

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 1 of 23

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.06.08

[LINK](#)

Doctor of Philosophy in Educational Psychology

The doctoral degree program in educational psychology enables students to acquire an understanding of psychological processes that underlie human development, learning, and teaching and to develop necessary skills to interpret and design research in educational settings. The program provides students with opportunities to develop original and creative thinking and research in the areas of human development, **cognition and** learning, and motivation. Students may relate this knowledge to selected areas of interest, which may include sociocultural, historical, and philosophical foundations of education, instructional technology, research methods and assessment, linguistics, special education, or teacher education.

Check departmental information for additional requirements.

The student learning outcomes for this degree are located

at <http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml>.

Admission

Applications are considered every second spring for matriculation the following fall. Applications received in a year that applications are not being reviewed are held until the following admissions cycle. Refer to the program website for information about upcoming admissions deadlines. There are a limited number of competitive Graduate Assistantships and Graduate Teaching Assistantships available for full-time students. GA- and GTA-ships include tuition and a stipend; interested students should apply for an assistantship at the time of application to the program. Students not awarded an assistantship are responsible for their own tuition and fees.

Applicants for the doctoral degree in educational psychology are expected to have course work in learning theory, theory of development, research methods, basic statistics, and foundations of education. Where deficiencies are found by the admissions committee, additional courses for the doctoral degree may be prescribed.

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

Applicants for admission must

- have completed a master's degree **in educational psychology, psychology, special education, curriculum and instruction, educational research and evaluation, or a related field.**
- submit scores from the Miller Analogies Test (MAT) or the General Test of the Graduate Record Examinations.
- provide three letters of recommendation from knowledgeable professors, employers, or supervisors.
- **provide a 10-to-20-page academic writing sample in the domain of education or social science**

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 2 of 23

- write a three-to-four-page essay describing that addresses each of the following:
 - their career goals and interests relevant to educational psychology,
 - the origins of those interests,
 - goals for pursuing those interests in research and study, and
 - how the educational psychology program should be able to help them reach those goals, and
 - which educational psychology faculty member they would prefer to have as a research mentor, and why (refer to educational psychology faculty bios for more information about program faculty). Prospective students are encouraged to contact this faculty member before applying to determine whether their research interests are well aligned.

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

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

After all admission forms are completed and Graduate School requirements for admission are fulfilled, the applicant is considered by the department's admissions committee and may be invited for an interview. The recommendation of the admissions committee is forwarded to the Graduate School, which informs the applicant of the admission decision. Any applicant who is denied admission may submit an appeal to be reviewed by the entire educational psychology faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted. Limited facilities and/or resources may necessitate the rejection of some students who meet the minimum requirements for admission.

Advisement

The student's program adviser provides advisement on courses in the major, cognates, deficiencies, additional courses, prerequisites, and the candidacy examination. The student's departmentally approved program of courses is forwarded to the Graduate School for final approval.

Course Requirements

The doctoral program in educational psychology requires the equivalent of at least three years of full-time academic work, or a minimum of 93 semester hours of graduate work beyond the baccalaureate degree including the following:

~~Course work in an area of interest related to the major chosen in consultation with adviser. At least one course must be in the major (18).~~

~~A maximum of 30 semester hours from a master's degree may be included in the doctoral program. These hours may be applied to prerequisites, cognates, or other requirements with the consent of the program adviser. The combined total of student at large and transfer hours beyond the master's degree may not exceed 15 semester hours for students pursuing the Ph.D. degree in educational psychology. See "Requirements for Graduate Degrees" for limitation on study abroad credit.~~

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 3 of 23

- ~~ETR 522 – Educational Statistics II Credits: 3~~
- ~~EPS 524 – Ethnographies in Human Development and Learning within Educational Settings Credits: 3~~
- ~~EPS 701 – Professional Practices in Educational Psychology Credits: 3~~
- ~~EPS 713 – Advanced Educational Psychology Credits: 3~~
- ~~EPS 723 – Design of Research on Human Development and Learning in Educational Settings Credits: 3~~
- ~~EPS 786 – Internship Credits: 1-12~~
- ~~The research is chosen in consultation with the student's adviser. Students must take 6 semester hours in this course in two consecutive semesters.~~
- ~~EPS 799 – Doctoral Research and Dissertation Credits: 1-15~~
- ~~Students must take 12 semester hours in this course.~~

One of the following (3)

- ~~EPS 705 – Advanced Seminar in Child Development Credits: 3~~
- ~~EPS 708 – Advanced Research Seminar in Adolescent Development Credits: 3~~
- ~~EPS 710 – Seminar in Lifespan Human Development Credits: 3~~

Two of the following (6)

- ~~EPS 706 – Research on Human Development in Educational Settings Credits: 3~~
- ~~ETR 526 – Advanced Technologies in Qualitative Research Credits: 3~~
- ~~ETR 562 – Applied Categorical Data Analysis Credits: 3~~
- ~~ETR 720 – Advanced Research Methods in Education Credits: 3~~
- ~~ETR 722 – Methods of Multivariate Analysis Credits: 3~~
- ~~ETR 735 – Theory of Measurement Credits: 3~~
- ~~EPS 739 – Fieldwork Methods in Educational Research Credits: 3~~
- ~~EPS 745X – Interpretive Methods in Educational Research Credits: 3~~

One of the following (3)

- ~~EPFE 712 – Ethics and Education Credits: 3~~
- ~~EPFE 715 – Foundations of Educational Policy Credits: 3~~
- ~~EPFE 721 – Seminar in American Educational Thought Credits: 3~~

Master's Degree (30)

A maximum of 30 semester hours from a master's degree may be included in the doctoral program. These hours may be applied to prerequisites, cognates, or other requirements with the consent of the program adviser. The combined total of student-at-large and transfer hours beyond the master's degree may not exceed 15 semester hours for students pursuing the Ph.D. degree in educational psychology, except in cases in which a previously earned Certificate of Graduate Study from Northern Illinois University is being applied toward the cognate. See "Requirements for Graduate Degrees" for limitation on study-abroad credit.

