



**Northern Illinois
University**

GRADUATE CATALOG
2021-2022

Effective Fall Semester 2021



**Northern Illinois
University**

Graduate Catalog 2021-22

Effective Fall, 2021

The Graduate School

College of Business

College of Education

**College of Engineering and Engineering
Technology**

College of Health and Human Sciences

College of Liberal Arts and Sciences

College of Visual and Performing Arts

Recycled paper

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Academic Calendar

Fall Semester 2021

August 16-20, Monday - Friday

Faculty Meetings

August 23, Monday

Classes Begin

September 6, Monday

Labor Day (University Closed)

November 24, Wednesday

Thanksgiving Break Begins

(no classes on Wednesday)

November 29, Monday

Classes Resume

December 4, Saturday

Classes End

December 6-11, Monday - Saturday

Final examinations

December 11, Saturday

Fall Commencement

Spring Semester 2022

January 10-14, Monday - Friday

Faculty Meetings

January 17, Monday

Martin Luther King, Jr. Birthday (University Closed)

January 18, Tuesday

Classes Begin

March 13-20, Sunday - Sunday

Spring Recess

March 21, Monday

Classes Resume

April 24, Sunday

Honors Day

May 5, Thursday

Classes End

May 6, Friday

Reading Day

May 7, 9 - 13, Saturday, Monday-Friday

Final examinations

May 13, Friday

graduate spring commencement

Summer Session 2022

June 13, Monday

Classes Begin

July 4, Monday

Independence Day (University Closed)

August 7, Sunday

Summer Session Ends

Catalog Guide

Course Designators

ACCY-Accountancy
AHCD-Allied Health and Communicative Disorders
AHPT-Physical Therapy
ANTH-Anthropology
ART-Art
ARTD-Art Design
ARTE-Art Education
ARTH-Art History
ARTS-Art 2-D and 3-D Studio
AUD-Audiology
BIOS-Biological Sciences
CAHC-Counseling
CHEM-Chemistry
COMD-Communicative Disorders
COMS-Communication Studies
COUN - Counseling
CSCI-Computer Science
ECON-Economics
ELE-Electrical Engineering
ENGL-English
ENVS--Environmental Studies
EPFE-Foundations of Education
EPS-Educational Psychology
ETR-Research and Assessment
ETRA-Educational Technology, Research and Assessment
ETT-Instructional Technology
FCNS-Family, Consumer, and Nutrition Sciences
FINA-Finance
FLAL-Applied Linguistics and General
FLCL-Classical Languages
FLFR-French
FLGE-German
FLIN-Indonesian
FLIS-Foreign Language Independent Study
FLIT-Italian
FLMT-Foreign Language Methods
FLPO-Portuguese
FLPT--Foreign Language Student Teaching
FLRU-Russian
FLSP-Spanish
FLST-Foreign Language Special Topics
FLTE-Foreign Language Instructional Technology
FLTH-Thai
GEOG-Geography
GEOL-Geology
HESA-Higher Education and Student Affairs
HIST-History
IDSP-Inter-College Interdisciplinary
IEET-Interdisciplinary Engineering and Engineering
Technology
ILAS-Interdisciplinary Liberal Arts and Sciences
INTL-International Programs
ISYE-Industrial Engineering
JOUR-Journalism
KNAT-Athletic Training
KNDN-Physical Education Dance
KNPE-Physical Education
LEBM-School Business Management
LEEA-Educational Administration
LESM-Sport Management
LGBT--Lesbian, Gay, Bisexual, and Transgender Studies
LTCY-Literacy Education
LTIC-Bilingual/ESL
LTLA-Language Arts
LTRE-Reading
MATH-Mathematical Sciences
MEE-Mechanical Engineering
MET-Meteorology
MGMT-Management
MILS-Military Science
MKTG-Marketing
MSDA-M.S. in Data Analytics
MUED-Music Education
MUHL-Music History and Literature
MUSC-Music General
MUSE-Music Ensembles
MUSP-Music Performance
MUTC-Music Theory and Composition
NURS-Nursing
NUTR-Nutrition, Dietetics, and Wellness
OMIS-Operations Management and Information Systems
PHHE-Public Health and Health Education
PHIL-Philosophy
PHYS-Physics
POLS-Political Science
PSPA-Public Administration
PSYC-Psychology
REHB-Rehabilitation Counseling
SEAS-Southeast Asian Studies
SEEC-Early Childhood Education
SESE-Special Education
SEVI-Visual Impairments
SIHP-School of Interdisciplinary Health Professions
SOCIO-Sociology
STAT-Statistics
TECH-Technology
THEA-Theatre Arts
TH-D-Dance Performance
TLCI-Curriculum and Instruction
TLEE-Elementary Education
TLRN-Teaching and Learning
UBUS-Interdisciplinary Business
UEET-Interdisciplinary Engineering and Engineering
Technology
UHHS-Interdisciplinary Health and Human Sciences
UNIV-University-Wide Interdisciplinary
WGST-Women's, Gender, and Sexuality Studies
X-This letter following a course number indicates that the course is offered primarily by another department but may be taken for credit in the department offering it with the "X" listing.

Abbreviations Used in This Catalog

Advanced Degrees

Au.D.-Doctor of Audiology
D.N.P.-Doctor of Nursing Practice
D.P.T.-Doctor of Physical Therapy
Ed.D.-Doctor of Education
Ed.S.-Educational Specialist
J.D.-Juris Doctor
M.A.-Master of Arts
M.A.S.-Master of Accounting Science
M.A.T.-Master of Arts in Teaching
M.B.A.-Master of Business Administration
M.F.A.-Master of Fine Arts
M.M.-Master of Music
M.P.A.-Master of Public Administration
M.P.T.-Master of Physical Therapy
M.S.-Master of Science
M.S.A.T.-Master of Science in Athletic Training
M.S.Ed.-Master of Science in Education
M.S.T.-Master of Science in Taxation
M.S.T.-Master of Science in Teaching
Ph.D.-Doctor of Philosophy

Other Abbreviations

CRQ-Corequisite
GPA-Grade point average
PRQ-Prerequisite

Definitions of Terms Used in This Catalog

***Academic dismissal:** Dismissal from the university for reasons such as not maintaining the required grade point average (GPA), or for accumulating excessive hours of graduate grades of C-, D, F, U, or WF.

***Academic probation:** Academic status of a graduate-level student whose graduate GPA is below 3.00.

Accredited institution: A post-secondary institution that is accredited by the appropriate regional agency (New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges).

***Admission (to the Graduate School):** Formal acceptance by the Graduate School to pursue a specific graduate degree in a particular subject area or a Performer's Certificate in music.

***Auditing:** Registering for and attending a class regularly without necessarily completing the work required for credit; requires agreement of the instructor. (No grade points or credit hours are earned for audited courses.)

***Certificate of graduate study:** 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.

***Concentration:** A course of study, typically interdisciplinary, linked to the pursuit of a specific graduate degree. Completion of the requirements for a concentration will result in an appropriate notation on the student's academic record.

Corequisite (CRQ): A requirement, usually enrollment in a course, which should be undertaken at the same time as the course being described (if that requirement or its equivalent has not been completed previously).

***Correspondence course:** A course, other than an independent study course, that does not involve significant real-time interaction between students and faculty, when such interaction would normally be a part of the same course offering on campus.

***Course load:** All courses for which a student is registered, regardless of whether they are taken for credit or whether they are at the graduate level.

Departmental requirements: Courses or other requirements specified by a department as necessary for completion of a given course of study.

Dismissal: See **Academic dismissal**.

Drop: A procedure by which a course is deleted from a student's schedule so the course does not appear on the student's permanent academic record. A student may drop a course early in a term; this procedure must be completed by the date published each academic term. An administrative office may drop students from courses in which they are not eligible to enroll. See also **Withdrawal**.

Elective: A course in which a student chooses to enroll, as distinguished from a specific course required as part of a particular course of study.

Encumbrance: A hold placed on a student's record as a result of an unfulfilled obligation to the university. This may prevent the distribution of transcripts and may prevent further registration. A student with an encumbrance preventing registration is not eligible to participate in course work and may not be enrolled in a course retroactively if the encumbrance is not cleared before the course is over.

Endorsement: The written notation entered upon the face of a teaching certificate designating additional specific subjects and/or grade levels which an individual is qualified to teach. Endorsements are earned by taking designated course work in a specific discipline area.

Enrollment: Registration in a course that subsequently appears on the student's permanent academic record.

Entitlement program: A specific teacher certification program approved by the Illinois State Board of Education to be offered by an institution of higher education.

***GPA hours:** The number of semester hours for which grades of A, B, C, D, F, or U are recorded.

***Grade point:** The numerical value given to letter grades. A grade of D is equivalent to 1 point per semester hour, a C to 2 points, a B to 3 points, and an A to 4 points.

***Grade point average (GPA):** A student's scholastic average, computed by dividing the total number of grade points earned by the total number of GPA hours. For a graduate student or student-at-large, the GPA is based on all courses taken at NIU that carry graduate credit.

Graduate-level student: A graduate student or student-at-large.

Graduate student: A student admitted to the Graduate School whose admission has not been canceled or terminated and who has not been academically dismissed.

Half-session courses: Courses that are offered for the first or second half of an academic term, rather than a full term. They are distinguished by an F (first half term) or an L (last half) after the course number.

Hold: See **Encumbrance**.

***Incomplete (temporary):** A grade (I) that may be assigned by an instructor when a student is temporarily unable to complete course requirements because of unusual circumstances. Left unresolved, a grade of I becomes on the academic record a permanent grade of incomplete (IN).

***International student:** With respect to academic regulations in this catalog, any student who is not a U.S. citizen.

Major: A designated subject area in which one can pursue an extensive program of study leading to a graduate degree or to the Performer's Certificate in music. Completion of the requirements for a major will result in an appropriate notation on the student's academic record.

Option: An academic track within a program or specialization.

Prerequisite (PRQ): A requirement, usually completion of another course or its equivalent, which should be met before a student registers for the course being described.

Probation: See **Academic probation**.

Proficiency examination: A way for a student to receive course credit for individual or special study. Graduate credit may not be earned by proficiency examination.

Recognized institution: An institution in a country outside of the U.S. that is recognized by that nation's Ministry of Education, or similar authority, as a post-secondary, academic-degree-granting institution.

***Reentry:** Return of a student to study at NIU after a lapse in enrollment, into the same classification/program as that in which the student was previously enrolled.

***Reinstatement:** A procedure by which a student who was formerly enrolled in the university but was academically dismissed is permitted to enroll again.

Semester hour: The university's unit of academic credit reflecting a standard expectation of course activity.

Specialization: A subdivision of a graduate major representing a particular subject focus within the major. Completion of the requirements for a specialization will result in an appropriate notation on the student's academic record at the time of the student's graduation from the major program.

***Student-at-large:** A student who holds a baccalaureate or higher degree from an accredited U.S. institution (or the equivalent from a recognized foreign institution), who is not admitted to the Graduate School, but who has received permission from the Graduate School to register for graduate-level classes and who has not been academically dismissed.

Transcript: A copy of a student's permanent academic record at a particular institution.

***Transfer credit:** Course work completed at an accredited U.S. institution other than NIU, or at a recognized foreign institution, that is accepted in partial fulfillment of requirements for a graduate degree at NIU.

***Withdrawal:** Formal action by which a student officially discontinues participation in a course; a record of enrollment remains on the student's permanent academic record. This action must be taken by the deadline published each term on the Graduate School website, www.grad.niu.edu. See also **Drop**.

*See the more detailed discussion on this topic elsewhere in this catalog.

Northern Illinois University

History

Northern Illinois University is a comprehensive university, whose faculty, staff, and students engage in instruction, research and artistry, and professional service in a variety of fields.

Established in 1895 by an act of the Illinois General Assembly, the Northern Illinois State Normal School opened its doors to students in September 1899. At that time only a two-year curriculum in teacher education was offered.

In July 1921, the legislature gave the institution the name Northern Illinois State Teachers College and empowered it to award the four-year degree Bachelor of Education. By action of the Teachers College Board in 1943 the title of the degree was changed to Bachelor of Science in Education. Eight years later, the Teachers College Board authorized the college to grant the degree Master of Science in Education, and the institution's Graduate School was established.

On July 1, 1955, as a result of action by the state legislature, the college was renamed Northern Illinois State College. Moreover, the legislature authorized the college to broaden its educational services by offering academic work in areas other than teacher education. The Teachers College Board then granted permission for the college to add curricula leading to the degrees Bachelor of Arts and Bachelor of Science.

By action of the Seventieth General Assembly, Northern Illinois State College became Northern Illinois University on July 1, 1957. Since that time, authority has been granted for the university to offer additional degrees and certificates at the baccalaureate, professional, and graduate levels.

In 1965, the Illinois State Teachers College Board became the Board of Governors of State Colleges and Universities; in 1967, Northern Illinois University was placed under the control of the newly created Board of Regents; in 1996, this authority was transferred to the Board of Trustees of Northern Illinois University.

Northern Illinois University has offered work leading to graduate degrees since 1951 and currently offers graduate study in over 100 major programs and specializations. The following master's degrees, which encompass more than 50 academic majors, are now available: Master of Accounting Science (M.A.S.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Music (M.M.), Master of Physical Therapy (M.P.T.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), Master of Science in Education (M.S.Ed.), and Master of Science in Taxation (M.S.T.). In 1961 programs leading to the degrees Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) were authorized; currently, the Ph.D. is offered by ten academic departments and the Ed.D. in six academic majors. The Juris Doctor (J.D.) degree, offered by the College of Law,

was authorized in 1979, the Performer's Certificate in 1982, the Educational Specialist (Ed.S.) degree in 1983, and the Doctor of Audiology (Au.D.) in 2003.

Mission

The vision of Northern Illinois University is to be the premier student-centered, research-focused public university in the Midwest, contributing to the advancement of knowledge for the benefit of the people of the region, the state, the nation, and the world.

With this vision, the mission of the University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service.

In pursuing our vision and fulfilling our mission, the University values:

- A community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual,
- Access for a broad spectrum of students to high quality undergraduate, graduate, and professional programs that prepare them to be lifelong learners and productive, socially conscious citizens,
- Engaged teaching and learning that evolves from the synergy of research, artistry, and service,
- Research and artistry in creating, transmitting, expanding, and applying knowledge,
- Student success supported through academic and co-curricular programming and activities,
- The application of current technology in enhancing and broadening all institutional endeavors,
- A system of shared governance that incorporates input from faculty, staff, and students in decision- and policy-making,
- Commitment to a public purpose addressing regional, state, national, and global challenges and opportunities.

Recognizing that students will need to learn throughout their lives, the university provides them with the opportunity to become more competent in critical thinking, communication, and creativity.

The university makes significant contributions to the expansion of knowledge. It believes that active programs in research and artistry promote intellectual vitality and enrich an institution's instructional mission and its service to the broader community. It enthusiastically accepts its responsibility to contribute to the nation's scientific and technological leadership, to support advances and innovations in education, to bring ideas to bear on issues of public policy, to contribute to the sustained appreciation of our diverse cultural heritage, and to prepare a new generation of scholars and educational leaders. It accepts a responsibility to prepare citizens who understand the increasingly global nature of contemporary life.

