

Received by the Graduate Council December 2, 2019

GRADUATE COUNCIL CURRICULUM COMMITTEE
Third Meeting/ 2019-20 Academic Year
November 18, 2019

**SECTION A – Recorded as approved by the GCCC and moved to the Graduate Council
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College of Business

New Course 2019-20 Graduate Catalog **CBUSGR19.20.06.01**

CIP: 52.02

UBUS 611 - Integrated Business Foundations
Designed to give students master's degree-level competence in the functions of accountancy, marketing, finance, and operations management and information systems. Provides the foundation for the curriculum of the Executive MBA format. Course material will be presented in a cross-disciplinary manner which begins to explore the ways in which the different business functions interact and integrate to determine organizational-level performance.

Credits: 8

Rationale: Course will be the foundation for the curriculum of the Executive MBA and is being developed as part of the program innovation and value propositioning for the EMBA.

Note on duplication: This course is designed specifically for students pursuing the Executive MBA format as a foundation for Phase Two of the EMBA.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.02**

Graduate Study in Business

The College of Business offers the Master of Business Administration (M.B.A.), the Master of Accountancy (MAC), the Master of Accounting Science (M.A.S.) with an area of study, the Master of Science in Taxation (M.S.T.), the Master of Science (M.S.) in **financial risk management finance**, the Master of Science (M.S.) in digital marketing, the Master of Science (M.S.) in data analytics, and the Master of Science (M.S.) in management information systems. These programs are accredited by AACSB International-The Association to Advance Collegiate Schools of Business.

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Rationale: Updating the degree programs offered by the College of Business.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.03**

**Certificate of Graduate Study
Management Information Systems (12)**

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Select four of the following graduate courses:

- ~~OMIS 640 – Management of Information Systems Technology Credits: 3~~

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- OMIS 643 - Enterprise Process Improvement with SAP ERP Credits: 3
- OMIS 651 - Business Systems Analysis and Design Credits: 3
- OMIS 652 - Business Applications of Database Management Systems Credits: 3
- OMIS 660 - Business Computing Environments and Networks Credits: 3
- OMIS 675 - Internet Computing Applications Credits: 3
- OMIS 690 - Information Technology Project Management Credits: 3
- **OMIS 697 - Digital Transformation Strategy Credit: 3**

Rationale: Updating the requirements for the certificate to reflect the current trend of digital transformation in organizations.

Department of Accountancy

Course Revision 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.04**

ACCY 645 - Professional Tax Research

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Prerequisites & Notes

~~CRQ: A grade of C or better in ACCY 644 or consent of the department.~~ **PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.**

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 646 - Tax Practice and Procedure

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ **PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.**

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 647 - Corporate Taxation

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ **PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.**

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 649 - Taxation of Flow-through Entities

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Prerequisites & Notes

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~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 651 - Federal Estate and Gift Taxation

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 652 - Taxation of Estates and Trusts

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Graduate Catalog [LINK](#)

ACCY 653 - Accounting for Income Taxes

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 654 - Special Tax Topics

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 656 - Tax Concepts and Property Transactions

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must
earn a grade of C or better in an income tax concepts course prior to enrollment.

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Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 657 - Taxation of Compensation and Benefits

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-20 Online Graduate Catalog [LINK](#)

ACCY 658 - State and Local Taxation

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.

Course Revision 2019-2020 Online Graduate Catalog [LINK](#)

ACCY 659 – Tax Accounting Methods and Periods

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Prerequisites & Notes

~~PRQ: A grade of C or better in ACCY 644 or consent of the department.~~ PRQ: A student must earn a grade of C or better in an income tax concepts course prior to enrollment.

Rationale: ACCY 644 was designated as a prerequisite or corequisite for several courses in the ACCY program. ACCY 644 is not expected to be offered in the future. As a result, that course needs to be removed as a prerequisite or corequisite from the above courses.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.05**

Master of Accountancy

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Admission

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~~To successfully complete the MAC program, a student must have a cumulative GPA of 3.00 in degree courses.~~ All courses must be completed at NIU within six calendar years of starting.

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Rationale: The department asks to strike verbiage in the “admission” paragraph to clarify its intention with respect to minimum GPA requirements.

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Other Catalog Change

2019-20 Graduate Catalog [LINK](#)

CBUSGR19.20.06.06

Master of Accountancy

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Admission

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Students are required to complete a minimum of ~~36~~ **33** semester hours of course work beyond the required pre-requisites and the baccalaureate degree. The total credits accepted in transfer from other institutions may not exceed 9 semester hours. Students must maintain a minimum GPA of 3.00 in all graduate course work completed in the MAC program.

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~~Core Courses (36)~~ Required Courses (27)

- ACCY 510 - Accounting Information Systems Credits: 3
- ~~ACCY 520 - Intermediate Cost Management Credits: 3~~
- ACCY 531 - Financial Reporting I Credits: 3
- ACCY 532 - Financial Reporting II Credits: 3
- ACCY 550 - Principles of Taxation Credits: 3
- ACCY 560 - Assurance Services Credits: 3
- **ACCY 622 - Managerial Accounting Information Systems Credits: 3**
- ACCY 633 - Advanced Financial Reporting Credits: 3
- ACCY 650 - Advanced Issues in Taxation Credits: 3
- ~~ACCY 664 - Financial Statement Auditing Credits: 3~~
- ACCY 670 - Accounting Research Credits: 3
- ~~ACCY 675 - Data Analytics and Decision Making in Accounting Credits: 3~~
- ~~Three Accountancy or College of Business elective hours (3)~~

Electives totaling six semester credit hours to be selected from the following course offerings or from among relevant graduate offerings within the College of Business with approval from the Director of Graduate Studies (6)

ACCY 664 - Financial Statement Auditing Credits: 3

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

ACCY 679 - Seminar in Accounting Credits: 3-6

***Rationale:** The department is changing the required minimum semester hours of course work in the MAC program from 36 to 33 to bring this degree program into closer alignment with other master's programs offered by the department. The department would like to support more flexibility in the course work that the students may choose to take by increasing the selection of electives available to the students. Students will be able to consider their career goals and align their course work accordingly.*

Department of Operations Management and Information Systems

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Course Revision 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.07**

OMIS 680 - **Global** Supply Chain Management

Examination of concepts, issues, and methodologies related to design and administration of supply chain systems. Emphasis on executive-level decision making and the impact of supply chain management on organizational performance. Includes supply chain strategy, strategic alliances, supplier and customer relationships, use of technology, and the integration of logistical operations in the attainment of organizational objectives in a global competitive environment.

Prerequisites & Notes

PRQ: ~~OMIS 627~~

Credits: 3

***Rationale:** The course title is being changed to reflect global nature to today's supply chains. By replacing OMIS 627 with OMIS 680 as a required course in the MBA program (this change will appear in the attachments section of the Seventh Meeting of the College of Business Graduate Curriculum Committee minutes), we can remove the prerequisite.*

Course Revision 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.06.08**

OMIS 697 - ~~Strategic Information Systems~~ **Digital Transformation Strategy**

Study of issues related to the leadership of the information systems function **digital transformation of modern organizations**. Emphasis on strategic thinking and alignment of information technology with business objectives. Models and techniques of strategic information management illustrated through case studies. ~~Topics include strategies for application portfolios, technical infrastructure, redesign of business processes, change management, information economics, and other organizational issues related to information systems. A student must earn a grade of C or better in an information systems concepts course prior to enrollment.~~

Credits: 3

***Rationale:** The course is being changed to reflect the current trend of digital transformation in organizations. By replacing OMIS 640 with OMIS 697 as a required course in the MBA program (this change will appear in the attachments section of the Seventh Meeting of the College of Business Graduate Curriculum Committee minutes), we can remove the prerequisite.*

College of Business

New Course 2019-20 Graduate Catalog **CBUSGR19.20.07.01**

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CIP: 52.02

UBUS 677 - Strategic Business Transformation Project
Integrates, applies, and extends the business management skills acquired throughout the Executive MBA format. Students will have a hands-on opportunity to go through the steps involved in formulating and implementing a new business transformation project/venture.

Prerequisites & Notes

PRQ: Consent of College

Credits: 3

Rationale: The course is an additional Phase Two course required in the final semester of the Executive MBA format, integrating, applying, and extending the business management skills acquired throughout the EMBA.

Note on duplication: UBUS 677 is designed specifically for students pursuing the Executive MBA format, taken as a Phase Two requirement, and does not duplicate another course across campus.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CBUSGR19.20.07.02**

Master of Business Administration

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Phase One Requirements

Foundational business courses will be included in a student's program of study unless he or she has met the requirements by completing course equivalents at a university, community college, or select approved online provider. See Phase One requirements listed under "Graduate Study in Business" above. The student's program director will determine which Phase One courses will be included in each student's program of courses.

Executive MBA Phase One Requirement

For students pursuing the Executive MBA format, Phase One will consist of the following:

- UBUS 611 - Integrated Business Foundations Credit: 8

Phase Two Requirements

Phase Two consists of a total of 30 semester hours. Students are required to take a minimum of 24 21 semester hours of Phase Two course work in classes reserved exclusively for admitted graduate students.

Attendance in three College of Business colloquia as designated by the Office of M.B.A. Programs is required prior to graduation. Exception to this requirement may be approved by the Office of

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M.B.A. Programs.

Course Requirements

- ~~ACCY 630 – Managerial Accounting Concepts Credits: 3~~
- **ACCY 640 – Financial Statements Analysis Credits: 3**
- FINA 607 - Financial Analysis Credits: 3
- MGMT 635 - Managing Individuals, Teams, and Organizations Credits: 3
- MGMT 672 - Strategic Management and Policy Credits: 3
- MKTG 654 - Marketing Management Credits: 3
- ~~OMIS 627 – Operations Analysis Credits: 3~~
- ~~OMIS 640 – Management of Information Systems Technology Credits: 3~~
- **OMIS 680 – Global Supply Chain Management Credits: 3**
- **OMIS 697 – Digital Transformation Strategy Credits: 3**

Elective Courses

Elective courses may be selected from among the graduate course offerings in the College of Business, or elsewhere in the university with the prior approval of the student's M.B.A. academic adviser, and should be used to meet particular career objectives. (9)

Additional Executive MBA Phase Two Requirement

For students pursuing the Executive MBA format, the following course is required in addition to those listed above:

- **UBUS 677 - Strategic Business Transformation Project Credits: 3**

Course Sequencing

All Phase One course work must be completed prior to enrollment in FINA 607, MGMT 635, MKTG 654, and OMIS ~~627~~ **680**.

FINA 607, MGMT 635, MKTG 654, and OMIS ~~627~~ **680** must be completed prior to enrollment in MGMT 672.

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***Rationale:** Two new courses have been developed for the Executive MBA format, UBUS 611 and UBUS 677. UBUS 611 will be the foundation for the curriculum of the EMBA. UBUS 677 is an additional Phase Two course required of students pursuing the Executive MBA format. This course integrates, applies, and extends the business management skills acquired throughout the EMBA. Students will have a hands-on opportunity to go through the steps involved in formulating and implementing a new business transformation project/venture.*

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ACCY 640, OMIS 680, and OMIS 697 are a better fit for Phase Two of the MBA program than ACCY 630, OMIS 627, and OMIS 640. In addition, these courses represent the material MBA students need to succeed in today's competitive and global world. Note: The titles of OMIS 680 and OMIS 697 have been updated – see revisions included in the attachments to the Sixth Meeting of the College of Business Graduate Curriculum Committee.

College of Education

New Course 2019-2020 Graduate Catalog

CEDU19.20.06.04

Course Number: KNPE 584

Title: Psychosocial Aspects of Athletic Injury and Rehabilitation

Semester Hours: 3

CIP Code: 31.0505

Page Listing: Online Graduate Catalog; 2020-2021 Graduate Catalog LINK

COURSE DESCRIPTION TO BE USED IN CATALOG:

[LINK](#)

Psychosocial aspects related to the incidence of and responses to athletic injury as well as the rehabilitation and recovery process. PRQ: Admission to the M.S.Ed. program in Kinesiology and Physical Education or consent of department.

RATIONALE: The KNPE graduate program has a specialization in sport and exercise psychology. There has been a significant increase in research inquiry and practitioner interest and training in this topic over the past two decades in the fields of sport psychology, athletic training, health and medicine. Offering this course as a program elective would provide our sport and exercise psychology students a course option of interest to them personally and professionally. Offering this course would also provide a course option for graduate students in other KNPE graduate program specializations, like Exercise Physiology, as well as students outside of the KNPE department. We surveyed KNPE graduate program students (including a large number of current athletic trainers) to determine their interest in a course like this and several students have expressed an interest in taking such a course. This course (or similar course) is offered at most peer institutions with programs similar to ours here at NIU.