Content Core (15)

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 4 of 23

- **EPS 701 - Professional Practices in Educational Psychology Credits: 3**
- **EPS 710 - Seminar in Lifespan Human Development Credits: 3**
- **EPS 713 - Advanced Educational Psychology Credits: 3**
- **EPS 715 - Education and Human Cognitive Processing Credits: 3**
- **EPS 718 - Research Seminar in Motivation and Education Credits: 3**

Methods Core (12)

- **ETR 522 - Educational Statistics II Credits: 3**
This course has a prerequisite, ETR 521 – Educational Statistics I. A student accepted to the program who does not have credit for ETR 521 or its equivalent is responsible for taking it before enrolling in ETR 522. ETR 521 is not counted toward the required 63 hours beyond the master's degree.
- **EPS 524 - Ethnographies in Human Development and Learning within Educational Settings Credits: 3**
- **EPS 723 - Design of Research on Human Development and Learning in Educational Settings Credits: 3**
- **EPS 739 - Fieldwork Methods in Educational Research Credits: 3**

Cognate (18)

Course work in an area of interest related to educational psychology chosen in consultation with adviser (18).

Students may consider earning a Certificate of Graduate Study as part of their cognate. The Graduate School offers certificates in a variety of areas relevant to educational psychology, such as Advanced Qualitative Methodology in Education, Advanced Quantitative Methodology in Education, and Foundations of Education and Policy Studies, among others. View the full listing of [graduate certificates](#) for further information.

Internship (6)

- **EPS 786 - Internship Credits: 1-12**
The research is chosen in consultation with the student's adviser. Students must take 6 semester hours in this course in two consecutive semesters.

Dissertation (12)

- **EPS 799 - Doctoral Research and Dissertation Credits: 1-15**
Students must take 12 semester hours in this course.

Specialization in Behavior Analysis

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

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 5 of 23

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

- [SESE 554 - Applied Behavior Analysis and Positive Behavior Support in School and Community Settings](#) Credits: 3
- [SESE 570 - Concepts and Principles of Behavior Analysis](#) Credits: 3
- [SESE 603 - Functional Analysis for Special Educators](#) Credits: 3
- [SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts](#) Credits: 3
- [SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder](#) Credits: 3
- [SESE 710 - Behavioral Applications and Consultation in School and Community Settings](#) Credits: 3
- [SESE 711 - Ethics and Professional Behavior for Behavioral Consultation in Special Education](#) Credits: 3

The Association for the Behavior Analysis International has approved the listed courses as meeting coursework requirements to sit for the Board Certified Behavior Analyst (BCBA) examination. Individuals will need to meet additional requirements to become eligible for the BCBA examination. Students who complete a behavior analytic dissertation can apply for BCBA-D status, a designation for doctoral-level BCBA's.

Students who have completed the Certificate of Graduate Study in Behavior Analysis prior to applying to the doctoral program in Educational Psychology may apply the 21 hours of certificate coursework towards the Ph.D. in educational psychology, if the certificate was completed independently of a master's degree. Courses that count toward the 30 hours in the master's degree cannot also be counted as part of the specialization hours in Behavior Analysis.

Total: 93 hours

Examinations

The student must receive approval from his or her adviser to take the candidacy examination. ~~The candidacy examination is conducted in conjunction with the oral defense of a portfolio.~~ It is expected that the student will have completed at least 60 semester hours of graduate course work **when the examination is taken.**

~~Competencies to be demonstrated in the portfolio include the following:~~

- ~~Demonstrate proficiency in coursework based on individual goals for professional growth and development.~~
- ~~Demonstrate experience using research methodologies. One example must come from a thesis (or comparable research study) approved by the faculty.~~
- ~~Demonstrate in-depth knowledge of theory and expertise in a domain within educational psychology.~~
- ~~Demonstrate effective communication and presentation skills, both (a) oral and (b) written.~~
- ~~Demonstrate knowledge and application of ethical standards.~~

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 6 of 23

- ~~Demonstrate evidence of successful research internship experience supervised by a faculty member.~~

A final oral examination related to the dissertation is required and is conducted in accordance with the general requirements of the Graduate School.

↓□

RATIONALE: The doctoral program in educational psychology is moving to a semi-cohort model, which is expected to foster a sense of community among students and ensure that students move through the program in a timely fashion. Many of the current requirements are offered very infrequently or, when offered, fail to make due to low student enrollment. The result is that students progress through the program slowly or must seek adviser approval to substitute other courses for those in the current catalog description.

The four main components of this transition include 1) streamlining core course requirements so that particular courses are required where previously students had a choice of several courses to meet the requirement, 2) changing from a rolling admissions model to a model in which all applications are considered together, 3) admitting students on a biennial basis, so that more students are prepared to take core courses when they are offered, and 4) changing the candidacy requirement from a portfolio to a qualifying exam.

Although the new program description may appear substantially altered, only two new courses are included in the core requirements: EPS 718 - Research Seminar in Motivation and Education, and EPS 715 - Education and Human Cognitive Processing. This change reflects the practice of many other educational psychology doctoral programs around the country of requiring coursework in the three foundational areas of human development, motivation, and cognition and learning. It is also consistent with our statement in the first paragraph of the program description that “The program provides students with opportunities to develop original and creative thinking and research in the areas of human development, cognition and learning, and motivation.”