The multiple and ever-changing demands of society require the continuing development of academic and professional programs that are current, responsive, and of the highest possible quality. The university thus seeks to recruit and retain faculty of national stature from diverse cultural and ethnic backgrounds, attentive to developments in their respective disciplines, and capable of educating students who will be able to serve the region, the state, the nation, and the world with distinction in the coming decades. Convinced that the intellectual resources of the nation are held in common, the university hopes to maintain access for all segments of the population, and, within the constraints of its budget, intends to admit those who can meet its entrance standards, to retain those who can benefit from its programs, and to educate students to the extent of their capabilities and desires.

Accreditation and Affiliation

Northern Illinois University is accredited by the Higher Learning Commission, which accredits degree-granting post-secondary educational institutions in the North Central region. NIU is included in the Doctoral Universities Higher Research Activity category of the Carnegie Foundation for the Advancement of Teaching and has achieved the Community Engagement Classifications for Outreach and Partnerships and for Curricular Engagement.

The university and its colleges have institutional membership or other affiliations in or with the American Association of State Colleges and Universities (AASCU), American Association of Colleges for Teacher Education, American Council on Education (ACE), Association of Governing Boards of Universities and Colleges (AGBUC), Association of Public and Land-Grant Universities (APLU), Council for Higher Education Accreditation (CHEA), Council of Graduate Schools, and Universities Research Association.

The university is also fully accredited by the Council for Accreditation of Educator Preparation (CAEP) to offer teacher education programs and offers several educator licensure programs that are approved by the Illinois State Board of Education.

In the College of Business, programs leading to the baccalaureate and master's degrees are accredited by AACSB International-The Association to Advance Collegiate Schools of Business.

In the College of Education, the B.S. in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

In the College of Engineering and Engineering Technology, the undergraduate programs in electrical engineering, industrial and systems engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). In the technology program, the emphases in electrical engineering technology and manufacturing engineering technology are accredited by the Technology Accreditation Commission of ABET, and the

emphasis in industrial management and technology is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

In the College of Health and Human Sciences, the School of Allied Health and Communicative Disorders offers a D.P.T. program that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Au.D. and M.A. with a specialization in speech-language pathology are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. The M.S. in rehabilitation counseling holds accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The specialization in marriage and family therapy in the Master of Science program in applied human development family sciences offered by the School of Family and Consumer Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy (COAMFTE). In the School of Family and Consumer Sciences, the Child Development and Family Center is accredited by NAEYC and the B.S. in human development and family sciences is approved by the National Council on Family Relations (NCFR). The undergraduate and graduate programs in nursing in the School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The School of Health Studies offers the master of public health program that is accredited by the Council on Education for Public Health (CEPH), a B.S. in medical laboratory sciences that is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and the graduate-level dietetic internship and the the M.S. degree in nutrition and dietetics are accredited by the Accreditation Council for Education of Nutrition and Dietetics (ACEND); the undergraduate didactic program in nutrition, dietetics, and wellness is approved by ACEND.

In the College of Liberal Arts and Sciences, the B.S. in chemistry is approved by the American Chemical Society (ACS). The clinical psychology and school psychology areas within the Doctor of Philosophy degree program in the Department of Psychology are accredited by the American Psychological Association (APA). The school psychology M.A. program leading to specialist-level certification is fully approved by National Association of School Psychologists (NASP) and the Council for the Accreditation of Educator Preparation (CAEP). The B.S. degree with emphases in professional chemistry and biochemistry are certified by the American Chemical Society (ACS). The Master of Public Administration degree offered by the Department of Public Administration is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Within the College of Visual and Performing Arts, the programs in art, music, and theatre arts are accredited, respectively, by the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST).

The College of Law is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS).

University Academic Publications

The *Undergraduate Catalog* contains information on undergraduate admission policies and procedures, graduation requirements, academic regulations, expenses, housing, financial aid, and other university services, as well as detailed descriptions of academic majors, minors, and course offerings. Copies are available to current students from the university's bookstore, and to prospective students from the Office of Admissions. It is online at catalog.niu.edu.

The *Graduate Catalog* contains detailed statements of Graduate School policies and procedures, curricula, and expenses, and lists the graduate course offerings of the various departments. Copies are available from the Graduate School . It is online at catalog.niu.edu.

The *College of Law Bulletin* provides information regarding application procedures, academic requirements, course offerings, and tuition and fees, as applicable to law students. Copies may be obtained from the College of Law . It is online at law.niu.edu.

The *Graduate School Calendar and Information for International Graduate Students* are available from the Graduate School and online at www.niu.edu/grad. The *Graduate School Guidelines for Preparing a Thesis or Dissertation at NIU* is available online on the Thesis and Dissertation Office page of the Graduate School website. *Information for International Graduate Students* is online at <http://www.niu.edu/grad/admissions/international/>.

The Graduate School

**Interim Dean of the Graduate School and
Associate Vice President for Graduate Studies:
Purushothaman Damodaran, Ph.D.**

Graduate Council, 2020-2021

College of Business

Kate Mantzke (ACCY), 2020-2023

Yao Zheng (FINA), 2019-2022

Sofia Gomez Enriquez Riart,** 2021-2022

College of Education

Kathryn Jaekel (CAHE), 2020-2023

Rebecca Hunt (ETRA), 2021-2024

Teresa Wasonga (LEPF), 2020-2023

Steve Howell (KNPE), 2021-2024

Darius Jackson,** 2021-2022

College of Engineering and Engineering Technology

Mohammad Moghimi (ELE), 2020-2023

Ting Xia (MEE), 2020-2023

Meghna Adibhatla,** 2020-2021

College of Health and Human Sciences

Hamid Bateni (AHCD), 2019-2022

Melani Duffrin (SIHP), 2020-2023

Marissa Beldon,** 2021-2022

College of Law

Therese Arado, 2019-2022

College of Liberal Arts and Sciences

Valerie Garver (HIST), 2021-2024

Jeremy Groves (ECON), 2019-2022

Michael Clark (POLS), * 2021-2024

Scott Balcerzak (ENGL), 2020-2023

Keri Burchfield (SOC), 2020-2023

Kevin Wu (PSYC), 2020-2023

Victor Ryzhov (CHEM),* 2019-2022

Elizabeth (Ellie) Taylor,** 2021-2022

College of Visual and Performing Arts

Eric Johnson (MUSC), 2019-2022

Ed Klonoski (MUSC), 2020-2023

University Libraries

Nestor Osorio, 2020-2021

Graduate School (ex officio)

Purushothaman Damodaran #

*Appointed at-large from graduate faculty

**Student member

#Chair

##Assistant Chair

Graduate Programs

The graduate degrees and Performer's Certificate offered by the university are listed below by the name of the college and of the department or school in which that degree program is housed. See "Directory for Correspondence" in the following section to ascertain to whom inquiries should be directed and from whom additional information may be sought.

Graduate School

Master of Arts in Teaching (M.A.T.)

(See individual departments for specializations.)

Master of Science in Teaching (M.S.T.)

(See individual departments for specializations.)

College of Business

Master of Business Administration (M.B.A.)

Department of Accountancy

Master of Accountancy (M.A.C.)

Master of Accounting Science (M.A.S.)

Master of Science in Taxation (M.S.T.)

Department of Finance

Master of Science in Finance (M.S.)

Department of Management

Department of Marketing

Master of Science in Digital Marketing (M.S.)

Department of Operations Management and Information Systems

Master of Science (M.S.)

Data Analytics

Management Information Systems

with specializations in

Business Analytics

SAP and Business Enterprise Computing

College of Education

Department of Counseling and Higher Education

Master of Science in Education (M.S.Ed.)

Counseling
with specializations in
Clinical Mental Health Counseling
School Counseling

Higher Education and Student Affairs

Doctor of Education (Ed.D.)

Higher Education
with specialization in
College Teaching
Community College Leadership
Higher Education Administration

Doctor of Philosophy (Ph.D.)

Counselor Education and Supervision

Department of Curriculum and Instruction

Master of Arts in Teaching (M.A.T.)

with specialization in
Elementary Education with Initial Licensure

Master of Science in Education (M.S.Ed.)

Curriculum and Instruction
Literacy Education

Doctor of Education (Ed.D.)

Curriculum and Instruction
with specializations in
Curriculum Leadership
Literacy Education
Science, Social Studies, and Environmental
Education Integration

Department of Educational Technology, Research and Assessment

Master of Science (M.S.)

Educational Research and Evaluation

Master of Science in Education (M.S.Ed.)

Instructional Technology

Doctor of Philosophy (Ph.D.)

Instructional Technology

Department of Kinesiology and Physical Education

Master of Science in Athletic Training (M.S.A.T.)

Master of Science (M.S.)

Sport Management

Master of Science in Education (M.S.Ed.)

Kinesiology and Physical Education
with specialization in
Adapted Physical Education
Exercise Physiology
Pedagogy and Curriculum Development in Physical
Education
Sport and Exercise Psychology

Doctor of Philosophy (Ph.D.)

Kinesiology and Physical Education

Department of Leadership, Educational Psychology and Foundations

Master of Science in Education (M.S.Ed.)

Educational Administration
Educational Psychology
School Business Management

Educational Specialist (Ed.S.)

Educational Administration

Doctor of Education (Ed.D.)

Educational Leadership and Policy Studies
with specializations in
Educational Leadership
Educational Policy Studies

Doctor of Philosophy

Educational Psychology

Department of Special and Early Education

Master of Science in Education (M.S.Ed.)

Early Childhood Education
Special Education
with specializations in
Advanced Special Education Practices
Learning Behavior Specialist I
Orientation and Mobility
Vision Rehabilitation Therapy
Visual Impairments

College of Engineering and Engineering Technology

Master of Science in Teaching (M.S.T.)

with specialization in
Engineering Education

Department of Electrical Engineering

Master of Science (M.S.)

with optional specialization in
Applied Radio Frequency (RF) Engineering

Doctor of Philosophy (Ph.D.)

Electrical Engineering

Department of Industrial and Systems Engineering

Master of Science (M.S.)

with optional specialization in
Engineering Management

Doctor of Philosophy (Ph.D.)

Industrial and Systems Engineering

Department of Mechanical Engineering

Master of Science (M.S.)

Doctor of Philosophy (Ph.D.)

Mechanical Engineering

Department of Engineering Technology

Master of Science (M.S.)

Industrial Management and Technology

College of Health and Human Sciences

School of Allied Health and Communicative Disorders

Master of Arts (M.A.) in Communicative Disorders

with specializations in
Audiology
Speech-Language Pathology

Doctor of Audiology (Au.D.)

Doctor of Physical Therapy (D.P.T.)

School of Family and Consumer Sciences

Master of Science (M.S.)

Applied Human Development and Family Sciences
with optional specializations in
Leadership in Aging Studies
Marriage and Family Therapy

School of Health Studies

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

with specializations in
Health Promotion
Health Services Management

Master of Science (M.S.)

Nutrition and Dietetics

School of Interdisciplinary Health Professions

Master of Science (M.S.)

Health Sciences
Rehabilitation Counseling

Doctor of Philosophy (Ph.D.)

Health Sciences

Department of Military Science

School of Nursing

Master of Science (M.S.)

Nursing

with specializations in
Adult-Gerontology Clinical Nurse Specialist
Adult-Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Nursing Education

Doctor of Nursing Practice (D.N.P.)

College of Liberal Arts and Sciences

School of Public and Global Affairs

Department of Anthropology

Master of Arts (M.A.)

Department of Biological Sciences

Master of Science (M.S.)

with optional specializations in
Bioinformatics

Biology Teaching
Human Anatomical Sciences

Doctor of Philosophy (Ph.D.)

Department of Chemistry and Biochemistry

Master of Science (M.S.)

Chemistry

Doctor of Philosophy (Ph.D.)

Chemistry

with optional specialization in
Nanoscience

Department of Communication

Master of Arts (M.A.)

Communication Studies

Department of Computer Science

Master of Science (M.S.)

Doctor of Philosophy (Ph.D.)

Department of Economics

Master of Arts (M.A.)

Doctor of Philosophy (Ph.D.)

Department of English

Master of Arts (M.A.)

Doctor of Philosophy (Ph.D.)

Department of Geographic and Atmospheric Sciences

Master of Science (M.S.)

Geography

Doctor of Philosophy (Ph.D.)

Geography

Department of Geology and Environmental Geosciences

Master of Science (M.S.)

Geology

Doctor of Philosophy (Ph.D.)

Geology

Department of History

Master of Arts (M.A.)

Doctor of Philosophy (Ph.D.)

Department of Mathematical Sciences

Master of Science (M.S.)

Mathematics

with specializations in
Applied Mathematics
Computational Mathematics
Mathematics Education
Pure Mathematics

Master of Science in Teaching (M.S.T.)

with specialization in
Middle School Mathematics Education

Doctor of Philosophy (Ph.D.)

Department of Philosophy

Master of Arts (M.A.)

Department of Physics

Master of Science (M.S.)

with specializations in
Applied Physics
Basic Physics
Physics Teaching

Doctor of Philosophy (Ph.D.)

with optional specialization in
Nanoscience

Department of Political Science

Master of Arts (M.A.)

Doctor of Philosophy (Ph.D.)

Department of Psychology

Master of Arts (M.A.)

Doctor of Philosophy (Ph.D.)

Department of Public Administration

Master of Public Administration (M.P.A.)

Department of Sociology

Master of Arts (M.A.)

with optional specialization in
Criminology

Department of Statistics and Actuarial Science

Master of Science

Statistics

Department of World Languages and Cultures

Master of Arts (M.A.)

World Languages and Cultures -- Spanish and
Hispanic Studies

College of Visual and Performing Arts

School of Art and Design

Master of Arts (M.A.)

with specializations in
Art History Research
Art History Teaching at the Two-Year College Level
Studio Art

Master of Science (M.S.)

with specialization in
Art and Design Education

Master of Fine Arts (M.F.A.)

Doctor of Philosophy (Ph.D.)

Art and Design Education

School of Music

Master of Music (M.M.)

with specializations in
Music Education
Performance
Individualized Study

Performer's Certificate

School of Theatre and Dance

Master of Fine Arts (M.F.A.)

Theatre Arts

with specializations in

Acting

Design and Technology

Graduate Concentrations and Certificates of Graduate Study

Graduate Concentrations

A concentration is a course of study, typically interdisciplinary, linked to the pursuit of a specific graduate degree. Completion of the requirements for a concentration 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 concentrations offered by the university are listed below.