DUPLICATION OF CONTENT:

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Since this course is program specific, there will be no course duplication with any other course currently being given on campus. Please note that we did reach out to the Department of Psychology and they saw no duplication issues (see email for their support).

New Course 2019-2020 Graduate Catalog

CEDU19.20.06.05

Course Number: KNPE 587

Title: Professional Preparation in Sport and Exercise Psychology Professions

Semester Hours: 3

CIP Code: 31.0505

Page Listing: Online Graduate Catalog; 2020-2021 Graduate Catalog LINK

COURSE DESCRIPTION TO BE USED IN CATALOG:

[LINK](#)

Professional development of sport and exercise psychology-related career paths. Practical application of professional skills associated with resume creation, interviewing, and building knowledge of the profession. PRQ: Admission to the M.S.Ed. program in Kinesiology and Physical Education; or consent of department.

RATIONALE: The KNPE graduate program has a growing number of students in the specialization in sport and exercise psychology. For over a decade, professional organizations and its members have been advocating for better future professional development (i.e., coursework and experiential learning) in graduate programs in sport and exercise psychology. The field of sport and exercise psychology is significantly different than it was a generation ago requiring that we update our program requirements, specifically in the area of future professional development. Offering this course as a program requirement option would provide our sport and exercise psychology students with much needed advanced professional training. We have attempted to include this content in other program courses, but have found it impossible to cover the breadth and depth required. We also surveyed sport and exercise psychology graduate program students to determine their interest in a course like this and several students have expressed an interest in taking such a course. This course (or a similar course) is offered at many peer institutions with programs similar to ours here at NIU.

DUPLICATION OF CONTENT:

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Since this course is program specific, there will be no course duplication with any other course currently being given on campus. Please note that we did reach out to the Department of Psychology and they saw no duplication issues (see email for their support).

Leadership, Educational Psychology and Foundations

Other Catalog Change 2019-2020 Graduate Catalog
[LINK](#)

CEDU19.20.06.06

Master of Science in Education in Educational Administration



Admission

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. Faculty decisions are based on the total profile of each applicant.

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

A **preferred** minimum undergraduate GPA of ~~3.50~~ **3.00**.

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

For teachers, a valid and current Illinois professional educator license (PEL) (i.e., early childhood, elementary, middle level, secondary, special K-12, or special preschool-age 21) and data providing evidence of two years of student growth and learning within the last five years. For school support personnel, a valid and current Illinois professional educator license (PEL) (i.e., school support personnel) and a minimum of two years of related experience in an educational setting.

~~Passage of the Test of Academic Proficiency (TAP) or Basic Skills Test as approved by the State.~~ **Successful completion of any state-mandated tests.**

Submission of a portfolio that presents evidence of a candidate's achievements during his or her educational experience (see Requirements).

A nomination letter from the superintendent in the district where they will be completing their internship.

A prospective internship mentor commitment letter.

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Successful completion of LEEA 500 and LEEA 501 with a grade of B- or higher.

Selection through an in-person interview with at least two fulltime NIU faculty members.

Successful completion of a written response to a scenario.

RATIONALE: The “preferred” GPA provides the program area more flexibility in admitting candidates who may be strong in all other requirements but who have a slightly lower GPA. The removal of the TAP language is because it is no longer a state requirement. The addition of LEEA 501 into the catalog language is to formalize a practice that has been in place for a couple of years already; we have looked at performance in both LEEA 500 and LEEA 501 as both classes are taken during the first semester. The addition of “B-“ clarifies any issues for students who obtain a B- in either of those classes as in the past, it has not been clear if “B” also includes B- since we switched to the +/- grading system.

Other Catalog Change 2019-2020 Graduate Catalog
[LINK](#)

CEDU19.20.06.07

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 of ~~3.50~~ **3.00**. Faculty decisions are based on the total profile of each applicant. Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

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

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

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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 fulltime NIU faculty members.

Completed LEEA 700 and LEEA 710 with a grade of B or higher, and be enrolled in LEEA 710.

A valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.

~~A passing score on the Illinois state approved Test of Academic Proficiency (TAP) or Basic Skills Test as approved by the state.~~ 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

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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.

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

College of Education

Special and Early Education

Course Revision 2019-2020 Graduate Catalog

CEDU19.20.06.11

LINK

SESE 523 - Observation and Assessment in Early Childhood Special Education

Recommended practices and strategies for conducting formal and informal assessment of young children including physical, communication, early academic and academic, adaptive, and social-emotional development as well as assessment of center/classroom-based settings and natural environments. Includes data analysis and data-based decision making. **PRQ: SESE 540 or consent of department.**

Credits: 3

LINK

SESE 524 - Methods and Strategies for Promoting Development and Teaching Infants, Toddlers, and Young Children with Disabilities and Special Needs

Methods, strategies, and recommended practices and evidence-based curricula for promoting development and teaching infants, toddlers, and young children with disabilities and special needs in classroom and natural settings. **PRQ: SESE 540 or consent of department.**

Credits: 3

LINK

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SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs

Strategies to promote positive and productive family/ professional relationships and family-centered practices for working with and supporting families of young children with disabilities and special needs (birth to eight years). PRQ: SESE 540 or consent of department.

Credits: 3

RATIONALE: Changes correct the prerequisites in the Graduate Catalog. SESE 540, Foundations of Special Education provides candidates with background knowledge in special education law and practice necessary for success in the courses listed above.

Course Revision 2019-2020 Graduate Catalog

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.06.12

[LINK](#)

SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments

Specific techniques related to ~~in-service training~~ professional development and team co-teaching in inclusive settings. Interrelationships between and among families and specialists working with individuals with visual impairments.

Prerequisites & Notes

PRQ: Consent of department.

Credits: 3

RATIONALE: Most school administrators and professional organizations currently use the term “professional development” rather than in-service training. Also, team-teaching is just one model of co-teaching. The course details all the models of co-teaching.

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.06.13

[LINK](#)

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Master of Science in Education in Special Education

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Specialization in Advanced Special Education Practices

Specialization in Assistive Technology Used by Persons with Visual Impairments

Specialization in Behavior Analysis

Specialization in Learning Behavior Specialist I

Specialization in Orientation and Mobility

Specialization in Vision Rehabilitation Therapy

Specialization in Visual Impairments

The specializations in Advanced Special Education Practices is designed to serve the needs of individuals who are seeking to gain additional competencies and/or endorsements. See the individual program descriptions for information about requirements for these programs.

The specialization in Behavior Analysis leads to the Board Certified Behavior Analyst (BCBA) credential with a master's degree. The BCBA specialization can be combined with the LBSI PEL. **Candidates who already hold a master's degree can apply for admission to doctoral program in Educational**

Psychology with a Specialization in Behavior

Analysis (see http://catalog.niu.edu/preview_program.php?catoid=49&pooid=11225&returnto=2367). If accepted, candidates can complete up to 21 credit hours of BCBA coursework as specialization requirements in the doctoral program.

The specializations in Learning Behavior Specialist I and Visual Impairments are designed to serve the needs of individuals with baccalaureate degrees who wish to obtain an initial Illinois Professional Educator License (PEL) with Pre-K through age 21 endorsement in Learning Behavior Specialist I or Teacher of Students Who Are Blind or Visually Impaired. In some cases candidates working toward both the PEL and master's degree may need to complete additional semester hours will be necessary to meet the requirements for both licensure and the master's degree.

Candidates seeking licensure must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency (or state approved substitution) no later than the semester prior to student teaching. Candidates must also pass the tests required by their licensure field prior to student teaching. See also "Educator Licensure Information."

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

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>.

Received by the Graduate Council December 2, 2019

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RATIONALE: The added language makes candidates aware of a way to integrate the BCBA coursework into a doctoral program at NIU. Candidates can currently do this, however, many are not aware of the options within the Ed Psych PhD program. This language connects students with advanced degree options.

COLLEGE OF EDUCATION

Counseling and Higher Education

Course Revision 2019-2020 Graduate Catalog
Online catalog [LINK](#) **CEDU19.20.07.07**

LTRE 713 - Seminar in ~~Comparative Reading~~ **Literacies in the Era of Globalization**

RATIONALE: Course title should reflect updated terminology and scholarship: The term “literacy” has replaced “reading” in multiple national associations and is more expansive. The plural, “literacies,” recognizes the distinct but intersecting modes of communication in reading, writing, talking, listening, viewing, and representing in the modern era.

The updated course will be of greater interest to doctoral students in both reading and ESL/Bilingual units.

Course Revision 2019-2020 Graduate Catalog
Online catalog [LINK](#) **CEDU19.20.07.08**

Course List

Reading (LTRE)

718. ~~Adult Reading Instruction~~ **Adult, Family, and Community Literacies (3).**

~~Emphasis on the teaching of reading to adults; strategies applicable to meet the needs of the adult learner; functional alternatives for instruction; preparation of volunteers and the role of the reading teacher with adults.~~ **Examines different paradigms of adult literacy instruction, cycles of literacy, and community influences on literacy development.**

RATIONALE:

1. Change of course title to match updated terminology and scholarship.
2. The updated course will be of greater interest to doctoral students with a greater range of backgrounds both within the specialization of literacy, and from other disciplines.

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New Course 2019-2020 Graduate Catalog **CEDU19.20.08.02**

Course Number: LTIC 525

Title: Biliteracy Development in Spanish-English Dual Language Settings

Semester Hours: 3

CIP Code: 13.0201

Page Listing:

[LINK](#)

COURSE DESCRIPTION TO BE USED IN CATALOG:

(LTIC)

525. BILITERACY DEVELOPMENT IN SPANISH-ENGLISH DUAL LANGUAGE SETTINGS

(3). Emphasis on advocacy for the biliteracy education of emergent bilinguals. Focus on the development of Spanish literacy and teaching content instruction in Spanish, and the integration of authentic bilingual and multicultural literature. Course is taught in Spanish.

RATIONALE: The focus of this course is to prepare teachers to implement research-based theoretical approaches to Spanish literacy development across the content areas in bilingual dual-language contexts. This course will enhance the pedagogical knowledge of highly proficient speakers of Spanish.

DUPLICATION OF CONTENT: Since this is a department-specific course, there is no duplication.

Course Revision 2019-2020 Graduate Catalog **CEDU19.20.08.03**

Course Designator & Number: TLCI 550x

Page Listing: 2019-20 Graduate Catalog

DESCRIPTION:

TLCI 550x – Classroom Management **for Elementary Students**

*Crosslisted as EPS 550x. Applications of motivation and management principles and procedures to maintain a positive learning environment in **elementary** classrooms.*

Credits: 2

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RATIONALE: Previously, classroom management was a single course within which different sections were designated for those seeking elementary, middle school, and secondary licensure. This course revision follows the approval of a new course last year, EPS 552, entitled “Classroom Management for Adolescent Students.” Students seeking middle school and secondary licensure will take EPS 552, while EPS 550x will remain the course designator for those seeking elementary licensure. The name change is to clarify that this course will now only meet requirements for elementary licensure.

Leadership, Educational Psychology and Foundations has the primary responsibility for this course. Therefore the ‘X’ should be reflected in the crosslisted TLCI course. LEPF is submitting documentation in conjunction with this proposal to make the corresponding revisions.

Other Catalog Change 2019-2020 Graduate Catalog
[LINK](#)

CEDU19.20.08.04

Master of Arts in Teaching

Human Development and Learning

- EPS 504 - Psychology of Education in the Elementary and Middle School Years Credits: 3 and either
- EPS 550X - Classroom Management for Elementary Students Credits: 2
- or
- TLCI 550X - Classroom Management **for Elementary Students** Credits: 2

RATIONALE: Previously, classroom management was a single course within which different sections were designated for those seeking elementary, middle school, and secondary licensure. This course revision follows the approval of a new course last year, EPS 552, entitled “Classroom Management for Adolescent Students.” Students seeking middle school and secondary licensure will take EPS 552, while EPS 550X will remain the course designator for those seeking elementary licensure. The name change is to clarify that this course will now only meet requirements for elementary licensure.

Leadership, Educational Psychology and Foundations has the primary responsibility for this course. Therefore the ‘X’ should be reflected in the crosslisted TLCI course. LEPF is submitting documentation in conjunction with this proposal to make the corresponding revisions.