Elsewhere, course options have been removed (e.g., whereas previously students could choose among courses in child development, adolescent development, and lifespan development, they will now all take Lifespan Human Development. Headings have also been added and sections have been transposed to increase the clarity of the description.

Finally, we have coordinated with the behavioral analysis program in SEED to create a specialization in behavior analysis. Formally linking the two programs in this way highlights an option that has essentially always been available to educational psychology and behavioral analysis students alike—i.e., completing the behavioral analysis graduate certificate as the cognate. This specialization is expected to aid in recruitment of students and faculty alike.

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 7 of 23

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.01

[LINK](#)

Master of Science in Education in Curriculum and Instruction

~~Non-Thesis Option~~

~~Thesis Option~~

~~Teacher Leader Endorsement Option~~

The major in Curriculum and Instruction prepares knowledgeable, reflective practitioners and instructional leaders to work in both formal and ~~informal~~ educational settings. Courses help educational practitioners clarify their professional purposes and improve the pedagogical environments in which they function. **This is not an initial licensure program.**

This program provides three ~~specializations~~ **paths**: Teacher Leadership; Curriculum and Cultural ~~Practices~~ **Pedagogies for Social Justice**; or Academic Literacy, Language, and Culture.

Teacher **L**eadership courses focus on building leadership capacity in classrooms, schools, and districts through courses that qualify educators for a ~~T~~eacher **L**eadership Endorsement **added**

to on their Professional **E**ducator **L**icense. Curriculum and **C**ultural ~~practices~~ **Pedagogies for Social Justice** courses focus on examining teaching and learning from a ~~global~~ **social justice** perspective.

Academic **L**iteracy, **L**anguage, and **C**ulture courses focus on the social and cultural dimensions of language and literacy learning.

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

Programs of study must include a minimum of 33 semester hours, of which a minimum of 18 semester hours must be chosen from **one of the three specialization degree areas**. ~~Students elect either the non-thesis, thesis, or Teacher Leader endorsement option. Capstone options include either an advisor-approved culminating project (TLCI 598) or a master's thesis (TLCI 699).~~

~~To remain in good academic standing, students in the Teacher Leader Endorsement program must maintain a minimum GPA of 3.00 in all courses required for the Teacher Leader Endorsement. A student who fails to maintain a GPA of 3.00 in course work required for the Teacher Leader Endorsement may, upon recommendation of the program, be subject to termination of admission to the Teacher Leader Endorsement program.~~ **To remain in good academic standing, students in the program must maintain a minimum GPA of 3.00 in all courses. A student who fails to maintain a GPA of 3.00 in coursework may, upon recommendation of the program, be subject to termination from the program.**

~~Non-Thesis Option~~

- ~~• One graduate level course in research approved by adviser (3)~~
- ~~• One graduate level course in foundations of education approved by adviser (3)~~
- ~~• Course work in the major approved by adviser (9-18)~~
- ~~• Additional course work approved by adviser (0-9)~~

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 8 of 23

- ~~Successful completion of a comprehensive examination~~

~~Thesis Option~~

~~Same as the non-thesis option except that a minimum of 6 semester hours of program course work must be devoted to TLCI 699A, Master's Thesis: Curriculum Leadership.~~

- ~~TLCI 699 – Master's Thesis Credits: 1-6~~
- ~~A, B, or C~~

Teacher Leader Endorsement Option

The Teacher Leader Endorsement Option is designed to prepare licensed educators for leadership roles as mentor teachers, department chairs, curriculum directors, deans, and other quasi-administrative positions designated by a school district.

M.S.Ed. in Curriculum and Instruction with Teacher Leader Endorsement Option course work

Core Coursework (15 credits)

a. A 9-semester-hour Curriculum and Instruction Core comprised of: Courses (9 credits)

- TLCI 500 – Community Influences in Curriculum and Instruction, Credits: 3
- TLCI 510 – Critical Perspectives in Curriculum and Instruction, Credits: 3
- TLCI 598 – Master's Culminating Project, Credits: 3 **or**
TLCI 699 – Master's Thesis, Credits: 3-6

b. A 3-semester-hour course focused on Educational Research and Data Analysis (3 credits)

- ETR 528 – Educational Assessment, Credits: 3

c. A 3-semester-hour course focused on Educational Psychology (3 credits)

- EPS 518 – Motivation in the Classroom, Credits: 3

Specializations for the M.S.Ed. in Curriculum and Instruction (18 credits)

**d. A 12-semester-hour Teacher Leadership Core courses comprised of:
Specialization in Teacher Leader with Endorsement (18 credits)**

Mandatory Courses (12 credits)

- TLCI 505 – Site-based Curriculum Development, Credits: 3
- TLCI 537 – Improvement of Instruction, Credits: 3
- TLCI 595 – Supervision of Clinical Experiences, Credits: 3
- TLCI 795 – Seminar on Teacher Induction and Mentoring, Credits: 3

Additionally, select 6 credits from the following:

- TLCI 512 – Creating Learning Communities, Credits: 3
- TLCI 515 – Connecting Curriculum and Instruction to National Teaching Standards, Credits: 3
- TLCI 550X – Classroom Management (Elementary School) or EPS 552 (Middle Level), Credits: 3
- Other courses approved by advisor that meet the expectations and requirements for this program

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 9 of 23

~~e. 6 semester hours of electives focusing on student's interests and professional goals.~~

Specialization in Curriculum and Cultural Pedagogies in Social Justice (Select 18 credits)