Biochemistry or Biophysics
Latin American Studies

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
Advanced Qualitative Methodology in Education
Advanced Quantitative Methodology in Education
Advanced Study in Accountancy
Advanced Study in Accounting Analytics
Art History
Assistive Technology Instructional Specialist for People with
Visual Impairments
Behavior Analyst
Bioinformatics
College Teaching
Curricular and Pedagogical Practices in Social Justice
Education
Data Analytics Using SAS Software-SAS Joint Certificate
Program
Data Science for Business
Digital Image Processing
Digital Signal Processing
Digital Systems
Director of Special Education

Distance Education
Eating Disorders and Obesity
Education in English Language Arts
Elementary Mathematics Teaching
Enterprise Management Using SAP Software
Entrepreneurship
Facilities Management
Family and Child Development
Finance
Financial Engineering
Financial Risk Management
FinTech
Foreign Language Instructional Technology
Foundation of Accountancy
Foundations of Education and Policy Studies
Geographic Information Analysis
Gerontology
Health Professions Education
Higher Education Administration
Homeland Security
Industrial Control
Integrated Manufacturing Systems
Interdisciplinary Study of Language and Literacy
International Business
Latin American Studies
Law and Women's and Gender Studies
Leadership in Aging Services
Lean Six Sigma
Lesbian, Gay, Bisexual, and Transgender Studies
Logistics
Management Information Systems
Managerial Leadership
Medical Family Therapy and Counseling
Mobile Programming
Museum Studies
Postsecondary Developmental Literacy and Language
Instruction
Public Management
Quality Control
Response to Intervention
Semiconductor Devices
Semiconductor Fabrication
Simulation, Modeling and Data Analysis
Southeast Asian Studies
Spanish Language, Literature, and Culture
Sport and Exercise Psychology
Sport Management
Strategic Marketing
Teaching English as a Second Language and Bilingual
Education
Technical Writing
Trauma-Informed Counseling
User Experience (UX) and Learning Analytics
VLSI Design
Women's and Gender Studies
Workplace Learning and Performance
World Languages and Cultures -- French and Francophone
Studies
World Languages and Cultures -- German Studies
World Languages and Cultures -- Spanish and Hispanic
Studies

Directory for Correspondence

Inquiries concerning the graduate degree programs, specializations, concentrations, and certificates of graduate should be addressed according to the following lists, using the name of the individual and the individual's department, school, or center at Northern Illinois University, DeKalb, IL 60115. Prospective students seeking information on assistantships and fellowships should also direct their inquiries to the persons whose names appear below or to other offices that appoint graduate assistants.

Graduate Degree Programs, Specializations, and Departments

Academic Literacies, Language, and Culture: See Curriculum and Instruction

Accountancy: Rebecca T. Shortridge, C.P.A., Ph.D., chair of department

Acting: See Theatre Arts

Adapted Physical Education: See Kinesiology and Physical Education

Advanced Special Education Practices: See Special and Early Education

Allied Health and Communicative Disorders: Sherrill Morris, Ph.D., chair of school

Anthropology: Leila Porter, Ph.D., chair of department

Apparel Studies: See Family, Consumer, and Nutrition Sciences

Applied Human Development and Family Sciences: See Family and Consumer Sciences

Applied Probability and Statistics: See Statistics and Actuarial Science

Applied Radio Frequency (RF): See Electrical Engineering

Art and Design: Michael Barnes, M.F.A., graduate coordinator of school

Assistive Technology Used by Persons with Visual

Impairments: See Special and Early Education

Athletic Training: See Kinesiology and Physical Education

Audiology: See Allied Health and Communicative Disorders

Behavior Analysis: See Leadership, Educational Psychology and Foundations

Behavior Analysis: See Special and Early Education

Bioinformatics: See Biological Sciences.

Biological Sciences: Neil Blackstone, Ph.D., departmental director of graduate studies

Business Administration: assistant dean, M.B.A. program

Chemistry: Victor Ryzhov, Ph.D., departmental director of graduate studies

Clinical Mental Health: See Counseling and Higher Education

College Teaching: See Counseling and Higher Education

Communication Studies: Kathleen Valde, Ph.D., departmental director of graduate studies

Community College Leadership: See Counseling and Higher Education

Comparative Public Service: See Public Administration

Computational Mathematics: See Mathematical Sciences

Computer Science: Kirk Duffin, Ph.D., departmental director

of graduate studies

Counseling: See Counseling and Higher Education

Counseling and Higher Education: Suzanne Degges-White, Ph.D., chair of department

Counselor Education and Supervision: See Counseling and Higher Education

Criminology: See Sociology

Curriculum and Cultural Pedagogies in Social Justice: See Curriculum and Instruction

Curriculum and Instruction: Sally Blake, Ph.D., chair of department

Curriculum Leadership: See Curriculum and Instruction

Design and Technology: See Theatre Arts

Directing: See Theatre Arts

Early Childhood Education: See Special and Early Education

Economics: Jeremy Groves, Ph.D., departmental director of graduate studies

Educational Administration: See Leadership, Educational Psychology and Foundations

Educational Leadership and Policy Studies: See Leadership, Educational Psychology and Foundations

Educational Leadership: Department of Leadership, Educational Psychology, and Foundations

Educational Policy Studies: Department of Leadership, Educational Psychology, and Foundations

Educational Psychology: See Leadership, Educational Psychology and Foundations

Educational Research and Evaluation: See Educational Technology, Research and Assessment

Educational Specialist in Educational Administration: See Leadership, Educational Psychology, and Foundations

Educational Technology, Research and Assessment: Wei-Chen Hung, Ph.D., chair of department

Electrical Engineering: Mansoor Alam, chair of the department

Elementary Education with Initial Licensure: See Curriculum and Instruction

Engineering Management: Purushothaman Damodaran, Ph.D., chair of Industrial and Systems Engineering

English: Scott Balcerzak, Ph.D., departmental director of graduate studies

English as a Second Language/Bilingual Education: See Curriculum and Instruction

Exercise Physiology: See Kinesiology and Physical Education

Family and Consumer Sciences Education: See Family and Consumer Sciences

Family and Consumer Sciences: Thomas Pavkov, Ph.D., chair of school

Finance: Gina K. Nicolosi, Ph.D., chair of department

Fiscal Administration: See Public Administration

Geographic and Atmospheric Sciences: Jim Wilson, Ph.D., departmental coordinator of graduate studies

Geology: Mark Frank, Ph.D., departmental coordinator of graduate studies

Health Promotion: See Health Studies

Health Sciences: See School of Interdisciplinary Health Professions

Health Services Management: See Health Studies

Health Studies: Jeanne Isabel, chair of school

Higher Education Administration: See Counseling and Higher Education

Higher Education and Student Affairs: See Counseling and Higher Education
 History: Andy Bruno, Ph.D., departmental director of graduate studies
 Human Anatomical Sciences: Christopher J. Hubbard, Ph.D., Department of Biological Sciences
 Industrial and Systems Engineering: Purushothaman Damodaran, Ph.D., chair of department
 Industrial Management: See Technology
 Instructional Technology: See Educational Technology, Research and Assessment
 Interdisciplinary Health Professions: Beverly Henry, interim chair of school
 Kinesiology and Physical Education: Todd A. Gilson, Ph.D., chair of department
 Leadership and Policy Studies: See Leadership, Educational Psychology and Foundations
 Leadership, Educational Psychology and Foundations: Carolyn Vander Schee, Ph.D., chair of department
 Learning Behavior Specialist I: See Special and Early Education
 Literacy Education: See Curriculum and Instruction
 Local Government Management: See Public Administration
 Management: Sarah J. Marsh, Ph.D., chair of department
 Management Information Systems: See Operations Management and Information Systems
 Marketing: Vijaykumar Krishnan Palghat, Ph.D., chair of department
 Marriage and Family Therapy: See Family and Consumer Sciences
 Masters of Arts in Teaching: See Curriculum and Instruction
 Mathematical Sciences: Siem Deng, Ph.D., departmental director of graduate studies
 Mechanical Engineering: Tariq Shamim, Ph.D., chair of department
 Music: James Brown, M.M., graduate coordinator of school
 Non-profit Management: See Public Administration
 Nursing: Jan Strom, Ph.D., chair of school
 Nutrition and Dietetics: See Health Studies
 Operations Management and Information Systems: Chang Liu, D.B.A., chair of department
 Orientation and Mobility: See Special and Early Education
 Pedagogy and Curriculum Development in Physical Education: See Kinesiology and Physical Education
 Performer's Certificate: See Music
 Philosophy: David Buller, chair of department
 Physical Education: See Kinesiology and Physical Education
 Physical Therapy: See Allied Health and Communicative Disorders
 Physics: Philippe Piot, Ph.D., departmental director of graduate studies
 Political Science: Michael Clark, Ph.D., departmental director of graduate studies
 Psychology: Kevin Wu, Ph.D., departmental director of graduate studies
 Public Administration: Kurt M. Thurmaier, Ph.D., chair of department
 Public Health: See Health Studies
 Public Service Law: See Public Administration
 Reading: See Curriculum and Instruction
 Rehabilitation Counseling: See School of Interdisciplinary

Health Professions
 School Business Management: See Leadership, Educational Psychology and Foundations
 School Counseling: See Counseling and Higher Education
 Science, Social Studies and Environmental Integration: See Curriculum and Instruction
 Secondary Education: See Curriculum and Instruction
 Sociology: Diane Rogers, Ph.D., director of graduate studies
 Spanish: Stephen Vilaseca Ph.D., departmental coordinator of graduate studies
 Special and Early Education: Gregory Conderman, Ed.D., chair of department
 Special Education: See Special and Early Education
 Speech-Language Pathology: See Allied Health and Communicative Disorders
 Sport and Exercise Psychology: See Kinesiology and Physical Education
 Sport Management: Steven Howell, Ph.D., director of graduate studies
 Statistics and Actuarial Science: Duchwan Ryu, director of graduate studies
 Strategic Public Management Leadership: See Public Administration
 Taxation: Bradrick Cripe, Ph.D., departmental program director for M.S.T.
 Teacher Leader with Endorsement: See Curriculum and Instruction
 Technology: Pradip Majumdar, Ph.D., chair of department
 Theatre Arts: Terry McClellan, M.F.A., graduate coordinator of school
 Vision Rehabilitation Therapy: See Special and Early Education
 Visual Impairments: See Special and Early Education
 World Languages and Cultures: Stephen Vilaseca, Ph.D., department coordinator of graduate studies

Graduate Concentrations and Certificates of Graduate Study

Adapted Physical Education: Chair, Department of Kinesiology and Physical Education
 Advanced Study in Accountancy: Chair, Department of Accountancy
 Advanced Study in Accounting Analytics: Chair, Department of Accountancy
 Advanced Qualitative Methodology in Education: Chair, Department of Educational Technology, Research and Assessment
 Advanced Quantitative Methodology in Education: Chair, Department of Educational Technology, Research and Assessment
 Applied Mechanics: Chair, Department of Mechanical Engineering
 Art History: Michael Barnes, M.F.A., graduate coordinator of School of Art and Design
 Assistive Technology Instructional Specialist for People with Visual Impairments: Chair, Department of Special and Early Education
 Behavior Analyst: Chair, Department of Special and Early Education
 Biochemistry: Director, Center for Biochemical and

Biophysical Studies
Bioinformatics: Neil Blackstone, Ph.D., Department of Biological Sciences
Biophysics: Director, Center for Biochemical and Biophysical Sciences
CAD/CAM/CAE: Chair, Department of Mechanical Engineering
College Teaching: Chair, Department of Counseling and Higher Education
Curricular and Pedagogical Practices in Social Justice Education, Department of Curriculum and Instruction
Data Analytics Using SAP Software-SAS Joint Certificate Program: Chair, Department of Operations Management and Information Systems
Data Science for Business: Chair, Department of Operations Management and Information Systems
Digital Image Processing: Chair, Department of Electrical Engineering
Digital Signal Processing: Chair, Department of Electrical Engineering
Digital Systems: Chair, Department of Electrical Engineering
Director of Special Education: Chair, Department of Special and Early Education
Distance Education: Chair, Department of Educational Technology, Research and Assessment
Eating Disorders and Obesity: Chair, School of Health Studies
Education in English Language Arts: Director of Graduate Studies, Department of English
Elementary Mathematics Teaching: Chair, Department of Mathematical Sciences
Enterprise Management Using SAP Software: Chair, Department of Operations Management and Information Systems
Entrepreneurship: Office of M.B.A. Programs
Facilities Management: Chair, Department of Technology
Family and Child Development: Chair, School of Family and Consumer Sciences
Family Nurse Practitioner: Chair, School of Nursing
Finance: Chair, Department of Finance
Financial Engineering: Director of Graduate Studies, Department of Economics
Financial Risk Management: Chair, Department of Finance
Fin Tech: Chair, Department of Finance
Foreign Language Instructional Technology: Chair, Department of World Languages and Cultures
Foundation of Accountancy: Chair, Department of Accountancy
Foundations of Education and Policy Studies: Chair, Department of Leadership, Educational Psychology and Foundations
Geographic Information Analysis: Chair, Department of Geographic and Atmospheric Sciences
Gerontology: Director, Gerontology Program, School of Family and Consumer Sciences
Health Education: Chair, School of Health Studies
Higher Education Administration: Chair, Department of Counseling and Higher Education
Homeland Security: See Inter-College Interdisciplinary Certificates
Industrial Control: Chair, Department of Electrical

Engineering
Instructional Coaching, Department of Curriculum and Instruction
Integrated Manufacturing Systems: Chair, Department of Industrial and Systems Engineering
Interdisciplinary Study of Language and Literacy: See Inter-College Interdisciplinary Certificates
International Business: Office of M.B.A. Programs
Latin American Studies: Director, Center for Latino and Latin American Studies
Law and Women's and Gender Studies: Director, Center for the Study of Women, Gender, and Sexuality
Leadership in Aging Studies: Director, Gerontology Program, School of Family and Consumer Sciences
Lean Six Sigma: Chair, Department of Industrial and Systems Engineering
Lesbian, Gay, Bisexual, and Transgender Studies: Director, Center for the Study of Women, Gender, and Sexuality
Logistics: Chair, Department of Industrial and Systems Engineering
Management Information Systems: Office of M.B.A. programs
Managerial Leadership: Office of M.B.A. Programs
Medical Family Therapy and Counseling: Chair, Department of Counseling and Higher Education
Mobile Programming: Director of Graduate Studies, Department of Computer Science
Museum Studies: Michael Barnes, M.F.A., graduate coordinator of School of Art and Design
Nursing Education: Chair, School of Nursing
Postsecondary Developmental Literacy and Language Instruction: Chair, Department of Curriculum and Instruction
Public Health: Chair, School of Health Studies
Public Management: Chair, Department of Public Administration
Quality Control of Manufacturing Processes: Chair, Department of Industrial and Systems Engineering
Response to Intervention: Chair, Department of Educational Technology, Research and Assessment
Semiconductor Devices: Chair, Department of Electrical Engineering
Semiconductor Fabrication: Chair, Department of Electrical Engineering
Simulation, Modeling and Data Analysis: Chair, Department of Mechanical Engineering
Southeast Asian Studies: Director, Center for Southeast Asian Studies
Spanish and Hispanic Studies: Chair, Department of World Languages and Cultures
Sport and Exercise Psychology: Chair, Department of Kinesiology and Physical Education
Sport Management: Chair, Department of Kinesiology and Physical Education
Strategic Marketing: Office of M.B.A. Programs
Teaching English as a Second Language and Bilingual Education: Chair, Department of Curriculum and Instruction
Technical Writing: Director of Graduate Studies, Department of English
Thermal, Fluid, and Energy Systems, Chair, Department of Mechanical Engineering

Trauma-Informed Counseling: Chair, Department of
Counseling and Higher Education
User Experience (UX) and Learning Analytics, Department of
Educational Technology, Research, and Assessment
Vibration, Robotics, and Control Systems: Chair, Department
of Mechanical Engineering
VLSI Design: Chair, Department of Electrical Engineering
Women's and Gender Studies: Director, Women's, Gender
and Sexuality Studies
Workplace Learning and Performance: See Educational
Technology, Research, and Assessment
World Languages and Cultures -- French and Francophone
Studies: Chair, Department of World Languages and Cultures
World Languages and Cultures -- German Studies: Chair,
Department of World Languages and Cultures
World Languages and Cultures -- Spanish and Hispanic
Studies: Chair, Department of World Languages and Cultures

Admission to Graduate Study

General Requirements for Admission to the Graduate School

To be admitted as a graduate student, an applicant must have obtained a baccalaureate or higher degree, prior to the start of the NIU term for which the student is admitted, from an accredited U.S. college or university or the equivalent degree from a recognized foreign institution. (See "Definitions of Terms Used in This Catalog" for definitions of "accredited institution" and "recognized institution.") Applicants must have the approval of the department in which they plan to major and either must have a minimum 2.75 overall grade point average (GPA), based on a 4.00 system, in their baccalaureate program or must have completed 15 or more semester hours of graduate work at an accredited institution with a GPA of 3.20 or higher. The overall baccalaureate GPA is here defined as the GPA as reflected on the official transcript of the institution granting the baccalaureate degree; if the institution specifies none, or uses other than a 4.00 system, NIU will compute the GPA for course work at that institution, when possible. To be admitted to a program beyond the master's degree, students must have at least a 3.20 GPA in all graduate work taken.