New Course 2019-2020 Graduate Catalog

CEDU19.20.08.06

Course Number: KNAT 501

Received by the Graduate Council December 2, 2019

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Title: Foundations of Athletic Training

Semester Hours: 3

CIP Code: 51.0913

Page Listing: Online Graduate Catalog; 2020-2021 Graduate Catalog LINK

COURSE DESCRIPTION TO BE USED IN CATALOG:

[LINK](#)

Overview of foundational techniques, principles, and concepts necessary in the clinical practice of Athletic Training including evidence-based instruction to provide patient-centered care. PRQ: Admission to the Athletic Training Program or consent of department.

RATIONALE: There is a need for a stronger base in structural kinesiology and foundational athletic training skills necessary prior to the student's first clinical rotation. Skills needed include an overview of gait and posture, pain mechanisms, the healing process, evidence-based practice, diagnostic imaging, the examination process, and professionalism. This course will provide students with knowledge in common athletic training techniques, principles, and concepts. This course will also prepare students for the accelerated nature of the athletic training program, combining advanced competencies into a two year program. It will also provide the foundation needed for student success in the rigors of future courses. This course (or similar course) is offered at most peer institutions within their Athletic Training Master's Program.

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

Course Revision 2019-2020 Graduate Catalog **CEDU19.20.08.07**

Course Designator & Number: KNAT 515

Page Listing: Online Graduate Catalog; 2019-2020 Graduate Catalog LINK

DESCRIPTION:

[LINK](#)

Investigation of special topics in athletic training including current research and emerging contemporary issues with a focus on interprofessional experiences. **May be repeated up to a maximum of 9 semester hours when subject varies.**

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Prerequisites & Notes

CRQ: KNAT 556 or consent of department.

Credits: 3 **1-3**

RATIONALE: With the implementation to the new 2020 CAATE standards there is still some uncertainty as how the CAATE will evaluate compliance with the new standards. Allowing for some flexibility in the special topics course allows for additional material to be added should additional compliance justification be needed.

Course Revision 2019-2020 Graduate Catalog **CEDU19.20.08.08**

Course Designator & Number: KNAT 519

Page Listing: Online Graduate Catalog; 2019-2020 Graduate Catalog LINK

DESCRIPTION:

[LINK](#)

~~Introduction to research methods and evidence based practice as well as the statistical techniques relevant to athletic training.~~ Study of administration, organization, and legal issues including personnel, fiscal, and information management and how these apply to the athletic training clinical practice.

Prerequisites & Notes

PRQ: ~~KNAT 502 or consent of department.~~ **KNAT 552**

Credits: 3

RATIONALE: The wrong course description was inserted in the final version of the new course form during the 2015-2016 academic year when the course was first proposed. The description that is currently in the catalog mirrors the course description for KNAT 550.

Other Catalog Change 2019-2020 Graduate Catalog **CEDU19.20.08.09**

[LINK](#)

Master of Science in Athletic Training

Admission

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

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Human anatomy and physiology (8 semester hours preferred, 4 semester hours mixed
course minimum)
General chemistry with lab (4 semester hours)
Physics with lab (4 semester hours)
Cellular biology with lab (4 semester hours)
Biomechanics/kinesiology
Exercise physiology
Human nutrition or sport nutrition
~~BLS or Healthcare Provider CPR and First Aid Certification required~~
Psychology or sport psychology

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

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

Requirements for Accelerated B.S. in Kinesiology/M.S. in Athletic Training

Program Requirements

[KNAT 500 - Principles of Athletic Injury and Illness Management and Emergency Care](#)

[KNAT 501 – Foundations of Athletic Training](#)

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

RATIONALE: There was some applicant confusion regarding the CPR certification pre-requisite and it had to come from an actual course with course credit. This requirement is just the CPR/AED & First Aid certification and no college course is required to satisfy this prerequisite. Additional clarification on how the syllabi from prerequisite courses will be solicited. Update to course requirements with the addition of KNAT 501 to better prepare the athletic training students for the rigors of the additional course requirements and to be in better alignment with the new 2020 CAATE Standards.

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.08.10

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[LINK](#)

Master of Science in Sport Management

This 36~~0~~-semester-hour program is designed to prepare students for a management career in the sport industry. Students attain theoretical knowledge and practical skills in preparation for various sport managerial careers in athletic and sport clubs, and intercollegiate athletics, professional and amateur sports, equipment merchandising, and sport consulting.

University Honors students with a B.A. or B.S. in a related field are guaranteed admission into the M.S. in Sport Management as space permits.

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

Check departmental information for any additional requirements.

Requirements

Students seeking the M.S. in Sport Management degree must complete 21 semester hours of required core coursework along with 9 semester hours of electives.

Non-Thesis Option

Select one from the Research Core (3)

LESM 543 – Research Seminar in Sport Management

LESM 545 – Analytic Techniques and Trends In Sport

Other graduate-level research methodology course approved by advisor

Required Core Courses (18)

LESM 536 - Sport Industry and Organizations

LESM 538 - Managing the Sport Enterprise

LESM 539 - Sport and the Law

LESM 542 - Sport Marketing and Promotions

LESM 544 - Sport Finance

LESM 586 - Internship in Sport Management

OR LESM 597 - Independent Study in Sport Management

OR LESM elective with approval of graduate program adviser

Other course work

Electives with approval of graduate program adviser (9)

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

Thesis Option

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Same requirements as the non-thesis option except that LESM 699A, Master's Thesis (6), and one 3-semester-hour graduate-level course in quantitative or qualitative analytical techniques approved by the adviser are taken in place of ~~LESM 598 (3) or LESM 699B (3) and the electives~~ **elective coursework (69)**.

RATIONALE: In remaining competitive with other graduate-level sport management programs in the region and in conversations with our faculty and current students, it seemed appropriate and advantageous to lower the amount of credit hours from 36 to 30. This change also appears to be consistent with a number of newer graduate programs within the university (specifically in the College of Business), as well as with other graduate-level sport management peer programs. While we are removing the business requirements, students will still be afforded the opportunity to take their elective coursework outside of the department (pending adviser approval) in areas such as management, marketing, communications, sport and exercise psychology, etc.

Other Catalog Change 2019-2020 Graduate Catalog
[LINK](#)

CEDU19.20.08.11

Sport Management (12)

Select three of the following (9)

LESM 536 - Sport Industry and Organizations

LESM 542 - Sport Marketing and Promotions

LESM 543 - Research Seminar in Sport Management

LESM 551 - Sport Ticket Sales

LESM 552 - Advanced Sport Management Experience

LESM 586 - Internship in Sport Management

LESM 592 - Special Topics in Sport Management

LESM 597 - Independent Study in Sport Management

RATIONALE: As the M.S. Sport Management program continues to become current with industry trends, so do our offerings. As a result, there will be more content-specific options for students interested in pursuing the CGS in Sport Management. Students will have the option to take one of the newer courses or still have the choice to take other courses of interest to them as detailed above.

Leadership, Education Psychology and Foundations

Course Revision 2019-2020 Graduate Catalog

CEDU19.20.08.12

Course Designator & Number: EPS 550X

Page Listing: Online Catalog [LINK](#), 2019 – 2020 Graduate Catalog

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DESCRIPTION:

[LINK](#)

EPS 550~~X~~ - Classroom Management **for Elementary Students**

Applications of motivation and management principles and procedures to maintain a positive learning environment in **elementary education** classrooms. *Crosslisted as TLCI 550~~X~~*

Credits: 2

RATIONALE: Previously, classroom management was a single course within which different sections were designated for those seeking elementary, middle school, and secondary licensure. This course revision follows the approval of a new course last year, EPS 452/552, entitled “Classroom Management for Adolescent Students.” Students seeking middle school and secondary licensure will take EPS 452/552, while EPS 450/550x will remain the course designator for those seeking elementary licensure. The name change is to clarify that this course will now only meet requirements for elementary licensure.

Leadership, Educational Psychology and Foundations has the primary responsibility for this course. Therefore the ‘X’ should be reflected in the crosslisted TLCI course. Curriculum and instruction is submitting documentation in conjunction with this proposal to make the corresponding revisions.

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.08.13

[LINK](#)

Human Development and Learning

- EPS 504 - Psychology of Education in the Elementary and Middle School Years Credits: 3
- and either
- EPS 550~~X~~ - Classroom Management **for Elementary Students** Credits: 2
- or
- TLCI 550 - Classroom Management Credits: 2

RATIONALE: Previously, classroom management was a single course within which different sections were designated for those seeking elementary, middle school, and secondary licensure. This course revision follows the approval of a new course last year, EPS 552, entitled “Classroom Management for Adolescent Students.” Graduate students seeking middle school and secondary licensure will take EPS 552, while EPS 550 will remain the course designator for those seeking elementary licensure. The name change is to clarify that this course will now only meet requirements for elementary licensure.

The X is being removed because, according to the curriculum handbook, that designator indicates a crosslisted course with primary responsibility in a different department. Since the primary responsibility for this

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course is within LEPF (of which EPS is a part), the X should not be included in the course number, and is now being removed in line with handbook guidelines

COLLEGE OF EDUCATION

New Course 2019-2020 Graduate Catalog

CEDU19.20.09.09

Course Number: KNPE 585

Title: Physical Activity, Health, and Psychological Well-Being

Semester Hours: 3

CIP Code: 31.0505

Page Listing: Online Graduate Catalog; 2020-2021 Graduate Catalog [LINK](#)

COURSE DESCRIPTION TO BE USED IN CATALOG:

[LINK](#)

Psychological basis of physical activity, exercise and sedentary behavior. Investigation of psychosocial factors associated with physical activity, health, and well-being. PRQ: Admission to the M.S.Ed. program in Kinesiology and Physical Education or consent of department.

RATIONALE: The KNPE graduate program has a specialization in sport and exercise psychology. There has been a significant increase in research inquiry and practitioner interest and training in this topic over the past two decades in the fields of sport and exercise psychology, athletic training, strength and conditioning, personal fitness training, and health and medicine. Offering this course as a program elective would provide our sport and exercise psychology students a course option of interest to them personally and professionally. Offering this course would also provide a course option for graduate students in other KNPE graduate program specializations, like Exercise Physiology, as well as students outside of the KNPE department. We surveyed KNPE graduate program students (including a large number of current athletic trainers and Exercise Physiology graduate students) to determine their interest in a course like this and several students have expressed an interest in taking such a course. This course (or similar course) is offered at many peer institutions with programs similar to ours here at NIU.

DUPLICATION OF CONTENT: Since this course is program specific, there will be no course duplication with any other course currently being given on campus. Please note that we did reach out to the Department of Counseling and Higher Education and Psychology and they saw no duplication issues (see email for their support).

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Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.10

[LINK](#)

Master of Science in Education in Kinesiology and Physical Education

↓

Specialization in Adapted Physical Education

↓

Select one from the science core (3-4)

KNPE 557 - Applied Physiology of Exercise (4)

KNPE 564 - Exercise is Medicine (3)

KNPE 578 - Seminar in Motor Development (3)

KNPE 686 - Seminar in Motor Learning (3)

Select one from the social science core (3)

KNPE 582 - Psychology of Sport and Exercise (3)

KNPE 583 - ~~Psychology of Coaching~~ Applied Sport Psychology (3)

KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation (3)

KNPE 585 - Physical Activity, Health, and Psychological Well-Being (3)

KNPE 586 - Sport in Society (3)

↓

Specialization in Exercise Physiology

↓

Select one from the social science core (3)

KNPE 582 - Psychology of Sport and Exercise (3)

KNPE 583 - ~~Psychology of Coaching~~ Applied Sport Psychology (3)

KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation (3)

KNPE 585 - Physical Activity, Health, and Psychological Well-Being (3)

KNPE 586 - Sport in Society (3)

Specialization in Pedagogy and Curriculum Development in Physical Education

↓

Select one from the science core (3-4)

KNPE 557 - Applied Physiology of Exercise (4)

KNPE 564 - Exercise is Medicine (3)

KNPE 578 - Seminar in Motor Development (3)

KNPE 686 - Seminar in Motor Learning (3)

↓

Select one from the social science core (3)

KNPE 582 - Psychology of Sport and Exercise (3)

KNPE 583 - ~~Psychology of Coaching~~ Applied Sport Psychology (3)

KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation (3)

KNPE 585 - Physical Activity, Health, and Psychological Well-Being (3)

KNPE 586 - Sport in Society (3)

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↓

Specialization in Sport and Exercise Psychology

↓

Select four of the following in the specialization core (912)

KNPE 582 - Psychology of Sport and Exercise (3)

KNPE 583 - Psychology of Coaching Applied Sport Psychology (3)

One of the following: ~~KNPE 586 – Sport in Society or CAHE 500 – Professional Identity and Ethics in Counseling~~

KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation (3)

KNPE 585 - Physical Activity, Health, & Psychological Well-Being (3)

KNPE 586 - Sport in Society (3)

KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions (3)

↓

Select one from the science core (3-4)

~~KNPE 514 – Neuromuscular Aspects of Physical Performance (3)~~

~~KNPE 535 – Mechanical Analysis of Motor Skills (3)~~

KNPE 557 - Applied Physiology of Exercise (4)

KNPE 564 - Exercise is Medicine (3)

KNPE 578 - Seminar in Motor Development (3)

~~KNPE 635 – Biomechanics (3)~~

~~KNPE 652 – Exercise Bioenergetics (3)~~

~~KNPE 686 – Seminar in Motor Learning (3)~~

RATIONALE: Update to the various specializations in the M.S.Ed. in KNPE to better reflect the needs of the students and professional/educational trends and requirements in the field.