- EPFE 540 – Education for Social Justice, Credits: 3, *or*
EPS 540x – Education for Social Justice, Credits: 3
- EPFE 505 – Foundations of Language-Minority Education, Credits: 3
- LTCY 592 – Special Topics in Literacy Education, Credits: 1-3
- LTIC 501 – Multicultural Education: Methods and Materials, Credits: 3
- LTIC 545 – Applied Linguistics for Teachers in Multicultural Classrooms, Credits: 3
- LTLA 539 – Issues of Diversity in Children's Literature, Credits: 3
- TLCI 534 – Integrating Community Resources Into Curriculum and Instruction:, Credits: 3
- TLCI 540 – The Gender-sensitive Curriculum, Credits: 3
- TLCI 567 – Portrayal of Teachers in Film, Credits: 3
- TLCI 589X – Practicum in Multicultural/Multilingual Classrooms, Credits: 3, *or*
TLCI 523 – Seminar in Secondary Education, Credits: 3
- TLEE 535 – Global Perspectives in Citizenship Education, Credits: 3
- Other courses approved by advisor that meet the expectations and requirements for this program

Specialization in Academic Literacies, Language, and Culture (Select 18 Credits)

- EPFE 505 – Foundations of Language/Minority Education, Credits: 3
- EPS 519 – The Middle School Child, Credits: 3
- LTCY 536 – Literacy Research, Credits: 3
- LTCY 592 – Special Topics in Literacy Education, Credits: 3
- LTIC 553 – Cross-cultural Issues in the Adult ESL Classroom, Credits: 3
- LTLA 541 – Teaching Young Adult Literature, Credits: 3
- LTLA 543 – Writing in the Elementary School, Credits: 3
- LTRE 505 – Teaching Reading in the Middle School, Credits: 3
- LTRE 510 – Improvement of Reading in the Secondary School, Credits: 3
- LTRE 511 – Teaching Reading in the Content Areas, Credits: 3
- LTRE 519 – Teaching Post-secondary Reading, Credits: 3
- Other courses approved by advisor that meet the expectations and requirements for this program

Capstone

Students may select an advisor-approved culminating project, or a master's thesis as their capstone for this degree. These course credits are embedded in the core courses for the M.S.Ed.

Requirements for candidates choosing *only* the Teacher Leader Endorsement Option

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 10 of 23

~~Candidates must hold a valid and current Illinois Professional Educator License, be in a current full-time teaching or school support personnel position, and have two or more years of experience as a licensed educator in a Pre-K-12 setting.~~

~~Candidates must have successfully passed the Test of Academic Proficiency (TAP).
Candidates must have an undergraduate degree indicating a GPA of 2.75 or higher or a minimum 3.20 cumulative grade point average in all graduate course work.~~

~~The option for pursuing only the endorsement is available to candidates who already possess an initial Illinois Professional Educator License. The program of study for just the Teacher Leader Endorsement is 24 semester hours.~~

~~In addition, applicants must meet the admission criteria noted above.~~

~~The Teacher Leader Endorsement option is designed to prepare licensed educators for leadership roles as mentor teachers, department chairs, curriculum directors, deans, and other quasi-administrative positions designated by a school district.~~

Candidates wishing to obtain the Teacher Leader Endorsement must meet the following requirements in order to pursue and qualify for the Teacher Leader Endorsement option:

- ~~• Candidates must hold a valid and current Illinois Professional Educator License, be in a current full-time teaching or school support personnel position, and have two or more years of experience as a licensed educator in a Pre-K-12 setting.~~
- ~~• Candidates must have successfully passed the Test of Academic Proficiency (TAP).~~
- ~~• Candidates must have an undergraduate degree indicating a GPA of 2.75 or higher or a minimum 3.20 cumulative grade point average in all graduate course work.~~
 - ~~• Must be in a current full-time teaching or school support personnel position~~
 - ~~• Must have two-or-more years of experience as a licensed educator in a Pre-K-through-12 setting~~
 - ~~• Must have successfully passed any state-mandated tests~~
 - ~~• Must have an undergraduate degree indicating a GPA of 2.75 or higher, or a minimum 3.20 cumulative GPA in all graduate coursework~~
 - ~~• Check departmental information for any additional requirements.~~

Teacher Leader Endorsement-only Coursework (24 Credits)

- EPS 518 - Motivation in the Classroom, Credits: 3
- ETR 528 - Educational Assessment, Credits: 3
- TICI 500 - Community Influences in Curriculum and Instruction, Credits: 3
- TICI 505 - Site-based Curriculum Development, Credits: 3
- TICI 510 - Critical Perspectives in Curriculum and Instruction, Credits: 3
- TICI 537 - Improvement of Instruction, Credits: 3
- TICI 595 - Supervision of Clinical Experiences, Credits: 1-3
- TICI 795 - Seminar on Teacher Induction and Mentoring, Credits: 3

Requirements for candidates choosing only Teacher Leader Endorsement

~~The option for pursuing only the endorsement is available to candidates who already possess an M.S.Ed. The program of study for just the Teacher Leader Endorsement is 24 semester hours. Up to 12-semester~~

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 11 of 23

~~hours can be applied from the candidate's previously earned M.S.Ed. provided the courses demonstrate equivalency and meet program standards. In addition, applicants must meet the admission criteria noted above.~~

~~Course work requirements for pursuing only the Teacher Leader Endorsement:~~

- ~~• EPS 518—Motivation in the Classroom Credits: 3~~
- ~~• ETR 528—Educational Assessment Credits: 3~~
- ~~• TLCI 500—Community Influences in Curriculum and Instruction Credits: 3~~
- ~~• TLCI 505—Site-Based Curriculum Development Credits: 3~~
- ~~• TLCI 510—Critical Perspectives in Curriculum and Instruction Credits: 3~~
- ~~• TLCI 537—Improvement of Instruction Credits: 3~~
- ~~• TLCI 595—Supervision of Clinical Experiences Credits: 1-3~~
- ~~• TLCI 795—Seminar on Teacher Induction and Mentoring Credits: 3~~