Applicants whose GPA is below the required level may, at the discretion of the major department, be recommended for admission if they satisfy one of the following criteria.

- Demonstrated ability to conduct graduate work at an accredited college or university.
- Exceptional performance on required graduate-level admission tests (GRE or GMAT).
- Presentation of other relevant evidence acceptable to the department, such as a portfolio in art or an audition in music of notably high quality.

The above are minimum academic requirements for admission to the Graduate School. The applicant's character, integrity, and general fitness to practice a particular profession may also be considered in the admissions process. Departments reserve the right, in consultation with the Graduate School, to establish additional standards and criteria for admission. It is the responsibility of the applicant to ascertain the nature and extent of these requirements. In addition, limited resources may indicate a need for limited enrollments, requiring departments to restrict admissions and to entertain special admissions only under exceptional circumstances. Admission of any student failing to meet admissions criteria as set forth in the *Graduate Catalog* requires the approval of the office of the dean of the Graduate School.

A student-at-large must be in good academic standing to be admitted to the Graduate School; see "Enrollment for Graduate Study as a Student-at-Large."

Application for Admission

In order to pursue a graduate degree, one must apply and be admitted to the Graduate School, as well as be accepted for

admission by the faculty of the particular program one wishes to pursue.

Students who wish to take graduate course work but not pursue a degree program should refer to the section "Enrollment for Graduate Study as a Student-at-Large" in this catalog.

The Graduate School requires degree-seeking applicants to submit the following materials:

- the application and application fee,
- letters of recommendation,
- official test scores (GRE, MAT, or GMAT scores as appropriate; international students must also submit TOEFL, IELTS, or PTE Academic scores),
- a statement of purpose, and
- official transcripts from all institutions attended.

Departments and programs may require additional supporting materials. Consult the appropriate departmental section of the catalog.

Applications are available online at <http://niu.edu/grad/admissions/index.shtml>. Graduate School and program deadlines for the completion of the application dossier are available online at www.niu.edu/grad. The completed application dossier, *with the required application fee*, must be received by the Graduate School no later than July 15 for admission to the fall semester, December 10 for the spring semester, and June 1 for the summer session. These application deadlines are waived for a student already enrolled in a graduate program at NIU who wishes to apply for admission to another graduate program, or an NIU undergraduate seeking early admission to the Graduate School. See also "International Students" for application deadlines applicable to such students. For any of these dates occurring on a Saturday, Sunday, or university holiday, the deadline becomes the next day on which university offices are open.

Payment for the application fee *must* accompany the submission of the application, unless the applicant is exempt from the fee. The following individuals are exempt from payment of the application fee: individuals who received a GRE or GMAT fee reduction or fee waiver, McNair Scholars, and qualified veterans under the Illinois Veterans' Grant (IVG) Program. Exempt applicants should contact the Graduate School to learn how to receive a fee-waiver code.

The applicant must arrange to have letters of recommendation submitted directly to the Graduate School in support of the application. At least three such letters are required for applicants to doctoral programs, at least two for applicants to all other programs. Some departments require additional letters, as indicated in the corresponding departmental section of this catalog. Care should be exercised in selecting persons to write letters of recommendation. These should be persons in a position to write analytically about the applicant's academic qualifications to pursue graduate studies, and/or professional competence and ability to benefit from advanced study. For an applicant currently

pursuing a graduate program, at least one of the letters should be from a faculty member in the department in which the student is enrolled. Applicants uncertain of the suitability of particular individuals as writers of recommendations should consult with the head of the department or program to which they are applying.

Applicants must submit a Statement of Purpose. The statement should be a concise essay that describes the applicant's interest in the proposed field of study and his/her reasons for wishing to undertake graduate study at NIU. Specific advice about constructing a Statement of Purpose can be obtained on the Graduate School webpage and through consultation with faculty in the department or program to which the applicant seeks admission.

An applicant who holds a baccalaureate degree from a college or university other than Northern Illinois University, or who has engaged in graduate study elsewhere, must submit official transcripts showing each such degree and all graduate work as part of the application materials. The applicant should request that the appropriate institution(s) send one official copy of each required transcript directly to the Graduate School. Degree transcripts must be from the institution conferring each degree; transcripts of graduate work must be from the institution(s) at which the student was enrolled for such work. Graduate credit is not accepted in transfer from U.S. institutions that are not accredited or from foreign institutions that are not recognized (see "Definitions of Terms Used in This Catalog" for definitions of "accredited institution" and "recognized institution"); therefore, transcripts are not required for work done at such institutions. Some graduate programs may require additional transcripts (such as for associate's degrees), as indicated in the departmental sections of this catalog.

Students submitting credentials written in languages other than English are also required to submit an official English translation. Copies of either originals or translations, even if notarized, are not considered official.

An applicant whose native language is not English must present a satisfactory score for either the *International English Language Testing System* (IELTS) or the *Test of English as a Foreign Language* (TOEFL), or the *Pearson Test of English Academic* (PTE Academic), as indicated below under "Examinations Required for Admission."

The Graduate School scrutinizes application materials to determine their authenticity and legitimacy. Any applicant who provides information either on the application or in supporting materials that misrepresents his/her previous experience or ability to succeed in graduate school will be denied admission. If the student is enrolled when such a discovery is made, the student's admission will be terminated immediately.

Graduate assistantships are normally awarded to begin in the fall semester. This application should be submitted directly to the department or other unit in which the applicant wants to work, and not to the Graduate School.

Applicants for admission to the Graduate School assume all responsibility for the completion of their admission files; the Graduate School assumes no obligation to inform them about erroneous or missing credentials.

A student whose application for admission to a graduate program is denied may request reconsideration at any time prior to the close of admissions for the term for which application was made. If the admission deadline for that term is past, the student must submit a new application form by the deadline applicable to the next term for which admission is sought. At the discretion of the department or program to which the student desires admission, additional materials may be required in support of a reapplication or reconsideration request, and such a request will not normally be considered unless the student presents additional academic information not previously available to the faculty.

Admission Procedures for International Students

For international students, all application material--the application for admission, letters of recommendation, diplomas, mark sheets, and test scores--must be received by the Graduate School no later than May 1 for admission for the fall semester or October 1 for the spring semester. Normally, new international students will not be admitted to begin a degree program in the summer session. The application deadlines are waived for a student already enrolled in a graduate degree program at NIU who wishes to apply for admission to another graduate program. An international student residing in the U.S. may meet the application deadlines specified for domestic students. An international student who is enrolled as an undergraduate at NIU or who has permanent resident alien status in the U.S. is required to meet only the application deadlines specified for domestic students, and may be considered for admission for the summer session. For any deadline date occurring on a Saturday, Sunday, or university holiday, the deadline becomes the next day on which university offices are open. A permanent resident must provide her or his alien registration number on the application form; an international student residing in the U.S. may be required to provide verification of this status.

A student seeking an F-1 or J-1 visa must also submit the financial statement and demonstrate adequate financial resources before an I-20 or DS 2019 form will be issued.

International students must submit either IELTS, TOEFL, or PTE Academic test scores. The International English Language Testing Services test can be taken at most British Consulates. For information regarding the IELTS, applicants should visit www.ielts.org/. Information about PTE Academic is available at: <https://pearsonpte.com/>. The TOEFL *Bulletin of Information* and registration form can be obtained in a number of cities outside the United States. They are often available at American embassies and consulates, or at offices of the United States Information Service (USIS). Students who cannot obtain a TOEFL bulletin and registration form locally should write well in advance to:

TOEFL Services, P.O. Box 6151, Princeton, New Jersey
08541-6151, U.S.A., or contact www.toefl.org.

A comprehensive orientation program is provided by the International Student and Faculty Office for new international students. This begins when the student is granted admission to the university, and continues after the student's arrival on campus. The program includes dissemination of information and materials concerning the university, the university community, and U.S. immigration rules and regulations; a week of intensive orientation activities at the beginning of the first semester of attendance; and follow-up activities during the remaining period of residency and study. A one-time orientation fee is charged for this program. As part of this orientation program, new international students may be given further tests of their English language skills.

Examinations Required for Admission

An applicant should plan to take the required tests early enough so that scores can reach the Graduate School before the final application deadline for a given term. Up to eight weeks may be required for the Graduate School to receive scores after the administration of the tests.

Graduate Record Examination (GRE)

In order to be considered for admission to the Graduate School, all applicants, other than those applying to programs listed below, must provide official scores on all sections of the General Test of the Graduate Record Examinations (GRE) to the Graduate School.

Applicants to the following programs are exempt from the GRE:

- Accelerated B.S. Mechanical Engineering / M.S. Mechanical Engineering
- Master of Accountancy (see Graduate Management Admission Test below)
- Master of Accounting Science (see Graduate Management Admission Test below)
- Master of Arts, Anthropology (exempt)
- Master of Arts, Communication Studies (waiver available through the department for applicants with GPA of 3.0 or higher)
- Master of Arts, Communicative Disorders (exempt)
- Master of Arts, Political Science (exempt)
- Master of Arts, Specialization in Studio Art (exempt)
- Master of Arts in Teaching (exempt)
- Master of Business Administration (see Graduate Management Admission Test below)
- Master of Fine Arts in School of Art and Design (exempt)
- Master of Fine Arts in School of Theatre and Dance (exempt)
- Master of Music (exempt)
- Master of Public Administration (exempt)
- Master of Public Health (exempt)
- Master of Science in Art and Design Education (exempt)
- Master of Science in Athletic Training (exempt)
- Master of Science in Data Analytics (see Graduate Management Admission Test below)
- Master of Science in Digital Marketing (see Graduate Management Admission Test below)
- Master of Science in Education in Counseling (exempt)
- Master of Science in Education in Curriculum and Instruction (exempt)
- Master of Science in Education in Early Childhood Education (exempt)
- Master of Science in Education in Educational Administration
- Master of Science in Education in Higher Education and Student Affairs (exempt)
- Master of Science in Education in Kinesiology and Physical Education (exempt)
- Master of Science in Education in Literacy Education (exempt)
- Master of Science in Education in School Business Management
- Master of Science in Education in Special Education (exempt)
- Master of Science in Finance (see Graduate Management Admission Test below)
- Master of Science in Geography (exempt)
- Master of Science in Geology (exempt)
- Master of Science in Management Information Systems (see Graduate Management Admission Test below)
- Master of Science in Nursing (exempt)
- Master of Science in Nutrition and Dietetics (exempt)
- Master of Science in Rehabilitation Counseling
- Master of Science in Taxation (see Graduate Management Admission Test below)
- Performer's Certificate (exempt)
- Doctor of Nursing Practice
- Ed.D. in Educational Leadership and Policy Studies
- Ed.D. in Higher Education (exempt)
- Ph.D. in Geography (exempt)
- Ph.D. in Geology (exempt)
- Ph.D. in Health Science (applicants who have earned a graduate degree with a 3.50 or higher GPA from an accredited institution are exempt)
- Ph.D. in History (exempt)
- Ph.D. in Instructional Technology (GRE waived with U.S. master's degree)
- Ph.D. in Political Science (exempt)

Applicants to graduate programs in curriculum and instruction, early childhood education, educational psychology, instructional technology, and literacy education may submit Miller Analogies Test (MAT) scores in lieu of

GRE scores. Applicants to the graduate program in school business management may submit Graduate Management Admission Test (GMAT) scores in lieu of GRE scores. With approval of the Department of Technology, the GRE scores requirement may be waived for applicants to the M.S. in industrial management on the basis of significant work experience. Applicants to the M.S. in sport management or management information systems may submit either the GRE or the GMAT scores to the Graduate School.

Occasionally an applicant's prospective major department may approve waiving the requirement to submit official scores on the GRE for an applicant who has already earned a graduate degree from an accredited institution or for an applicant who is pursuing or has completed a baccalaureate degree at NIU with a major in that department with a cumulative NIU undergraduate GPA of at least 3.00. In special cases, if an applicant who has already taken the Graduate Management Admission Test (GMAT) is applying for admission to a program that requires the GRE, the department may agree to accept the scores on the GMAT.

The Educational Testing Service (ETS), which administers the Graduate Record Examinations program on behalf of the Graduate Record Examinations Board, does not normally report scores more than five years old. Students who are unable to obtain their GRE scores from ETS because of this policy should contact the Graduate School about possible alternative means to satisfy the GRE requirement.

For GRE information, testing dates, and locations, contact www.gre.org. For MAT, contact www.MillerAnalogies.com.

Graduate Management Admission Test (GMAT)

Applicants for graduate study in the College of Business must submit official scores on the GMAT to the Graduate School, with exception to applicants who intend to pursue the Executive M.B.A. or One-Year M.B.A. No GMAT is required for these formats. With the approval of the applicant's prospective major department, the requirement to submit official scores on the GMAT may be waived if:

- an applicant has already earned a graduate degree from an accredited institution;
- an applicant to the Global M.B.A. format or to the M.S. in Digital Marketing program who is an NIU University Honors graduate with a B.S. or B.A.;
- an applicant to the M.S.T. program presents satisfactory scores on the LSAT or provides evidence of passing all parts of the C.P.A. examination;
- an applicant to the M.A.S, MAC, or M.S. in Digital Marketing program has earned a baccalaureate degree from an accredited US college or university;
- an applicant to the M.S. in Management Information Systems may submit GRE scores in lieu of GMAT scores.

