department's Graduate Studies Committee examines and weighs each applicant's credentials in light of the requirements listed above, balancing each requirement with the others in order to estimate the potential for success that the "package" suggests. Excellent letters of recommendation or writing sample, for example, may compensate for slightly insufficient GPA.

#### Track I



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

Other Catalog Change      CLAS 23.24.09.12      2023-24 Graduate Catalog      [LINK](#)

#### Doctor of Philosophy in English



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

#### Admission

~~For admission to the program leading to candidacy for the Ph.D. in English, the student ordinarily must have successfully completed 30 semester hours of graduate work or hold a master's degree. Exceptional students who hold only a baccalaureate degree may apply directly to the doctoral program.~~

Students seeking admission to the Ph.D. program in the Department of English must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the doctoral program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in English is required to be considered for admission. Outstanding candidates from other related fields with substantial course work in English will also be considered.
- **Grade Point Average:** At least 3.2/4.00 GPA is required for any graduate-level work completed prior to application to the program.
- **Letters of Recommendation:** Three (3) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you should be individuals who have a professional or academic relationship with you.

- **Personal Statement:** Your personal statement should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In the statement, also explain why you believe the program at NIU can best help you meet your goals.
- **Writing Sample:** A writing sample, ideally in the area of English studies you wish to pursue, no longer than 6,500 words (excluding Works Cited and notes, if applicable). It should illustrate your ability to communicate a well-organized theory or concept.

**Deadlines:** Applications for the fall semester (August) enrollment will be reviewed beginning on March 1 and for the spring semester (January) enrollment will be reviewed beginning on September 15.

The Admissions Subcommittee of the department's Graduate Studies Committee examines and weighs each applicant's credentials in light of the requirements listed above, balancing each requirement with the others in order to estimate the potential for success that the "package" suggests. Excellent letters of recommendation or writing sample, for example, may compensate for slightly insufficient GPA.

#### Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

## DEPARTMENT OF MATHEMATICAL SCIENCES

[Other Catalog Change](#)

CLAS 23.24.09.13

2023-24 Graduate Catalog

[LINK](#)

### Master of Science in Mathematics



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

### Admission

Students seeking admission to the M.S. program in the Department of Mathematical Sciences must meet all the standard requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in Mathematics is required to be considered for admission. Outstanding candidates from other related fields with substantial course work in Mathematics will also be considered.

- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your academic credentials and abilities to successfully complete a graduate-level degree program. The individuals who will submit a letter on your behalf should be individuals who have a professional or academic relationship with you.
- **Statement of Purpose:** Your statement of purpose should be approximately between 250 and 750 words. It should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In addition, it should explain why you believe the M.S. program can best help you meet these goals.
- **Resume/CV:** Copy of your current resume/CV indicating your professional or volunteer experience and other achievements.
- **Test Scores:** All applicants are highly recommended to provide official scores on all sections of the GRE General Test taken in the past five years. When having your GRE score sent, use the institution code 1559. NIU does not require department codes.

#### Course Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

[Other Catalog Change](#)

CLAS 23.24.09.14

2023-24 Graduate Catalog

[LINK](#)

#### Master of Science in Teaching



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

#### Admission

~~All applicants for the M.S.T. program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty of the specialization.~~

Students seeking admission to the M.S.T. program in the Department of Mathematical Sciences must meet all the standard requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the M.S.T. program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in Mathematics is required to be considered for admission. Outstanding candidates from other related fields with substantial course work in Mathematics will also be considered.

- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your academic credentials and abilities to successfully complete a graduate-level degree program. The individuals who will submit a letter on your behalf should be individuals who have a professional or academic relationship with you.
- **Statement of Purpose:** Your statement of purpose should be approximately between 250 and 750 words. It should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In addition, it should explain why you believe the M.S.T. program can best help you meet these goals.
- **Resume/CV:** Copy of your current resume/CV indicating your professional or volunteer experience and other achievements.
- **Test Scores:** All applicants are highly recommended to provide official scores on all sections of the GRE General Test taken in the past five years. When having your GRE score sent, use the institution code 1559. NIU does not require department codes.

Specialization in Middle School Mathematics Education



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

[Other Catalog Change](#)

CLAS 23.24.09.15

2023-24 Graduate Catalog

[LINK](#)

### Doctor of Philosophy in Mathematical Sciences



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

#### Admission

~~A student seeking admission to the Ph.D. program in mathematical sciences must meet all requirements for admission to the Graduate School and shall have satisfied the requirements (or equivalent) for the B.S. in mathematical sciences at NIU. In addition, each student is required to have completed an approved year-long sequence of courses in probability and statistics prior to admission to the program, or to take an approved sequence of graduate courses in probability and statistics as part of the doctoral program. Students seeking admission who possess a master's degree in mathematical sciences will also be expected to have met the above requirements.~~

Students seeking admission to the Ph.D. program in the Department of Mathematical Sciences must meet all the standard requirements for admission to the NIU Graduate



School. In addition to the standard requirements for graduate admission, the doctoral program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in Mathematics is required to be considered for admission. Outstanding candidates from other related fields with substantial course work in Mathematics will also be considered.
- **Letters of Recommendation:** Three (3) letters of recommendation from individuals who can speak to your academic credentials and abilities to successfully complete a graduate-level degree program. The individuals who will submit a letter on your behalf should be individuals who have a professional or academic relationship with you.
- **Statement of Purpose:** Your statement of purpose should be approximately between 250 and 750 words. It should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In addition, it should explain why you believe the Ph.D. program can best help you meet these goals.
- **Resume/CV:** Copy of your current resume/CV indicating your professional or volunteer experience and other achievements.
- **Test Scores (GRE):** All applicants are highly recommended to provide official scores on all sections of the GRE General Test taken in the past five years. When having your GRE score sent, use institution code 1559. NIU does not require department codes.

#### Course Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

#### DEPARTMENT OF PHYSICS

Other Catalog Change      CLAS 23.24.09.16      2023-24 Graduate Catalog      [LINK](#)  
    CLAS 23.24.09.17

#### Master of Science in Physics

A student pursuing the M.S. in physics must complete a minimum of 30 semester hours and pass a comprehensive examination in classical mechanics, electricity and magnetism, special relativity, quantum mechanics, statistical physics and thermodynamics, optics, and modern physics. The student must also satisfy the requirements in one of the specializations described below and submit an acceptable thesis and pass an oral examination thereon.

The proficiency examination in any of the specializations should be taken during the first or second semester of residence. It normally should be passed in the second semester in order for the student to be considered for continuing financial assistance. The proficiency examination also serves as the department's comprehensive exam.

All master's degree students are required to register for PHYS 798, Physics Seminar, each semester. This requirement may be waived for a student whose circumstances in a particular semester preclude such enrollment, with the approval of the graduate studies director or the department chair.

~~Check departmental information for any additional requirements.~~

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

### Admission

Students seeking admission to the M.S. program in the Department of Physics must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants submit the following materials:

- **Baccalaureate Field:** A B.S. in Physics. Outstanding candidates from other related fields with substantial course work in physics will also be considered.
- **Letters of Recommendation:** Two (2) letters of recommendation are required.
- **Personal Statement:** Your personal statement should be approximately 250 to 750 words in length. It should outline your preparation for graduate study in physics, 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.
- **Resume/CV:** A current resume or CV is required.
- **Tests Scores:** GRE General scores are not required for applicants and will not be used for admission purposes. Physics GRE scores are also not required but can optionally be used to strengthen an application. A satisfactory score on the Physics GRE can also be used to place out of the department's MS exam. When preparing your score report for upload, be sure that your name and all scores are legible. If you are sending scores, use institution code 1559. NIU does not require department codes; neither does the testing center.

**Deadlines:** The Master of Science program in the Department of Physics admits new graduate students during the spring and fall semesters, on an annual basis. It follows deadlines set by the Graduate School at NIU, though priority consideration is given to applicants who apply by February 1 for start in the following fall semester and August 15

for start in the following spring semester. These priority deadlines are earlier than the general graduate school deadlines.

Please note: International students should review additional information on the department page about test score requirements for assistantships. These are in addition to any Graduate School requirements for admission.

### Specialization in ~~Basic~~ Professional Physics

A student in the Professional Physics specialization must complete ~~Completion of 24~~ semester hours in physics, including:

- PHYS 600 - Classical Mechanics Credits: 3
- PHYS 660 - Quantum Mechanics I Credits: 3
- PHYS 670 - Electromagnetic Theory I Credits: 3
- PHYS 699 - Master's Thesis Credits: 1-6  
Students must take at least 6 ~~semester~~ semester hours in this course.

At least ~~One~~ one of the following:

- PHYS 661 - Quantum Mechanics II Credits: 3
- PHYS 663 - Statistical Physics I Credits: 3
- PHYS 671 - Electromagnetic Theory II Credits: 3

### Additional requirements

- ~~Passage of a proficiency examination in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics.~~
- ~~Submission of an acceptable thesis and passage of an oral examination thereon.~~

### Specialization in ~~Applied~~ Interdisciplinary Physics

A student in the Interdisciplinary Physics specialization must complete at least 30 semester hours, including the requirements listed below, with at least 6 of the remaining hours chosen from biology, chemistry, mathematics, computer science, engineering, or other relevant subjects not including physics, with approval of the department.

- PHYS 600 - Classical Mechanics Credits: 3
- PHYS 660 - Quantum Mechanics I Credits: 3
- PHYS 670 - Electromagnetic Theory I Credits: 3
- PHYS 699 - Master's Thesis Credits: 1-6.  
Students must take at least 6 hours in this course.

At least one of the following:

- PHYS 661 - Quantum Mechanics II Credits: 3
- PHYS 663 - Statistical Physics I Credits: 3
- PHYS 671 - Electromagnetic Theory II Credits: 3

~~Passage of a proficiency examination which may include a special area examination (e.g., acoustics, biophysics, geophysics) in place of one section of the proficiency examination.~~

~~Submission of an acceptable thesis and passage of an oral examination thereon.~~

Three of the following (9-11)

- ~~PHYS 530 – Optics Credits: 4~~
- ~~PHYS 563 – Thermodynamics, Kinetic Theory, and Statistical Credits: 3~~
- ~~PHYS 574 – Methods of Experimental Physics Credits: 3~~
- ~~PHYS 575 – Laboratory Electronics II Credits: 4~~
- ~~PHYS 580 – Introduction to Materials Science Credits: 3~~
- ~~PHYS 680 – Introduction to Nanophysics Credits: 3~~
- ~~PHYS 790 – Special Topics in Physics Credits: 1-6~~

Two of the following (6)

- ~~PHYS 600 – Classical Mechanics Credits: 3~~
- ~~PHYS 660 – Quantum Mechanics I Credits: 3~~
- ~~PHYS 663 – Statistical Physics I Credits: 3~~
- ~~PHYS 666 – Solid State Physics I Credits: 3~~
- ~~PHYS 670 – Electromagnetic Theory I Credits: 3~~
- ~~PHYS 673 – Beam Physics I Credits: 3~~

### Specialization in Physics Teaching

A student in the Physics Teaching specialization must complete Completion of 24 semester hours in physics, including at least 12 semester hours at the 600 level or above, excluding PHYS 659, 692, 699, 790, 798, and 799. The student must also complete:

- PHYS 692 - Seminar on College Teaching of Physics Credits: 3
  - OR one year of successful teaching experience.
- PHYS 699 - Master's Thesis Credits: 1-6.
  - Students must take at least 3 semester hours in this course.

Passage of proficiency examination with an option of course work in a related science substituted for one area of proficiency examination.

Submission of an acceptable thesis and passage of an oral examination thereon; or submission of In lieu of a thesis, the student in this specialization may submit two papers, one of which may pertain to teaching of physics or history and philosophy of physics, and pass an oral examination thereon.

See also “Teacher Certification Information.”

- ~~PHYS 692 – Seminar on College Teaching of Physics Credits: 3~~
  - ~~or one year of successful teaching experience.~~
- ~~PHYS 699 – Master's Thesis Credits: 1-6~~
  - ~~Students must take at least 6 semester hours in this course.~~

Rationale: **1)** Archaic language referring to the “proficiency examination” (which is now the comprehensive examination) has been changed. **2)** Because all specializations require the same comprehensive examination and a thesis, the structure has been simplified, rearranged, and clarified by moving those requirements to the beginning and deleting them from the individual specialization requirements. **3)** The topics of the examination had been partially listed before, but are now listed in accord with current practice. **4)** The name of the “Basic Physics”

specialization has been changed to “Professional Physics”, to avoid misunderstanding. **5)** The “Applied Physics” specialization has been changed to “Interdisciplinary Physics” for the same reason. **6)** In the case of the Interdisciplinary Physics specialization, the possibility of a special area examination has not been relevant within living memory and is not anticipated to be relevant in the future and is therefore deleted. **7)** The requirements for the Interdisciplinary Physics specialization have been updated to reflect the modern areas of emphasis and courses offered by the department, and to give students credit for relevant courses in other departments. **8)** In the Physics Teaching specialization, the wording now clarifies that a student should pass an oral examination on papers submitted in lieu of a thesis, and that the 12 semester hours must not include thesis, dissertation, seminar, or special topics courses. **8)** Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

Other Catalog Change

CLAS 23.24.09.18

2023-24 Graduate Catalog

[LINK](#)

### Doctor of Philosophy in Physics

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#### Admission

~~Students seeking admission to the Ph.D. program in physics must have a background equivalent to that attained by acquiring the B.S. degree in physics at NIU. Although the GRE Subject Test in physics is not required for admission, the submission of these scores could enhance their application.~~

Students seeking admission to the Ph.D. program in the Department of Physics must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the doctoral program requires degree-seeking applicants submit the following materials:

- **Baccalaureate Field:** A B.S. in Physics. Outstanding candidates from other related fields with substantial course work in physics will also be considered.
- **Letters of Recommendation:** Three (3) letters of recommendation are required.
- **Personal Statement:** Your personal statement should be approximately 250 to 750 words in length. It should outline your preparation for graduate study in physics, 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.
- **Resume/CV:** A current resume or CV is required.
- **Tests Scores:** GRE General scores are not required for applicants and will not be used for admission purposes. Physics GRE scores are also not required but can optionally be used to strengthen an application. A satisfactory score on the Physics GRE can also be used to place out of the department's MS exam. When preparing your score report for upload, be sure that your name and all scores are legible. If you are sending scores, use institution code 1559. NIU does not require

department codes; neither does the testing center.