~~Course work options for pursuing the Curriculum and Cultural Practices:~~

- ~~• EPFE 505—Foundations of Language Minority Education Credits: 3~~
- ~~• LTCY 592—Special Topics in Literacy Education Credits: 1-3~~
- ~~• LTIC 501—Multicultural Education: Methods and Materials Credits: 3~~
- ~~• LTLA 539—Issues of Diversity in Children's Literature Credits: 3~~
- ~~• TLCI 534—Integrating Community Resources Into Curriculum and Instruction Credits: 3~~
- ~~• TLCI 540—The Gender-Sensitive Curriculum Credits: 3~~
- ~~• TLCI 567—Portrayal of Teachers in Film Credits: 3~~
- ~~• TLEE 535—Global Perspectives in Citizenship Education Credits: 3~~
- ~~• TLEE 541—Inquiry Strategies in Elementary School Social Studies Programs Credits: 3~~

~~Course work options for pursuing the Academic Literacies, Language, and Culture:~~

- ~~• EPFE 505—Foundations of Language Minority Education Credits: 3~~
- ~~• EPS 519—The Middle School Child Credits: 3~~
- ~~• LTCY 536—Literacy Research Credits: 3~~
- ~~• LTCY 592—Special Topics in Literacy Education Credits: 1-3~~
- ~~• LTIC 553—Crosscultural Issues in the Adult ESL Classroom Credits: 3~~
- ~~• LTLA 541—Teaching Young Adult Literature Credits: 3~~
- ~~• LTLA 543—Writing in the Elementary School Credits: 3~~
- ~~• LTRE 505—Teaching Reading in the Middle School Credits: 3~~
- ~~• LTRE 510—Improvement of Reading in the Secondary School Credits: 3~~
- ~~• LTRE 511—Teaching Reading in the Content Areas Credits: 3~~
- ~~• LTRE 519—Teaching Postsecondary Reading Credits: 3~~

RATIONALE: These changes reflect a reorganization of the information in the catalog to clarify the degree options and to create "specializations" with focused programs of study within the master's degree. The current catalog text was confusing to students and advisers. The changes submitted simplify the language, update the course selections in each specialization, and make the information more accessible to students. Adding courses offers students more flexibility in determining their course-of-study.

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 12 of 23

The specialization in Curriculum and Cultural Practices was changed to “Curriculum and Cultural Pedagogies in Social Justice” to reflect the content of this option. The title-change adding “Social Justice” makes the specialization more transparent for candidates who may have an interest in this area. Courses were added to the specialization in Curriculum and Cultural Pedagogies in Social Justice to offer a wider range of courses supporting the degree.

The capstone projects were updated to reflect all specializations rather than just one to clarify expectations of the degree. All students completing the master’s program, regardless the specialization, must complete a capstone project or thesis.

This endorsement program offers an option for candidates with initial Illinois Professional Educator License who want to build upon their knowledge base and skillsets but do not wish to pursue a full master’s degree.

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.02

[LINK](#)

Master of Science in Education in Literacy Education

The M.S.Ed. in Literacy Education prepares experienced teachers to be socially responsible practitioner scholars and to work and learn within multicultural and multilingual contexts to foster literacy and language development for learners across the lifespan for national and global educational settings. There are two specializations for teachers pursuing an M.S.Ed. in Literacy Education: Reading and English as a Second Language/Bilingual Education (ESL/BE). Students who want to complete Illinois State Board of Education licensure, endorsement, or approval in a literacy education field should refer to the section “Licensure at the Graduate Level.” Check departmental information for additional requirements.

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

...

Thesis Option

Same as the non-thesis option except that a minimum of 6 semester hours must be devoted to LTCY 699, Master’s Thesis.

Specialization in Reading

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 13 of 23

This specialization leads to K-12 Reading Specialist certification or the 24-semester-hour Reading Teacher endorsement added to Professional Educator License (PEL). The K-12 Reading Specialist certification is for licensed teachers interested in becoming certified Reading Specialists. The Reading Teacher endorsement is for licensed teachers (already holding a PEL) who are interested in developing their expertise in literacy teaching or in applying to be a reading teacher.

Required courses in this specialization (33)

Foundations in Literacy (15 credits)

- LTRE 500 - Improvement of Reading in the Elementary School, Credits: 3
- LTRE 505 - Teaching Reading in the Middle School, Credits: 3
- LTRE 511 - Content Area Reading, Credits: 3
- LTIC 515 - Bilingualism and Reading, Credits: 3
- LTLA 543 - Writing Instruction, Credits: 3

Diagnosis and Remediation (12 credits)

- LTRE 520 - Diagnosis and Treatment of Reading Difficulties, Credits: 3
- LTRE 530 - Practicum in Diagnosis of Reading Difficulties, Credits: 3
- LTRE 531 - Practicum in Problems of Teaching Reading, Credits: 3
- LTCY 536 - Literacy Research, Credits: 3

Leadership in Literacy (6 credits)

- LTRE 701 - Supervisory Problems in Reading, Credits: 3
- LTCY 586 - Internship (May be completed while teaching full-time), Credits: 3

Specialization in English as a Second Language/Bilingual Education

The specialization leads to two endorsement options for teachers holding a professional educator license: the English as a Second Language endorsement and the Bilingual endorsement. The endorsements enable students to teach in a bilingual and/or English as a Second Language setting. Coursework for both endorsements are included in the master's program for domestic teachers licensed in the State of Illinois. The Bilingual endorsement requires fluency in a language other than English and a passing score on a State of Illinois language proficiency exam. International teachers complete an online program of study with no endorsement option.