Applicants to programs in the College of Business are not required to take the General Test of the GRE. In special cases, however, if an applicant who has already taken the Graduate Record Examinations (GRE) is applying for admission to a program that requires the GMAT, the department may agree to accept the scores on the GRE. The M.S. in sport management will accept the GMAT or the GRE scores.

For GMAT information, contact the Graduate Management Admission Council at www.gmac.com.

Language Test Requirements (IELTS, TOEFL, PTE)

An applicant whose native language is not English must present an IELTS score of 6.5 or alternatively, a PTE Academic score of at least 53 or a TOEFL score of at least 80. The score must be for an examination administered no more than 24 months prior to the beginning of the academic term for which admission is sought. Possession of a baccalaureate or higher degree from an accredited institution in the U.S., the U.K., Ireland, Canada, Australia, New Zealand and a number of other countries serves as evidence of sufficient English proficiency for admission purposes. (A list of those other countries is maintained at www.grad.niu.edu). Submission of English language proficiency scores is unnecessary for a student already enrolled and in good academic standing at NIU. In special circumstances, a department may seek a waiver of this requirement for a student who has demonstrated success in graduate course work but not completed a degree at an accredited institution in the U.S.

For IELTS information, contact www.ielts.org. For TOEFL information, contact www.toefl.org. For PTE Academic information, contact <https://pearsonpte.com/>.

Admission

Admission decisions may be made within a few weeks following the receipt of all credentials. For programs in which space is limited, however, admission decisions may be made only at certain times during the academic year. Accordingly, notification of decisions may not be mailed until some time after the formal deadline for applications has passed.

Individual programs and departments make admission recommendations to the Graduate School; the Graduate School makes the admission decision. The official notification of admission is a letter sent to the applicant by the Graduate School. Correspondence from individual departments or programs does not constitute official notice of admission.

A student must be admitted by the close of the first week of an academic term in order for the admission to be effective for that term.

Regular Admission

Regularly admitted graduate students meet all program-level and Graduate School requirements for admission.

A regularly-admitted student, who must complete a baccalaureate or a master's degree prior to matriculation as a

graduate student at NIU, but who has not yet provided an official transcript verifying completion of that degree, shall do so within one month of matriculation. Students who fail to provide an official transcript proving receipt of the prior degree will have their admission terminated and their enrollment cancelled.

Conditional Admission

Students are admitted conditionally either because they lack the academic background to ensure completion of a program or because they do not meet program-level or Graduate School admission requirements. Conditional admission can be awarded only by the dean of the Graduate School upon the recommendation of the program.

Students must complete all requirements to remove the conditional admission within the first nine hours of course work enrolled at NIU as a graduate student. Failure to do so will result in termination from the program and the Graduate School.

While classified as conditionally-admitted, master's students must achieve a minimum 3.00 grade point average in graduate course work; specialists students must achieve a minimum 3.25 GPA in graduate course work; and doctoral students must achieve a 3.50 GPA in graduate course work.

Programs may impose other requirements that conditionally-admitted students must meet, including completion of undergraduate course work at a specified level of competency. Programs must inform the student and the Graduate School in writing of any such requirements. Responsibility for enforcing additional requirements resides solely with programs.

Conditionally-admitted students may be required to complete undergraduate deficiency courses. Deficiency courses may be taken only at NIU. Graduate students enrolled in undergraduate classes must be aware of potential consequences upon their eligibility to receive financial aid.

Once a conditionally-admitted student meets requirements to lift the condition of his or her enrollment, the Graduate School will reclassify the student as regularly admitted.

Conditionally-admitted students may not ordinarily receive an assistantship. No student can complete requirements to graduate while admitted conditionally.

Conditionally-admitted students must meet the same requirement for providing official transcripts for previously awarded degrees as those admitted regularly (see above).

Early Admission of NIU Undergraduates

Early admission to the Graduate School is available to seniors in their final term of undergraduate enrollment at NIU. Students who apply for and receive early admission may take courses for graduate credit. The student granted early

admission must be enrolled for all courses necessary to complete the baccalaureate degree (as determined by the undergraduate graduation-evaluations area in the Office of Registration and Records).

Application for early admission is made through the Graduate School. A student applying for early admission must have applied to graduate from the baccalaureate program at the end of the term for which early admission is sought. No student may enroll in more than one term under early-admission status. If a student is granted early admission and fails to graduate from the baccalaureate program at the end of the term for which early admission was granted, admission to the Graduate School will be terminated.

Students receiving early admission are ineligible to receive graduate assistantships or graduate tuition waivers. Their eligibility to receive financial aid and scholarships may be adversely affected by early admission. Students admitted early are admonished to consult a financial aid or scholarship counselor prior to enrolling in graduate level courses.

Admission to Accelerated Baccalaureate/ Master's Degree Programs

Accelerated baccalaureate/master's degree programs allow advanced undergraduate students at NIU to enroll in up to 18 credits of graduate course work, some or all of which may be applied to a baccalaureate degree with the consent of the student's undergraduate adviser. NIU undergraduate students may apply to enter an accelerated program once they have achieved 90 hours of credit and a 3.00 GPA. Check with individual departments for specific requirements.

Application for early admission is made through the Graduate School. No student may enroll more than three terms in an accelerated program without completing all requirements for the baccalaureate degree. If a student is granted early admission and fails to graduate from the baccalaureate program at the end of the third term, admission to the Graduate School will be terminated until baccalaureate degree requirements are met.

Students receiving admission to accelerated programs are ineligible to receive graduate assistantships or graduate tuition waivers until they have received a baccalaureate degree. Their eligibility to receive financial aid and scholarships may be adversely affected by early admission. Students admitted to an accelerated program are admonished to consult a financial aid or scholarship counselor prior to enrolling in graduate level courses.

Accelerated baccalaureate/master's degree programs are available in the following majors:

- Biomedical Engineering/Electrical Engineering
- Economics
- Electrical Engineering
- Finance

- Biomedical Engineering/Industrial and Systems Engineering
- Industrial and Systems Engineering
- Mechatronics/Industrial and Systems Engineering
- Kinesiology/Athletic Training
- Marketing/Digital Marketing
- Mathematical Sciences
- Mechanical Engineering
- Mechatronics Engineering/Mechanical Engineering
- Political Science
- Political Science/Public Administration
- Public Health
- Rehabilitation and Disability Services/Rehabilitation Counseling
- Sociology

Descriptions of program and admission requirements for these programs are available in the Undergraduate Catalog.

Matriculation; Deferral of Admission

In order to establish their admission, graduate students must enroll in the semester or summer session for which they are admitted, indicated in the letter of admission from the Graduate School. At the discretion of the office of the dean of the Graduate School and with permission of the major department, matriculation may be deferred up to but not beyond one calendar year. The request for deferral of admission must be submitted to the Graduate School, in writing, no later than the end of the academic term for which admission has been granted. If students do not request a deferral of admission, and fail to matriculate (enroll in the term of admission) as required, their admission to that program is canceled. If the student was not already admitted to another graduate program, admission to the Graduate School is also canceled as a result. Provisional admission may not be deferred; the student should instead arrange to provide the missing credentials to permit consideration for unconditional admission in a subsequent term.

Change of Major/Specialization

A student who wishes to change degree level within a given major or from one specialization to another within the same major must submit a change of major/specialization form to the Graduate School. The faculty of the new degree level or specialization will be given the opportunity to approve the specialization or level change requested. The Graduate School will grant a request once it is approved by the department, provided that the student is in good academic standing.

A matriculated student in good standing who wishes to change degree programs must submit a new application for admission within established application deadlines. The student must inform the Graduate School if he or she wishes to cancel enrollment in the degree program to which previously admitted. Likewise, the student must inform the Graduate School that he or she desires previously submitted supporting materials to be forwarded to the admissions committee of the new degree program.

Concurrent Pursuit of Multiple Graduate Programs

A student may be admitted to two (or more) degree programs concurrently. A new application form must be completed for each degree program to which the student desires admission. Each intended program may review the student's existing Graduate School academic file and may require letters of recommendation pertinent to the particular program. A graduate student must be in good academic standing in order to be admitted to an additional graduate degree program. When a student already enrolled in the Graduate School is admitted to an additional graduate degree program, the department(s) to which the student is already admitted will be notified of the new admission. A student admitted to more than one degree program is considered to be pursuing each one independently in the sense that each degree can be awarded as all requirements for it are satisfied. See also "Dual Credit for Graduate Course Work."

Termination of Admission; Retention

A student failing to maintain good academic standing may be academically dismissed from the Graduate School, as described under "Academic Standing" in the "General Regulations" section of this catalog. Graduate students who are academically dismissed lose their status as graduate students. In addition, a student in good academic standing may be dismissed from a graduate program for various academic reasons, including falsification of application materials, failure to satisfy stipulations imposed upon admission to the program, and failure to satisfy other program or Graduate School requirements in timely fashion according to established policies.

A student previously enrolled in a graduate degree program at NIU who did not graduate from that program, and who has not been enrolled for 12 consecutive months, will have that admission canceled. See "Readmission/Reentry."

If a student has been admitted to a graduate degree program, and does not complete any course work applicable to that program for 12 consecutive months, then, at the discretion of the department, the student's admission to that program may be terminated. Similarly, if a student is enrolled in a given term, but not in any course work applicable to his or her degree program, then, at the discretion of the department, the student's admission to her or his program may be terminated.

Satisfactory academic progress in a program also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program; failure to maintain these standards will, on recommendation of the student's department, result in termination of the student's admission to the program.

Admission to the Graduate School is contingent on admission to a particular degree program. Therefore, when admission to a program is terminated, the student's admission to the Graduate School is also terminated (unless the student was

already admitted to another graduate degree program). A student whose admission to the Graduate School is terminated because of dismissal from or termination of admission to a program may apply for admission to another degree program (if in good academic standing overall), or may apply for permission to register as a student-at-large, in order to continue graduate-level study.

A student who has been academically dismissed while a graduate student or student-at-large at NIU is not eligible for admission or reentry but must petition the Graduate Council Appeals Committee for academic reinstatement.

Readmission/Reentry

If a student who was previously enrolled in a graduate degree program at NIU but whose admission has been canceled wishes to resume study in the same degree program, she or he must submit a reentry application to the Graduate School and secure permission from the program to re-enter. A previously enrolled degree-seeking student who wishes to change programs must submit an application for admission. A degree-seeking student who does not register for course work in a 12-month period must submit a reentry application and obtain permission from the program to reenter. If the student no longer wishes to pursue a degree, but does wish to undertake further graduate course work, she or he should apply as a student-at-large.

Students-at-large who interrupt their studies for 12 consecutive months must submit a reentry application to the Graduate School prior to registration. The reentry application serves as a notice of the student's intention to resume registration, so that institutional records can be brought up to date.

Graduate students and students-at-large who have been academically dismissed are not eligible for admission or reentry; they should see the section entitled "Academic Reinstatement" elsewhere in this catalog.

Enrollment for Graduate Study as a Student-at-Large

Persons who have not applied for admission to the Graduate School, who have applied but have not yet been admitted, who were previously admitted but whose admission lapsed or was terminated prior to the completion of a degree, or who have been denied admission may be permitted to register for graduate work as students-at-large. In order to receive permission to register as a student-at-large, an individual must

- submit to the Graduate School a completed application for permission to register as a student-at-large (<http://www.grad.niu.edu/grad/apply/atlarge.shtml>), and
- provide documentation (e.g., unofficial transcripts) that the applicant holds a baccalaureate or higher degree from an accredited institution (or the

equivalent from a recognized institution outside the United States).

A graduate student who has been academically dismissed from the Graduate School may not enroll as a student-at-large unless granted academic reinstatement for this purpose by the Graduate Council Appeals Committee.

The student-at-large classification is primarily for the purpose of taking graduate-level classes; persons with a baccalaureate degree wishing to take only undergraduate classes or to pursue another baccalaureate degree at NIU should do so through one of the student categories designed for that specific purpose (e.g., the "postgraduate" classification). Information about such categories is available from the Undergraduate Admissions Office.

Permission to register as a student-at-large should not be confused with admission to the Graduate School. Students-at-large are not considered to be admitted to a degree program until they have been formally admitted by the Graduate School and relevant department. A person seriously considering pursuing an advanced degree should apply for admission to the Graduate School as early as possible. Advice should be sought through the appropriate academic department or the Graduate School.

A student-at-large is not eligible for appointment to a graduate assistantship. A student-at-large must complete a re-entry application to the Graduate School if registration is discontinued for more than one year.

A student-at-large may apply for admission to the Graduate School. However, even if admission is achieved, the graduate credit accumulated as a student-at-large will not necessarily be counted toward an advanced degree at this university, and certain programs have limits on the number of student-at-large hours that can be applied toward a specific degree. Therefore, a student at-large who intends to pursue a graduate degree should apply for admission as soon as possible. Students-at-large are normally prohibited from registering for graduate business courses.

Students-at-large are under the administrative jurisdiction of the office of the dean of the Graduate School. Inquiries concerning regulations and policies and requests for waivers or exceptions should be addressed to that office.

Unless otherwise indicated, the general provisions of the Graduate Catalog apply to students-at-large. In particular, a student-at-large is subject to the same regulations governing probation and dismissal as a student admitted to the Graduate School. These regulations, described under the heading "Academic Standing," include the requirement that a student-at-large must maintain a minimum 3.00 GPA in all graduate-level work undertaken at NIU in order to remain in good standing. Students-at-large who are placed on academic probation and fail to regain good standing within the prescribed period of further enrollment, or who accumulate 6 or more semester hours of D, F, U, or WF in graduate-level work, are subject to academic dismissal.

A student-at-large who is on academic probation or has been academically dismissed shall not be considered for admission to the Graduate School. Also, if a student-at-large is admitted to the Graduate School but is placed on academic probation prior to matriculation as a graduate student, then that student's admission to the Graduate School is canceled and good academic standing must be regained before the student can again be considered for admission to the Graduate School.

Postbaccalaureate Classification

A postbaccalaureate is a student who has an earned baccalaureate degree and wishes to take additional undergraduate courses or to pursue a second undergraduate degree. Admission as a postbaccalaureate student is granted through the Undergraduate Admissions Office.

A postbaccalaureate is not eligible to enroll in any course for graduate credit. However, postbaccalaureate students may enroll in a limited number of graduate-level courses for undergraduate credit; see "Undergraduates in Graduate Courses for Undergraduate Credit."

Credit earned while a postbaccalaureate is undergraduate credit and, therefore, may not be applied later toward a graduate degree. Conversely, graduate credit earned as a graduate-level student may not be applicable toward an undergraduate degree; the evaluations staff of the Office of Registration and Records should be contacted for further information.

Whether postbaccalaureate or a graduate-level (graduate student or student-at-large) classification is the more appropriate will depend on the student's educational objectives, and students are encouraged to consult with appropriate departmental or other academic advisers in making their choice. The student's classification may also affect eligibility for certain types of financial assistance; students should contact a financial aid counselor in the Student Financial Aid Office for more information. A student wishing to change from postbaccalaureate to a graduate-level classification, or vice versa, must formally resign the original classification before the new classification is granted, and must have the approval of both the appropriate undergraduate college office (determined by the postgraduate major) and the office of the dean of the Graduate School. The change of classification must be requested not later than the first regularly scheduled class day of the academic term for which it is to be effective.