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.11

[LINK](#)

Sport and Exercise Psychology (12)

↓

Primary Content Area (9)

~~KNPE 582 – Psychology of Sport and Exercise (3)~~

~~KNPE 583 – Psychology of Coaching (3)~~

~~KNPE 586 – Sport in Society (3)~~

~~Additional Requirements (3)~~

Choose four of the following (12):

KNPE 582 - Psychology of Sport and Exercise (3)

KNPE 583 - Applied Sport Psychology (3)

KNPE 586 - Sport in Society (3)

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KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation (3)

KNPE 585 - Physical Activity, Health, & Psychological Well-Being (3)

KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions (3)

Certificate coordinator-approved graduate-level courses focusing on areas such as: sport management, psychology, sociology, physical therapy, statistics, or other relevant topic(s).

Coordinator-approved coursework may only equal three credit hours

RATIONALE: As the Sport & Exercise Psychology Specialization in the M.S.Ed. in KNPE curriculum is being revised, there will be more content-specific options for students interested in pursuing the CGS in Sport & Exercise Psychology. Students will have the option to take one of the proposed new courses or still have the choice to take another course of interest to them as detailed above.

Special and Early Education

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.13

[LINK](#)

Master of Science in Education in Special Education

Candidates seeking licensure must successfully complete **any licensure tests** the Illinois Licensure Testing System Test of Academic Proficiency (or state approved substitution) **mandated by the State of Illinois** no later than the semester prior to student teaching. ~~Candidates must also pass the tests required by their licensure field prior to student teaching.~~ See also “Educator Licensure Information.”

Retention

To be retained in the M.S.Ed. program, a candidate must demonstrate acquisition and application of specific competencies, through practical experiences, that are requisite in the candidate’s specialization.

Candidates must earn a **B-** or better in the course work listed in the Graduate Catalog required for the specialization in order to take the comprehensive evaluation and/or enroll in the graduate practicum. Candidates receiving lower than a **B-** in any of these professional courses must retake the course. In concert with the university policy, candidates may retake a course only once. If this required grade is not achieved on the second attempt, the candidate may be dropped from the program. **Candidates must maintain a cumulative overall GPA of 3.00 to remain in good standing in the Graduate School.**

RATIONALE: This change removes language related to the Test of Academic Proficiency which is no longer a mandate for teacher candidates in the State of Illinois.

The change from B to B- in the catalog language reflects the expectations of the Graduate School for satisfactory coursework. The change also better reflects candidates’ mastery or performance levels in courses, as previously Special and Early Education had not included a B- on its grading scale. The language also clarifies for candidates that the Graduate School requires a 3.00 to remain in good standing.

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COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Department of Electrical Engineering

Other Catalog Change 2020-21 Graduate Catalog [LINK](#) **CEET19.20.03.06**

Department of Electrical Engineering (ELE)



Master of Science in Electrical Engineering



Thesis Option



The 30-semesterhour graduate program of courses must include at least 6 semester hours of ELE 699A, Master's Thesis, a minimum of 3 semester hours of ELE 690, Master's Proposal, a minimum of 6 semester hours of ELE 695, Research in Electrical Engineering, and a minimum of 12 semester hours of 600-level courses from the Department of Electrical Engineering at NIU, excluding ELE 690, ELE 695, ELE 699A, and ELE 699B. Students are further required to take ELE 691, a zero credit hour Electrical Engineering graduate seminar class within their first two semesters of enrollment in their masters degree program. The thesis must be satisfactorily defended at an oral examination in front of the advising committee and a minimum of two other members from the graduate faculty or industry.

Option 2

This option is the traditional M.S. option where more course work and less research than Option 1 are required. Students must complete 31 semester hours of graduate course work with a minimum of 12 semester hours at the 600 level from the Department of Electrical Engineering, excluding ELE 699A, ELE 699B, and ELE 690. Students are further required to take ELE 691, a zero credit hour Electrical Engineering graduate seminar class within their first two semesters of enrollment in their masters degree program. In addition, at least 1 semester hour of ELE 690 and 6 semester hours of ELE 699A, Master's Thesis, on a topic approved by the student's graduate committee must be taken. The thesis must be original research and satisfactorily defended at an oral examination.

Non-Thesis Option

Students pursuing a M.S. degree under this option must earn a minimum of 31 semester hours of graduate credit including 1 credit hour of ELE 690, Master's Proposal, and 3 semester hours of ELE 699B, Master's Project, which must lead to significant original work and must be defended at an oral examination and submission of a written report. Students are further required to take ELE 691, a zero credit hour Electrical Engineering graduate seminar class within their first two semesters of enrollment in their masters degree program. The student, with the support of his or her faculty adviser, must submit to the department a program of graduate study approved by the student's graduate committee.

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Students are encouraged to take all course work at the 600 level. However, with the prior written approval of the adviser, a maximum of 12 semester hours can be taken at the 500 level.

Rationale: A zero semester hour required seminar class (ELE 691) has been added to the graduate catalog that is intended to allow students to have a better idea of the various research areas in electrical engineering before they actually embark on their masters thesis/project.

New Course: 2019-20 **Graduate Catalog** **CEET19.20.05.06**

CIP CODE: 14.1901

MEE 657. RADIATIVE HEAT TRANSFER (3). Fundamentals of radiative heat transfer, including solid angle determination, surface characteristics, view factors, and blackbody radiation, radiative exchange between diffuse and partially specular gray surfaces, within enclosures, through participating media, and combined with conductive and convective heat transfer modes. PRQ: MEE 352 or consent of department.

New Course Checklist:

- Justification of need for the course has been provided.
- Availability of adequate resources has been determined.
- Availability of instructional personnel has been established.
- Appropriate prerequisites have been assigned.

As appropriate, other departments have been conferred with regarding cooperation, complementation, and duplication for:

- Course title/content (list of departments)
- n/a Prerequisites (list departments)
- n/a Crosslisting (list departments)
- Supporting materials (list of topics, texts, bibliography, etc.) have been included.
- Assessment plan as appropriate.

RATIONALE: for offering the course:

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This course would complete the coverage of heat transfer mechanisms at a graduate-level of mechanical engineering study, joining the two other primary mechanisms of heat transfer: conduction and convection. The mechanical engineering topic has applications specific to ongoing research being performed here at Northern Illinois University as well as at nearby industrial partners, such as Navistar. These applications include: radiative heat transfer contributions towards increases in NO_x emissions when biodiesel is used in advanced internal combustion engines for heavy-duty truck fleets (Navistar), radiative heat transfer properties of chloride-based molten salts used in next generation concentrated solar power plants (NIU-MEE), and the characterization of functionalized nanomaterials and nanoarchitectures for energy conversion and energy storage applications (NIU-CLAS). This course would introduce theoretical fundamentals that would help to better understand thermal energy transfer via the electromagnetic waves between the ultraviolet and the mid-infrared wavelengths and couple that understanding with the other modes of heat transfer (conduction and convection).

The department has contacted the Physics department to verify that this course does not duplicate PHYS 534, Radiation Physics. We are awaiting response.

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

We expect the course to be of interest, primarily to MEE graduate students. However, it will be open to any graduate student who has basic understanding of heat transfer concepts.

Course objectives:

- Review of Undergraduate Thermal Radiation
- Radiative Properties and Simple Transfer
- Prediction of Radiative Properties with Classical Electromagnetic Theory
- Configuration factors - Radiative exchange between various types of surfaces (black, diffuse - gray, specular, nondiffuse, nongray).
- Radiation in Absorbing - Emitting and Scattering Media
- Combined Modes of Transfer

Course activities:

Instruction will include course notes, exams, in-class discussions, and a research report.

Course assessment:

Assessment will take the form of homework assignments, midterm/final exams, and capstone research written project. Balance of these assessment tools is at the instructor's discretion.

Resource requirements:

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Standard classroom

Subject matter outline:

	<u>Hours</u>
Fundamentals of Thermal Radiation	6 hrs
Radiative Properties of Real Surfaces	6 hrs
View Factors	6 hrs
Radiative Exchange between Gray, Diffuse Surfaces	6 hrs
Radiative Exchange between Partially Specular Gray, Surfaces	6 hrs
Surface Radiative Exchange in the Presence of Conduction and Convection	6 hrs
The Radiative Transfer Equation in Participating Media	6 hrs
Radiation Combined with Conduction and Convection	6 hrs

Total: 48 hrs

Textbook:

Radiative Heat Transfer, M.F. Modest, 2nd Edition (Available online via NIU Library)

DEPARTMENT OF ENGINEERING TECHNOLOGY

Course Revision: 2019-20 **Graduate Catalog** [LINK](#) **CEET19.20.05.10**

TECH 536 - DESIGN AND ADMINISTRATION OF INDUSTRIAL ENVIRONMENTAL HEALTH AND SAFETY PROGRAMS (3)

Analysis and application of current **environmental health and** safety management systems. Preparation of topic-specific safety programs and procedures. Development of a business case for implementing changes in safety practices.

Prerequisites & Notes

TECH 231, TECH 434, or consent of department.

Rationale: The name change better reflects the Environmental Health & Safety Program name and the actual working world organizational designation for our graduates.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

Other Catalog Change 2019-20 **Graduate Catalog** [LINK](#) **CEET19.20.06.03**

Department of Industrial and Systems Engineering

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Master of Science in Industrial and Systems Engineering

The Department of Industrial and Systems Engineering offers an M.S. degree with a major in industrial and systems engineering and an M.S. degree in industrial and systems engineering with a specialization in engineering management. Students may choose to pursue the degree culminating in a thesis (to develop research abilities in industrial and systems engineering), or in a project (to prepare for advanced practice in industrial and systems engineering). Industrial and systems engineers are employed in a broad variety of organizations, including manufacturing industries, utilities, transportation, health care systems, financial institutions, and all levels of government agencies. Students with a baccalaureate degree in engineering or science or other disciplines are encouraged to consider graduate study in industrial and systems engineering.

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.

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Educational Objectives

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Program Outcomes

↓

Requirements for M.S. in Industrial and Systems Engineering

The student must submit to the department, with the help of a faculty adviser, a program of courses (see [Course List](#)) which must be approved by the student's graduate committee.

Thesis Option (31)

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Non-Thesis Option (30-31)

↓

Master's Project (31)

↓

Master's Paper (30)

↓

Requirements for the Specialization in Engineering Management (30)

↓

Admission

↓

Track 1- Engineering Decision Analysis

Three of the following (9)

ISYE 535 - Experimental Design for Engineering (3)

ISYE 570 - Introduction to Data Analytics for Engineers (3)

ISYE 575 - Decision Analysis for Engineering (3)

ISYE 635 - Advanced Experimental Design for Engineering (3)

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ISYE 670 - Data Analytics for Engineers (3)
ISYE 675 - Advanced Decision Analysis for Engineering (3)
TECH 638 - Risk Management (3)

Track 2 - Global Logistics

Three of the following (9)

ISYE 566 - Analysis and Design of Supply Chain Systems (3)
ISYE 570 - Introduction to Data Analytics for Engineers (3)
ISYE 660 - Facilities Layout and Location Analysis (3)
ISYE 670 - Data Analytics for Engineers (3)
ISYE 671 - Linear Programming and Network Flows (3)
ISYE 681 - Introduction to System Dynamics and Applications (3)
ISYE 693 - Advanced Topics in Industrial Engineering (3)

↓

Rationale: There has been confusion from prospective and current students on what the requirements for the M.S. in ISYE with no specialization. Therefore, proper labeling would make the requirements more transparent. ISYE 570 is being added to provide more options.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CEET19.20.06.04**

Lean Six Sigma (12)

Certificate of Graduate Study

Courses taken to meet the requirements of any certificate offered in the College of Engineering and Engineering Technology may be applied toward an M.S. degree in industrial and systems engineering as long as all the other requirements of the degree are met. Only courses taken at NIU for graduate credit may be applied toward a certificate. Students must achieve a minimum of a B in each course applied toward all certificates.