Required courses in this specialization

Domestic Program of Study

Coursework for the ESL/Bilingual Endorsements (18 credits)

- EPFE 505 - Foundations of Language-Minority Education, Credits: 3, *or*
LTIC 500 - Introduction to Teaching English Language Learners (3)
- LTIC 501 - Multicultural Education: Methods and Materials, Credits: 3

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 14 of 23

- LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms, Credits: 3
- LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas, Credits: 3
- LTIC 535 - Teaching Language-Minority Students in Bilingual Programs: Methods and Materials, Credits: 3
- LTIC 547 - Assessment of Language-Minority Students, Credits: 3

Additional courses required (total of 15 credits)

- LTIC 515 - Bilingualism and Reading, Credits: 3
- LTIC 598 - Issues in Teaching English Language Learners (Capstone seminar), Credits: 3

One of the following:

- ETR 519 - Applied Educational Research, Credits: 3
- ETR 520 - Introduction to Research Methods in Education, Credits: 3
- ETR 525 - Qualitative Research in Education, Credits: 3

Two elective courses that may be approved by the academic advisor, from the following options

- LTIC 525 - Biliteracy Development in Spanish-English Dual Language Settings, Credits: 3
- LTLA 539 - Issues of Diversity in Children's Literature, Credits: 3
- LTLA 541 – Teaching Young Adult Literature, Credits: 3
- LTLA 542 – Visual and Print Literacy in Children's Literature, Credits: 3
- LTIC 555 – Methods and Materials for English Learners with Disabilities, Credits: 3
- Other electives may be recommended in consultation with the academic advisor, Credits: 3

International Program-of-Study (online only)

- LTIC 500 - Introduction to Teaching English Language Learning, Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials, Credits: 3
- LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas, Credits: 3
- LTIC 535 - Teaching Language Minority Students in Bilingual Programs: Methods and Materials, Credits: 3
- ETR 519 - Applied Educational Research, Credits: 3
- LTIC 515 - Bilingualism and Reading, Credits: 3
- LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms, Credits: 3
- LTIC 547 - Assessment of Language - Minority Students, Credits: 3
- LTIC 555 - Methods and Materials for English Learners with Disabilities, Credits: 3
- LTCY 597 - Independent Research in Literacy Education, Credits: 3
- LTIC 598 - Issues in Teaching English Language Learners (Capstone Seminar) , Credits: 3

English proficiency

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 15 of 23

Non-native speakers of English will demonstrate their command of the English language, which should be adequate to engage in graduate coursework. A demonstration may be provided by submitting official IELTS or TOEFL exam scores.*

Test scores

The Northern Illinois University Graduate School has established the following minimum scores on the IELTS and TOEFL for admission purposes:

TOEFL Computer-based test 213

TOEFL Paper-based test 550

TOEFL Internet-based test 80

IELTS 6.5

*NIU accepts either IELTS or TOEFL scores.

RATIONALE: This program has been offered with no specified courses in the catalog.

Required courses are now identified to inform students completing the two options for specializations. These specializations had not previously existed, and now are identified as options based on the academic needs and interests of our graduate students. The Department of Curriculum and Instruction is engaged in an ongoing expansion to an international market for this program. While there are two formal specializations, Reading and ESL/Bilingual Education, the ESL/Bilingual Education specialization has two formats in which students can take classes (as a domestic student on campus, or as an international student online).

Other Catalog Change 2019-2020 Graduate Catalog

CEDU19.20.09.03

[LINK](#)

Certificates of Graduate Study

A certificate of graduate study is a course of study, not linked to the pursuit of a degree, consisting of a coherent set of courses, fewer than for a major, addressing a specific theme. Completion of the requirements for a certificate of graduate study will result in an appropriate notation on the student's academic record.

See "Directory for Correspondence" in the following section to ascertain to whom inquiries should be directed and from whom additional information may be sought.

The certificates of graduate study offered by the university are listed below.

Adapted Physical Education ...

Industrial Control

Integrated Manufacturing Systems

Integrated Systems Engineering

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 16 of 23

Interdisciplinary Study of Language and Literacy
International Business
Instructional Coaching ...

[LINK](#)

Curriculum and Instruction

Master's Programs

- Master of Arts in Teaching
- Master of Science in Education in Curriculum and Instruction
- Master of Science in Education in Literacy Education

Doctoral Programs

- Doctor of Education in Curriculum and Instruction

Certificates of Graduate Study

- Curricular and Pedagogical Practices in Social Justice Education (18)
- **Instructional Coaching (12)**
- Postsecondary Developmental Literacy and Language Instruction (12)
- Teaching English as a Second Language and Bilingual Education (15-18)

Instructional Coaching (12 credits)

This certificate is designed for educators seeking a concentration in Pedagogy and Practices, which focuses on Instructional Coaching. It is attached to the Teacher Leader M.S.Ed. program which is designed to prepare practicing professionals entering important support roles in schools. It is available to candidates admitted to the Graduate School or enrolled as students-at-large who maintain both good academic standing in the Graduate School and a 3.00 GPA in this Certificate of Graduate Study course. Application materials for this certificate are available through the Department of Curriculum and Instruction.