**Deadlines:** The Ph.D. Program in the Department of Physics admits new graduate students during the spring and fall semesters, on an annual basis. It follows deadlines set by the Graduate School at NIU, though priority consideration is given to applicants who apply by February 1 for start in the following fall semester and August 15 for start in the following spring semester. These priority deadlines are earlier than the general graduate school deadlines.

Please note: International students should review additional information on the department page about test score requirements for assistantships. These are in addition to any Graduate School requirements for admission.

### Course Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

## DEPARTMENT OF PUBLIC ADMINISTRATION

Other Catalog Change      CLAS 23.24.09.19      2023-24 Graduate Catalog      [LINK](#)

### Master of Public Administration



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

### Admission

Application for admission to the M.P.A. program is made directly to the Graduate School. A completed application consists of the Graduate School application, a two-page statement of career goals, three letters of recommendation, and transcripts from all undergraduate and graduate institutions attended.

Pre-career students should request at least two letters of recommendation from previous instructors who can judge their ability to do graduate work. If pre-career students have public sector experience, they should request a letter from an employer who can judge their potential as future public administrators. In-service students should request at least one letter of recommendation from a previous instructor and remaining letters from public sector employers.

Prerequisites for admission to the program are 9 semester hours in the social sciences, including at least one course in U.S. government, and appropriate undergraduate work in mathematics or statistics. With the approval of the student's advisor, a maximum combined total of 15 semester hours of graduate credit transferred from other accredited institutions plus graduate credit earned in courses at Northern Illinois University as a

student-at-large may be counted toward meeting the requirements of the M.P.A. degree. The limit on student-at-large hours may be waived in special circumstances, with the approval of the director of the Department of Public Administration.

Students seeking admission to the M.P.A. program in the Department of Public Administration must meet all of the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Letters of Recommendation:** Three (3) letters of recommendation from individuals who can speak to the applicant's ability to be successful in the completion of a graduate-level degree program.
  - Pre-career students are required to have three letters including at least two letters of recommendation from previous instructors who can judge their ability to do graduate work. The third letter may be from an employer or volunteer organization who can speak towards their professionalism.
  - Mid-career students are required to have three letters of recommendation; one from an employer, one letter from a previous instructor (or an interview with the department chair if the applicant cannot reach former instructors), and one that can be from anyone who can provide a relevant evaluation of the applicant's qualifications for the program.
- **Statement of Purpose:** This statement should be about 500-750 words in length and include:
  - The nature of your interest in public affairs
  - Career goals
  - Why the NIU M.P.A. program is a good fit for you
- **Transcripts:** Transcripts for all undergraduate and graduate institutions including:
  - Proof of one course in US government
  - Proof of one course in statistics/discrete mathematics
  - NOTE: These specific course requirements are waivable with permission of the department chair but the transcripts are still required in all cases

With the approval of the student's advisor, a maximum combined total of 15 semester hours of graduate credit transferred from other accredited institutions plus graduate credit earned in courses at Northern Illinois University as a student-at-large may be counted toward meeting the requirements of the M.P.A. degree.

#### Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

## DEPARTMENT OF SOCIOLOGY

[Other Catalog Change](#)

CLAS 23.24.09.20

2023-24 Graduate Catalog

[LINK](#)

### Master of Arts in Sociology

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Applicants for admission to the program should have a background equivalent to 3 semester hours each in sociological theory, sociological methods, and statistics. Students with deficiencies in these areas may be required to take appropriate course work to remove these deficiencies before enrollment. Students with stipulated deficiencies will be informed by the graduate advisor of the courses that must be taken.

### Admission

Students seeking admission to the M.A. program in the Department of Sociology must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. from Sociology or related field is required. Course work in sociological theory and methods is required. Students without the course requirements in theory and methods will be advised by the graduate advisor on how to obtain these before enrollment.
- **Unofficial Transcripts:** A B.A./B.S. transcript is required by the graduate school. International students should review additional information about transcripts.
- **Grade Point Average:** At least 3.0/4.00 cumulative GPA (or equivalent) is required.
- **Official Test Scores:** Graduate Record Examination (GRE) not required for admission. International students should review additional information about test scores.
- **Letters of Recommendation:** Two (2) letters of recommendation are required from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you should be individuals who have an academic relationship with you.
- **Personal Statement:** Your required personal statement should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. In the statement, also explain why you believe the Sociology program at NIU can best help you meet your goals.
- **Resume/CV:** Copy of current resume/CV in a pdf format indicating your professional or volunteer experience is optional.



**Deadlines:** Applications are accepted only for the Fall semester (August) enrollment. Priority consideration for funding is February 1. If funding is not needed, application dates are May 1 for international students living abroad and July 1 for applicants residing in the U.S.

### Requirements

The Department of Sociology has reserved seats in the M.A. program exclusively for University Honors students ... .. tuition remission and stipends may be available for well-qualified University Honors students.

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The M.A. degree requires the successful completion of 33 credits, including 6 credits of a capstone experience: either SOCI 602 (Internship) or SOCI 699 (Thesis). All new master's students are required to consult with the departmental graduate advisor before being admitted to courses. Students who intend to complete the internship capstone must pass a comprehensive examination in sociological theory and research methods.

No more than 12 semester hours in 500-level graduate courses may be included in the student's program for the master's degree.

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Students who intend to complete the internship capstone must pass a comprehensive examination in sociological theory and research methods.

Check departmental information for any additional requirements.

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

### General Sociology (33)

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Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

## DEPARTMENT OF WORLD LANGUAGES AND CULTURES

[Other Catalog Change](#)      CLAS 23.24.09.23      2023-24 Graduate Catalog      [LINK](#)

### Master of Arts in World Languages and Cultures – Spanish and Hispanic Studies

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#### Admission

Students seeking admission to the M.A. program in the Department of World Languages and Cultures must meet all the requirements for admission to the NIU Graduate School.

In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Grade Point Average:** Undergraduate GPA of at least 3.0 (on a 4.0 scale). This is higher than the GPA minimums 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 Spanish and Hispanic Studies, 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 who can speak to your ability to be successful in the completion of a graduate-level degree program in the field of Spanish and Hispanic Studies at a large, public institution. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.
- **Writing sample:** Please submit an academic writing sample of at least 16 pages in length, double-spaced, either in Microsoft Word or as a pdf file. The writing sample should be in Spanish and without any notation from an instructor. If you do not have a 16-page paper, you can combine two or more papers to meet the page requirement.
- **Interview:** An interview is also required for admission to the M.A. in Spanish and Hispanic Studies program. If the outcome of the initial review of your application materials supports the decision, you will be invited to an interview to demonstrate your spoken Spanish skills and to verify that your goals align with the program's mission. The interview also allows you to showcase abilities and experiences that might not be explicitly evident in other application materials. Please see our web page for a tentative timeline for admission.
- **Application Deadlines:** The M.A. in Spanish and Hispanic Studies generally admits students in the fall semester, on an annual basis. Applications for admission to the M.A. in Spanish and Hispanic Studies must be received by the Graduate School no later than March 15th for a fall start date.
  - Note: the program deadline is earlier in the application cycle than the general Graduate School deadlines.
- **Admission Review Process/Timelines:** The M.A. in Spanish and Hispanic Studies program employs a faculty committee to review completed applications for an admission decision on a yearly basis, during the spring semester. Official notifications are released by the Graduate School once a graduate admission decision has been made and processed.

Requirements



Rationale: Revisions are being made to meet the Graduate School's change in admission policy in the catalog.

CLAS

10/25/2023

College of Liberal Arts and Sciences

DEPARTMENT OF ECONOMICS

Other Catalog Change CLAS 23.24.08.02 2023-24 Graduate Catalog [LINK](#)

#### Master of Arts in Economics

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

#### Admissions

Admission for the M.A. program in the Department of Economics is available for the fall or spring semester with applications for the fall enrollment to be reviewed beginning in November and applications for spring enrollment reviewed beginning in May.

Students seeking admission to the master's program in Economics must meet all the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program in Economics requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** Transcripts indicating a B.A./B.S. in any field in addition to a minimum of at least two semesters of Calculus (differentiation and integration), one semester of calculus-based probability, and courses in intermediate level microeconomic and macroeconomic theory.
- **Graduate Record Examination (GRE):** All applicants must provide official scores on all sections of the General Test of the GRE taken in the past 5 years. Students with extensive mathematics or statistics course work may apply for a waiver of this requirement by contacting the department.
- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you should be individuals who have a professional or academic relationship with you.
- **Personal Statement:** Your personal statement should be approximately 500 to 2,000 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. You

should also use this statement to demonstrate to the committee how you have met the necessary math and statistics expectations in your previous course work.

- **Resume/CV:** Copy of current resume/CV in a pdf format indicating your professional or volunteer experience.

#### Course Requirements (19-25)

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Rationale: The proposed revisions update the graduate catalog to reflect the program's admission requirements.

Other Catalog Change      CLAS 23.24.08.03      2023-24 Graduate Catalog      [LINK](#)

### Doctor of Philosophy in Economics

A person who has earned the a doctorate in economics is qualified both to teach economics at the university level and to do original research in academe, government, and the private sector. The doctoral program ... .... demand and faculty availability.

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

### Admission

Admission to the Ph.D. program in the Department of Economics is open only for the fall semester and applications are reviewed starting in January. Students seeking financial support should have all their application materials submitted no later than March 15.

Students seeking admission to the doctorate program must meet all the requirements for admission to NIU Graduate School. In addition to the standard requirements for graduate admission, the doctorate program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** Transcripts indicating a B.A./B.S. in Economics with at least two semesters of Calculus (differentiation and integration) and one semester of calculus-based probability. Outstanding students with degrees in related fields will be considered if they meet the same math and statistics requirements and have completed courses in intermediate level microeconomic and macroeconomic theory.
- **Graduate Record Examination (GRE):** All applicants must provide official scores on all sections of the General Test of the GRE taken in the past 5 years. Students with extensive mathematics or statistics course work may apply for a waiver of this requirement by contacting the department.

- **Letters of Recommendation:** Three (3) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter for you should be individuals who have a professional or academic relationship with you.
- **Personal Statement:** Your personal statement should be approximately 500 to 2,000 words in length. It should outline your preparation for graduate study in economics, as well as your goals for graduate school and beyond. You should also use this statement to demonstrate to the committee how you have met the necessary math and statistics expectations in your previous course work.
- **Resume/CV:** Copy of current resume/CV in a pdf format indicating your professional or volunteer experience.

#### Course Requirements



Rationale: The proposed revisions update the graduate catalog to reflect the program's admission requirements.

### DEPARTMENT OF HISTORY

Other Catalog Change      CLAS 23.24.08.04      2023-24 Graduate Catalog      [LINK](#)

#### History



Graduate courses in history ... the use of primary and secondary source materials.

#### Admission

Admission to the M.A. program in history is based upon consideration of the following factors: general undergraduate GPA; preparation and GPA in undergraduate history courses; letters of recommendation; special requirements in the applicant's proposed field of study; a brief essay submitted by the applicant; and, where appropriate, proficiency in foreign language(s) or quantitative methods.

The department endeavors to review application data in a comprehensive manner and to avoid mechanical judgments. It prefers, however, that applicants have a general GPA of 3.00 or higher in the last two years of undergraduate work and a GPA of 3.25 or higher in all undergraduate history courses. Applicants need not have an undergraduate major in history, but those with fewer than 18 semester hours of undergraduate history courses may be required to enroll in one or more undergraduate courses on a deficiency basis. Applicants to the M.A. program in history are accepted twice a year for fall and spring admission (see website [www.niu.edu/history/graduate](http://www.niu.edu/history/graduate) for deadlines). Applicants are typically notified of an admission decision within six weeks of receipt of all required application materials.

Applicants for admission to the doctoral program are expected to have established an outstanding record at the master's level and to have demonstrated a capacity for effective research and writing. Admission to the Ph.D. program requires at least average proficiency in one approved foreign language or in quantitative methods. Applications to the Ph.D. program in history are accepted once a year for fall admission only (see website [www.niu.edu/history/graduate](http://www.niu.edu/history/graduate) for deadline). Applicants are typically notified of an admission decision within two months of receipt of all required application materials.

A student who has enrolled as a student at large before being admitted to the history program may, with department permission, count up to 15 semester hours of graduate course work taken at NIU towards their M.A. and/or Ph.D. degree provided the courses fit their program. The director of graduate studies may, upon good cause being demonstrated, allow additional student at large hours to be counted towards an M.A. or Ph.D. degree.

#### Advising

At the time of admission to a degree program, a student will be assigned a departmental advisor who will be responsible for implementing department and Graduate School regulations. As early as practical the student should initiate the selection of a field advisor from among the faculty. M.A. students should have at least one such advisor, and Ph.D. students should normally have two. The field advisors are primarily responsible for assisting students in planning a program of study, selecting appropriate courses, outlining problems unique to a particular field, and determining appropriate areas of research. Departmental requirements are detailed in the departmental booklet, *Handbook for History Graduate Students*, available at [www.niu.edu/history/graduate](http://www.niu.edu/history/graduate).

#### Foreign Study in History

The Department of History encourages students to take advantage of study abroad programs, which provide students of history and allied disciplines an opportunity to study at first hand the historical developments and traditions of other peoples and their cultures. Courses carry either undergraduate or graduate credit. Interested students should first consult the Division of International Programs for relevant details of forthcoming offerings and then contact the director of graduate studies in history and appropriate departmental faculty about including study abroad courses in their NIU program. For further information see "International Programs."

Rationale: Removing the admission, advising, and foreign study sections of this page. Admissions information will now be on the M.A. and Ph.D. program pages in accordance with the Grad School request.

Other Catalog Change      CLAS 23.24.08.05      2023-24 Graduate Catalog      [LINK](#)

#### Master of Arts in History

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Check departmental information for any additional requirements. For application information, please visit, <https://www.niu.edu/clas/history/graduate/grad-application.shtml>

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

### Admission

Students seeking admission to the M.A. program in the Department of History must meet all of the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the master's program requires degree-seeking applicants to submit the following materials:

- **Baccalaureate Field:** A B.A./B.S. in History or a closely related discipline is expected for admission. Candidates from other disciplines should have taken significant course work in history.
- **Grade Point Average (GPA):** At least a 3.20/4.00 GPA is desired, as is a minimum of 3.25/4.00 in history courses.
- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to the applicant's ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter should be professors or other professionals who can comment substantively on the applicant's previous academic work in history.
- **Application Essay:** This statement should be about 500-750 words in length and describe the applicant's preparation to undertake graduate work in history, particular historical interests, relevant life experiences, and reasons for wanting to do graduate work in history. It is especially important for the applicant to mention the field of history that they want to study, what preparation they have for that field, and whether they have language training.
- **Writing Sample:** The writing sample should ideally be a research paper from an undergraduate history course or a thesis. If that is not possible, the applicant should submit a paper that best represents their intellectual and analytical abilities.