This certificate equips graduate students with advanced skills required in manufacturing and service plants that apply the principles of lean production and Six Sigma. Lean production and Six Sigma methodology has become a key component of successful production systems.

Take the following two courses (6)

ISYE 539 - Six Sigma Excellence and Modern Problem Solving (3)
ISYE 550 - Lean Manufacturing Systems (3) OR
ISYE 650 - Advanced Lean Manufacturing Systems (3)

Choose two ~~Four~~ of the following (126)

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ISYE 535 - Experimental Design for Engineering (3)
~~ISYE 539 – Six Sigma Excellence and Modern Problem Solving (3)~~
~~ISYE 550 – Lean Manufacturing Systems (3)~~
ISYE 570 - Introduction to Data Analytics for Engineers (3)
ISYE 630 - Advanced Quality Control (3)
~~ISYE 650 – Advanced Lean Manufacturing Systems (3)~~
ISYE 670 - Data Analytics for Engineers (3)

Rationale: Courses for all certificates of graduate study are rearranged to better match each topic. The ISYE 539 and ISYE 550/650 courses are the core six sigma and lean courses. ISYE 570 and 670 are added to provide additional options.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CEET19.20.06.05**

Logistics (12)

Certificate of Graduate Study

Courses taken to meet the requirements of any certificate offered in the College of Engineering and Engineering Technology may be applied toward an M.S. degree in industrial and systems engineering as long as all the other requirements of the degree are met. Only courses taken at NIU for graduate credit may be applied toward a certificate. Students must achieve a minimum of a B in each course applied toward all certificates.

This certificate equips graduate students with advanced skills required to effectively manage a supply chain and its constituents. Effective management of supply chain and its constituents is important to effectively and efficiently compete in a global economy.

Take four out of the following seven courses (12)

Requirements

ISYE 540 - Production Planning and Control Credits: 3
~~ISYE 550 – Lean Manufacturing Systems Credits: 3~~
ISYE 560 - Facilities Planning and Design Credits: 3
ISYE 561 - Warehousing and Distribution Systems Credits: 3
ISYE 566 - Analysis and Design of Supply Chain Systems Credits: 3
ISYE 574 - Scheduling and Logistics Credits: 3
ISYE 660 - Facilities Layout and Location Analysis Credits: 3

Rationale: The lean course is not reflective of the logistics certificate and its description.

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Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CEET19.20.06.06**

Integrated Manufacturing Systems (12)

Certificate of Graduate Study

Courses taken to meet the requirements of any certificate offered in the College of Engineering and Engineering Technology may be applied toward an M.S. degree in industrial and systems engineering as long as all the other requirements of the degree are met. Only courses taken at NIU for graduate credit may be applied toward a certificate. Students must achieve a minimum of a B in each course applied toward all certificates.

A course of study that develops expertise in design and control of integrated manufacturing systems.

Four of the following (12)

ISYE 535 - Experimental Design for Engineering (3)

ISYE 540 - Production Planning and Control Credits: 3

ISYE 550 - Lean Manufacturing Systems Credits: 3

ISYE 560 - Facilities Planning and Design Credits: 3

ISYE 580 - Simulation Modeling and Analysis Credits: 3

ISYE 582 - Engineering Information Systems Credits: 3

ISYE 640 - Advanced Production and Inventory Control Credits: 3

ISYE 650 - Advanced Lean Manufacturing Systems Credits: 3

Rationale: ISYE 535 is used in manufacturing environments and is relevant to this certificate.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

Course Revision: 2019-20 Graduate Catalog [LINK](#) **CEET19.20.07.05**

ISYE 670 - Data Analytics for Engineers

Crosslisted as MEE 635X. Applying analytical tools and techniques to effectively extract and interpret complex patterns found in large amounts of engineering data. Develop predictive modeling skills to make informed decisions on problems that occur in engineering practice. Major topics include: data visualization, modeling, classification methods, clustering, and learning algorithms.

Prerequisites & Notes

PRQ: ISYE **570** ~~335~~ or STAT 350, or consent of the department.

Credits: 3

Rationale: ISYE 570 Introduction to Data Analytics is being offered this semester and it includes topics

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such as data visualization, data exploration, feature selection, and cross validation. ISYE 670 focuses on advanced predictive modeling and analysis. ISYE 570 is a good prerequisite for the ISYE 670 because it discusses how to use properly assess model fit by using the techniques like feature selection and cross validation.

Course Revision: 2019-20 Graduate Catalog [LINK](#) **CEET19.20.07.06**

ISYE 675. ADVANCED DECISION ANALYSIS FOR ENGINEERING (3)

Application of **Introduction to advanced** statistical and strategic methods for decision making to engineering, with emphasis on problems in **engineering**, industry and operations.

Prerequisite & Notes:

ISYE 371 **ISYE 335 or STAT 300**, or consent of department.

Credits: 3

Rationale: Students need knowledge of statistics to understand the advanced statistical methods in this course. Knowledge of probabilistic operations research models (ISYE 371) is not required.

Course Revision: 2019-20 Graduate Catalog [Link](#) **CEET19.20.08.04**

ISYE 691 – Occupational Ergonomics

Development and use of the human-machine model to establish the effects of interface design, environment, and work organization on the performance, safety, and health of the workforce. Topics include anthropometry, work physiology, biomechanics, environments (thermal, auditory, vibratory, and visual), and design of controls, display, and work spaces.

Prerequisites & Notes

PRQ: **ISYE 335 or STAT 300** ~~350~~ or consent of department.

Credits: 3

Rationale: We are adding the equivalent course in ISYE and the STAT 350 course was changed to STAT 300 last year.

DEPARTMENT OF MECHANICAL ENGINEERING

Course Revision: 2019-20 Graduate Catalog [Link](#) **CEET19.20.08.05**

MEE 635X - Data Analytics for Engineers

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Crosslisted as ISYE 670. Applying analytical tools and techniques to effectively extract and interpret complex patterns found in large amounts of engineering data. Develop predictive modeling skills to make informed decisions on problems that occur in engineering practice. Major topics include: data visualization, modeling, classification methods, clustering, and learning algorithms.

Prerequisites & Notes

PRQ: ISYE 570 335 or STAT 350, or consent of the department.

Credits: 3

Rationale: ISYE proposed the change for ISYE 670 which was approved on 11/1/2019. This reflects the change to MEE 635X since the courses are crosslisted.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family and Consumer Sciences

Other Catalog change [LINK](#) 2019-20 Graduate Catalog **CHHS19.20.06.06**

Specialization in Marriage and Family Therapy

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Requirements

- ETR 521 - Educational Statistics I Credits: 3
- OR ETR 522 - Educational Statistics II Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- OR PSYC 604 - Analysis of Variance and Hypothesis Testing in Psychological Research Credits: 3
- OR another 3-semester-hour 600-level course in social science research methodology or statistics approved by the chair of the graduate faculty. Credits: 3
- HDFS 588 - Working with Ethnically Diverse Children and Families in the United States Credits: 3
- HDFS 601 - Seminar in Human Development and Family Studies Credits: 3

↓

Two ~~One~~ of the following (63)

↓

- HDFS 586 - Aging and the Family Credits: 3
- ~~HDFS 588 - Working with Ethnically Diverse Children and Families in the United States Credits: 3~~
- HDFS 589 - Topical Issues in Human Development and Family Sciences Credits: 3

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RATIONALE:

After consultation with the SMFT faculty, FACS Chair, HDFS Area Coordinator, the SMFT Program proposes that HDFS-588 become a required course to fulfill Key Element IV-B required by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) for beginning in Fall 2020. This would increase the required course credits from the current 48 credits to 51 credits.

Currently, the program requires two elective courses (6 credits) as part of the 54-credits for graduation. In order to remain at 54-credits for graduation, the elective requirement would be reduced from two courses (6 credits) to one course (3 credits).

School of Health Studies

Revision [LINK](#) p. 186, 2019-20 **Graduate Catalog** **CHHS19.20.06.07**

PHHE 621 - Theories and Principles in Health Promotion

In-depth analysis of primary prevention and health education theories, principles, and data including cultural, social, and behavioral factors that influence health behaviors. Using an ecological perspective, students will develop plans for implementing and evaluating research-based health interventions.

Prerequisites & Notes

~~CRQ: PHHE 611 or consent of school.~~ PRQ: PHHE 603 or consent of school.

Credits: 3

RATIONALE:

The content in PHHE 603 adequately prepares students to be successful in the course. PHHE 621 does not require the knowledge and skills learned in PHHE 611 for students to be successful in the course.

Revision [LINK](#) 2019-20 **Graduate Catalog** **CHHS19.20.06.08**

Admission

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 ~~October~~ **September 15** for the following ~~fall~~ **summer** session. **NIU Health Sciences majors with Pre-PT emphasis who are interested in guaranteed admission should check with the DPT program.** Interested students should view the PTCAS and D.P.T. admission websites. Admission to the professional physical therapy program is based on the following criteria:

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RATIONALE:

The transition to PTCAS has not been as simple as anticipated. More work is needed for checking applications for materials and calculating admission criteria. Moving up the timeline 2 weeks will allow adequate time to assess and rank all applicants to both identify and notify the students being invited to on-campus interviews in early November.

The next cohort for DPT program will begin in summer instead of fall to alleviate overload that they take in the fall semester which should improve retention.

This is to increase the number of highly qualified undergraduate students who come to NIU and increase preparation and retention of our DPT students.

Other Catalog Change [LINK](#) 2019-20 **Graduate Catalog** **CHHS19.20.06.09**

PHHE 631 - Community Health Promotion Programs

Overview of the major components of health promotion practice with emphasis on planning health promotion interventions. Includes experiential involvement in health promotion programming, community assessment, material development, community capacity building, and preparation of health promotion activities.

Prerequisites & Notes

PRQ: PHHE 603 and 621, or consent of school.

Credits: 3

RATIONALE:

PHHE 603 is the prerequisite of PHHE 621. PHHE 621 should be the prerequisite for PHHE 631 because it more adequately prepares the students for the content covered in PHHE 631. These classes follow a logical sequence (PHHE 603 as a prerequisite for PHHE 621; PHHE 621 as a prerequisite for PHHE 631).

The change of “and consent of school” to “or consent of school” reflects the change approved in CHHS College Curriculum Committee Meeting #3 on 9/27/19.

Revision [LINK](#) 2019-20 **Graduate catalog** **CHHS19.20.06.10**

PHHE 669 - Community Health Planning

Study of the development of community health planning goals, objectives, and activities through understanding of data collection, analysis, and evaluation. Discussion of social values and political processes in planning and plan implementation.

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Prerequisites & Notes

PRQ: PHHE 601, PHHE 603, PHHE 607, PHHE 609, PHHE 611, and PHHE 613, and
PHHE 661, or consent of school.

Credits: 3

RATIONALE:

Making PHHE 661 a core course was approved by the CHHS College Curriculum Meeting #3 on 9/22/17. PHHE 661 should be listed as a prerequisite of PHHE 669 because it is one of the MPH core courses.

The change of “and consent of school” to “or consent of school” reflects the change approved in CHHS College Curriculum Committee Meeting #3 on 9/27/19.

School of Family and Consumer Sciences

New Course [LINK](#), 2019-20 Graduate Catalog CHHS19.20.07.06

CIP: 19.0711

HDFS 541. INFANT AND CHILD MENTAL HEALTH AND RESILIENCY. (3) Advanced examination of risk and protective factors that influence the social and emotional development of infants and young children. Emphasis on theories and research supporting the importance of secure early relationships in building resiliency in young children and families.

Prerequisites & Notes:

PRQ: Consent of school.

Credits: 3

RATIONALE:

Early mental health problems shape development because they disrupt typical patterns of brain development and impair cognitive and social skills. Because mental health has such a crucial impact on the developmental outcomes of children, it is necessary to study the foundations of infant and child mental health. Infant mental health can be thought of as the optimal social and emotional development of infants as supported within the context of the family during the first three years of life.