General Regulations

Student Responsibility

It is the responsibility of students to know and observe all regulations and procedures relating to the program they are pursuing, as well as those of the university and Graduate School. In no case will a regulation be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation pertaining to studies at the graduate level should be addressed to the office of the dean of the Graduate School.

Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines. (See the Graduate School Calendar, copies of which may be obtained from the Graduate School, www.niu.edu/grad) It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether or not the student plans to attend the commencement ceremonies, if any.

Students must satisfy the degree requirements of the catalog in force during the term for which they have been admitted to and begin course work in the degree program; or they may, with the consent of their advisers, meet graduation requirements by complying with the degree requirements of a later catalog. Students readmitted to a degree program must meet degree requirements of the catalog in force at the time of the later admission (or of a subsequent catalog, as provided above). Aside from degree requirements, all students are subject to the regulations and policies stated in the catalog currently in force. Exceptions to regulations and requirements contained in the *Graduate Catalog* require the written approval of the office of the dean of the Graduate School, unless otherwise stated in the catalog.

Student Responsibility for Obtaining Current University Information

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes may take precedence over catalog statements. While reasonable effort is made to publicize such changes, students should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student. The office of the dean of the Graduate School is the authoritative office for verifying deviations from provisions in this catalog.

Advisory System

Each student is assigned by his or her major department an adviser or advisory committee whose purpose is to guide the student's studies and recommend him or her for the degree when the student is properly qualified.

A program of study is formulated by the student in consultation with the departmentally-assigned advisor or advisory committee. See "The Program of Study" for details.

Departmental advisers can assist students in understanding and satisfying departmental and university requirements. However, they are not responsible for informing students of published regulations, such as those in this catalog, nor, except as explicitly provided in this catalog, do they have the authority to modify those requirements. See "Student Responsibility" above.

Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to Student Conduct, making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the system of due process established and overseen by Student Conduct or through the university's research misconduct procedures noted below. Suspension or dismissal from the university for academic misconduct will result in a notation of that action on the transcript of a graduate-level student.

The university has adopted additional policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, entitled Research Integrity at Northern Illinois University, are available in department offices, in the office of the dean of the Graduate

School, and online at www.niu.edu/provost/policies/appm/I2.shtml, and pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person's work as one's own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student's admission to the program may be terminated on recommendation of the student's major department. A statement on students' rights to the products of research is available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost/policies/appm/I11.shtml.

Registration

Students will not receive credit for any course for which the registration is not completed according to university procedures. Conversely, it is not legitimate to attend or participate in a course in which one is not registered.

Students who have any obligation to the university (such as unpaid fines, tuition, fees, or residence-hall charges, or missing admission documents) will not be allowed to register for classes in subsequent terms until all obligations are met and should not expect retroactive enrollment for a period of time during which they were not eligible to register. (See "Encumbrances.")

Individuals who have not paid tuition and fees by the applicable deadlines may have their registration canceled. However, nonpayment of tuition and fees does not necessarily result in cancellation of registration, nor is it an appropriate means by which to effect withdrawal. A student wishing to drop or withdraw from a course must do so by following established procedures, and by the applicable deadline. Failure to do this by specified deadlines may result in continued registration and/or financial liability.

Registration may also be canceled for students who fail to satisfy admission or registration requirements or requirements for permission to enroll as a student-at-large.

Class Time Conflicts

A graduate-level student wishing to enroll in two courses for which the scheduled class meeting times overlap must obtain, in advance, the written approval of both course instructors and the office of the dean of the Graduate School.

Immunization Policy

All students enrolled in a course registered on-campus are required by the Illinois College Student Immunization Act (110-ILCS 20) and University policy, to provide proof of immunity for tetanus, diphtheria, measles, mumps, and rubella. Documentation of immunity must be complete and on file at Health Services before the following dates:

Fall term enrollment August 1st
Spring term enrollment January 1st
Summer term enrollment June 1st

Failure to provide the required documentation by the tenth day of the semester will result in a late processing fee and registration hold. You will be notified at your NIU ZID email account if any documentation information is incomplete. Immunization information may be obtained from the Health Services web page at <http://www.niu.edu/healthservices/immunizations> or by phone at 815-753-9585.

Meningococcal Meningitis

The Center for Disease Control's Advisory Committee on Immunization Practices (ACIP) recommends that college freshman living in residence halls be immunized against meningococcal disease. The ACIP recommendation further states that other college students under 25 years of age who wish to reduce their risk for the disease may choose to be vaccinated.

Meningitis is an inflammation of the linings of the brain and spinal cord that is caused either by viruses or bacteria. Viral meningitis is generally less severe and resolves without specific treatment. Bacterial meningitis, especially meningococcal meningitis, is more serious and can result in permanent neurologic damage or death.

Meningococcal meningitis commonly begins with high fever, headache, and stiff neck that develop over a period of several hours to two days. Other symptoms may include nausea, vomiting, confusion, drowsiness and discomfort looking at bright lights. Meningococcal meningitis is spread through exchange of oral and respiratory secretions (i.e., coughing, kissing, and sharing eating utensils), not through casual contact. Individuals who live in the same household or have direct contact with an infected person's oral secretions are at an increased risk of acquiring the infection.

Two vaccines are available that protect against four of the five strains (or types) of the bacterium that cause meningococcal disease. While both vaccines provide immunity for a number of years to approximately 90% of those who are vaccinated, neither medication confers lifelong immunity to meningococcal meningitis.

Health Services provides meningococcal vaccinations for NIU students on request. There is a charge for this vaccination.

Additional information about meningococcal disease is available from the Illinois Department of Public Health. Read about meningococcal disease on the department's website or download a brochure, *Meningococcal Disease: What Parents and Students Need to Know*. The University is required through the Illinois Communicable Disease Prevent Act to make this brochure available to students and families.

Encumbrances

A record encumbrance is a restriction placed on a student's official academic record. Academic records may be

encumbered under a number of circumstances, examples of which include past-due obligation to the university (such as unpaid tuition, fees, fines, or residence-hall charges); incomplete admission requirements (such as missing transcripts or other academic credentials); and a disciplinary action by the university or the Student Judicial Office.

Students may not be allowed to register or to have transcripts or diplomas issued after an encumbrance has been placed on their academic record. Students who have had an encumbrance placed on their record may direct inquiries to the office that requested the encumbrance or to the Office of Registration and Records. Only the office placing an encumbrance may authorize its removal. Students who are ineligible to register by reason of an encumbrance should not participate in courses and should not expect registration in course work to be effected retroactively for a period during which they were ineligible to register.

For immediate release of monetary encumbrances, all past-due obligations to the university must be paid with a cashier's check, certified check, or money order.

Written English Proficiency

The university expects a reasonable level of English competency in its graduate students, regardless of their discipline. Those students who hold a baccalaureate or higher degree from an accredited institution in the U.S., or a recognized institution in a number of countries at which the language of instruction was English and in which English is the daily medium of communication for the majority of residents, are considered to have met this requirement. In special circumstances, a student's department may seek a waiver of this requirement based on the student's demonstration of appropriate written English proficiency in other ways (e.g., through employment). Other graduate students are required to take either the written portion of the TOEFL, IELTS, or PTE Academic, the GRE Analytical Writing Assessment, the GMAT Writing Assessment, or the examination administered for this purpose by the NIU Department of English, to test their written English language competency level. Those whose English appears deficient or marginal for purposes of graduate study and scholarly communication on the basis of their score on one of the aforementioned examinations will be required to improve their competence in the language. They will then be required to take and pass either the two-course sequence of ENGL 451 and ENGL 452, or the single course ENGL 453, depending on the score achieved.

A student who believes that the results of one of these examinations did not accurately reflect his or her English writing proficiency may repeat the test or may take one of the other tests, not later than the student's second semester of Graduate School enrollment, and the score on the second test will determine the student's English course placement. Submission of scores from no more than two attempts will be permitted. If none of these examinations is taken by the end of the student's second semester of Graduate School enrollment, then both ENGL 451 and ENGL 452 will be required. A student's major department may require

completion of additional course work in English it deems pertinent to graduate study in the student's chosen field.

ENGL 451. ESL RHETORIC AND COMPOSITION I (0). Only for graduate students whose native language is not English. Exploration of academic discourse in a cross-disciplinary context. The writing and revising of essays with special support for grammar and mechanics. Reading of academic prose. Weekly writing assignments. Grade of C or better required to satisfy written English proficiency requirement. Not available for graduate credit. PRQ: Placement by testing and consent of department.

ENGL 452. ESL RHETORIC AND COMPOSITION II (0). Only for graduate students whose native language is not English. Exploration of critical strategies and documented writing in the disciplines. Documented writing required in all sections. Special support for grammar and mechanics. Grade of C or better required to satisfy written English proficiency requirement. Not available for graduate credit. PRQ: ENGL 451 or consent of department.

ENGL 453. ESL RHETORIC AND COMPOSITION (0). Only for graduate students whose native language is not English. A concentrated approach to disciplinary writing with special support for grammar and mechanics. Reading of academic prose. Documented writing required in all sections. Grade of C or better required to satisfy written English proficiency requirement. Not available for graduate credit. PRQ: Placement into ENGL 453 and consent of department.

Removal of Deficiencies

Departments or programs may identify course work deficiencies and require an admitted student to satisfactorily complete such course work prior to enrolling in courses applicable to a program of study that leads to a graduate degree. Students are encouraged to remove such deficiencies as early in the program of study as possible. A schedule for completing courses identified as deficiencies may be established by the adviser or advisory committee.

Course Load

Graduate students may be required to enroll full time. The definition of full-time enrollment may vary depending on the context. For example, requirements established by academic programs, lending agencies, government regulations, employing entities, and certain insurance policies may utilize different definitions of full-time enrollment.

A full-time load for a graduate student or student-at-large in a fall or spring semester is 9 or more semester hours and in a summer term is 6 or more semester hours. A graduate-level student's course load includes all courses for which the student is registered. A course from which the student has officially withdrawn is no longer part of that student's course load. Audited hours do not count in the calculation of total course load for any external official purpose.

A student enrolled in less than a full-time load will not receive official verification of full-time status for any purpose.

International students on an F-1 or J-1 visa must be enrolled full time for the purposes of Student Exchange and Visitor Information System (SEVIS) reporting. International students must be enrolled in a minimum of 9 semester hours in each fall and spring semester. Except in circumstances allowed by Federal regulation, those hours must meet degree requirements of the academic program to which the student is admitted. International graduate students who have a documented requirement to enroll in an undergraduate course or courses to address a perceived deficiency meet requirements of SEVIS reporting if they are enrolled in a fall or spring semester while enrolled in a combination of the specified deficiency courses and courses that count toward their degree, provided that the total semester hours in which they are enrolled equals at least 9.

International students may not count audited courses toward meeting their enrollment requirement.

International students on an F-1 or J-1 visa whose first term of study is the summer must enroll in 6 semester hours as described above. For the purpose of SEVIS reporting, continuing students need not enroll in the summer term. However, they may be subject to other university policies that require enrollment. (See "Assistants and Fellows" below and "Continuous Enrollment.")

In circumstances defined by government regulations, international students may receive permission to register for less than full-time hours. Most commonly, students enrolled in their final semester of course work may request and receive an under load. An F-1 or J-1 student requesting such an under load must do so using the appropriate e-form on the Graduate School web page.

Additionally, for the purposes of full-time enrollment certification in SEVIS, international students in F-1 and J-1 status pursuing doctoral degrees registered for 3 semester hours will be considered full-time once all course work except 799 (dissertation) is complete and that continuous enrollment in 799 has begun, provided that they are not subject to the policies governing "Assistants and Fellows." An international doctoral student requesting such an under load must do so using the appropriate e-form on the Graduate School web page.

All policies governing international student enrollment are ultimately governed by U.S. regulations and laws and are subject to change without notice.

Assistants and fellows who are U.S. citizens or lawful permanent residents and who hold assistantships during a fall or spring semester should carry 9 semester hours of course work throughout the semester. In the summer term, assistants should carry 6 semester hours.

Reduction of up to 3 semester hours in the expected course load requires that the assistant consult with his or her degree program coordinator and adhere to program policy on enrollment. Failure to adhere to program policy on

enrollment may result in termination of the assistant and/or dismissal from the program. Any reduction greater than 3 semester hours must be approved in advance, in writing, by the appointee's department chair and the office of the dean of the Graduate School. An e-form for requesting an under load can be found on the Graduate School webpage.

International assistants and fellows, except as previously described, must be registered for at least 9 semester hours of course work throughout the semester. If they are appointed to an assistantship or fellowship in summer, international assistants and fellows should be enrolled in 6 semester hours of course work; in the summer, international assistants and fellows are eligible for a reduction of up to 3 semester hours upon consultation with their program coordinator and eligible for a further reduction with prior approval, in writing, by the appointee's department chair and the office of the dean of the Graduate School.

Maximum enrollment limits are established by the Graduate School. A student in good academic standing may register for up to 16 semester hours in the fall and spring semester and 13 semester hours in the summer session. Enrollment in more than the established maximum—an overload—may be granted in unusual circumstances on a case-by-case basis or when a student is planning to enroll in courses with staggered start and end dates so that the student is not actively engaged in excessive hours simultaneously. For a graduate student in a degree program, this approval must be obtained, in advance, from the student's major department and the Graduate School; for a student-at-large, the prior written approval of the dean of the Graduate School is required. An e-form for requesting permission to enroll in excessive hours can be found on the Graduate School web page.

A graduate student or student-at-large on probation is urged not to attempt more than 9 semester hours in the fall or spring semesters or 6 semester hours in the summer term. Normally, requests for overloads for students on probation will not be approved.

Eligibility to Enroll in Courses Numbered 699 and 799

Thesis and dissertation research, and other scholarly and creative activities offered under courses numbered 699 and 799, are intended as culminating academic experiences in the respective graduate programs. Therefore, in order to be eligible to enroll in a course numbered 699 or 799 a student must be admitted to the corresponding degree program; students-at-large are not eligible to enroll in such courses. Students may enroll in courses numbered 699 (thesis) and 799 (dissertation) during any semester and up to the maximum number of hours noted in the course description. Students subject to the continuous enrollment requirement must enroll in courses numbered 699 and 799 for credit, not audit. Only the required number of hours required by the program for 699 and 799 courses will count toward degree.

Auditors

With permission of the instructor, a student may enroll in a class as an auditor. A student who enrolls as an auditor cannot expect to submit assignments to be graded by the instructor unless those assignments are part of the audit requirements established when permission to audit was granted. A student enrolled for credit who wishes to change that enrollment from credit to audit after the drop deadline must do so prior to the mid-point of the semester, term, or session or as specified on the Graduate School website, and must have the approval of the instructor, the department, and the office of the dean of the Graduate School.