**Deadlines:** Applications for fall semester enrollment must be submitted by January 15 to be considered for assistantship funding. March 1 is the final deadline for fall semester admission. Applications for spring semester enrollment must be submitted by October 1 for international applicants and November 1 for domestic applicants. Applicants for spring admission are not considered for assistantship funding.

For additional admission information, please visit <https://www.niu.edu/clas/history/graduate/grad-application.shtml>

Course requirements



Rationale: The proposed revisions update the graduate catalog to reflect the program's admission requirements.

Other Catalog Change      CLAS 23.24.08.06      2023-24 Graduate Catalog      [LINK](#)

### Doctor of Philosophy in History

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#### Admission

Admission to the Ph.D. program is subject to the approval of the departmental Graduate Committee. Applicants must already possess a master's degree or equivalent in an appropriate subject and will be judged on the basis of their master's thesis or research paper, their performance in course work at the master's level, and the recommendations of faculty with whom they have worked. The committee always takes into consideration the availability of appropriate faculty in the probable area of the applicant's dissertation.

Students seeking admission to the Ph.D. program in the Department of History must meet all of the requirements for admission to the NIU Graduate School. In addition to the standard requirements for graduate admission, the doctoral program requires degree-seeking applicants to submit the following materials:

- **Master's Field:** An M.A. in History or a closely related discipline is required for admission. Candidates from other disciplines should have taken significant course work in history.
- **Grade Point Average (GPA):** At least a 3.00/4.00 GPA is desired, as is a minimum of 3.25/4.00 in history courses.
- **Letters of Recommendation:** Three (3) letters of recommendation from individuals who can speak to the applicant's ability to be successful in the completion of a graduate-level degree program. The individuals who submit a letter should be professors or other professionals who can comment substantively on the applicant's previous academic work in history.
- **Application Essay:** This statement should be about 500-750 words in length and describe the applicant's preparation to undertake graduate work in history, particular historical interests, relevant life experiences, and reasons for wanting to do graduate work in history. It is especially important for the applicant to mention the field of history that they want to study, what preparation they have for that field, and whether they have language training.
- **Writing Sample:** The writing sample should ideally be a research paper from a graduate history course or a thesis. If that is not possible, the applicant should submit a paper that best represents their intellectual and analytical abilities.

**Deadlines:** Applications are only accepted for the fall semester enrollment and must be submitted by January 15 to be considered for assistantship funding. March 1 is the final deadline for fall semester admission.



For additional application information, please visit,  
<https://www.niu.edu/clas/history/graduate/grad-application.shtml>

#### Semester-Hour Requirements



Rationale: The proposed revisions update the graduate catalog to reflect the program's admission requirements.

### DEPARTMENT OF PHILOSOPHY

Other Catalog Change      CLAS 23.24.08.07      2023-24 Graduate Catalog      [LINK](#)

#### Master of Arts in Philosophy

##### Admission

Students seeking admission to the M.A. program in the Department of Philosophy must meet all the requirements for admission to the NIU Graduate School. In addition to satisfying those requirements, applicants to the master's program in philosophy must submit the following materials:

- **Letters of Recommendation:** Two (2) letters of recommendation from individuals who can speak to your ability to be successful in the completion of a graduate-level degree program.
- **Statement of Purpose:** Your statement of purpose should explain why you wish to pursue an M.A. in philosophy and describe your philosophical interests.
- **Writing Sample:** The writing sample should illustrate your ability to defend a thesis or explain a theory or concept.
- **Resume/CV:** Copy of current resume/CV listing all undergraduate institutions attended, degrees expected or conferred, and any job or volunteer experience.

**Deadlines:** Applications for fall semester (August) enrollment will be reviewed beginning on January 15. Applications are accepted for fall enrollment only.

Check departmental information for any additional requirements.

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

##### Requirements

Students are required to pass a comprehensive examination and to complete 30 semester hours of graduate course work, at least 24 of which must be in philosophy. All courses taken toward the completion of the degree are subject to the approval of the graduate advisor, and they must include the following, each of which must be completed with a grade of B or better:

Core requirement

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Rationale: The proposed revisions update the graduate catalog to reflect the program's admission requirements.

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**CLAS**

**10/18/2023**

**Approved Through the Non-Expedited Process**

**ALL UNIVERSITY SECTION**

**ADMISSION**

Other Catalog Change      CLAS 23.24.07.12      2023-24 Graduate Catalog      [LINK](#)

**Admission to Graduate Study**

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**Admission to Accelerated Baccalaureate/ Master's Degree Programs**

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Accelerated baccalaureate/master's degree programs are available in the following majors:

- Biomedical Engineering/Electrical Engineering

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- Sociology
- **Statistics**
- Sport Management

Descriptions of program and admission requirements for these programs are available in the Undergraduate Catalog.

Rationale: Addition of the Accelerated B.S./M.S. in Statistics to the list of available accelerated programs.

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**CLAS****10/04/2023****Approved Through the Non-Expedited Process****ALL UNIVERSITY SECTION****ADMISSION**

Other Catalog Change      CLAS 23.24.06.28      2023-24 Graduate Catalog      [LINK](#)

**Admission to Graduate Study**

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**Admission to Accelerated Baccalaureate/ Master's Degree Programs**

↓

Accelerated baccalaureate/master's degree programs are available in the following majors:

- Biomedical Engineering/Electrical Engineering
- Biomedical Engineering/Industrial and Systems Engineering
- Business Administration/Law
- **Chemistry**
- Economics
- ↓
- Sport Management

Descriptions of program and admission requirements for these programs are available in the Undergraduate Catalog.

Rationale: Addition of the Accelerated B.S./M.S. in Chemistry to the list of available accelerated programs.

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**CVPA****11/3/2023****In Summary we wish to submit these items:**

- **Course Revisions:**
  - **SOAD Graduate Catalog Changes ↓**
  - **SOAD Master of Arts in Art Graduate Catalog Change**
  - **SOAD Master of Fine Arts Graduate Catalog Change**
  - **SOAD Master of Science in Art and Design Ed**

- **SOAD Doctor of Philosophy in Art and Design Ed**
- **SOTD MFA Admissions program changes**
- **SOTD MFA Curriculum changes**

DATE: October 18, 2023

Catalog: 2023-24 Graduate Catalog [2023-24 Graduate Catalog LINK](#)

PROPOSED CHANGE:

### Art and Design

Director: ~~Douglas G. Boughton~~ Jessica Labatte

#### Graduate Faculty

Michael Barnes, Presidential Research Professor, M.F.A., University of Iowa  
 Sinclair Bell, Presidential Teaching Professor, Ph.D., University of Edinburgh  
 Douglas G. Boughton, professor, Ph.D., University of Alberta, Canada  
 Todd Buck, professor, M.A.M.S., University of Illinois, Chicago  
 Sarah Evans, associate professor, Ph.D., University of California, Berkeley  
 Kerry Freedman, professor, Ph.D., University of Wisconsin  
 Billie Giese, associate professor, M.F.A., University of Kansas  
 Aleksandra Giza, professor, Ph.D., Silesian University (Katowice, Poland)  
 Kelly Gross, assistant professor, Ph.D., Northern Illinois University  
 Cynthia Hellyer-Heinz, associate professor, M.F.A., Northern Illinois University  
 Rebecca Houze, professor, Ph.D., University of Chicago  
 Joseph Insley, ~~research~~ associate professor, M.F.A., M.S., University of Illinois, Chicago  
~~Yih-Wen Kuo, professor, M.F.A., Southern Illinois University~~  
 Jessica Labatte, associate professor, M.F.A., School of the Art Institute of Chicago  
 Kimberly Martens, professor, M.A.M.S., University of Illinois, Chicago  
 Helen Nagata, associate professor, Ph.D., Stanford University  
 James Obermeier, associate professor, M.F.A., Indiana University  
 Mary Quinlan, professor, Ph.D., University of Chicago  
 Catherine Raymond, Presidential Engagement Professor, Ph.D., Sorbonne, Paris, France  
 Michael Rea, associate professor, M.F.A., University of Wisconsin, Madison  
 Nina Rizzo, associate professor, M.F.A., University of Texas, Austin  
 John Siblik, associate professor, M.F.A., Southern Illinois University  
 Kryssi Staikidis, professor, Ed.D., Columbia University, New York  
 Perrin Stamatis, ~~assistant~~ **associate** professor, M.F.A., University of Illinois, Chicago  
 Frank Trankina, professor, M.F.A., School of the Art Institute of Chicago  
 Ann van Dijk, associate professor, Ph.D., Johns Hopkins University  
 Amanda VanValkenburg, assistant professor, M.F.A., School of the Art Institute of Chicago  
 Shei-Chau Wang, associate professor, Ed.D., Northern Illinois University  
**Jullian Young, assistant professor, M.F.A., University of Denver**

The School of Art and Design offers graduate programs leading to the M.A., M.S., ~~and M.F.A.~~ **and Ph.D.** degrees. Its programs are accredited by the National Association of Schools of Art and Design.

The M.S. in art with a specialization in art education is designed for those students who wish to prepare for a specialist role in art education in addition to classroom teaching. The M.A. is designed for those students who wish to pursue a specialization in studio art, preliminary study for the doctoral degree in art history (for those intending to become professional scholars and researchers in art history including teaching at the 4-year college or university level) or preparation for teaching art history at the two-year college level. The M.F.A. is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in a discipline related to the visual arts or design. The M.F.A. is a terminal degree in the field of art. **The Ph.D. is a terminal degree in the field of art and design education.**

Admission to graduate programs in the School of Art and Design usually requires a baccalaureate degree in a field of art related to the program for which the student is applying. Applicants who do not have a major in art or in their field of study may be assigned deficiencies by faculty in the program area to which the student is admitted based upon review of admissions materials. Deficiencies will be listed in the letter of admission from the Graduate School or in the student's program of courses.

A faculty advisor in the student's area of interest is assigned upon acceptance into the Graduate School. The student must establish contact with the advisor immediately. The advisor will assist in forming the three-member (minimum) graduate advisory committee which will guide the student in all subsequent activities required for the completion of the respective degree.

With the consent of the School of Art and Design and the dean of the Graduate School, a maximum of 9 semester hours of graduate transfer credit may be accepted from other accredited colleges or universities toward an M.A., ~~M.S.~~, or Ph.D. degrees in the School of Art and Design art. A maximum of 15 semester hours of graduate credit from an M.A. program completed at another institution may be accepted toward the M.F.A. degree. A maximum of 15 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.A., M.S., ~~M.F.A.~~, or Ph.D. degree. However, in meeting the requirements for a graduate degree in art, the credit transferred from other accredited institutions plus that earned at NIU as a student-at-large may not exceed 15 semester hours. A graduate student admitted to any M.A. or M.F.A. program in the School of Art and Design may take up to 6 elective credits outside the school, subject to prior approval of the student's graduate advisory committee. Courses in this category must be entered on the official program of courses; subject to prior approval of the student's graduate advisory committee or for those enrolled in an M.S. in art, up to 9 semester hours outside the school.

The School of Art and Design may retain reproductions of any work produced in classes or presented for the one-person exhibition or presentation.

Comprehensive examinations are typically scheduled to occur during the **Masters** student's last academic year. The nature of the comprehensive examination is determined by the student's graduate advisory committee. Other information concerning the various programs can be obtained upon request from the graduate coordinator in the School of Art and Design.

- ↓

### Special Requirements for Studio Degrees

~~The GRE is not required for admission to the M.F.A. or the M.A. specialization in studio art.~~ The School of Art and Design requires a portfolio from all applicants for admission to the Graduate School who wish to pursue a studio degree in art (M.A. or M.F.A.). **See specific degree programs for additional details.** ~~A prospective student must submit a CD containing 15-20 images of their work as it relates to the intended course of graduate study. Time based media may be submitted as a DVD-Video (NTSC), CD-ROM, audio DC, URL. An identification sheet with the name of applicant, title of work, date of execution, medium, running time (if applicable), and size must be included. The images on the CD should be at least 1100 pixels at the longest dimension with a resolution of 72 ppi. All images need to be in jpg format. No power point presentations.~~

~~Applicants may substitute film and/or electronic media in lieu of slides where applicable to the field of study. The materials must be submitted in reusable containers acceptable for the U.S. postal service mailing requirements, return postage included. All materials must be clearly identified with the name of the applicant, title of work, date of execution, medium, and return address. Although all possible care is taken, the School of Art and Design cannot assume responsibility in case of loss or damage.~~

~~February 1 is the primary date for receiving all application materials for summer, fall, or spring admission to any graduate studio degree program including portfolio, a listing of works in the portfolio, and all materials required by the Graduate School. Applicants meeting the February deadline are eligible for consideration for both graduate admissions and graduate assistantships. April 1 is the final application date for those not applying for assistantships.~~

~~CDs and/or other appropriate visual documentation to be considered for admission purposes should be sent to the graduate coordinator in the School of Art and Design; other application materials are to be submitted to the Graduate School.~~

RATIONALE:

*Aligning admission requirements with those of the Graduate School, and standardizing language across degree programs within the School of Art and Design.*

AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
School of Art & Design	X		JAI

STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:

.....

This proposal has been approved by all appropriate parties within the school.



_____	10/18/2023
Curriculum Committee Chair	Date
College Curriculum Committee Reviewed/approved	11/3/2023

DATE: October 18, 2023

Catalog: 2023-24 Graduate Catalog [2023-24 Graduate Catalog LINK](#)

PROPOSED CHANGE:

**Master of Arts in Art**

The M.A. in Art degree in the School of Art and Design requires a minimum of 30 semester hours of graduate work. Students choose one of the three specializations offered, which are described below. ~~Students applying for the specializations in art history and visual studies research or art history and visual studies teaching must submit a sample of academic writing (e.g., a research paper for an academic course).~~

Check departmental information for any additional requirements.

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

**Specialization in Studio Art**

The School of Art and Design Studio Area seeks candidates with a wide range of perspectives and experiences offering unique contributions to a creative environment. Students who select the specialization in studio art must pass a portfolio examination during the first academic year or prior to the completion of 15 graduate semester hours for continuance in their M.A. degree program.