NON-DUPLICATION: Amanda Durik in the College of Liberal Arts and Sciences, Department of Psychology, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

New Course [LINK](#) , 2019-20 Graduate Catalog CHHS19.20.07.07

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CIP: 19.0711

HDFS 594 PRACTICUM IN ADMINISTRATION OF QUALITY PROGRAMS FOR YOUNG CHILDREN. (5-6) Supervised on-campus practicum in the administration of programs for children up to 6 years of age. Explore administrative issues relating to leadership in early childhood profession, including legal and fiscal management, human resource development, program operations and facilities management, leadership and advocacy, and family partnership. May be repeated to a maximum of 9 semester hours, but only 6 semester hours may be applied toward a Master's degree.

Prerequisites & Notes

PRQ: See Special Requirements for HDFS 594.

Credits: 5-6

RATIONALE:

The purpose of this course is to: (1) reflect the new credentialing requirements outlined by the Gateways to Opportunity Illinois Professional Development System, including completion of 300 hours of a supervised administrative practicum; (2) provide practical experience to students interested in pursuing administration of child development programs. This course will allow us to provide an entitled route to the Gateways to Opportunity Illinois Director Credential.

NON-DUPLICATION: Dr. Carolyn Plum in the College of Education, Department of Leadership, Educational Psychology and Foundations, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

Other catalog change [LINK](#), 2019-20 Graduate Catalog **CHHS19.20.07.15**
Three or four of the following including at least one 600-/700- level course (9-125)

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HDFS 540 - Therapeutic Play Credits: 3

HDFS 541 – Infant and Child Mental Health and Resiliency Credits: 3

HDFS 545 - Management of Human and Family Resources Credits: 3

↓
HDFS 589 - Topical Issues in Human Development and Family Sciences Credits: 3
HDFS 594 – Practicum in Administration of Quality Programs for Young Children

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Credits: 5-6

HDFS 635 - Behavior Assessment of the Infant and Young Child Credits: 3

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Special Requirements

Special Requirements for HDFS 594

Prerequisites for enrollment in the practicum in administration of quality programs for young children (HDFS 594) are (1) completion of a minimum of 9 graduate semester hours in applied human development and family sciences; (2) previous full-time employment for at least one year in a licensed early childhood program or other professional setting related to young children and their families or the equivalent of the following: supervised on-campus practicum (HDFS 590) and an early childhood administration course (HDFS 534); (3) provide written proof of a fingerprint-based criminal background check in compliance with DCFS' policies; and (4) consent of school.

RATIONALE:

1. Change in total hours due to added class, HDFS 594 with 2 additional credit hours.
2. Adding new courses to course list as electives.

Special requirements provide supplemental information for PRQ of 594.

Course Revision LINK, 2019-20 Graduate Catalog **CHHS19.20.07.19**

AUD 686 – Clinical Internship in Audiology

Advanced audiological practice including electrophysiological, balance and auditory processing assessments, interdisciplinary staffing, group rehabilitation and supervision. ~~Must be repeated over three terms;~~ **May be repeated to a maximum of 4 semester hours.**

RATIONALE:

To be more consistent with the new required hours for AUD 686, “must be repeated...” has been removed since it is only two terms now, not three, and because of the change is reflected in the degree requirements, the line was deleted altogether.

School of Health Studies

Course Revision LINK , Graduate Catalog **CHHS19.20.07.20**
Public Health and Health Education (PHHE)

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695. INTERNSHIP IN PUBLIC HEALTH (1-5 **4**). Work individually in practical public health situations under the guidance of an agency staff member and a university supervisor. **Traditional M.P.H. students must take a total of 4 semester hour of**

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internship. May be repeated to a maximum of 5 4 semester hours. S/U
grading. PRQ: PHHE 601, PHHE 603, PHHE 607, PHHE 609, PHHE 611, PHHE 613,
PHHE 661, all required specialization courses and Consent of school.

RATIONALE:

The maximum number of credits is being dropped from 5 to 4 because the maximum number of clock hours is also being dropped from 300 to 240. These hours are adequate for students to achieve success in this program.

Other catalog change [LINK](#), **Graduate Catalog** **CHHS19.20.07.21**

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

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Non-Thesis Option

A total of 43-45 44 semester hours of graduate credit is required for the degree with the non-thesis option.

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Requirements

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PHHE 695 - Internship in Public Health (3-5 4)

RATIONALE:

This reduction in total credit hours for the MPH from 45 to 44 is the result of reducing the maximum number of credit hours for PHHE 695: Internship in Public Health from 5 credit hours to 4.

Other catalog change [LINK](#) , 2019-20 **Graduate Catalog** **CHHS19.20.07.23**

Master of Science in Nursing

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Requirements

Core Courses Required for all Nursing M.S. and ~~Post-Bachelor's D.N.P.~~ Students (26)

RATIONALE:

Currently BS to DNP students are listed to take NURS 698: Program Synthesis: Demonstrate achievement of all the Essentials of Master's Education in Nursing. However, this course is not applicable to BS to DNP students since they are required to meet the Essentials of Doctor of Nursing Practice. Both BS to DNP and MS to DNP students will demonstrate meeting DNP Essentials during NURS 733: DNP Project III Practicum. Therefore, Post-Bachelor's DNP students need to be removed from list of

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core classes for Master of Science in Nursing and their own list of core classes will need to be listed under Post-Bachelor's Degree D. N.P.

School of Allied Health and Communicative Disorders

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CHHS19.20.08.01**

Doctor of Audiology

Requirements

Students must complete a minimum of 109 semester hours from the following:

↓

[LINK](#) AUD 620 – Instrumentation in Audiology Credits: 1

[LINK](#) AUD 625 – Acoustics and Instrumentation ~~Psychoacoustics~~ Credits: 3

↓

[LINK](#) AUD 686 - Clinical Internship in Audiology Credits: 3 2

[LINK](#) AUD 692 – External Rotation in Audiology Credits: 1 2

↓

[LINK](#) AUD 798 - Au.D. Research Credits: 1-3

Students are required to complete 6 semester hours of AUD 798 culminating in the completion of a research project

RATIONALE:

To be consistent with new course changes. Addition of 620 is to reflect the addition of a new course approved in Meeting #5.

The AUD 625 reflects the change in course name approved in Meeting #5.

AUD 686/692 are variable credit courses. The credit hour change reflects the minimum credits required for graduation. The change also reflects the push within the accreditation requirements to increase the amount of time spent in external clinical rotations.

New Course 2020-21 Graduate Catalog **CHHS19.20.08.06**

CIP: 51.3101

NUTR 636. MOTIVATIONAL INTERVIEWING AND OTHER BEHAVIOR STRATEGIES IN NUTRITION AND DIETETICS (3). Assisting individuals and families in the management of their nutritional habits through motivational interviewing and other behavioral change strategies. Emphasis given to nutrition counseling, nutrition education and active participation in applying strategies to case studies and simulations using standardized patients.

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RATIONALE:

NUTR 636 will replace NUTR 529 as a graduate level Nutrition course. NUTR 529- Strategies for Modifying Nutrition Behaviors was previously a dual level (400/500) strategies for behavior modification class. Now that the undergraduate version (NUTR 429- Strategies for Modifying Nutrition Behaviors) is a required course in the program, graduate students from the NIU undergraduate program will not be able to earn credit for NUTR 529 at the graduate level. This necessitated modification of the graduate level class and updating it to address the application of the theory of motivational interviewing and other behavior change strategies in nutrition counselling. Due to the amount of changes to NUTR 529, it is being replaced with a new course, NUTR 636.

NON-DUPLICATION: Dr. Laura Pittman in the College of Liberal Arts and Sciences, Department of Psychology and Dr. Bryan Dallas in the College of Health and Human Sciences, School of Interdisciplinary Health Professions and Dr. Suzanne Degges-White in the College of Education, Department of Counseling and Higher Education were consulted regarding this course and have indicated there are no significant duplications with any of their current course offerings.

Course Deletion 2019-20 **Graduate Catalog** [LINK](#) **CHHS19.20.08.07**

Health Studies

↓

~~NUTR 529—Strategies for Modifying Nutrition Behaviors~~

~~Exploration of various strategies for assisting individuals and families to make changes in their behaviors related to food and nutrition. Attention given to nutrition counseling and nutrition education. Active participation in applying strategies to case studies and hypothetical situations.~~

~~Prerequisites & Notes~~

~~Recommended: Undergraduate course in nutrition education. PRQ: Nutrition and dietetics graduate student, or consent of school.~~

~~Credits: 3~~

RATIONALE:

NUTR 529- Strategies for Modifying Nutrition Behaviors will no longer be offered with the new NUTR 636- Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics course replacing NUTR 529.

Other catalog change 2019-20 **Graduate Catalog** [LINK](#) **CHHS19.20.08.08**
[LINK](#) (EDOC Certificate)

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Master of Science in Nutrition and Dietetics

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Requirements

↓

One of the following (3)

CAHC 525 - Counseling Skills and Strategies Credits: 3

~~NUTR 529 – Strategies for Modifying Nutrition Behaviors Credits: 3~~

NUTR 636 - Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics Credits: 3

↓

Eating Disorders and Obesity (12)

↓

Course work from the following (9):

↓

HLTH 673 - Special Topics in Health Studies Credits: 1-3

~~NUTR 529 – Strategies for Modifying Nutrition Behaviors Credits: 3~~

NUTR 616 - Nutritional Factors in Obesity and Eating Disorders Credits: 3

NUTR 636 - Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics Credits: 3

NUTR 702 - Biopsychosocial Approaches for Eating Disorders and Obesity Credits: 3

RATIONALE:

NUTR 529- Strategies for Modifying Nutrition Behaviors will no longer be offered with the new NUTR 636- Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics course replacing NUTR 529.

School of Nursing

Course Revision 2019-20 Graduate Catalog [LINK](#)

CHHS19.20.08.11

NURS 685 - Orthopedic Skills **and Office Procedures**

Clinical skills related to the assessment and management of patients with presentation of orthopedic injuries. Focus on the presentation and diagnosis of conditions that are high volume. **Hands on workshop of office procedures performed routinely in the primary care setting.**

Prerequisites & Notes

PRQ: NURS 601 or consent of school.

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Credits: .5

RATIONALE:

Office Procedures in is being moved to NURS 685 with Orthopedic Skills. It was assessed to be a better fit of time and content to be moved from NURS 682 to NURS 685.

Course Revision 2019-20 **Graduate Catalog** [LINK](#) **CHHS19.20.08.12**

~~NURS 682- Suturing and Office Procedures~~

Basic and advanced skills in the management of wounds and select dermatological conditions. Emphasis on conditions that are high volume.

Prerequisites & Notes

PRQ: NURS 601 or consent of school.

Credits: .5

RATIONALE:

Office Procedures is being moved to NURS 685 with Orthopedic Skills. It was assessed to be a better fit of time and content to be moved from NURS 682 to NURS 685.

Other Catalog Change 2019-20 **Graduate Catalog** [LINK](#) **CHHS19.20.08.13**

Master of Science in Nursing

↓

Requirements

↓

One of the following specializations (15-25)

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

↓

Two of the following (1)

- NURS 681 - X-ray Interpretation Credits: .5
- NURS 682 - Suturing and Office Procedures Credits: .5
- NURS 684 - Electrocardiogram Interpretation Credits: .5

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- NURS 685 - Orthopedic Skills and Office Procedures Credits: .5
- NURS 686 - Billing and Coding Processes Credits: .5

RATIONALE:

Office Procedures is being moved to NURS 685 with Orthopedic Skills. It was assessed to be a better fit of time and content to be moved from NURS 682 to NURS 685.

School of Interdisciplinary Health Professions

Course Revision 2019-20 Graduate Catalog [LINK](#) **CHHS19.20.08.14**
School of Interdisciplinary Health Professions (HSCI, REHB, SIHP, UHHS)

↓

Course List

Health Sciences (HSCI)

↓

~~560~~ **620**. RESEARCH METHODS IN HEALTH AND HUMAN SCIENCES (3). Study of the research process in health and human sciences. General concepts of research
Emphasis on designing empirical studies and program evaluation with applications for
and evidence-based practice. Understanding of basic statistics is expected for enrollment.

RATIONALE:

Course content was revised last year, and the course no longer serves as a dual-level course with HSCI 460. Therefore, the course number has changed to differentiate it from HSCI 460.

Course content remains the same. More specificity in the course description is required to better explain “general concepts of research.”

Course Revision 2019-20 Graduate Catalog [LINK](#) **CHHS19.20.08.15**

School of Interdisciplinary Health Professions (HSCI, REHB)

↓

Master of Science in Health Sciences

↓

Core Course Work (15)

[HSCI ~~560~~ 620 - Research Methods in Health and Human Sciences](#) Credits: 3

~~Students with prior credit in the 400-level option for this course should select an alternative.~~

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RATIONALE:

HSCI 560 course content was revised last year and the course no longer serves as a dual-level course with HSCI 460. Therefore, the course number has changed to differentiate it from HSCI 460.