Departmental requirements (9 credits)

TLCI 512 – Creating Learning Communities, Credits 3
TLEE 503 – Personalized Learning in the Elementary School, Credits 3
TLEE 590 – Workshop in Instructional Coaching, Credits 3

Select one of the following (3 credits)

TLCI 505 - Site-Based Curriculum Development, Credits: 3
TLCI 500 - Community Influences in Curriculum and Instruction, Credits 3
TLCI 510 - Critical Perspectives in Curriculum and Instruction, Credits 3

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 17 of 23

RATIONALE: The changing populations in educational systems have left many schools, particularly those predominantly identified as “high-need”, poorly prepared to address academic support for both the teacher and children. The instructional coach works with both the teacher and the student to support learning, build relationships, develop academic self-efficacy, and impact change ensuring every child has the opportunity to learn in a way that meets his or her needs. This certificate addresses competencies identified by IPTS that address the changing needs of the schools. 25.32(d) Section (b) Designing professional development to meet teaching and learning needs to include: (b2) ability to coach teachers and staff; (b4) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers. Section (c) Building school culture that focuses on student learning to address: (c1) understanding diverse learners (including students with Individualized Education Programs, students who are underrepresented in the school population, and at-risk students and their families and communities.

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Department of Mechanical Engineering

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

Department of Mechanical Engineering (MEE)

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Certificates of Graduate Study

~~The Department of Mechanical Engineering offers several certificates of graduate study for students interested in pursuing short-term study focused on a technical area related to mechanical engineering. The certificates are ideally suited for graduate-level students interested in lifelong learning and in the advancement of their skills in an area of mechanical engineering. Credit earned for a certificate may be applied toward the M.S. degree in mechanical engineering with the approval of the department.~~

~~**Applied Mechanics (12)**~~

CEET19.20.05.01

~~This certificate emphasizes the application of engineering mechanics to design and analysis of mechanical components and products.~~

~~Complete four courses from the following (12)~~

~~MEE 510—Intermediate Mechanics of Materials (3)~~

~~MEE 580—Finite Element Methods (3)~~

~~OR MEE 615—Advanced Finite Element Methods (3)~~

~~MEE 610—Experimental Stress Analysis (3)~~

~~MEE 611—Continuum Mechanics (3)~~

~~MEE 612—Advanced Mechanics of Materials (3)~~

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 18 of 23

~~MEE 613— Fatigue and Fracture Mechanics (3)~~
~~MEE 614— Theory of Elasticity and Applications (3)~~
~~MEE 616— Mechanical Behavior of Composites (3)~~

CAD/CAM/CAE (12)

CEET19.20.05.02

Course work for this certificate unifies the methods applied to design of products simultaneous with full consideration of manufacturing methods.

Complete four courses from the following (12)

~~ISYE 553— Integrated Product and Process Design (3),~~
~~OR TECH 523— Automated Manufacturing Systems (3),~~
~~OR TECH 525— Advanced Programmable Electronic Controllers (3)~~
~~MEE 522— Design of Robot Manipulators (3)~~
~~MEE 530— Computer Aided Design and Manufacturing (3)~~
~~MEE 532— Laser Materials Processing (3)~~
~~MEE 533— Advanced Manufacturing Processes (3)~~
~~MEE 580— Finite Element Methods (3)~~
~~OR MEE 615— Advanced Finite Element Methods (3)~~
~~MEE 631— Computer Aided Design of Mechanical Systems (3)~~
~~MEE 633— Computer Aided Manufacturing (3)~~

Simulation, Modeling and Data Analysis (12)

CEET19.20.05.03

Course work for this certificate unifies the methods applied to design and simulation analysis of products and processes.

Complete the following four courses (12)

~~MEE 580— Finite Element Methods (3)~~
~~MEE 631— Computer Aided Design of Mechanical Systems (3)~~
~~MEE 635X— Data Analytics for Engineers (3)~~
~~MEE 658— Computational Heat Transfer and Fluid Mechanics (3)~~

Thermal, Fluid, and Energy Systems (12)

CEET19.20.05.04

Course work for this certificate lays the theoretical foundations of design of thermal equipment and processes with applications to such areas as refrigeration, air conditioning, thermal design of electronic equipment, and numerical modeling of thermal fluid systems.

Complete four courses from the following (12)

~~MEE 551— Refrigeration and Air Conditioning (3)~~
~~MEE 552— Design of thermal Systems (3)~~

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 19 of 23

~~MEE 553 – Propulsion (3)~~
~~MEE 554 – Alternative and Renewable Energy (3)~~
~~MEE 555 – Conduction Heat Transfer (3)~~
~~MEE 556 – Convection Heat Transfer (3)~~
~~MEE 558 – Computational Heat Transfer and Fluid Mechanics (3)~~

~~Vibration, Robots, and Control Systems (12)~~

CEET19.20.05.05

~~Course work for this certificate focuses on laying the theoretical foundations of both vibrations and control and application to the design of components and systems.~~

~~Complete four courses from the following (12)~~

~~MEE 521 – Dynamic Systems and Control II (3)~~
~~MEE 524 – Machinery Vibration (3)~~
~~MEE 620 – Advanced Dynamics (3)~~
~~MEE 621 – Advanced Vibrations (3)~~
~~MEE 622 – Experimental Methods in Mechanical Vibrations (3)~~
~~MEE 623 – Robot Vision Control (3)~~
~~MEE 624 – Robot Dynamics and Control (3)~~
~~MEE 625 – Robot Programming and Control (3)~~
~~MEE 626 – Advanced Control Systems Design (3)~~

~~*Rationale:* Considering the lack of demand and strategic direction of the department, these programs are no longer needed.~~

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CEET19.20.06.07**

Quality Control of Manufacturing Processes (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 statistical process control and reliability analysis.

Four of the following (12)

ISYE 530 - Quality Control (3)
ISYE 535 - Experimental Design for Engineering (3)
ISYE 531 - Reliability Engineering (3)

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 20 of 23

ISYE 555 - Manufacturing Metrology (3)
ISYE 570 - Introduction to Data Analytics for Engineers (3)
ISYE 630 - Advanced Quality Control (3)
ISYE 631 - Advanced Reliability Engineering (3)
ISYE 670 - Data Analytics for Engineers (3)

Rationale: The name is shortened because quality control can be applied to industries other than manufacturing such as healthcare. Relevant courses are added for based on feedback from faculty and industry advisory board.