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, the M.A. in Art with specialization in Studio Art requires applicants to submit the following:

- Three letters of recommendation
- Digital portfolio
- Portfolio identification sheet
- Statement of intent for the degree
- Artist statement
- CV/Resume (optional, but encouraged)

The GRE is not required for admission to the M.A. in Art program. For further details about these items please consult the school website.



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

The specialization in art history and visual studies research offer

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, the M.A. in Art with specialization in Art History and Visual Studies Research requires applicants to submit the following:

- Three letters of recommendation
- Statement of purpose
- Writing sample
- CV/Resume

The GRE is not required for admission to the M.A. in Art program. For further details about these items please consult the school website.

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

The specialization in art history and visual studies teaching at the two-year college level provides

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, the M.A. in Art with specialization in Art History and Visual Studies Teaching at the Two-Year College Level requires applicants to submit the following:

- Three letters of recommendation
- Statement of purpose
- Writing sample

- **CV/Resume**

The GRE is not required for admission to the M.A. in Art program. For further details about these items please consult the school website.

**Requirements**



**RATIONALE:**

*Aligning admission requirements with those of the Graduate School, and standardizing language across degree programs within the School of Art and Design.*

AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
School of Art & Design	X		JAI

**STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:**

.....

This proposal has been approved by all appropriate parties within the school.



\_\_\_\_\_ 10/18/2023  
Curriculum Committee Chair Date

College Curriculum Committee Reviewed/approved 11/3/2023

Catalog: 2023-24 Graduate Catalog [2023-24 Graduate Catalog LINK](#)

#### PROPOSED CHANGE:

##### **Master of Fine Arts in Art and Design**

The M.F.A. degree in the School of Art and Design is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in an art or design discipline. The M.F.A. is a terminal degree in the fields of studio art and design. The School of Art and Design Studio Area seeks candidates with a wide range of perspectives and experiences offering unique contributions to a creative environment.

Check departmental information for any additional requirements.

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

##### **Admission**

~~The basic requirements for admission after the completion of the baccalaureate degree are those indicated in the section “General Requirements for Admission to the Graduate School.”~~ A baccalaureate degree in a field of art related to the student’s intended area of study is usually required. Students with an M.A. degree who wish to continue in an M.F.A. program must have a minimum ~~3.20~~ 2.75 GPA in graduate work to be admitted.

In addition to the requirements for general admission to The Graduate School at NIU, the M.F.A. in Art and Design program requires applicants to submit the following:

- Three letters of recommendation
- Digital portfolio
- Portfolio identification sheet
- Statement of intent for the degree
- Artist statement
- CV/Resume (optional, but encouraged)

The GRE is not required for admission to the M.F.A. in Art and Design program. For further details about these items please consult the school website.

~~Students seeking admission to the M.F.A. program in the School of Art and Design should send a portfolio of their work as a pdf or appropriate media for~~

~~media arts (15-20 examples or approximately 5 pieces for media arts) to the graduate coordinator in the School of Art and Design. Other application materials are to be submitted to the Graduate School.~~

RATIONALE:

*Aligning admission requirements with those of the Graduate School, and standardizing language across degree programs within the School of Art and Design.*

AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
School of Art & Design	X		JAI

STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:

.....

This proposal has been approved by all appropriate parties within the school.



\_\_\_\_\_ 10/18/2023  
Curriculum Committee Chair Date

College Curriculum Committee Reviewed/approved 11/3/2023

DATE: October 30, 2023

Catalog: [2023-24 Graduate Catalog LINK](#)

PROPOSED CHANGE:

**Master of Science in Art and Design Education**



**Specialization in Art and Design Education (30)**

Applicants for the M.S. degree with a specialization in art and design education should have an undergraduate degree in art, art education, or other related field approved by the School of Art and Design. **(new paragraph)**  
Students must complete 30 semester hours in one of the following tracks.

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

Students may complete their 30 semester hours by taking these courses online.

**Professional or Educator In-Service: Blended - Track 1 Requirements**

For application information please visit the [College of Visual and Performing page](#).

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, the M.S. in Art and Design Education requires applicants to submit the following:

- Three letters of recommendation
- Candidate statement of professional goals
- Writing sample
- CV/Resume
- Application for graduate assistantship (optional)

Course listing ↓

**Professional or Educator In-Service: Online - Track 2 Requirements**

For application information, please visit the [Online page](#).

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, the M.S. in Art and Design Education requires applicants to submit the following:

- Three letters of recommendation
- Candidate statement of professional goals
- Writing sample
- CV/Resume

Course listing ↓

### Educator Licensure

...

Candidates who successfully complete the program and pass the state mandated ~~Teacher Performance Assessment Art Content Test~~ will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. ~~Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without licensure.~~

### Admission Requirements

- ~~Successful completion of the Illinois Test of Basic Skills, Test of Academic Proficiency or ACT substitution.~~
  - ~~Completion of ARTE 542 with a grade of at least C.~~
  - ~~Admission to the School of Art and Design.~~
- In addition to the requirements for general admission to The Graduate School at NIU, the M.S. in Art and Design Education with Educator Licensure requires applicants to submit the following.
- Three letters of recommendation
  - Candidate statement of professional goals
  - CV/Resume
  - Writing sample
  - Application for graduate assistantship (optional)
  - Artist Portfolio (for candidates without a B.F.A. in Art from NIU)

### Retention

↓

#### Admission to Student Teaching

In addition to meeting retention requirements, during the semester prior to student teaching or earlier, students must pass the final portfolio review per the art education division's portfolio review procedures. ~~Also see "Educator Licensure Information."~~

**Requirements**

Studio and art history courses may be assigned as deficiencies if not taken as part of an undergraduate degree. Subject to approval by the chair of the graduate advisory committee, courses in art history, ceramics, design, drawing, fiber arts, metal work or jewelry, painting, printmaking, and/or sculpture may be taken at the graduate or undergraduate level, in NIU’s School of Art and Design or at other recognized institutions.

*Also see “Educator Licensure Information.”*

Course listing ↓

**RATIONALE:**

*Aligning admission requirements with those of the Graduate School, and standardizing language across degree programs within the School of Art and Design.*

AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
School of Art & Design	X		JAI

**STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:**

.....

This proposal has been approved by all appropriate parties within the school.



\_\_\_\_\_  
Curriculum Committee Chair 11/01/2023  
Date

College Curriculum Committee Reviewed/approved 11/3/2023

DATE: October 18, 2023

Catalog: 2023-24 Graduate Catalog [2023-24 Graduate Catalog LINK](#)

## PROPOSED CHANGE:

**Doctor of Philosophy in Art and Design Education**

The Ph.D. program emphasizes research, theory and philosophical development ↓

Check departmental information for any additional requirements.

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

**Admission**

In addition to the requirements for general admission to The Graduate School at NIU, a student seeking admission to the Ph.D. program in Art and Design Education in the School of Art and Design must ~~meet all requirements for admission to the Graduate School and~~ have satisfied the requirements (or equivalent) for the M.S., M.A., or M.F.A. degree in Art at NIU. ~~The student must also submit acceptable scores for the General Test of the Graduate Record Examinations and show evidence of writing and English-language proficiency as defined by NIU Graduate School criteria.~~

Applicants are required to submit the following:

- Three letters of recommendation
- Candidate statement of professional goals
- Writing sample
- CV/Resume

The GRE is not required for admission to the Ph.D. in Art and Design Education program. For further details about these items please consult the school website.

**Course Requirements**

↓

## RATIONALE:

*Aligning admission requirements with those of the Graduate School, and standardizing language across degree programs within the School of Art and Design.*



AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
School of Art & Design	X		JAI

STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:

.....

This proposal has been approved by all appropriate parties within the school.



\_\_\_\_\_ 10/18/2023  
Curriculum Committee Chair Date

College Curriculum Committee Reviewed/approved 11/3/2023

DATE: 09/20/2023

FACULTY MEMBER (Name): Jeremy Floyd

CATALOG: 2023-24 Graduate Catalog [LINK](#)

PROPOSED CHANGE:

## **Master of Fine Arts in Theatre Arts (Admission changes)**



### **Admission**

In addition to the standard requirements for graduate admission to the Graduate School at NIU, the Master of Fine Arts in Theatre Arts program has additional requirements for graduate admission.

~~Admission to the M.F.A. program requires Applicants that do not possess a baccalaureate or master's degree, preferably with a major in theatre arts or equivalent; or master's degree in theatre arts with adequate experience in the specialization the applicant wishes to pursue as an M.F.A. candidate as well as may still be eligible for admission but must show basic knowledge and skills in both the performance and the production all aspects of theatre. Students holding the baccalaureate degree in other fields may be eligible for admission to the program if they can and demonstrate their ability to proceed at an advanced level.~~

The M.F.A. in Theatre Arts program requires degree-seeking applicants to submit the following materials:

~~Applicants for the specialization in design and technology must submit a portfolio of their work. Applicants for the acting specialization are required to audition and interview as part of the admission process. For candidates living 500 miles or more from campus, a videotaped audition and telephone interview are acceptable. Applicants for the directing specialization must submit a director's analysis of a play they have directed. Applicants for the acting and the design and technology specializations are not required to take the General Test of the GRE.~~

~~All applicants must submit a statement of their reasons for seeking admission to the program.~~

### **Applicants for the specialization in design and technology must:**

- Submit a Portfolio.
  - Portfolio showcasing your work as a designer and/or technician in the performing arts in PDF format and/or a link to website.

- **Submit a resume or curriculum vitae (CV).**
  - Copy of current resume/CV in PDF format indicating your work in theatre design and technology.
- **Submit a statement of purpose.**
  - Your statement of purpose should be approximately 500 words in length. It should outline your preparation for graduate study in theatre design and technology, as well as your goals for graduate school and beyond.

**Applicants for the specialization in acting must:**

- Participate in a live audition (in-person or virtual).
- **Submit a resume or curriculum vitae (CV).**
  - Copy of current resume/CV in a PDF format indicating your work in theatre.
- **Submit letters of recommendation.**
  - 2 (two) letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate-level degree program. Your recommenders should be individuals who have a professional or academic relationship with you and your work as an actor.
- **Submit a statement of purpose.**
  - Your statement of purpose should be approximately 500 words in length. It should outline your preparation for graduate study in acting, as well as your goals for graduate school and beyond.

Applicants who appear qualified on the basis of the above qualifications will be invited to a personal interview with admission representatives from the School of Theatre and Dance. Favorable recommendation by the representatives is required for admission. An interview for the M.F.A. in Theatre Arts is also required for graduate admission. If the outcome of the initial review of your application materials supports the decision, you will be invited to an interview to further showcase your abilities and determine if they align with the M.F.A. in Theatre Arts program at NIU.

**Candidacy**

Upon admission, students embark on a probationary year, during which they must successfully complete course work and a major artistic project. In order to achieve candidacy, they must receive positive faculty evaluation for the work completed during this period.

**Limitation of Time**



**Courses for Which Graduate Credit is Allowed**

At NIU only courses which are numbered 500-799 carry credit toward the master's degree.





DATE: 10/09/2023

FACULTY MEMBER (Name): Jeremy Floyd

CATALOG: 2023-24 Graduate Catalog [LINK](#)

PROPOSED CHANGE:

## **Master of Fine Arts in Theatre Arts (Curriculum Changes)**



### **Requirements**

Students in the M.F.A. program must earn a minimum of ~~72~~69 semester hours beyond a baccalaureate degree, exclusive of work taken to remove deficiencies, with a GPA of at least 3.00 in all



An internship or an equivalent experience prior to graduation. ~~Students in the M.F.A. acting specialization must participate in SummerNite, if available, to satisfy this requirement.~~



~~Completion of a minimum of 61 semester hours in consultation with the school in one of the following specializations:~~

Completion of the following core program of study (11)



THEA 799 - Final Project Credits: 1-6

Students must take this course for a minimum of 3 semester hours.

~~Completion of a minimum of 58 semester hours in consultation with the school in one of the following specializations.~~

### **Specialization in Acting**



~~THEA 695—Internship in Theatre Arts Credits: 1-9  
Students must take this course for 3 semester hours.~~



### **Specialization in Design and Technology**

Course work from one of the areas of study selected by advisement (~~61~~58)

#### ***Costume Design***



- THEA 553 - Rendering Techniques Credits: 3
- ~~Students must take 6 semester hours in this course.~~

↓

### **Lighting Design**

↓

- Electives by advisement (~~6~~3)

### **Scene Design**

↓

**Course work from the following (~~15~~12)**

↓

### **Theatre Technology**

↓

- Electives by advisement (~~12~~9)

↓

### **RATIONALE:**

- *Credit hour totals were reduced to reflect internship/elective requirement changes.*
- *Reference to "SummerNite" was removed as the program has not existed in a very long time and there is not a plan to resume.*
- *Ordering of language in "Requirements" section was edited for clarity.*
- *THEA 799 - Final Project language was added for clarity.*
- *Removed the current for-credit internship from the Acting specialization to eliminate necessity for summer enrollment and to create parity with Design and Technology specialization. Internship requirements will be accounted for as a "milestone" instead of "for credit" which is the current practice for the Design and Technology specialization.*
- *3 Credit Hours were removed in each Design and Technology area of study to maintain consistency between specializations.*

AREAS MOST DIRECTLY AFFECTED:	SUPPORT	NEEDS DISCUSSION	INITIALS
Acting	X		SD

Dance			
Design Technology	X		JF
History Literature Criticism	X		RS

## STATEMENT BY THE AREA(S) MOST DIRECTLY AFFECTED:

These changes have been approved by all areas affected.

.....

Stanton Davis

Curriculum Committee Chair

Sept 26 2023

College Curriculum committee Reviewed/Approved

11/3/2023

### CVPA

11/16/2023

Please see separate document

### Rationale

School of Music *for 2024-25 Graduate Catalog*.