Tuition and fees are charged for audit hours on the same basis as for hours taken for credit. Course credits taken in audit status will not count in the calculation of total course load for any external official purpose. Examples include but are not limited to: Calculation of full-time, part-time, or half-time enrollment status reported to external agencies; Eligibility for financial aid; Full-time status for international students to satisfy visa requirements; and Eligibility for loan deferment. With program approval, an audited course may be used to meet institutional enrollment requirements. A student who enrolls as an auditor will not receive credit for the course, and audited courses will be transcribed with a grade designation of 'O'. A student enrolled as an auditor who wishes to change that enrollment to registration for credit must do so prior to the mid-point of the semester, term, or session, or as specified on the Graduate School website.

Graduate Students in Undergraduate Courses

Graduate students and students-at-large may enroll in undergraduate courses. Students admitted with undergraduate deficiencies are encouraged to remove these deficiencies at the earliest possible date in their course of study. Tuition for such classes is charged at the same rate as for graduate-level classes.

While undergraduate course grades are not included in the GPA, they are a part of the permanent record of the graduate student or student-at-large and appear on the transcript. However, no quality points are assigned to the course. Consequently, graduate students, who plan to pursue licensing or certification by external bodies, should carefully consider the ramifications of completing undergraduate courses to fulfill requirements.

Undergraduate hours are included in the calculation of academic load by the university but not by the Department of Education, which establishes regulations for award of federal financial aid. Graduate students and students-at-large, therefore, should understand the potential ramifications on their financial aid before enrolling in undergraduate classes. For graduate students and students-at-large the deadlines and other conditions of enrolling in, dropping, or withdrawing from an undergraduate class are the same as

those pertaining to a graduate class, as they are determined by the student's level, not the class level.

Undergraduates in Graduate Courses for Undergraduate Credit

Northern Illinois University undergraduate students may complete a maximum of 6 semester hours of graduate-level course work for undergraduate credit, if they have completed 90 semester hours of credit towards their baccalaureate degree with a GPA of at least 3.00 or have previously completed a baccalaureate degree. They must also obtain, in advance, written approval from the instructor, the chair of the department offering the course, and from the office of the dean of the Graduate School to enroll in the course for undergraduate credit.

Law Students in Graduate Courses

A student in the Northern Illinois University College of Law may enroll in graduate courses, provided that he or she has earned a baccalaureate or graduate degree from an accredited institution and has obtained all necessary approval of the College of Law. A law student not also admitted to the Graduate School must obtain permission to register as a student-at-large. Enrollment of a law student in graduate courses will be for graduate credit.

Graduate Students in Law Courses

With the approval of the student's major department and the office of the dean of the Graduate School, up to 9 semester hours of course work from the Northern Illinois University College of Law may be applied toward a graduate degree program. A graduate student not simultaneously pursuing a degree in the College of Law must petition the dean of the College of Law for permission to enroll in any law course. Such permission will only be granted in special circumstances. Credit hours in NIU law courses will be counted as transfer credit in the context of transfer-credit limits in, and time limits for completion of, graduate degree programs and will not contribute to the student's graduate GPA.

With the approval of the office of the dean of the Graduate School, up to 9 semester hours of law courses taken at other institutions may be accepted toward meeting the requirements of the M.B.A. program, with approval of the College of Business; the M.A.S. and M.S.T. degrees, with approval of the Department of Accountancy; the M.P.A. program, with approval of the Department of Public Administration; and the Ph.D. in political science, with the approval of the Department of Political Science. These institutions must be regionally accredited, with their law schools accredited by the American Bar Association. Law courses are not graduate courses, and therefore law courses taken at institutions other than NIU are not accepted toward meeting the requirements of any other graduate degree at NIU.

Variable Course Hours; Repeatability of Courses

Following the title of each course is a number in parentheses denoting the number of semester hours of credit available for the course. Where a range is given-e.g., "(1-3)"-the course is a variable-hour course. In such a case the department may offer the course for a fixed number of hours, within that range, in a given academic term or may allow students to select any number of hours within that range. A student enrolling in a variable-hour course should ascertain at the start of the term the number of hours of credit for which that particular offering of the course is available that term.

A course description may indicate that the course may be repeated to a specified maximum number of semester hours. There may be a lower or upper limit to the number of hours in a particular course that may be applied toward meeting the credit-hour requirements for a graduate degree. Unless otherwise specified in this catalog, graduate courses may be repeated for credit only under the following circumstances.

If the student meets the requirements for the special repeat option, the course may be retaken under that option.

In a case where, to satisfy a program requirement, a student must achieve a certain grade as specified in the Graduate Catalog, and the student fails to do so, the course may be repeated once. If the student again fails to achieve the required grade, the student's admission to that program will be terminated.

If a course taken to complete the requirements for a graduate degree does not fall within the period of time allowed for that degree, the course may be retaken for credit with approval of the student's major department.

The department in which authority for an approved educator licensure program resides may determine that credit in a course required for that program was obtained too long ago to be acceptable in meeting current requirements for licensure. In such a case, that department may approve retaking the course for credit.

A student who has taken a course at the undergraduate level, may take the same titled course at the graduate level under the following circumstances:

A graduate student in a degree program must secure permission from his or her major department prior to enrollment in the course; or

A student-at-large must obtain approval of the department offering the course and of the office of the dean of the Graduate School.

A variable-hour course may be taken only once for credit, unless the catalog description specifies that it may be repeated or unless one of the conditions listed immediately above is met.

Where a course is repeatable, maximum credit limits are stated in the course description. The statement, "May be

repeated to a maximum of [number] semester hours," means that the semester hours earned both from the initial enrollment and any permitted subsequent enrollments cannot exceed that maximum. For the College of Liberal Arts and Sciences, unless otherwise prohibited, enrollments in such a course may take place in any combination of semesters, including multiple enrollments during a single semester.

These limitations on repeatability of courses do not restrict which courses may be taken under the special repeat option described below, for under the special repeat option credit is granted for only one of the two times the course is taken. Restrictions on repeatability of courses apply only to registration for credit, not registration for audit.

Special Repeat Option

The special repeat option is available only for graduate courses in which a grade below B was attained. In order to repeat a course using this option, a student in a graduate program other than a doctoral program must have written approval of the student's major department; students-at-large and others not in degree programs must have written approval of the office of the dean of the Graduate School. When a course is repeated on this basis, only the second of the two grades earned for the course is computed in the GPA. Enrollments resulting in recorded grades of WF, WP, or O (audit) cannot be counted as "repeats" under this policy. No student may repeat more than 6 semester hours of course work on this basis; no course may be repeated more than once under this option. The special repeat option is not available to a student admitted to a doctoral degree program.

Drop of or Withdrawal from a Course

All drops of or withdrawals from courses must be accomplished before the applicable deadlines. Schedule-change deadlines and drop and withdrawal procedures available on the Division of Academic Affairs website.

It is possible for a student to drop a course prior to the start of or early in the course. When a course is dropped, no record of the enrollment appears on the student's record. After the drop deadline, a period is specified during which the student may withdraw from the course with the course remaining on the student's record with a grade. A student who withdraws from all courses in which he or she enrolled in a given term is considered to have withdrawn from the university for that term. For each graduate course in which a student is doing passing work (C or better in a graduate course) at the time of withdrawal, as assessed by the instructor, a WP will be received; for any course in which the instructor determines that the student is not doing passing work, a WF will be assigned. Transcript entries of WP and WF are not included in the computation of the graduate GPA. Transcript entries made in connection with withdrawals from undergraduate courses will be W or F in accordance with the undergraduate grading system; the withdrawal procedures and deadlines,

however, will be those applicable to graduate-level students and courses.

Students who fail to withdraw from a course or semester withdrawal in accordance with established procedure and by the established deadlines, will receive an F in any affected course(s). If withdrawal is accomplished early enough in the term, there may be reduced liability for tuition and fees under the university's refund policies. Later withdrawal may leave the student wholly liable for tuition and fees. Questions about billing and refund policies should be directed to the Bursar's Office.

Continuous Enrollment

Most students, both full- and part-time, prefer to pursue an advanced degree without interruption in time. Those students who interrupt their studies should especially note the maximum time period allowed to fulfill all requirements for the degree sought. (See the sections entitled "Limitation of Time" elsewhere in this catalog.)

Students availing themselves of the services of the academic staff or the facilities of the university in any way that directly or indirectly relates to fulfilling degree requirements or receiving course credit must be enrolled. For example, a student must be enrolled in the term in which a comprehensive examination is taken. Also, once a student has begun work on a thesis, dissertation, or other activity under course number 699 or 799, it is expected that such work progress each academic term, and enrollment must be continuously maintained in course number 699 or 799 until a final grade is received for the activity and the required documentation of the activity is formally approved by the Graduate School (if applicable), unless a leave of absence is obtained, as described in the section "Requirements for Graduate Degrees." If such continuous enrollment in courses numbered 699 or 799 is not maintained, and a leave of absence is not granted, then the student's admission to the program will be canceled. (See "Readmission/Reentry" in this catalog.)

A student is not required to be registered in the term of graduation simply in order to graduate, if the student is not otherwise required to enroll under the policies of the previous paragraph. However, in order to make use of academic or nonacademic services of the university, a student is required to be enrolled for the corresponding term.

Grading System

The Graduate School grading system applies to all graduate students taking courses for graduate credit.

The graduate grade point average (GPA) is computed by dividing the total number of grade points earned by the total number of credit hours that a student has taken in NIU courses earning grade points. In no case are NIU courses taken for undergraduate or law credit or transfer courses included in the computation of the graduate GPA. Grades and their grade point values are as follows.

Grades Earning Graduate Credit	Level of Performance	Grade Points Per Semester Hour
A	Superior	4.00
A-		3.67
B+	Satisfactory	3.33
B		3.00
B-	Marginal	2.67
C+		2.33
C		2.00
S	Satisfactory for courses graded S/U	-

Grades Not Earning Graduate Credit	Level of Performance	Grade Points Per Semester Hour
C-	Deficient	1.67
D		1.00
F	Seriously deficient	0.00
U	Unsatisfactory for courses graded S/U	0.00

Other transcript entries, with their definition, include the following.

- I-Incomplete (see also following section on "Incompletes")
- IP-In Progress
- WP-Passing at time of withdrawal
- WF-Failing at time of withdrawal
- O-Audit; no grade and no credit

Students doing less than satisfactory work will be assigned the grade of C-, D, F, or U. Graduate credit is given only for those courses in which a grade of S, or C or better, is earned. A grade of S indicates that the student has performed at a level equivalent to at least a B.

S/U and IP Grading

Certain graduate courses are graded on an S/U basis; such grading, however, is restricted to courses titled externship, independent study/research, institute, internship, practicum, seminar, or workshop. Individual students may not elect S and U grading. Other graduate courses are graded on an S/U/IP (Satisfactory/Unsatisfactory/In Progress) basis. Thesis and dissertation courses, as well as similar project courses that require completion of work over multiple

semesters and that are designated as 699 or 799, are graded on an S/U/IP basis. IP is a neutral grade—that is, the grade does not carry quality points—but IP grades awarded for 699 and 799 count toward the completion of a degree. While a student is working on the thesis, dissertation, or continuing project, a grade of U or IP will be awarded. In the final semester in which the thesis, dissertation, or project is successfully completed, a grade of S will be awarded. Grades of IP previously awarded will remain on the transcript, except in the case of on-going internships or similar courses, as designated in the catalog. In those cases, IP grades must be changed to an appropriate letter grade by the instructor in order for the course to count toward degree. No student may graduate with a U on his or her transcript in such courses.

Incompletes

When a student is passing a course yet special circumstances prevent a student's completing the requirements of a course, the instructor may, at her or his discretion, direct that the symbol I (indicating incomplete) be entered in the student's record. When the I is assigned, the instructor will file in the departmental office and in the Graduate School an Incomplete/Reversion Grade Form outlining the work to be completed, the deadline for completion of the work, and the grade that will be awarded if the student fails meet the deadline. In no case may the deadline be later than 120 days after the last day of final examinations during the term for which the incomplete is assigned. The incomplete must be removed within 120 days.

If the instructor does not change the incomplete within the period allowed for resolution, the incomplete (I) will be converted to an F or to the stipulated reversion grade. If no reversion grade is recorded, a grade of F will be awarded at the conclusion of 120 days. An administratively awarded grade, like one assigned by an instructor, may be changed at the discretion of the instructor of record prior to a student's graduation. A student may not graduate with a transcript entry of "I" on his or her record.

Grade Appeals

A graduate-level student may formally appeal a course grade alleged to have been assigned capriciously. The definition of capricious grading is limited to (a) the assignment of a grade to a particular student on some basis other than performance in the course, (b) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course, or (c) the assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the course. A grade appeal may not be based upon disagreement with the judgment of an instructor in assessing the quality of a student's work. The student must submit a formal written appeal to the departmental Grade Review Board, through the chair of the department offering the course, by the end of the fourth week of the fall or spring semester immediately following the term for which the course grade was assigned. A full description of procedures governing the appeal of allegedly capricious semester grades for graduate-level students may be obtained from the ombudsman, department

offices, college offices, and the office of the dean of the Graduate School and online at <https://www.niu.edu/academicaffairs/appm/III8.shtml>; and this should be consulted before appealing a grade.

Instructor Responsibility

An instructor of a graduate course shall inform the enrolled students of the basis for assigning final grades in the course, within the first fourth of the course. In courses other than those involving one-to-one mentorship, this information should be provided in writing and should include a brief description of those assignments, examinations, and other required academic activities that will contribute to the course grade, and the weight to be given to each activity's contribution to that grade. Where possible, the instructor may also indicate the level of academic performance that will earn specific course grades. If, this early in the course, there is uncertainty in the assignments to be given, this should be clearly indicated.

In courses where the academic activity is individually arranged between a student and an instructor—such as thesis or dissertation research, independent study, or individual instruction in music performance or studio art—course expectations should be explained to the student within the first fourth of the course.

Faculty Office Hours

Faculty members who teach maintain regular office hours or provide other means to promote student–faculty consultation, in accordance with department policy. These office hours are included in course syllabi and are posted publicly each academic term. Arrangements more convenient to students than office visits (e.g., e-mail or online chat groups) may be substituted for office hours where provided for by department policy.

Academic Standing

To remain in good academic standing a graduate student must maintain a minimum GPA of 3.00 in all graduate courses required on the student's program of courses (excluding deficiency courses taken for graduate credit) as well as in all graduate courses taken. The GPA is computed on a cumulative basis, by dividing the total number of grade points by the total number of credit hours that a student has taken in courses earning grade points. The GPA includes any course work taken at NIU for which a student earned graduate credit, but not graduate work taken at other institutions that is accepted toward meeting the requirements of an NIU graduate degree or certificate. Courses in which a student has received I, NR, O, S, WF, or WP are not included in this computation.

Following any academic term at the end of which the cumulative graduate GPA falls below 3.00, the student will be considered on academic probation. A student on academic probation who fails to bring the GPA to the required level of 3.00 upon the completion of an additional 9 semester hours of graduate work, excluding S/U course work but including course work for which a grade of I has been recorded, or upon enrollment in any course work in 3 subsequent terms,

will be academically dismissed from the Graduate School. A student on probation who has registered for but not completed 9 or more such additional semester hours, or has enrolled in three terms following the term for which the student was placed on probation, will not be permitted further registration until all grades of I have been removed and the student has achieved good academic standing.