DEPARTMENT OF ENGINEERING TECHNOLOGY

Other Catalog Change: **Graduate Catalog** 2019-20 [LINK](#) **CEET19.20.08.06**

College of Engineering and Engineering Technology

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Technology

Display programs for this department

Masters Programs

Masters of Science in Industrial Management

Certificates of Graduate Study

Environmental Health & Safety (12)

This certificate is designed for the working professional in the Environmental Health & Safety (EHS) field whose undergraduate degree was in another field, and is interested in gaining credentials in the EHS field. Through this certificate, the students will obtain advanced knowledge in EHS management systems, human factors and other areas of their choosing. Course taken for the Certificate of Graduate Studies in EHS can be applied to the EHS Area of Emphasis in the MSIMT program. Many of the courses will be offered online or late afternoon and evenings, to allow for working professionals to take the courses.

Required (6)

TECH 534 - Human Factors in Industrial Accident Prevention (3)

TECH 536-Design and Administration of Environmental Health & Safety Programs (3)

Two of the following (6):

TECH 511 - Environmental Sustainability Practices for Industrial Operations (3)

TECH 532 - Disaster Preparedness (3)

TECH 533 - Chemical Hazards in Industry (3)

TECH 535 - Legal Aspects of Safety (3)

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog p. 21 of 23

TECH 537- Fundamentals of Industrial Hygiene (3)
TECH 538- Safety in Transportation System (3)
TECH 541 - Hazard Control in Industrial Operations (3)
TECH 568 - Construction Safety Management (3)
TECH 581- Ergonomics (3)
TECH 584 - Energy Management (3)

Facilities Management (15)

Rationale: The Department has received numerous requests from interested individuals for such a program. This program proposal has been reviewed and endorsed by the Industrial Advisory Board (IAB) for EHS. Discussion with several professional organizations and their members has shown a need and an interest for such a program.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Psychology

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.41**

Psychology

Go to information for this department.

Hide programs for this department.

Master's Programs

- Master of Arts in Psychology
- Specialist in School Psychology (S.S.P.)

Doctoral Programs

- Doctor of Philosophy in Psychology

Display courses for this department.

Rationale: Addition of the S.S.P. program to the department listing.

Other Catalog Change 2019-20 Graduate Catalog [LINK](#) **CLAS19.20.08.42**

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 22 of 23

Specialist in School Psychology (S.S.P.)

The S.S.P. program provides comprehensive training in general psychology and specialized training in the applied area of school psychology. The program is designed to develop competent, licensed school psychologists prepared to deliver psychological services in preK-12 schools.

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

Requirements

As a part of the S.S.P. program a student must complete a master's degree in psychology (or the equivalent coursework) with at least a 3.20 GPA in graduate psychology courses. Continuation in the S.S.P. program is subject to a recommendation from the program director and department upon completion of the M.A. degree (or equivalent coursework). With departmental approval, students with adequate background may be exempted from individual courses.

Inclusive of the M.A. coursework, the student must complete 60 semester hours beyond the baccalaureate degree, with no more than 6 of those hours from the culminating required internship. The total number of semester hours of graduate credit earned at NIU as a student-at-large which can be applied toward the S.S.P. degree may not exceed 15. The total combined number of semester hours of graduate transfer credit plus graduate credit earned at NIU as a student-at-large which can be applied toward the S.S.P. degree may not exceed 35 semester hours beyond the baccalaureate degree.

In addition to all required licensure coursework, the following activities are required to earn the S.S.P.:

- Students must complete a minimum of 425 pre-internship practicum hours in the K-12 school setting.
- Students must complete a full academic year (minimum of 1200 hours) of full-time internship in the K-12 school setting under the supervision of an educationally-licensed school psychologist.
- The student must pass an extensive portfolio assessment demonstrating proficiency in the program's competencies of knowledge and practice.

Rationale: The proposed change reflects the creation of a new terminal degree for a program that is already offered in the department of psychology, involving a M.A. in School Psychology +30 credits, that we currently call a specialist-level program. The current M.A.+30 program results in educational

Received by the Graduate Council December 2, 2019

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

SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog

p. 23 of 23

licensure in school psychology for the candidates. It requires that students complete their M.A. and then complete courses and supervised practicum hours for licensure that must be completed after they complete the M.A. Most importantly, when students are post-Master's but still in the program (the "+30" component), they are not officially "degree seeking" which leads to various problems, such as ineligibility for financial aid and inability to hold a graduate assistantship. It also leads to confusion by potential employers regarding the graduates' credentials because it is not a recognized degree. The proposed change does not change any of the program requirements. Some universities call terminal degrees leading to licensure as a school psychologist, a Specialist in Education degree (Ed.S.). Ed.S. degrees offered in IL are housed within Colleges of Education. This option seemed inappropriate in our case given that this program is in the Department of Psychology (with the College of Liberal Arts and Sciences) not in the College of Education. The only similar program in the state of IL that is housed in a department of psychology (at Illinois State University) is a Specialist in School Psychology, which is why this degree was selected. Finally, this program is not duplicated by other units on campus. Although there is an Ed.S. offered at NIU, it is a specialize program in education administration. There are no other degree programs at NIU that lead to licensure in School Psychology.

Non-Duplication: The Department of Leadership, Ed Psych, and Foundations was consulted with regard to this program. They have confirmed that there is no overlap with their current programs, and that they do not offer a specialist/licensure in school psychology.