Graduate Catalog pages: Rationale for substantive changes. 11/16/2023

**These changes have been approved by the School of Music Faculty.**

Master of Music Changes – pgs. 6-9

- The Final Recital (MUSC 699A) will change from 4 credits to 2 credits and this will follow a similar model to undergraduate lessons and final recitals (concurrent enrollment). In turn, lessons will consistently be 2 credits for 4 semesters to equal 8 credits, rather than a combination of 3's and 2's.
- This applies to all areas of the M.M. Performance – Band/Orchestral, Piano, and Vocal.
- This may apply to any area of the Individualized Specialization where students complete a final recital.
- The extra 2 credits from the Final Recital is then added to area requirements as follows:
- Band/Orchestral/Steel Pan
- Ensemble requirements are increased from 3 to 5 total, comprised of 4 large ensembles and 1 chamber ensemble. This would equate to one large ensemble per semester and at least one semester of a chamber ensemble. Additional chamber ensembles can be counted towards elective credits.
- Piano

- Due to ensemble structures being different, Piano students will now see electives increase from 4 to 6 credits. Ideally, with consistent offerings of Piano Technology (2 credits), this will be a great course to count towards electives!
- Voice
- Two semesters of Opera now required. Two semesters of Chamber Choir now required. Concert Choir is no longer an option for required ensemble credits in this degree.
- Individualized Specialization
- Credits are factored into the area of study in consultation with area coordinators.

P.C. Changes – pg. 14

- Reduce the number of credits of MUSC 797 (Research and Performance) from 8 credits to 4 credits. The changes match the alternative of MUSC 790 (Internship in Music) which can be taken for 0 – 4 credits.
- The 4 credits are reallocated into the ensemble requirement, changing the requirement from 2 to 6 credits.
- This supports increased ensemble participation, which is integral to the curriculum and essential to the development of their performance abilities.
- [Ensemble requirements will include a combination of large ensembles and chamber music ensembles. Specific ensemble requirements for each student will be determined in consultation with their studio faculty instructor and academic advisor.](#)

If a P.C. student were to complete the degree in one year, the 24 credits required (with the above changes applied) would equate to 12 credits in Semester 1 and 2:

- Private applied study: 4 credits
- Ensembles: 3 credits
- E.g. Large ensemble, chamber ensemble, 2<sup>nd</sup> chamber ensemble/mixed ensemble/etc.
- Philharmonic; String/Brass/Wind Chamber: and Mixed Ensemble
- Opera; Chamber or Concert Choir; and Chamber, Concert, or other ensemble
- Electives: 3 credits
- MUSC 797 or 790: 2 credits

If a P.C. student were to complete the degree over 3 or 4 semesters, the number of credits would be adjusted to reach 9 hours per semester to be full time and the final semester could be the only semester to underload to complete the necessary requirements. With the increase in ensembles and corresponding language, this again requires and supports large ensemble participation. For example if it's 3 semesters:

- Private applied study: 3 credits; 3 credits; 2 credits



- Ensembles: 2 credits; 2 credits; 2 credits
- Electives: 3 credits; 3 credits – not taken in final semester per underload
- MUSC 79X: 1 credit; 1 credit; 2 credits

Section E –

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

CBUS

10/31/2023

## **COLLEGE OF BUSINESS**

Other catalog change

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

Master of Business Administration

↓

International Business

Certificate of Graduate Study

↓

Requirements

↓

Two of the following:

- FINA 685 - International Business Finance Credits: 3
- MGMT 647 - International Management Credits: 3
- MKTG 656 - Global **Digital** Marketing ~~Strategy~~ Credits: 3

*Rationale: Updating the course title of MKTG 656, course title change shown in the Department of Marketing section of this attachment.*

Other catalog change

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

Master of Business Administration

↓

Strategic Marketing

Certificate of Graduate Study

↓

Requirements

- MKTG 654 - Marketing Management Credits: 3
- Three of the following:

- MKTG 601 - International Study in Marketing Credits: 3
- ↓
- MKTG 656 - Global **Digital** Marketing ~~Strategy~~ Credits: 3
- ↓
- MKTG 670 - Digital Marketing Strategy Credits: 3

*Rationale: Updating the course title of MKTG 656, course title change shown in the Department of Marketing section of this attachment.*

## DEPARTMENT OF MARKETING

Course revision

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

MKTG 656 - Global **Digital** Marketing ~~Strategy~~

Role of global marketing operations in a firm's overall competitive strategy. Integration of global marketing responsibility with other functions of the firm. Emphasis on current issues in global competitive environment as they pertain to ~~marketing strategy~~ **digital marketing**.

Prerequisites & Notes

PRQ: MKTG 505 or consent of department.

Credits: 3

*Rationale: New title reflects the various aspects of marketing in the digital world. The current title does not mention digital in the title; and as this course is offered to both MBA and MSDA majors, this would best reflect the needs of those students as well as the current environment where much of global marketing is done within the digital landscape. Additionally, strategy is a redundant word here.*

Course revision

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

MKTG 686 - Capstone Digital Marketing Project

Comprehensive project involving individuals working with a for- or non-profit organization to develop a digital advertising or marketing plan. ~~Student and capstone instructor work together to develop a proposal.~~ Students will develop strategy and related materials as related to the organization or business' needs.

#### Prerequisites & Notes

PRQ: Completion of all Marketing Foundation requirements and completion of 10 or more hours of Digital Marketing Foundation course work.

Credits: 3

*Rationale: Students work directly with the business or organization and need clarity that they are to do so. The capstone class is supposed to culminate the digital marketing master's degree, so a digital marketing plan is required, rather than a digital advertising plan.*

Other catalog change

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

Master of Science in Digital Marketing

↓

Phase Two (30-31)

Marketing Strategy Foundation (15)

↓

One of the following (3)

- MKTG 626 - Brand Strategy Credits: 3
- ↓
- MKTG 656 - Global Digital Marketing Strategy Credits: 3
- MKTG 660 - Marketing Seminar Credits: 3
- MKTG 664 - New Product and Service Innovation Credits: 3

Digital Marketing Foundation (12-13)

↓

*Rationale: Updating the course title of MKTG 656, course title change shown above in this attachment.*

End of Expedited Course Revisions

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CBUS

11/14/2023

## DEPARTMENT OF ACCOUNTANCY

Course revision

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

### ACCY 550 - Principles of Taxation of Business Entities

Study of basic concepts of federal income taxation related to business entities and individuals. Includes the study of property transactions. Not available for Phase Two credit in the M.A.S., and M.B.A., and M.S.T. programs. A student may not receive credit for both ACCY 450 and ACCY 550. A student must earn a grade of C or better in an intermediate financial reporting I course prior to enrollment.

Credits: 3

*Rationale: Beginning in 2024, individuals who want to earn the Certified Public Accountant [CPA] credential will take a significantly revised CPA Exam. This exam focuses on the knowledge and skills that newly licensed CPAs need to be successful in the profession. Most of the students in NIU Accountancy programs begin their careers in public accounting and plan to take the CPA Exam. To best prepare students for entering the profession and earning the CPA credential, this course is revised to align its content to the AICPA's CPA Exam Blueprint for the Regulation portion of the exam. As the first course in a two-course taxation sequence, students will learn about federal taxation of business entities and property transactions. This course is only required for accountancy majors. As such, these revisions will have no impact on programs outside of the Department of Accountancy.*

Course revision

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

### ACCY 560 - Assurance Services

Study of assurance services, including auditing and attestation. Emphasis on underlying concepts, standards, and procedures associated with financial statement auditing, assurance services, including auditor independence, engagement planning, risk assessment, components of internal control testing, professional skepticism and

unconscious auditor biases, audit procedures used to perform tests of controls and substantive procedures, evidence sufficiency and appropriateness, evidence gathering and documentation, conditions that require modifying the audit opinion, and communication of findings. Not available for Phase Two credit in the M.A.S.; and M.B.A.; and M.S.T. programs. A student may not receive credit for both ACCY 360 and ACCY 560. A student must earn a grade of C or better in an accounting information systems course and a financial reporting I course prior to enrollment.

Credits: 3

*Rationale: Clarifying the focus of the course on financial statement auditing and the concepts that are integral to auditing. Adding to the specific concepts covered in the course will help students understand important topics that will be covered. Further, the accounting profession has updated the auditing standards to include new concepts such as consideration of unconscious auditor biases. The proposed changes reflect updates from the profession including updates to auditing standards and changes made to the Certified Public Accountant (CPA) exam. Given the focus of the course on financial statement auditing, a financial reporting I course is being added as a PRQ. Finally, we require a C or better in the PRQ because our undergraduate students are required to earn a C or better in the required ACCY courses to graduate with a degree in accountancy, and we hold our graduate students to the same standard.*

Course revision

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

ACCY 562 - Internal Auditing

Study of internal audit objectives, processes and reporting. Topics include internal audit standards, independence of the internal audit function, objectivity of the internal auditor, principles of the Institute of Internal Auditors' Code of Conduct, internal controls, risk assessment, risk-based audit procedures, fraud risk components, documentation, and communications. Employ authoritative sources to examine ethical issues, emerging issues, and industry specific issues. A student may not receive credit for both ACCY 462 and ACCY 562. A student must earn a grade of C or better in an assurance services course prior to enrollment.

Credits: 3

*Rationale: The course focuses on topics covered by the Institute of Internal Auditors International Professional Practices Framework (the Standards). The Standards are broad and designed to be applied across industries so we do not focus on specific industries. We study the principles of the Code of Conduct for internal auditors that are part of the Mandatory Guidance from the IIA. The Code of Conduct (the authoritative source) is not an ethics*

*framework, rather it guides how the internal auditor should conduct themselves in all circumstances, not just when faced with ethical issues. Finally, though some areas of risk are new or emergent areas, many areas of risk have been issues for a long time, and they require specific consideration per the Standards (e.g., an internal auditor must consider fraud risk on each assurance engagement).*

Course revision

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

#### ACCY 565 - Forensic Accounting/Fraud Examination

Study of ~~fraud detection and control~~ forensic accounting with a focus on fraud examination from the perspective of public, internal, and private accountants. Topics include principles and standards for fraud-specific examination, the study of fraud schemes incorporating a case-based approach, and the role of forensic accountants in litigation support. ~~fraud-specific internal control systems, and proactive and reactive investigative techniques.~~ A student may not receive credit for both ACCY 465 and ACCY 565. A student must earn a grade of C or better in an intermediate financial reporting I course and an assurance services course prior to enrollment.

Credits: 3

*Rationale: Clarifying the focus of the course on forensic accounting and fraud examination. Adding to the specific concepts covered in the course will help students understand important topics that will be covered. Also, the use of a case-based approach to study fraud helps the students to gain indirect experience (Hammersley 2011)\* with instances of fraud.*

\* Hammersley, Jacqueline S., *A Review and Model of Auditor Judgments in Fraud-Related Planning Tasks (June 2011). A Journal of Practice and Theory, Forthcoming, Available at SSRN: <https://ssrn.com/abstract=1758097> or <http://dx.doi.org/10.2139/ssrn.1758097>*

Course revision

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

#### ACCY 650 - ~~Advanced Issues in Taxation~~ of Individuals

~~Continuation of ACCY 450.~~ Study of advanced concepts of federal taxation as it applies to business entities federal income taxation concepts for individual taxpayers. Includes an introduction to federal tax procedure and professional responsibilities in the practice of tax. ~~Introduction to jurisdictional tax issues and gift and estate taxation.~~ A student may receive credit for only one of the following: ACCY 456, ACCY 556, ACCY 644, ~~ACCY 647,~~

ACCY 650. A student must earn a grade of C or better in an income tax concepts course prior to enrollment.

### Prerequisites & Notes

PRQ: ACCY 450 or ACCY 550 with a grade of C or better or consent of department.

Credits: 3

*Rationale: Beginning in 2024, individuals who want to earn the Certified Public Accountant [CPA] credential will take a significantly revised CPA Exam. This exam focuses on the knowledge and skills that newly licensed CPAs need to be successful in the profession. Most of the students in NIU Accountancy programs begin their careers in public accounting and plan to take the CPA Exam. To best prepare students for entering the profession and earning the CPA credential, this course is revised to align its content to the AICPA's CPA Exam Blueprint for the Regulation portion of the exam. As such, we will have a two-course taxation sequence. ACCY 450 or 550 is the first course in the two-course taxation sequence where students will learn about federal taxation of business entities and property transactions. ACCY 650 is the second course in the two-course taxation sequence, where students will learn about federal taxation of individuals and will receive an introduction to federal tax procedure and professional responsibilities. Because of the course prerequisite, only accountancy majors will take this course. As such, these revisions will have no impact on programs outside of the Department of Accountancy. Finally, we require a C or better in the PRQ because our undergraduate students are required to earn a C or better in the required ACCY courses to graduate with a degree in accountancy, and we hold our graduate students to the same standard.*

### Course revision

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

ACCY 664 - **Advanced** Financial Statement Auditing

In-depth analysis of financial statement auditing topics with attention to audit theory and professional standards. Topics include professional responsibilities of financial statement auditors, the impact of regulation on auditing, risk assessment, audit planning, audit process and evidence, **the use of technology-based audit tools and analysis**, and preparation of audit reports. **A student may not receive credit for both ACCY 464 and ACCY 664.** A student must earn a grade of C or better in an intermediate financial reporting I course, an intermediate financial reporting II course, and an assurance services course prior to enrollment.

Credits: 3

*Rationale: The first change reflects aligning the course name of ACCY 664 with the proposed new course, ACCY 464, similar to other courses that are combined such as ACCY 360/560 (Assurance Services) and ACCY 462/562 (Internal Auditing).*



*The second change reflects that the auditing field is increasingly using different types of technologies and tools on audit engagements to perform procedures and risk-related analysis. This update to the course description would capture this change in the profession, as well as align with the use of these techniques/tools that are already being used in the course. For example, the course currently uses IDEA, confirmation.com, and Tableau to simulate various auditing procedures, as well as includes demonstrations of drones for inventory observations and data mining. The term “technology-based audit tools and analysis” in the course description aligns with the recent PCAOB proposal (Release No. 2023-004 on June 26, 2023). Specifically, the proposal states that “the amendments would update PCAOB auditing standards to more specifically address aspects of designing and performing audit procedures that involve analyzing information in electronic form with technology-based tools (i.e., technology-assisted analysis)” ... “Our research indicates that some auditors are expanding their use of technology-assisted analysis (often referred to in practice as “data analysis” or “data analytics”) to perform specific audit procedures ...” (p. 4).*

*This change to the course description also aligns with the AUD Blueprint, which includes the following representative tasks at the application or analysis level:*

*Area II, E*

- *Use outputs from audit data analytic procedures (e.g., reports and visualizations) to identify transactions that may have a higher risk of material misstatement and interpret the results to develop planned audit procedures.*

*Area III, A.3*

- *Describe how to apply automated tools and techniques to process, organize, structure or present data in a given context to generate useful information that can be used as evidence.*
- *Perform procedures using outputs (e.g., reports, visualizations) from audit data analytic techniques to determine relationships, trends or notable items in the data and identify the appropriate audit response.*

*Finally, with the proposed course addition of ACCY 464, course description should reflect that students cannot earn credit for both ACCY 464 and ACCY 664.*

Course revision

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

**ACCY 667 - Information Systems Auditing**

Study of the auditing of ~~computer-based~~ accounting information systems with a focus on control and security. Topics include information technology **governance and risks, the**

information technology audit process, study of information technology frameworks and information security frameworks, as it relates to assurance services, internal control assessments, and evidence-gathering activities including the use of automated tools and techniques. A student may not receive credit for both ACCY 467 and ACCY 667. A student must earn a grade of C or better in an assurance services course prior to enrollment.