Students may complete the proposed HSCI 620 if they earned prior credit by completing HSCI 460 because these are no longer dual-level courses.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Biological Sciences

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.10**

BIOS ~~684~~ 603 - The Process and Practices of Science

Examination of major concepts ... earth and space science, environmental science, or physics.

Prerequisites & Notes

PRQ: ILAS 201.

Credits: 3

Rationale: The course numbers are changing in order to: 1) Create consistency between departments. Currently, each licensure course has different numbers in different departments. This will improve communication between program advisors and students and reduce confusion during registration. 2) Align the secondary program coursework into a logical numerical sequence across 4 semesters.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.12**

Master of Science in Biological Sciences

↓

Specialization in Biology Teaching

↓

Requirements

- BIOS 605 - Institute for Science Teachers in Biology Credits: 1-8
Students must take this course for 3 semester hours.
- BIOS ~~684~~ 603 - The Process and Practices of Science Credits: 3
- BIOS 761 - Seminar Credits: 1

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Rationale: Change in course number for BIOS 684 to BIOS 603.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.20**

CHEM 594 - Use of Technology in Curriculum Development and Chemistry Teaching

Use of web-based teaming technology ... including ILAS 300 and/or ILAS 401, and CHEM ~~497~~ 428. Not available for credit except to students pursuing the educator licensure option.

Prerequisites & Notes

PRQ: Consent of department. CRQ: CHEM 301X and ILAS 301, or consent of department.
Credits: 3

Rationale: Change in course number for CHEM 497 to CHEM 428.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.21**

CHEM ~~595~~ 516X - Methods in Teaching of Physical Sciences

Crosslisted as **GEOG 516X, GEOL 516X, and PHYS ~~595~~ 516**. Preparation for ~~certification~~ **licensure** in grades 6-12 in one or more of the fields of physical science: physics, chemistry, earth science, and general science. Examination and analysis ... of science; methods of evaluation.

Prerequisites & Notes

PRQ: Consent of department. CRQ: ILAS 401 or consent of department.
Credits: 3

Rationale: Change in course number for the parent course, PHYS 595 to PHYS 516. Please see that course revision for full rationale. Updating description to match parent course.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.22**

CHEM 596 - Transition to the Professional Chemistry Teacher

A transitioning experience in which ... a professional development plan, and a resume.

Prerequisites & Notes

CRQ: CHEM ~~497~~ 428 or CHEM ~~597~~ 528, or consent of department.
Credits: ± **2**

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Rationale: Change in course numbers for CHEM 497 and CHEM 597. Credits are being brought in line with the undergraduate course, CHEM 496.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.23**

~~CHEM 597~~ **528** - Student Teaching (Secondary) in Chemistry/~~Physical Sciences~~
Student teaching for a minimum the Department of Chemistry and Biochemistry.

Prerequisites & Notes

PRQ: CHEM ~~495~~ **416X** or CHEM ~~595~~ **516X**, and consent of department.

Credits: ~~7~~12

Rationale: Change in course number for CHEM 495X to CHEM 416X and CHEM 595X to CHEM 516X. Title and credits are being brought in line with the undergraduate course, CHEM 497/CHEM 428.

Department of Geographic and Atmospheric Sciences

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.46**

~~GEOG 532 - Geography of~~ **Geographic Analysis for Public and Environmental Health**
~~Geographic dimensions of~~ **Geospatial applications in public and environmental health scenarios**
~~in local and regional populations across the globe. Topics include disease ecology, infectious and chronic diseases, geographic mobility, biometeorology, nutrition, development and health, geographic disparities in health, healthcare resources and access, medical systems, concepts of health and place, therapeutic spaces, GIS and public health. Measurement in vital statistics, and surveillance data, with statistical, geospatial and modeling applications collected field data, and monitoring will be covered with an introduction to health metrics for comparative population health studies. Project using geospatial technologies and analyses on a current health problem.~~
Lecture and laboratory.
Credits: 3

Rationale: The above changes will bring the course description more in line with the undergraduate version.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.47**

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~~GEOG 593 - Computer Programming for the Geosciences Geospatial and Atmospheric Sciences~~
~~Introductory programming techniques used to process and visualize geospatial data.~~
~~Programming in Python, basic program logic and control structures, in that language,~~
~~development of programmatic extensions for GIS software (e.g. ArcGIS), integration of Python~~
~~with open source scientific programming packages libraries, including 2-D and 3-D visualization~~
~~of geospatial data for applied problem solving. No prior programming experience is not~~
required. Lecture and laboratory.

~~**Prerequisites & Notes**~~

~~PRQ: GEOG 459 or consent of department.~~

Credits: 3

Rationale: The above changes will bring the course description more in line with the undergraduate version.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.48**

~~GEOG 595~~ **516X - Methods in Teaching of Physical Sciences**

~~Crosslisted as~~ **CHEM 516X, GEOL 516X, and PHYS 495 516**. Preparation for licensure in grades 6-12 in one or more of the fields of physical methods of evaluation.

~~**Prerequisites & Notes**~~

~~PRQ: Consent of department. CRQ: ILAS 401 or consent of department.~~

Credits: 3

Rationale: Change in course number for the parent course, PHYS 595 to PHYS 516. Please see that course revision for full rationale. Updating title to match the parent course.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.52**

Geographic Information Analysis (16-18)

Certificate of Graduate Study

↓

Course work from the following (16-18)

- GEOG 503 - Soils and Environmental Land Use Planning Credits: 3

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- GEOG 532 - ~~Geography of~~ **Geographic Analysis for Public and Environmental** Health
Credits: 3
- GEOG 554 - Fundamentals of Remote Sensing Credits: 3
↓
- GEOG 570 - Web Mapping Credits: 3
- GEOG 593 - Computer Programming for the **Geosciences** ~~Geospatial and Atmospheric
Sciences~~ Credits: 3
- GEOG 602 - Internship Credits: 1-6 J. Methods and Techniques
↓

Rationale: Change in title for GEOG 532 and GEOG 593.

Department of Geology and Environmental Geosciences

Course Revision 2019-20 **Graduate Catalog** [LINK](#) **CLAS19.20.07.62**

GEOL 501 - Foundations of Graduate Research

Introduction to the process of professional and visits to campus research facilities.

~~Required for all newly admitted graduate students.~~

Credits: 1

Rationale: When this course was created, the language ‘required for all newly admitted graduate students’ was included in this course description for GEOL 501 but not in the catalog requirements. The Graduate School has requested that this language be included in the program requirements so that these credit hours can be properly accounted for in the Academic Requirements Report generated in MyNIU that tracks advisee requirements. This change is requested under ‘Other Catalog’ in this document.

Course Revision 2019-20 **Graduate Catalog** [LINK](#) **CLAS19.20.07.63**

GEOL 582 - Transition to the Professional Earth Science Teacher

Transitioning experience in which a professional development plan, and a resumé.

Prerequisites & Notes

CRQ: GEOL ~~587~~ **528** or consent of department.

Credits: ~~4~~ **2**

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Rationale: Change in course number for GEOL 587 to GEOL 528. The credit hours for this course should match the credit hours for the undergraduate section, GEOL 482, at two credit hours. This change is to correct the catalog.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.64**

GEOL ~~587~~ 528 - Student Teaching (Secondary) in Geology/Earth Science

Student teaching in grades ~~6~~ 9-12, assignments made by the Department of Geology and Environmental Geosciences. ~~Also see "Educator Licensure Requirements" for other regulations.~~

Prerequisites & Notes

PRQ: GEOL ~~595~~ 516X and consent of department.

Credits: ~~7~~12

Rationale: The Middle Grades and high school licensure programs were split by the ISBE starting in 2018. The current Middle Grades program (grades 5-8) is run by the College of Education. Therefore, the geology program now can only prepare people for high school teaching (grades 9-12) and this change to the course description reflects the change in grade levels involved in student teaching. The deletion of the sentence in the course description is because we are eliminating all language regarding requirements for licensure, see Other Catalog Changes. Change in course number for GEOL 595X to GEOL 516X. Credit hours are being brought in line with the undergraduate course, GEOL 487/GEOL 428.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.65**

GEOL ~~595~~ 516X - Methods in Teaching of Physical Sciences

Crosslisted as **CHEM 516X, GEOG 516X, and PHYS ~~595~~ 516**. Preparation for methods of evaluation.

Prerequisites & Notes

PRQ: Consent of department.

Credits: 3

Rationale: Change in course number for the parent course, PHYS 595 to PHYS 516. Please see that course revision for full rationale. Update course title to match the parent course.

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Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.66**

GEOL 720 - Departmental Seminar

Weekly talks by graduate ... graduate program director when student's circumstances preclude attendance. ~~Master's students may apply up to 4 hours of credit earned in GEOL 720 toward the 34 semester-hour requirements for the M.S. degree in the department.~~ May be repeated to a maximum of 12 semester hours. S/U grading.

Prerequisites & Notes

PRQ: Consent of department.

Credits: 1

Rationale: When the policy allowing the use of colloquium hours towards program credit was created by the department, language was included in the course description for GEOL 720 (M.S. students specifically) but not in the catalog requirements. The Graduate School has requested that this language be included in the program requirements so that these credit hours can be properly accounted for in the Academic Requirements Report generated in MyNIU that tracks advisee requirements.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.70**

Master of Science in Geology

↓

Requirements

↓

With the approval of the department and the office of the dean of the Graduate School, a maximum combined total of 15 semester hours of graduate courses taken as a student-at-large at NIU, plus credit earned in NIU courses taught outside of the U.S., plus graduate credit for courses accepted in transfer from other accredited institutions, may be counted toward meeting the master's degree requirements. **GEOL 501 is required of all newly admitted graduate students. Master's students may apply up to 4 semester hours of credit earned in GEOL 720 towards the 34 semester hour requirement for the M.S. degree in the department.**

↓

Rationale: When these two policies were created, language was included in the course descriptions for GEOL 501 and GEOL 720 but not in the catalog requirements. The Graduate School has requested that this language be included in the program requirements so that these credit hours can be properly accounted for in the Academic Requirements Report generated in MyNIU that tracks advisee requirements.

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Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.71**

Doctor of Philosophy in Geology

↓

Course Requirements

Ph.D. students must normally complete a minimum of 90 semester hours as part of the degree program. In computing this total, a maximum of 30 semester hours may be included from the M.S. or equivalent program, provided they are consistent with the student's Ph.D. program objectives. At least 24 semester hours must be taken in approved courses in the student's field of study. A maximum of 39 semester hours may be counted for Ph.D. dissertation research and writing (GEOL 799). **GEOL 501 is required of all newly admitted graduate students. Ph.D. students may apply up to 8 semester hours of credit earned in GEOL 720 towards the 90 semester-hour requirement for the Ph.D. degree in the department.** The remaining hours must be selected from electives and an internship program, with the consent of the adviser.

↓

Rationale: When these two policies were created, language was included in the course descriptions for GEOL 501 and GEOL 720 but not in the catalog requirements. Also, the credit allowed towards program hours for Ph.D. colloquium credit was inferred rather than articulated in the course description as it was for M.S. students. The Graduate School has requested that this language be included in the program requirements so that these credit hours can be properly accounted for in the Academic Requirements Report generated in MyNIU that tracks advisee requirements.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.72**

Educator Licensure in Geology and Environmental Geosciences

Students wishing to receive initial licensure in ~~general science (geology area) or physical science (geology area)~~ **Earth and Space Science** to teach in grades ~~6~~ **9-12 (Standard High School License)** must schedule an interview facilitate expeditious completion of the program.

↓

Also see "Educator Licensure Information."