Credits: 3

*Rationale: Removing the wording of computer-based accounting information systems as this wording is a bit dated because most businesses use computerized accounting information systems. Updating the course description to reflect changes in topics covered on the Certified Public Accountant exam and its new discipline area of Information Systems and Controls including the addition of information security frameworks such as the NIST framework on the ISC section of the CPA exam. Also, clarifying the use of automated tools and techniques as an evidence gathering procedure under the auditing standards from the AICPA and updating the terminology to reflect the use of “automated tools and techniques” as an audit procedure described by the AICPA’s SAS 142 which went into effect on December 15, 2022.*

Other catalog change

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

Master of Accountancy

↓

Required Courses (27)

- ACCY 510 - Accounting Information Systems Credits: 3
- ↓
- ACCY 550 - Principles of Taxation of Business Entities Credits: 3
- ↓
- ACCY 650 - Advanced Issues in Taxation of Individuals Credits: 3
- ACCY 670 - Accounting Research Credits: 3

Electives (6)

↓

- ACCY 664 - Advanced Financial Statement Auditing Credits: 3
- ACCY 675 - Data Analytics and Decision Making in Accounting Credits: 3
- ACCY 679 - Seminar in Accounting Credits: 3

*Rationale: Updating course titles proposed in the Expedited Course Revisions above.*

Other catalog change2023-2024 Online Graduate Catalog [LINK](#)

Advanced Study in Accountancy (15)

Certificate of Graduate Study

↓

Required Courses

Course work from the following (15)

- ACCY 562 - Internal Auditing Credits: 3
- ↓
- ACCY 650 - ~~Advanced Issues in Taxation~~ of Individuals Credits: 3
- ACCY 656 - Tax Concepts and Property Transactions Credits: 3
- ACCY 664 - ~~Advanced~~ Financial Statement Auditing Credits: 3
- ↓
- ACCY 682 - International Accounting Credits: 3

*Rationale: Updating course titles proposed in the Expedited Course Revisions above.*Other catalog change2023-2024 Online Graduate Catalog [LINK](#)

Foundation of Accountancy (15)

Certificate of Graduate Study

↓

Required Courses

↓

One of the following (3)

- ACCY 550 - ~~Principles of Taxation~~ of Business Entities Credits: 3
- ACCY 560 - Assurance Services Credits: 3

*Rationale: Updating course title proposed in the Expedited Course Revisions above.***DEPARTMENT OF MARKETING**Course revision2023-2024 Online Graduate Catalog [LINK](#)

MKTG 671 - Digital Marketing and Search Engine Optimization

Examination of effective digital marketing campaigns. Topics include a study of leading paid search, display, and mobile advertising platforms, as well as selecting keywords and testing content for maximum ROI. Provides a pathway for earning certifications for the most relevant search engines.

#### Prerequisites & Notes

PRQ: MKTG 603 and MKTG 670, or consent of department

Credits: 2 **3**

***Rationale:** As the current course description appears, this class has a great amount of material that covers two different subject matter areas within digital marketing. Because of that, we will be changing the course from a 5-week course delivery to an 8-week course delivery, increasing the credit hours from 2 to 3, allowing for the instructor to dive deep into both Search Engine Optimization and Search Engine Marketing concepts thoroughly, as the work and length of time will increase.*

#### End of Expedited Course Revisions

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**CHHS**

**10/27/2023**

#### **Graduate Catalog-Expedited-**

##### Course Revision

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

2023-2024 Graduate Catalog

AHPT 639. Evaluation and Treatment of Musculoskeletal Disorders **of the Extremities** (3)

Physical therapy examination, evaluation, and treatment of individuals with musculoskeletal dysfunction of the extremities. Emphasis on clinical decision-making using evidence-based practice. PRQ: Consent of school.

##### RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

There are 2 courses that deal with musculoskeletal evaluation and treatment. This course will be for the upper and lower extremities. The other course will be for the spine.

##### Course Revision

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

2023-2024 Graduate Catalog

AHPT 641. Physical Therapy Management of Complex Musculoskeletal Disorders **of the Spine** (4)

Physical therapy examination, evaluation, and treatment of patients with complex dysfunction of the spine ~~and extremities~~. Integration of information from previous and concurrent courses will be emphasized with a focus on clinical decision-making using evidence-based practice for increasingly complex conditions across the lifespan. PRQ: Consent of school.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

There are 2 courses that deal with musculoskeletal evaluation and treatment. This course will be for the spine. The other course will be for the upper and lower extremities.

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

AHPT 651. Medical Issues in Neurology (2)

Medical diagnosis and management of adults and children with neurological conditions. **Includes discussion of common medical imaging, and laboratory tests, and pharmacological management.** PRQ: Consent of school.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

Pharmacology content for patients with neurological disorders is being moved from year 1 to this course to better integrate neurological concepts to address accreditation standards.

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

AHPT 710. Practice Issues in Physical Therapy (2)

Exploration of issues in the delivery of physical therapy services. ~~Presentation of student research projects and licensure study plans.~~ S/U grading. PRQ: Consent of school.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the

course description in the Graduate Catalog with the actual course content per the syllabus.

Presentation of student research projects and licensure study plans has been moved to another course. Removing these topics allows for a greater exploration of the issues in the delivery of physical therapy services.

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

AHPT 730. Clinical Imaging for Physical Therapists (1)

Introduction to clinical imaging concepts **frequently seen** in ~~Physical Therapy~~ **practice evaluation procedures**. PRQ: Consent of department.

RATIONALE:

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

**CHHS**

**11/03/2023**

**Graduate Catalog-Expedited-**

**SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

Faculty Catalog Change      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

Graduate Faculty

Hamid Bateni, associate professor, Ph.D., McGill University

Danica Billingsly, clinical associate professor, Au.D., Salus University,

Mary Jo Blaschak, associate professor, Ph.D., Northwestern University

Milijana Buac, assistant professor, Ph.D., University of Wisconsin-Madison

**Anna Cannone, clinical assistant professor, M.A., Northern Illinois University**

**W. Catherine Cheung, assistant professor, Ph.D., University of Illinois Urbana-Champaign**

Mariah Cheyney, clinical associate professor, Au.D., University of Pittsburgh

~~King Chung, professor, Ph.D., Northwestern University~~

Allison Gladfelter, associate professor, Ph.D., Purdue University

**Deana Herrman, assistant professor, Ph.D., University of Illinois at Chicago**

In-Sop Kim, associate professor, Ph.D., Florida State University

Blythe Kitner, ~~clinical assistant~~ **associate** professor, Au.D., Rush University

Michael Kushnick, professor, Ph.D., Florida State University

Jamie F. Mayer, associate professor, Ph.D., Indiana University

**Megan McKenna, clinical assistant professor, M.A., University of Illinois – Urbana-Champaign**

Sherrill R. Morris, associate professor, Ph.D., University of Kansas, chair  
 Janet L. Olson, professor, Ph.D., Northern Illinois University  
 Charles Pudrith, assistant professor, Ph.D., Au.D., University of North Carolina, at Greensboro

Rosanne Thomas, associate professor, Ph.D., Rosalind Franklin University of Medicine and Science

Matthew J. Wilson, associate professor, Ph.D., University of Tennessee Health Science Center

## CLAS

11/15/2023

### College of Liberal Arts and Sciences

#### DEPARTMENT OF ENGLISH

Course Revision CLAS 23.24.10.11 2023-24 Graduate Catalog [LINK](#)

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

**ENGL 645 - Clinical Experience in Secondary English Language Arts**

↓

Credits: ~~1~~2

Rationale: Graduate licensure students meet weekly for in-depth discussions of their ongoing clinical work in preparation for teaching licensure in the State of Illinois. As they are expected to spend a considerable amount of time and work on these weekly meetings in conjunction with their student teaching, they should have two hours of recognized coursework on their transcripts rather than one. This change will make that well-deserved update to reflect the focused work necessary to attain this professional credential, and make it consistent rather than variable. This change will also align ENGL 645 with its undergraduate cross-listed course, ENGL 482, which is also moving to a two-credit assessment.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 17, 2023.

#### DEPARTMENT OF PUBLIC ADMINISTRATION

Course Revision CLAS 23.24.10.15 2023-24 Graduate Catalog [LINK](#)

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

**PSPA 653 - Intermediate Public and Nonprofit Financial Management**

Advanced topics in financial management, essential for public managers seeking specialized knowledge in public budgeting and financial management. Topics typically include **including: debt management introductory managerial and financial accounting,**

risk management policy, revenue policy, ~~fundraising strategies~~, auditing, cash and investment management and policies, and revenue forecasting.

### **Prerequisites & Notes**

PRQ: PSPA 611 **or PSPA 624**; or consent of department.

Credits: 3

Rationale: Description is being updated to reflect a new introductory managerial and financial accounting orientation. An additional prerequisite option is added, consistent with the department's core curriculum requirements.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 17, 2023.

## **DEPARTMENT OF WORLD LANGUAGES AND CULTURES**

Course Revision

CLAS 23.24.04.11

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: LEC

Proposed Course Component: LEC (no change)

### **FLTH 500 - Special Topics in Thai Language, Literature, Linguistics or Culture**

**A. History**

**B. Culture**

**C. Language, Literature, and Linguistics**

**D. Special Topics**

Topics announced. May be repeated to a maximum of **6** ~~6~~ **12** semester hours ~~when topic varies.~~

↓

Credits: 3

Rationale: Addition of lettered topics (A-D) to allow students more specific areas of study. This increase in the credit hour limit for our advanced Thai classes is needed to ensure that our heritage language learners and Foreign Language and Area Studies Fellowship (FLAS) recipients can continue to enroll in Thai language courses without incurring an "illegal repeat." A FLAS fellow potentially may need to take Advanced Thai for up to four academic years and three summers. In these cases, we are finding that the students do not have enough Thai courses in which to enroll with the current credit limit in place. We are requesting to increase the maximum allowed semester hours from 6 to 12 to accommodate the enrollment needs of the students in these programs. Removal of the "when topic varies" allows students to repeat the topics.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 17, 2023.



CLAS

11/08/2023

**Approved Through the Expedited Process****College of Liberal Arts and Sciences****DEPARTMENT OF BIOLOGICAL SCIENCES**Course Revision                      CLAS 23.24.09.06      2023-24 Graduate Catalog                      [LINK](#)

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

BIOS 517 - Pathogenic Microbiology

↓

Credits: ~~4~~ **3**

Rationale: BIOS 517 is always taught concurrently with the undergraduate course BIOS 417. Just like we proposed above for BIOS 417, the lecture time will be increased to 3 hour and the lab section will not be offered anymore, to avoid redundancy, resulting in 3 credits, not 4.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 16, 2023.

CLAS

10/25/2023

**Approved Through the Expedited Process****College of Liberal Arts and Sciences****DEPARTMENT OF HISTORY**Course Revision                      CLAS 23.24.03.20      2023-24 Graduate Catalog                      [LINK](#)

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

**HIST 591 - Special Topics in History**~~A. Ancient~~~~B. Medieval~~~~C. Early Modern European (including British)~~~~D. Modern European (including British)~~

~~E. Russian and Eastern European~~  
~~G. African~~  
~~J. Asian~~  
~~M. United States~~  
~~N. Latin American~~  
~~R. General/Comparative~~  
~~U. Global~~

Selected themes or problems. Topics announced. ~~Each lettered topic may~~ May be repeated to a maximum of ~~9~~ 18 semester hours when ~~subject~~ ~~topic~~ varies; however, a maximum of ~~9~~ 12 additional semester hours of HIST 591 may be counted toward the M.A. program in history, and a maximum of ~~9~~ 6 additional semester hours may be counted toward the Ph.D. program in history.

Credits: 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. These revisions reflect 18 hours allowed for 591 (12 at the MA and 6 at the PhD). That total number aligns with our standing policy on 500-level courses. Since we don't want to revisit that policy, I think it is best to make the 591 limits match the other ones. Essentially, this means that students could take all of their allowable 500-level courses as 591 sections.

Course Revision                      CLAS 23.24.03.22      2023-24 Graduate Catalog      [LINK](#)

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

### HIST 756 - Directed Research

~~A. Ancient~~ Master's Essay  
~~B. Medieval~~ Pre-candidacy Dissertation Research for Ph.D. Students  
~~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.~~ Allows for directed research by a graduate student under a faculty adviser. Master's students must take the course while completing their master's essay. Ph.D. students may take the course to

develop their dissertation prospectus and when preparing for their candidacy examinations. May be repeated to a maximum of 15 semester hours. S/U grading may be used.

### **Prerequisites & Notes**

PRQ: Consent of graduate advisor in history.

Credits: 3-6

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. The updated A and B options and the fuller course description better fit how MA and PhD students use currently use this course. It is a required final course for MA students. PhD students only use it when they are not yet ready to enroll in HIST 799 because they haven't completed their candidacy examination. PhD students often take a semester or two after they have completed their formal coursework to complete their candidacy exam and dissertation prospectus.

**CHHS**

**10/20/2023**

### **Graduate Catalog-Expedited-**

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

Course Revision

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

2023-2024 Graduate Catalog

AHPT 620. Topics in Clinical Education (1)

Introduction to the roles and responsibilities of physical therapists in various settings across the continuum of clinical education. Includes experiential engagement in professional and interdisciplinary collaboration in physical therapy. ~~Students may repeat up to 2 credits.~~ PRQ: [Admission to the DPT program or c](#)Consent of school.

RATIONALE:

Students are not allowed to repeat this course. As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

Course Revision

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

2023-2024 Graduate Catalog

AHPT 602. Communication and Education Skills for Physical Therapists (3)

Application of ~~written and oral~~ communication skills [necessary for](#) ~~to~~ patient-therapist interactions, including the development of patient interview and professional

documentation skills. Overview of educational principles and practices utilized by physical therapists. PRQ: Admission to the DPT program or eConsent of school.

**RATIONALE:**

As part of a larger review for an upcoming accreditation site visit, the DPT program has been reviewing all catalog course descriptions to assure accuracy and congruency with actual course content. Changes in the course description are to consistently align the course description in the Graduate Catalog with the actual course content per the syllabus.

# School of Music Graduate Catalog Changes

[https://catalog.niu.edu/preview\\_entity.php?catoid=58&ent\\_oid=4242&returnto=3013](https://catalog.niu.edu/preview_entity.php?catoid=58&ent_oid=4242&returnto=3013)

Director: Andrew Glendening

## Graduate Faculty

Orna Arania, associate professor, D.M., Northwestern University  
Jeremy Attanaseo, instructor, M.M., DePaul University  
Gregory Barrett, professor, D.Mus., Indiana University  
Gregory Beyer, professor, D.M.A., Manhattan School of Music  
Thomas Bough, professor, D.M.A., Arizona State University  
Geof Bradfield, professor, M.F.A., California Institute of the Arts  
Bobby Broom, [assistant-associate](#) professor, M.M., Northwestern University  
[James Russell Brown, instructor, M.M., New England Conservatory](#)  
[Kerri-Ann Chandler, instructor, M.M., New York University](#)

Robert Chappell, Distinguished Teaching Professor, [visiting-emeritus](#) professor, M.M., University of North Texas  
Christine D'Alexander, [assistant-associate](#) professor, D.M.A., University of Southern California  
Anthony Devroye, professor, Performance Diploma, Curtis Institute of Music  
Mary Lynn Doherty, associate professor, Ph.D., University of Wisconsin  
Emily Fagan, M.M., instructor, University of Houston  
Tom Garling, instructor, M.M., University of Miami  
[John Gaudette, instructor, Diploma, Curtis Institute of Music](#)  
[Matthew Gaunt, instructor, B.M., Boston University](#)

Andrew Glendening, professor, D. Mus., Indiana University  
William Goldenberg, Distinguished Teaching Professor, D.Mus., Indiana University  
[Samuel Handley, visiting assistant professor, D.M.A., Vocal Performance, Business \(Marketing\), University of Houston](#)

Brian Hart, professor, Ph.D., Indiana University  
[visiting](#)

[Silas Huff, visiting assistant professor, D.M.A., University of Colorado \(Boulder\)](#)

Eric Johnson, professor, D.M.A., University of Illinois  
JeongSoo Kim, professor, D.M.A., Eastman School of Music  
[Marianne Kim, instructor, M.M. Northern Illinois University](#)

Edward Klonoski, associate professor, Ph.D., Ohio State University  
Cheng-Hou Lee, professor, D.M.A., New England Conservatory  
Blaise Magnière, professor, M.M., Cleveland Institute of Music  
David Maki, professor, D.M.A., University of Michigan  
Lucia Matos, associate professor, D.M.A., University of Iowa  
Scott Metlicka, instructor, M.M., Northwestern University  
Ann Montzka-Smelser, instructor, M.M., Northern Illinois University

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~~Dan Nichols, instructor, M.M., Northern Illinois University~~

John K. Novak, professor, Ph.D., University of Texas  
Elinor Olin, instructor, Ph.D., Northwestern University  
Brian Penkrot, instructor, Ph.D., University of Iowa

Marlene Rosenberg, instructor, M.M., Northwestern University

~~Carol Rosing, instructor, M.M., Manhattan School of Music~~

Christopher Scanlon, assistant professor, D.M.A., ~~Stony Brook University~~, The State University of New York ~~at Stony Brook~~

Faye Seeman, instructor, M.M., Boston University

~~Robert L. Sims, professor, Artistic Diploma, Northwestern University~~

Linc Smelser, instructor, M.M., Northern Illinois University

Thomas Snyder, instructor, M.M., Arizona State University

~~Mark Snyder, instructor, D.M.A., University of Memphis~~

Mathias J. Tacke, professor, Diploma, Northwest German Music Academy

Liam Teague, ~~Board of Trustees Professor~~, Presidential Research, Scholarship and Artistry Professor, M.M., Northern Illinois University

~~Scott Tegge, instructor, Professional Diploma, Roosevelt University~~

~~An Tran, M.M., instructor D.M.A., Yale Northwestern University~~

Reggie Thomas, professor, M.M., Southern Illinois University

An Tran, ~~instructor M.M.~~, D.M.A., Northwestern University

Rodrigo Villanueva, professor, M.M., University of North Texas

Renée Vogen, instructor, M.M., Northwestern University

Ben Wahlund, instructor, M.M., Northern Illinois University

Jui-Ching Wang, professor, D.M.A., Arizona State University

Marie Wang, professor, M.M., Northern Illinois University

A.J. Wester, instructor, M.M., DePaul University

Pharez Whitted, instructor, M.M., Indiana University

~~Ronnie Wooten, professor, D.M.A., Michigan State University~~

The School of Music offers the M.M. degree and a Performer's Certificate in music. The School of Music is fully accredited by the National Association of Schools of Music.

← Return to: [College of Visual and Performing Arts](#)

[https://catalog.niu.edu/preview\\_program.php?catoid=58&pooid=15445&returnto=3013](https://catalog.niu.edu/preview_program.php?catoid=58&pooid=15445&returnto=3013)

## Master of Music

The M.M. degree is a 32-semester hour program consisting of 13 semester hours of core requirements plus 19 semester hours taken within one of three specializations: music education, music performance, or individualized study.

Check departmental information for any additional requirements.

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

## Admission

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In addition to the standard requirements for graduate admission to the Graduate School at NIU, the School of Music has additional requirements for graduate admission. The Master of Music program requires degree seeking applicants to submit the following materials:

- Bachelor's degree in Music

- o Normally, a baccalaureate degree in music or a diploma from an accredited conservatory or music school is required for admission to the M.M. program. In special circumstances, applicants whose undergraduate degree is in a field other than music may be admitted to a specific specialization within the M.M. program. Other admission requirements will vary, depending upon the specialization that is selected.

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- Statement of purpose

- o 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

- o 2 (two) letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate-level degree program. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.

- Resume or curriculum vitae (CV)

- o Copy of current resume/CV in a PDF format indicating your professional work and/or volunteer experience in both music and non-music fields.

- List of major repertoire studied and performed (M.M. Performance only).

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- Audition, portfolio, and/or interview

- o Music Education: Applicants are admitted to this specialization only upon the recommendation of a committee of the music education faculty after an interview and transcript evaluation. Students accepted in music education must take the School of Music diagnostic examinations in music theory and history administered immediately prior to the term for which they are admitted. The School of Music is not currently admitting students for this emphasis through the 2024 - 2025 academic year.

o Performance: Applicants are admitted to this specialization only upon the recommendation of a committee of the performance faculty after an audition. Review specific studio audition requirements and register for an audition at <https://www.niu.edu/music/admissions/auditions.shtml>. and transcript evaluation. Students accepted in performance must take the School of Music diagnostic examinations in music theory and history administered immediately prior to the term for which they are admitted.

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o Individualized Study: Applicants are admitted to this specialization only upon the recommendation of a committee of the music faculty after an in-depth examination for competence in music and/or other applicable fields. Depending upon the nature of the proposed course for study, the evaluation committee may require an applicant to complete an audition, submit a portfolio, and/or complete an interview. Review specific individualized emphasis requirements and register for an audition at <https://www.niu.edu/music/admissions/auditions.shtml>. take all or part of the School of Music diagnostic examinations in music theory and history, and/or other specialized diagnostic examinations, administered immediately prior to the term for which he or she is admitted.

o

Applicants for admission to the M.M. program are not required to take the General Test of the GRE. Students accepted to any M.M. program must take the School of Music diagnostic examinations in music theory and music history administered immediately prior to the term for which they are admitted. Applicants whose current preparation for advanced study is found to be deficient following the completion of these exams may be granted admission to the M.M. program with stipulations required preliminary coursework to, and they will be required to make up all remediate such these deficiencies.

Applicants who are admitted to the M.M. program in a specific specialization and who then wish to change to another specialization must meet all admission requirements for the new specialization before the change is approved.

### Application deadlines and admit terms:

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Application materials for graduate admission into the Master of Music program must be received by the Graduate School and audition, portfolio and/or interviews completed by:

- Fall admit term: February 24 (priority)

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o Following the priority deadline, applications will be reviewed as there is space in the studio/program or until May 15<sup>th</sup>. After May 15<sup>th</sup>, admission consideration may be possible but is not guaranteed.

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- Spring admit term: December 1 (priority/final)

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- The School of Music currently does not admit students for the summer term.



Note that the Master of Music program deadlines are earlier in the application cycle than the general Graduate School deadlines.

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Applicants for admission to the M.M. program are normally notified of an admission decision from the School of Music as soon as administratively feasible following completion of all Graduate School and School of Music entrance requirements. Official admission offers are released from the Graduate School once decisions have been made and processed.

## Requirements

In partial fulfillment of graduate requirements, a student pursuing the M.M. degree in the performance specialization must prepare and perform a full-length public recital. Students pursuing the M.M. degree within the music education or individualized specializations may present a formal public recital, write a thesis, or complete a final project.

Students in the specializations of music education and performance are permitted to take 6 semester hours of selected studies in music (MUTC 798, MUHL 798, MUSP 798, MUED 798) as part of their program of courses. Students in the individualized specialization may take 12 semester hours of selected studies in music (MUTC 798, MUHL 798, MUSP 798, MUED 798) as part of their program of courses.

All students pursuing the M.M. degree must fulfill the following core requirements.

### Core Requirements (~~11-1313~~)

Each student must also fulfill the requirements of one of the following specializations.

- A course in music history approved by the music history area coordinator in consultation with the music history faculty (3)
- A course in music theory approved by the music theory area coordinator in consultation with the music theory faculty (3)
- MUHL 633 - Seminar in Musical Research Credits: 3
- OR MUED 684 - Techniques of Research in Music Credits: 3
- as appropriate to the specialization and as approved by the student's advisor, in consultation with the coordinator of graduate studies

#### Choose from the following (~~42-4~~)

- MUSC 699A - Final Recital Credits: 1-99
  - Students will enroll in 2 credits for a final recital with concurrent lessons.
- OR MUSC 699B - Thesis Credits: 1-99
  - Students will enroll in 4 credits for a thesis.
- OR MUSC 699C - Composition Credits: 1-99
  - Students will enroll in 2 credits for a final recital with concurrent lessons.
- OR MUSC 699D - Final Project Credits: 1-99
  - Students will enroll in 4 credits for a final project.

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## Specialization in Music Education (19)

See also “Educator Licensure” in this section and “Educator Licensure Information” in the Educator Licensure page.

- Music education course work (6-9)
- Music performance course work chosen from private keyboard, voice, or instrumental study (primary or secondary); music performance (including conducting); and/or ensembles (3)
- Electives (4-7)
- MUED 685 - Foundations of Music Education Credits: 3

## Specialization in Performance (19/21)

Emphases are offered in three areas: Band, Orchestral and Steelpan Instruments; Keyboard, and Voice. One of the following tracks

### 1. ~~Band, and~~ Orchestral and Steelpan Instruments

- Private instrumental study (8)
- **Ensembles (35)**
  - Coursework from the following (4)
    - MUSE 630: Wind Symphony: Credits: 1
    - MUSE 631: Wind Ensemble: Credits: 1
    - MUSE 660: NIU Philharmonic: Credits: 1
    - MUSE 672: Steel Band I: Credits: 1
      - This is only permitted for steel pan majors.
  - Chamber/Small Ensembles (1)

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**Commented [BF1]:** Check with Percussion & Wind/Brass

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**Commented [BF2]:** How is the requirement changed for Steel Pan? 4 semesters of steel band with something in World or Chamber?

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### One of the following:

- MUSE 615 - String Ensemble Credits: 1
- MUSE 616 - Woodwind Ensemble Credits: 1
- MUSE 617 - Brass Ensemble Credits: 1
- MUSE 618 - Percussion Ensemble Credits: 1
- MUSE 619 - Guitar Ensemble Credits: 1
- MUSE 620 - Keyboard Ensemble Credits: 1
- MUSE 621 - Mixed Ensemble Credits: 1
- MUSE 622 - New Music Ensemble Credits: 1

- MUSE 623 - Early Music Ensemble Credits: 1
- MUSE 624 - Jazz Combo Credits: 1
- MUSE 625 - Latin Jazz Ensemble Credits: 1

• **Additional ensemble courses (2)**

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**Course work from the following (2):**

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- Pedagogy (2)
  - MUED 670 - Pedagogy: Woodwinds Credits: 2
  - MUED 671 - Pedagogy: Brass Credits: 2
  - MUED 672 - Pedagogy: Percussion Credits: 2
  - MUED 674 - Pedagogy: Strings Credits: 2

- Electives (6)

## 2. Piano

---

- MUSE 620 - Keyboard Ensemble Credits: 1
- MUSP 639 - Accompanying Credits: 1
- MUSP 710 - Piano: Primary Credits: 2 ~~or 4~~
- Students must take ~~6~~ semester hours in this course.

***One of the Following (11)***

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**Solo Performance**

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- ~~Private keyboard study (2)~~
- ~~Electives (4)~~
- ~~MUHL 638 - Seminar in Piano Literature~~ Credits: 2
- ~~MUED 675 - Piano Methods and Materials~~ Credits: 3

**Keyboard collaborative arts**

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- ~~Electives (6)~~
- ~~MUHL 637 - Chamber Music Studies~~ Credits: 3
- ~~MUSE 620 - Keyboard Ensemble~~ Credits: 1
- ~~MUSP 639 - Accompanying~~ Credits: 1

## 3. Voice

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- MUSP 714: Voice: Primary Credits: 2
  - ~~Students must take 8 semester hours in this course. Private-voice study (8)~~
- Electives (6)
- MUED 681 - Pedagogy of Singing Credits: 3
- Ensembles (4)
  - MUSE 643: Opera Theatre Credits: 1
    - ~~Students must take 2 semester hours in this course,~~
    - ~~Coursework from the following (2)~~
      - ~~MUSE 643 – Opera Theatre Credits: 1~~
      - ~~MUSE 641 - Chamber Choir Credits: 1~~
      - ~~Students must take 2 semester hours in this course.~~
  - ~~MUSE 645 – Concert Choir Credits: 1~~
- ~~OR MUSE 645 – Concert Choir Credits: 1~~
  - ~~OR MUSE 643 – Opera Workshop Credits: 1~~

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## Individualized Specialization (19-21)

A student may design an individualized specialization with course work selected from existing courses, seminars, independent study, internships, or special projects, offered both on and off campus. While this individual specialization may share some features of other specializations, its thrust should be distinctive. Individualized specialization may consist in part of interdisciplinary or multidisciplinary courses which combine music study with such areas as anthropology, art, business, computer science, dance, theater, electronics, ~~ethnic cultural~~ studies, mental health, or special education; or they may concentrate entirely on music. Examples of individualized specializations pursued by M.M. students include music history, music theory, composition, world music, jazz, recording techniques, and computer music and new media technology.