Admission Requirements

~~Requirements listed in these sections are minimum requirements. Meeting these requirements will not guarantee students admission to the geology educator licensure program or courses.~~

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~~Application in writing to the departmental licensure coordinator. Minimum undergraduate GPA of 2.50 overall and 2.70 in courses in physical and biological sciences and mathematics. Completion (Some or all of these requirements may be met by prior course work.) of COMS 100, ENGL 103, ENGL 104, and MATH 155 with a grade of C or better (higher numbered courses may be substituted, if approved by the coordinator); ILAS 301; and 9 semester hours of NIU geology and environmental geosciences courses for graduate credit; and a passing score on the ICTS Test of Academic Proficiency.~~

~~Satisfactory interview with the coordinator, in which the student demonstrates attitudes and motivations appropriate to the professional educator.~~

Retention

~~Requirements listed in these sections are minimum requirements. Meeting these requirements will not guarantee students admission to the geology educator licensure program or courses.~~

~~GPA at NIU of 2.50 in undergraduate courses taken as a graduate student or student-at-large and 3.00 in graduate courses.~~

~~Satisfactory review of progress with the departmental licensure coordinator each semester before registration for the following semester.~~

~~Appropriate progress each semester towards completion of a portfolio demonstrating competency in the State of Illinois required standards for initial educator licensure.~~

~~Passing score on the ICTS Content Area Test prior to student teaching.~~

~~For general science, prior to student teaching, completion of 8 semester hours of biological sciences, including at least 3 semester hours numbered 200 or above.~~

Endorsement Requirements

~~Requirements listed in these sections are minimum requirements. Meeting these requirements will not guarantee students admission to the geology teacher certification program or courses.~~

~~Some or all of these requirements may be met by prior course work.~~

~~To meet public school needs, students are required to qualify for endorsements to teach in another area. This may be done by~~

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~~EITHER~~

~~completing 15 semester hours of course work in another area of physical science (e.g., chemistry and physics) and qualification for endorsement to teach in that area.~~

~~OR~~

~~completing course work sufficient to qualify for endorsement in a field other than a physical science (e.g., mathematics or biological sciences).~~

~~Completion Requirements~~

~~The State of Illinois has established course and standards based requirements for licensure. Approved licensure programs must have requirements that meet or exceed the state requirements. A list of the current state minimum requirements is available from the Illinois State Board of Education web page. The department's licensure program requirements are designed to prepare candidates both to meet state course requirements and to demonstrate that they meet state teaching standards.~~

~~Current requirements include the possession of an appropriate baccalaureate degree from an accredited institution, a minimum of 32 hours in the field, pre-student teaching clinical experiences at the 6-12 level or proof of teaching experience at the 6-12 level, student teaching or an approved teaching experience, passage of the Test of Academic Proficiency and secondary license subject matter examinations of the Illinois Licensure Testing System, and demonstration that the candidate has met science teaching standards.~~

~~Contact the licensure coordinator for information on the necessary criteria that experiences must meet to demonstrate fulfillment of licensure requirements.~~

- ~~• All retention and endorsement requirements listed above~~
- ~~• Course work in two areas selected from space science, atmospheric science, and oceanography Credits: 6~~
- ~~• Upper division course work in earth science Credits: 6~~
- ~~• GEOL 320 Environments and Life Through Time Credits: 4~~
- ~~• GEOL 325 Solid Earth Composition Credits: 4~~
- ~~• GEOL 330 Global Cycles Credits: 4~~
- ~~• GEOL 335 Dynamics and Structure of the Earth Credits: 4~~
- ~~• GEOL 482 Transition to the Professional Earth Science Teacher Credits: 1~~
- ~~• GEOL 487 Student Teaching (Secondary) in Geology/Earth Science Credits: 7-12~~

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- ~~● GEOL 529 Inquiry-Based Field Experiences for Earth Science Teachers Credits: 3~~
- ~~● GEOL 595X Teaching of Physical Sciences Credits: 3~~

~~One of the following (3-4)~~

- ~~● GEOL 105 Environmental Geology Credits: 3~~
- ~~● GEOL 120 Introductory Geology Credits: 3~~
- ~~● GEOL 120 Introductory Geology Credits: 3, and GEOL 121, Introductory Geology Laboratory Credits: 1~~

~~Other Requirements~~

~~Students should consult with the departmental licensure coordinator.~~

Rationale: The replacement of the 'general science' terminology with 'Earth and Space Science' is due to the name of the license changing per the ISBE. The Middle Grades and high school licensure programs were split by the ISBE starting in 2018. The current Middle Grades program (grades 5-8) is run by the College of Education. Therefore, the geology program now can only prepare people for high school teaching (grades 9-12) and this language change reflects the change in grade levels involved in our licensure program. The frequent changes made by the ISBE to these requirements makes it difficult to keep the catalog updated with current information. Therefore, it has been determined that it is better to remove this section altogether than publish inaccurate information. The Teacher Licensure advisers in each department can convey the current requirements to students who inquire about admission to their programs.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.80**

~~PHYS 595 516 - Methods in Teaching of Physical Sciences~~

~~Crosslisted as CHEM 595 516X, GEOG 595 516X, and GEOL 595 516X. Preparation for licensure in grades 6-12 in one or more of the fields and methods of evaluation.~~

Prerequisites & Notes

~~PRQ: Consent of department. CRQ: ILAS 401 or consent of department.~~

~~Credits: 3~~

Rationale: The course numbers are changing in order to: 1) Create consistency between departments. Currently, each licensure course has different numbers in different departments. This will improve communication between program advisors and students and reduce confusion during registration. 2)

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Align the secondary program coursework into a logical numerical sequence across 4 semesters. For example, a biology student will take the sequence BIOS 403X→414X→416→428 in place of the current sequence of BIOS 484X→402X→403→485. 3) The change in title more accurately reflects current course curriculum. As state requirements and accreditation standards changed over time, the course topics have been modified to better address these requirements. 4) Revisions to the description that match the undergraduate version and current terminology.

Notifications: All five science departments (department chairs, assist. department chairs, and/or advisors) have all been notified of the proposed changes. The middle grades licensure program coordinator and advisor in the College of Education have been notified of the proposed change.

Course Revision 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.07.81**

~~PHYS 597~~ **528** - Student Teaching (Secondary) in Physics/~~Physical Sciences~~
Student teaching in grades ~~6~~ **9-12** for 10 weeks or for one the Department of Physics.
Prerequisites & Notes
PRQ: PHYS ~~495~~ **416**, or PHYS ~~595~~ **516**, and consent of department.
Credits: ~~7~~12

Rationale: Correcting the grade levels to secondary (9-12). Changes in course numbers for PHYS 495 and PHYS 595. Changing the title and credit hours to match the undergraduate course PHYS 497/PHYS 428.

College of Liberal Arts and Sciences

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.08**

Southeast Asian Studies (12-22)

Certificate of Graduate Study

Acting Director: ~~Judy Ledgerwood~~ **Eric Jones** (Center for Southeast Asian Studies)

↓

One of the following—Culture and Arts (3)

- ANTH 507 - Peoples and Cultures of Insular Southeast Asia Credits: 3
- ↓

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- ANTH 593 - Anthropology Field Study Credits: 1-6
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
 - ~~ANTH 621 - Advanced Topics in Southeast Asian Ethnology Credits: 3~~
 - ~~ANTH 628 - Religion and Cosmology in Southeast Asia Credits: 3~~
 - ANTH 690 - Independent Study in Anthropology Credits: 1-3
A-J. Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- ↓
- MUSE 670 - Gamelan Credits: 1

↓

Rationale: Deletion of ANTH 621 and ANTH 628.

Notification: The Center for Southeast Asian Studies was notified of this change via email on November 13, 2019.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#)

CLAS19.20.08.09

Latin American Studies (12)

Certificate of Graduate Study

↓

Three of the following (9)

- ANTH 504 - Peoples and Cultures of the Caribbean Credits: 3
↓
- ANTH 517 - Archaeology of South America Credits: 3
- ~~ANTH 626 - Latin American Peasants and Social Change Credits: 3~~
- ARTH 580 - Studies in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art Credits: 3
↓
- POLS 673 - Foreign Area Politics Credits: 3
K. Latin America

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Rationale: Deletion of ANTH 626.

Notification: The Center for Latino and Latin American Studies was notified of this change via email on November 13, 2019.

Department of Anthropology

Course Deletion 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.10**

ANTH 610 - Archaeology and Prehistory

Critical analysis of original works of major importance in the development and current state of archaeological methods and prehistory.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.11**

ANTH 611 - Archaeological Interpretations

Detailed examination of theories and methods basic to cultural, temporal, and environmental interpretation of archaeological data. Relationships with other anthropological subdisciplines and with other sciences will be stressed.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611,

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620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.12**

ANTH 620 - Cultural and Social Anthropology

Critical analysis of original works of major importance in the development and current state of cultural and social anthropology.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.13**

ANTH 621 - Advanced Topics in Southeast Asian Ethnology

Intensive seminar on a selected topic of current interest regarding the ethnology of Southeast Asia. May be repeated to a maximum of 6 semester hours.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.14**

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ANTH 625 - Symbolic Anthropology

Anthropological approaches to the role of symbols in culture.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.15**

ANTH 626 - Latin American Peasants and Social Change

Anthropological perspectives on rural economic structure and social change in Latin America, with emphasis on geographical regions from central Mexico to the Andes that have high proportions of indigenous peoples. Methodological emphasis on comparative historical analyses of agricultural systems, ethnic identity, peasant social movements, and the relationship between economy and culture.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.16**

ANTH 627 - Southeast Asian Peasant Economy

Anthropological perspectives on the nature of Southeast Asian peasant socioeconomic

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institutions. Comparative analysis of how political and economic policies have affected processes of change in both lowland and highland peasant cultures over time.
Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.17**

ANTH 628 - Religion and Cosmology in Southeast Asia

Perspectives of cultural anthropology on the folk religions and world views of peoples of Southeast Asia. Comparative analysis of the impact of different religious and secular ideologies on everyday political and economic thought and behavior of common people in various urban and rural settings of the past and present.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.18**

ANTH 633 - Cognitive Anthropology

Study of cognition through the formal semantic analysis of kinship systems, folk taxonomies, and other terminological networks with emphasis on how such analyses relate to nonlinguistic aspects of the cultures in which they are embedded.

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Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#)

CLAS19.20.08.19

ANTH 640 - Physical Anthropology

Critical analysis of original works of major importance in the development and current state of physical anthropology.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Course Deletion

2019-20 Graduate Catalog [LINK](#)

CLAS19.20.08.20

ANTH 653 - Culture Theory

Detailed examination of theories basic to studies of individual cultures and to cross-cultural comparison: structuralism, functionalism, cultural ecology, cultural evolution, network analysis, and other viewpoints.

Credits: 3

Rationale: The current catalog lists classes which have not been taught for decades. We changed all of the classes we regularly teach to have 500 numbers several years ago, but we did not delete the 600 level

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courses which were not regularly taught. Only one 600-level class (ANTH 628) was taught recently, and the only faculty member who taught the course retired in May 2019. Furthermore, one class, ANTH 633, is double listed as both ANTH 633 and ANTH 533. Therefore, we would like to delete ANTH 610, 611, 620, 621, 625, 626, 627, 628, 633, 640 and 653. The remaining courses at the 600 level are still taught and should remain in the catalog.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.23**

Master of Arts in Anthropology

↓

Requirements (30-36)

A minimum of one course taken for graduate credit from each of the four following subfields of anthropology (12)

Archaeology

↓

Additional Requirements

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

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

Students choosing the non-thesis option must take at least 24 additional semester hours, of which at least 18 must be in anthropology.

Independent study courses may not be substituted for required courses without the consent of the student's adviser and the department chair.

↓

Thesis Option

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

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

Non-Thesis Option

Students choosing this option must successfully complete the comprehensive examination in

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anthropology, covering all four subfields of anthropology, ~~and must take an additional 6 hours
for graduate credit in anthropology.~~

Rationale: The current catalog language does not clearly state that non-thesis track students are required to take 36 credit hours. In the proposed change, we list the required course hours as a range (30-36) to reflect the different credit hours for thesis vs. non-thesis track students. In addition, we did not list the extra hours required for non-thesis track students until the end of the “Requirements”, so in the proposed revision, we have moved the extra six-hour requirement to earlier in this section for clarity. The proposed new language also explicitly states how the thesis and non-thesis track hours must be distributed.

COLLEGE OF VISUAL AND PERFORMING ARTS

School of Art and Design

Course Revision: 2019-20 Graduate Catalog [LINK](#)

CVPA19.20.06.01

ART 656 - Advanced Curatorial Practice

~~Advanced theories, practices, and current issues affecting museum curatorial practice. Lectures, case studies, museum visits, and museum practicum.~~ Offers students pursuing the Certificate of Graduate Study in Museum Studies a capstone experience focused on curatorial exhibition practice. Participants will discuss mechanics of curatorial work and explore strategies for case and gallery exhibitions through hands-on problems as they develop and install exhibitions.

Prerequisites & Notes

PRQ: ART 565 or consent of school.

Credits: 3

Rationale: This revision clearly articulates the role of the course in the Museum Studies Certificate and that the class offers a capstone experience for the Museum Studies Certificate.