After acceptance, each student will be assigned an advisor with whom he or she will prepare an individualized proposal. This proposal must be approved by a committee representing the School of Music, which may in turn seek the advice of another department whose courses are included in the proposal. Normally, at least one half of the individualized specialization will be in the School of Music. At the conclusion of study, the student must substantiate to the committee that the specified goals have been met.

\*REFERENCE: <https://catalog.niu.edu/content.php?catoid=58&navoid=3002> \*

## Performer's Certificate

The Performer's Certificate is not a graduate degree. The purpose of the Performer's Certificate program is to permit students to attain greater mastery of their chosen fields than they can achieve in formal study through the master's degree level. This 24-semester-hour program

includes private instruction, research related to performance, and performance experience designed to develop fully independent professional musicians.

Check departmental information for any additional requirements.

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

## Admission

Applicants for the Performer's Certificate program should consult with the School of Music director or coordinator of graduate studies. To be eligible for admission, students must normally have completed work equivalent to that required for the M.M. degree at NIU. Applicants are not required to take the GRE general test; however, they will be required either to perform an audition, or submit an audio recording representative of their performance ability.

In some cases, students who demonstrate exceptional performing abilities, equivalent to a Master of Music level or beyond, and who have completed a baccalaureate degree from an accredited institution or appropriate diploma from a recognized conservatory or music school, may be recommended by the faculty of the School of Music for admission directly into the Performer's Certificate program. However, persons admitted to the Performer's Certificate program in this manner must reapply to the Graduate School if they seek entry into a graduate degree program.

In addition to the standard requirements for graduate admission to the Graduate School at NIU, the School of Music has additional requirements for graduate admission. The Performer's Certificate program requires applicants to submit the following materials:

- Master's degree in Music

- o In some cases, students who demonstrate exceptional performing abilities, equivalent to a Master of Music level or beyond, and who have completed a baccalaureate degree from an accredited institution or appropriate diploma from a recognized conservatory or music school, may be recommended by the faculty of the School of Music for admission directly into the Performer's Certificate program. However, persons admitted to the Performer's Certificate program in this manner must reapply to the Graduate School if they seek entry into a graduate degree program.

- Statement of purpose

- o 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

- 2 (two) letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate-level degree program. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.
- Resume or curriculum vitae (CV)
  - Copy of current resume/CV in a PDF format indicating your professional work and/or volunteer experience in both music and non-music fields.
- List of major repertoire studied and performed.
- Audition
  - Review specific studio audition requirements and register for an audition at <https://www.niu.edu/music/admissions/auditions.shtml>.

### Application deadlines and admit terms:

Application materials for graduate admission into the Performer's Certificate program must be received by the Graduate School and audition, portfolio and/or interviews completed by:

- Fall admit term: February 24 (priority)
  - Following the priority deadline, applications will be reviewed as there is space in the studio/program or until May 15<sup>th</sup>. After May 15<sup>th</sup>, admission consideration may be possible but is not guaranteed.
- Spring admit term: December 1 (priority/final)
- The School of Music currently does not admit students for the summer term.

Note that the Performer's Certificate program deadlines are earlier in the application cycle than the general Graduate School deadlines.

Applicants for admission to the P.C. program are notified of an admission decision from the School of Music as soon as administratively feasible following completion of all Graduate School and School of Music entrance requirements. Official admission offers are released from the Graduate School once decisions have been made and processed.

## **Credit Requirements**

The Performer's Certificate program requires a minimum of 24 semester hours of credit with a GPA of at least 3.00. The minimum GPA of 3.00 must be earned over all courses required in the student's program of courses as well as overall graduate courses taken at NIU.

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## Limitation of Time

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The student must fulfill all of the requirements of the Performer's Certificate program within the six consecutive years immediately preceding the date of the student's graduation from that program.

If a course taken to complete the requirements for the Performer's Certificate does not fall within this time limitation, the School of Music may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses.

## Student-at-Large and Transfer Credit

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No student-at-large or transfer credit is accepted as part of the program of courses required for the Performer's Certificate.

## Dual Credit for Course Work

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Students pursuing the both the Master of Music degree and the Performer's Certificate at NIU, ~~either simultaneously or consecutively~~, may have up to 6 semester hours of graduate course work accepted for credit in both programs.

## Requirements

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- Private applied study (8)
- Ensembles (26)
- Ensemble requirements will include a combination of large ensembles and chamber music ensembles. Specific ensemble requirements for each student will be determined in consultation with their studio faculty instructor and academic advisor.
- Electives in music performance (6)
- MUSC 790 - Internship in Music Credits: 1-4
- Students take this course for 0-4 semester hours.
- MUSC 797 - Performer's Certificate Research and Performance Credits: 1-4
- Students take this course for 0-4-8 semester hours.

**Other requirements:**

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**Commented [BF3]:** I.e. - Large Ensemble, Chamber Ensemble and then Mixed Ensemble for another chamber grouping

A series of at least four performances and presentations is required, consisting of at least two full-length recitals and such other presentations or performance experiences as master classes, lecture recitals, professional internships, and concerto performances, as determined by the advisor and program committee. Normally, only one full-length recital may be presented in a single semester. Because the program is highly specialized and concentrated, students are expected to enroll in a full course load during each term they attend. (See "Course Load.")

## **Final Recital**

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Each student must successfully present a final recital and should consult with the School of Music concerning applicable procedures and deadlines for this recital.

A student must be enrolled and must be in good academic standing, both overall and in the Performer's Certificate program, in the term of the final recital to be eligible for its presentation. A student who fails to perform the final recital successfully may, with the permission of the School of Music, repeat it no sooner than the following academic term. A student who fails a second time, or is not granted approval for a second attempt, will not be permitted to continue work toward the Performer's Certificate, and admission to that program will be terminated.

## **Composition of Final Recital Committee**

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The Performer's Certificate final recital committee must consist of at least three members. The majority of the committee must be regular faculty members at NIU; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the School of Music.

## **Application for Graduation**

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When nearing completion of requirements for a graduate degree, a student must submit an application for graduation to the Graduate School. See "Graduation" in the General Regulations section of this catalog.



# Master of Science in Electrical Engineering

Admission to the graduate program in electrical engineering requires a baccalaureate degree in electrical engineering or a related area such as physics, mathematical sciences, chemistry, computer science, or other science and engineering disciplines. Undergraduate students in electrical engineering can, however, enroll in the integrated B.S./M.S. sequence after finishing 90 semester hours with a GPA of at least 3.00.

Applicants to the program must submit all materials required by the Graduate School. In addition, such applicants must submit a statement of purpose.

*Rationale: In response to the updated admission requirements from the graduate school, the Department of Electrical Engineering believes that a statement of purpose is crucial in conveying a student's motivation and aspirations.*

## Other Catalog Change

(Online catalog link)  
[https://catalog.niu.edu/preview\\_program.php?catoid=58&poid=15552&returnto=3010](https://catalog.niu.edu/preview_program.php?catoid=58&poid=15552&returnto=3010)

## Doctor of Philosophy in Electrical Engineering

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### Admission Requirements

Students seeking admission to the Ph.D. program in Electrical Engineering must have a B.S. degree. Students with backgrounds in fields other than Electrical Engineering are encouraged to apply, but are required to take core Electrical Engineering courses as part of the doctoral program. In addition to the Graduate School minimum requirements, applicants must also have a minimum GPA of 3.20 and submit three letters of recommendation and a statement of purpose.

*Rationale: In response to the updated admission requirements from the graduate school, the Department of Electrical Engineering believes that a statement of purpose is crucial in conveying a student's motivation and aspirations.*

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## MA in Sociology

- **Unofficial Transcripts:** A B.A./B.S. transcript is required by the graduate school. International students should review additional information about

transcripts.

### Doctor in Physical Therapy

The Doctor in Physical Therapy proposal indicates an “invited interview” bullet point but it seemed ambiguous, but the proposal also does not appear to elaborate about the interview portion of admissions. Additional information is requested on this and, potentially, it is advised to update the wording to something like that following: “Interviews will be required by invitation.” (or something to that effect).

Response:

“On to the PT proposal with the “Invited Interview” language that they didn’t like. We are comfortable moving forward with the language changing to “interviews will be required by invitation”.

“Additional Rationale:

All applications are thoroughly assessed and ranked. Based on the ranking, approximately the highest scoring 100 applicants are invited for an interview. Since we get between 200 and 300 applications, those ranked in the bottom 200 are declined.”

### Masters and PhD in Physics .

Dear Vishnu and Jahred,

I’m writing to you in my capacity as the curriculum chair of the Graduate Council. Today our executive committee met to consider the slate of curricular revisions that will go before the whole Graduate Council on Monday. We use those meetings as opportunities to figure out if we need to reach out to units regarding questions and concerns that we believe may slow down or prevent passage of certain curricular revisions. So this e-mail’s intent is to keep your revisions moving along smoothly. To that goal, I wanted to bring the following language from your recent admissions revisions to your attention so that I can request some rephrasing/clarification on behalf of the committee.

MS

- **Tests Scores:** GRE General scores are not required for applicants and will not be used for admission purposes. Physics GRE scores are also not required but can optionally be used to strengthen an application. A satisfactory score on the Physics GRE can also be used to place out of the department’s MS exam. When preparing your score report for upload, be sure that your name and all scores are legible. If you are sending scores, use institution code 1559. NIU does not require department codes; neither does the testing center.

PhD

- **Tests Scores:** GRE General scores are not required for applicants and will not be used for admission purposes. Physics GRE scores are also not required but can optionally be used to strengthen an application. A satisfactory score on the Physics GRE can also be used to place out of the department's MS exam. When preparing your score report for upload, be sure that your name and all scores are legible. If you are sending scores, use institution code 1559. NIU does not require department codes; neither does the testing center.

First, we wonder if "A satisfactory score on the Physics GRE can also be used to place out of the department's MS exam." was left in the PhD section in error?

Second, in regard to that same phrase, it should not be listed under admissions requirements because it relates to a program requirement for admitted students. If that information is already in your program requirements, we suggest deleting it from the MS admissions requirement section copied above. If this is the only place it appears in the catalog, it may need to be moved to your section on program requirements.

Third, in the interest of clarity and to avoid applicant confusion, we suggest moving the following sentence to the end of the test scores paragraphs: "GRE General scores are not required for applicants and will not be used for admission purposes." We also wondered (but could not quickly figure out with a quick Google search) if you included this language because it is required to take the general GRE in order to take the Physics GRE Subject Test. We wonder if it would be cleaner/clearer if you removed the language about not requiring the general GRE scores if it possible to take the Physics GRE Subject Test as a standalone test. We can see why that language needs to remain if one must take the general GRE in order to take the Physics GRE Subject Test but think it may help with clarity if it is the last sentence of the paragraph.

Fourth, we request that you change "Physics GRE score(s)" to "Physics GRE Subject Test scores" throughout both sections to avoid any confusion on the part of applicants since the latter is the official name of the exam.

In sum, the members of the executive committee were confused by the language regarding test scores, so we are concerned that potential applicants may also be confused. We would very much like to see your admissions revisions pass on Monday and are making these recommendations in order to facilitate passage of your revisions. Could you please send revised test score texts for both the MS and PhD or a brief explanation of why you do not want to take up one/some/all of our recommendations by Friday because our meeting is Monday morning? I recognize that is very short notice. We had a great many revisions to handle for this meeting because so many departments across campus needed to revise their admissions requirements in time for the upcoming catalog deadline, so we are left scrambling a bit this week.

Please do not hesitate to reach out to me by Teams or e-mail if you have any questions or concerns you want to discuss. Thank you in advance for your attention to this matter.

Response:

"I believe you all are trying to accomplish two things with the subject test in physics: allow students to supplement their application packet AND have an avenue for bypassing the departmental exam. Thus, subject test is optional.

*Correct*

We also thought that the (generic) GRE would not be used at all. Correct?

*Correct*

And is the subject test optional for both masters and PhD admission?

*Yes it is optional for both.*

I think if I know these questions then I can suggest good language.

*The issue is also where this language should reside. We felt that it was very useful for the students to see it as part of the admissions requirements.*

The committee was a bit confused as to intentions so we are hoping to offer you all external eyes that bring clarity to your applicants."

The agreed updated language:

- *GRE (Optional): Applicants may submit the GRE Subject Test in Physics to strengthen an application, but no tests are required.*

*Please note: While the GRE Subject Test is optional, it can be used to place out of the department's MS exam. If you'd like to use it for this purpose, you may submit it during the admission process or you may submit to the program after your arrival. If you submit this optional Subject Test in Physics, you will use institution code 1559. NIU does not require department codes; neither does the testing center. International students should review additional information on the department page about test score requirements for assistantships. These are in addition to any Graduate School requirements for admission.*

## **Masters in Sociology**

The Masters of Arts in Sociology proposal indicates Unofficial Transcripts as required and mentions the GRE test. The GC Executive Committee concern with Unofficial Transcripts is that it is redundant and unnecessary and ideally, should be removed. The GRE test scores is a bit ambiguous in that “not required” is not the same as “optional” and the recommendation would be to either change it to “optional”, remove the reference to the GRE entirely from the requirements, or provide additional rationale on why the “not required” language was used for this bullet point.

Response:

“They are fine with using the word “optional” when referring to the GRE.”

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

Concern over fee waiver

Response:

“ETRA’s plan is to purchase the fee waivers and give them to our applicants.”

## **PhD in History**

Question for 3.0 gpa instead of 3.2

Response:

“The 3.0 desired minimum predates me and thus I am not sure of its origins. It is fine to make it 3.2 for PhD students to align with the Graduate School policy as long as the language keeps the "desired" part. That would make it:

- Grade Point Average (GPA): At least a 3.20/4.00 GPA is desired, as is a minimum of 3.25/4.00 in history courses.

If there needs to be a firmer threshold (i.e. not "is desired"), then I will need to run it by my department's graduate committee.”