A graduate student or student-at-large who is on academic probation may not carry an overload. A graduate student who has been academically dismissed from the Graduate School may not register as a student-at-large unless granted academic reinstatement as described in the following section.

A graduate-level student who has accumulated 6 or more semester hours of grades of C-, D, F, U, or WF in graduate course work at NIU will be academically dismissed from the Graduate School, regardless of the student's GPA. If a course is repeated, whether under the special repeat option or otherwise, the grades in both attempts will be considered in determining whether this 6- semester-hour total has been reached.

A graduate student who fails to maintain a GPA of 3.00 in his or her required program of courses for a particular degree may, upon recommendation of the department or program, be subject to termination of admission to that degree program.

A student-at-large must maintain a GPA of at least 3.00 in all graduate course work to be in good academic standing and is subject to the provisions of probation and dismissal as described above.

Although undergraduate course work is not included in the computation of the graduate GPA, it is also expected that graduate students achieve certain levels of competence in undergraduate courses pertinent to their graduate studies at NIU. If a graduate student fails to earn a grade of C or better in an undergraduate course specified as a deficiency course for the student's program, or in course work in English that is required as a consequence of the mandatory testing of English-language proficiency, then upon the recommendation of the department, the student's admission to the corresponding degree program will be terminated. Some programs have higher performance expectations for undergraduate deficiency courses or courses required to remove conditions of admission. Programs communicate such expectations to the student in writing.

Graduate assistants shall be graduate students in good academic standing on the effective dates of their appointments. Assistants will have their appointments terminated if during the term of their appointments they (1) are academically dismissed or (2) fail to achieve good standing after one semester (excluding summer session) on probationary status. If a graduate student is placed on academic probation during the period of appointment, the employing unit may terminate the assistantship at that time.

A student must be in good academic standing in all graduate work taken at NIU at the start of the term for which

admission is sought in order to be admitted to any graduate degree program (major) or specialization. A student must be in good academic standing overall and in the degree program in question to be eligible for graduation from the program.

Academic Reinstatement

A graduate student or student-at-large who has been academically dismissed may petition for academic reinstatement. Such petitions are acted upon by the Graduate Council Appeals Committee. To submit a request for reinstatement, or for more information about the appeals process, the dismissed student should contact the office of the dean of the Graduate School.

Graduate students or students-at-large who have been academically dismissed from NIU, and who have been absent from the university for ten years or longer, may request consideration for reinstatement under the returning graduate student/student-at-large reinstatement policy. The cumulative GPA of a student reinstated under this policy will be based only on course work attempted after the date of reinstatement. The reinstated student will be considered to be on final academic probation. If upon completion of 9 or more semester hours of graduate-level course work (exclusive of course work graded on an S/U basis but including course work in which a grade of IN or NG has been recorded), or upon enrollment in any course work in three subsequent terms, the new cumulative GPA is below 3.00, a final academic dismissal will be issued to the student.

The student's status upon reinstatement will be governed by that held at the time of dismissal (i.e., graduate student or student-at-large) and prevailing Graduate School policy on reentering graduate students. A former graduate student reinstated to the Graduate School under this reinstatement policy must apply, or reapply, for admission to a desired degree program. All university regulations and program requirements in force at the time of reinstatement will apply to the reinstated student.

Graduate Council Appeals Committee

The Graduate Council Appeals Committee is authorized to review requests for exceptions to certain rules and certain kinds of appeals. The committee does not hear grade appeals, for which a separate procedure exists. Its primary authority lies in the sphere of Graduate School regulations—for example, admission, matriculation, and retention—but in special cases it may serve as an appellate body for academic matters deriving from the rules and practices of the departments and colleges. One major function of the committee is to review petitions for academic reinstatement from graduate students and students-at-large who have been academically dismissed. It will not review academic decisions that are based upon the disciplinary expertise of faculty in a particular field—for example, judgments of whether or not a student has passed a comprehensive examination, or whether or not a student who meets the university's minimum requirements should be admitted to the Graduate School to pursue a particular program. However, it may examine the

equitability of the process(es) by which such academic decisions have been arrived at. Similarly, if a student has requested an exception to a regulation (e.g., policy, procedure, deadline) at the appropriate level (departmental, college, etc.) and the request has been denied, the Appeals Committee may be asked to review the case only to the extent that the denial is alleged to be "capricious"-that the appellant's request was handled in a fashion substantially different from those of other students in similar situations.

A student wishing to bring some matter before the Graduate Council Appeals Committee should address a written request to the office of the dean of the Graduate School. A student whose petition has been denied by the appeals committee may request reconsideration only upon presentation, in writing, of additional relevant evidence not previously available to the committee. There is no further authority to which a decision of the Graduate Council Appeals Committee may be appealed, as it acts on behalf of the Graduate Council, which is the university's policymaking body in matters relating to graduate study.

Dual Credit for Graduate Course Work

For a student completing a doctoral degree at NIU after completing one or more master's degrees and/or an Ed.S. degree in educational administration at NIU, an unlimited number of semester hours of graduate work from those prior NIU programs may be applied to meeting the credit-hour requirements of the doctoral program, provided that the NIU course work was not applied to meeting requirements of a graduate degree at another institution. However, any NIU graduate work already applied toward two graduate degrees (whether at NIU or elsewhere) may not be applied also toward doctoral program requirements. Also, a maximum of 9 semester hours of NIU course work that has been applied toward meeting graduate degree requirements at another institution may be used in an NIU doctoral program. The doctoral program in any case must conform to all other applicable requirements, including approval of the department and the Graduate School. For limitations on graduate transfer work acceptable in doctoral programs, see "Study-Abroad and Transfer Credit" in the doctoral requirements section of this catalog.

Any other student who pursues two distinct graduate degrees at NIU, either simultaneously or consecutively, may have up to 9 semester hours of graduate course work accepted for credit in both degree programs. Exceptions to this limit will be allowed for students enrolled in the Ph.D. in Economics and M.S. in Applied Probability and Statistics, who may apply a specific 12 semester hours for credit in those two degree programs. A student who pursues a master's or Ed.S. degree at NIU after completing a graduate degree at another accredited institution may have up to 9 semester hours of graduate course work used in that other degree program accepted for credit in the NIU degree program, whether the courses were taken at NIU or at the other institution.

Students pursuing the Master of Music degree and the Performer's Certificate, either simultaneously or

consecutively, may have up to 6 semester hours of graduate course work accepted for credit in both programs.

A student who pursues two certificates of graduate study at NIU, either simultaneously or consecutively, may have up to 4 semester hours of graduate course work accepted for credit in both certificate programs.

With the approval of the major department, courses used to satisfy requirements of a concentration or a certificate of graduate study may also be applied toward a graduate degree unless specified otherwise in the catalog description of the degree program.

In taking advantage of these dual-use provisions, the student must complete all the stated requirements for each degree or certificate of graduate study. Further, the provisions concerning limitation of time for degree or certificate completion as described in "Requirements for Graduate Degrees" and "Certificates of Graduate Study" apply independently to each degree or certificate, and the written approval of the office of the dean of the Graduate School is required. In no case may a course be accepted for credit in more than two graduate degree programs or in acquiring more than two certificates of graduate study.

Transfer Credit

With the approval of the student's department and the office of the dean of the Graduate School, some graduate courses taken at other accredited (U.S.) or recognized (foreign) institutions may be accepted toward meeting the credit-hour requirements of a graduate degree at NIU. The student must have earned graduate credit in the course according to the institution at which the course was taken (so, for example, courses in which undergraduate credit, medical-school credit, or other professional postbaccalaureate credit was earned cannot be accepted in transfer).

No transfer credit accepted from another institution may be in correspondence courses. Typically, correspondence courses are noted as such on a transcript. They are defined as courses in which interaction between the instructor and the student is neither regular nor substantive and in which interaction is primarily initiated by the student. Most often, correspondence courses are self-paced.

A grade of B or better must have been earned in each graduate course accepted in transfer toward meeting NIU graduate degree requirements, and the overall GPA in all graduate transfer courses thus accepted must be 3.00 or higher. Courses for which grades of S, Pass, Credit, or the like have been earned will be accepted in transfer only if the Graduate School can officially verify that the student's performance was at a level equivalent to a grade of B or better.

To receive consideration for graduate work done elsewhere, the student must submit to the Graduate School an official transcript showing the course work in question. Transfer credit is considered to be accepted toward meeting degree requirements only at the time a student is cleared to graduate from the program.

In transfer, three quarter hours are considered to be equivalent to two semester hours. Therefore, if the graduate credit earned in a course accepted in transfer from another institution was reported in quarter hours, the transfer credit will be granted at the ratio of two semester hours per three quarter hours.

Students should consult the "Requirements for Graduate Degrees" section of this catalog for more specific information on limitations on transfer credit and the combined total of transfer and other courses applicable to individual degree programs.

Program of Study

Upon receiving the official letter of admission to the Graduate School, students should plan their course selection for their first term at NIU. Care should be taken that such selections conform with the requirements of the specific program they wish to pursue in their major department.

Students are urged to consult early in or prior to their first term with their academic advisers to plan a program of study. Prior to registering each term, students should consult with their advisers for the purpose of review and approval of all course selections.

The *Graduate Catalog* outlines the minimum course requirements for each degree program, for a student fully prepared to begin that program. Departments may, and often do, require additional course work of individual students as necessary to address deficiencies of background or other specific needs for proper academic or professional preparation. And, a department is not obligated to accept any particular course for inclusion in a student's program of courses, whether it was taken at NIU as a graduate student or as a student-at-large, or was taken at another institution. Some degree programs also have a limitation on the amount of credit from courses taken at NIU as a student-at-large, and/or on the combined total of student-at-large and transfer hours, that may be applied toward meeting degree requirements; such limitations are described below or in individual program descriptions in this catalog.

At least 50 percent of the credit for graduate course work must be in the student's major. Individual degree programs may require a program even more closely focused on the major field. For a student in a doctoral program who has a master's degree, the requirement of 50 percent of graduate work in the major applies only to courses beyond the master's degree.

Assessment at Northern Illinois University

Northern Illinois University engages in assessment processes to answer important questions about the quality of students' graduate experiences. Assessment of student learning outcomes is one of the ways the university measures the extent to which it fulfills its educational mission. Information gained from programmatic assessment helps the university improve courses, degree programs, and support services.

Additionally, assessment activities provide information that is required at the state and national levels for certification and accreditation purposes. Most importantly, assessment processes help us gauge how well the university is meeting students' needs.

Many assessment activities at NIU occur as a part of instruction within the degree program. Other assessment activities, including testing, surveys and projects, occur with the goal of measuring students' knowledge and skills by evaluating performance at selected points in time. As students progress through degree programs, they will be expected to participate in assessment measures, which they should complete to the best of their abilities. Students' performances on these measures are used to assess the quality of the university and its graduate and professional programs. Although summary data may be published or presented at conferences, all student performance data are aggregated; no individual student information is reported.

Questions regarding assessment should be directed to Accreditation, Assessment, and Evaluation, assess@niu.edu, or visit us at go.niu.edu/assessment.

Graduate Concentrations

The university offers a limited number of graduate concentrations, which are listed in this catalog under "Graduate Concentrations and Certificates of Graduate Study." A concentration is a course of study, typically interdisciplinary, linked to the pursuit of a specific graduate degree. Completion of the requirements for a concentration will result in an appropriate notation on the student's academic record. The "Directory for Correspondence" in this catalog indicates which academic unit administers each concentration. Unless otherwise stated, the time period for the completion of course work for a concentration is the same as that for the degree to which it is linked.

See the individual concentration for other specific requirements.

Certificates of Graduate Study

The university offers several certificates of graduate study, which are listed in this catalog under "Graduate Concentrations and 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 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. The "Directory for Correspondence" in this catalog indicates which academic unit administers each certificate of graduate study.

To pursue a certificate of graduate study, a student must be admitted to the Graduate School or to the graduate-level classification of student-at-large, and must have the approval of the individual responsible for administration of that certificate. Only courses taken at NIU for graduate credit may be applied toward a certificate. Some certificate programs

may allow NIU law classes to apply toward a certificate, and law courses, provided they do not constitute more than one-half of the credits applied to a certificate, may satisfy certificate requirements when grades of Satisfactory or Credit are achieved. A GPA of at least 3.00 must be earned in the course work used toward the certificate, all of which must be completed within the six years immediately preceding awarding of the certificate. With the approval of the student's major department, courses used to satisfy requirements of a certificate may also be applied toward a graduate degree, unless this catalog indicates otherwise under the description of the specific degree or certificate.

See the individual certificate for other specific requirements.

Religious Observances

Northern Illinois University complies with the University Religious Observances Act (110 ILCS 110/). Details of the Act are available here.

Accommodations for Students with Disabilities

A student who believes that reasonable accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must contact the Disability Resource Center. The DRC is located on the 4th floor of the Health Services Building and can be reached by calling 815-753-1303.

A wide range of services may be available to eligible students with disabilities, including housing accommodations, transportation, adaptation of printed materials, and advocacy with faculty and staff.

Protective Standards in Research

Protection of Human Subjects

Any Northern Illinois University student or faculty or staff member who proposes to undertake research involving human subjects is required by federal and university regulations to seek approval for the project from the Division of Research and Graduate Studies' research compliance office. Examples of human-subject research include collection of data from humans or their body tissues or fluids (e.g., data from muscle, hair, saliva; or on height, weight, or pulse); collection of data on human behavior, emotional conditions, or responses, including data from questionnaires, tests, interviews, or observations; use of human-subjects data previously collected that now reside in private records or public sources. All such research must be reviewed by the Institutional Review Board or its chair. Each research project involving human subjects must receive formal approval or exemption from the Board or its chair, even if other persons have received approval for the same or a similar project.

The student must submit a completed departmental review form to the chair of the academic department under whose jurisdiction the research would be undertaken. The student should also ascertain from the department whether completion of the longer Application for Approval to Use

Human Subjects in Research form is required. The department chair, or a designee, will review the submitted human-subjects form to determine if the project falls into a category requiring the approval of the NIU Institutional Review Board on the Protection of Human Subjects.

Departmental review forms and the Application for Approval to Use Human Subjects in Research may be obtained from most departmental offices or from the research compliance office within the Division of Research and Graduate Studies (see www.orc.niu.edu). Applicants are responsible for providing the information requested on the forms, for securing the required approval signatures, and for seeing that the completed, signed forms are received by the research compliance office. If research involving human subjects is part of a student's degree requirements, then to ensure eligibility for graduation, the student is urged to complete these required forms as soon as possible after the topic and protocols of the research have been determined. *In no case should research involving human subjects begin before all necessary institutional approvals have been given.* Questions concerning human subjects review may be directed to the student's faculty adviser or department chair, or to the research compliance office.

Facilities for Experimental Animals or Recombinant DNA

A student or member of the faculty or staff who proposes to engage in research utilizing living animals or recombinant DNA should consult first with her or his academic department or the research compliance office in the Graduate School to determine the federal and university requirements for facilities in which such research subjects are to be housed and to obtain the approval forms required by the Institutional Animal Care and Use Committee or the Institutional Biosafety Committee, respectively.

Use of Radioactive Substances

A student who proposes to use substances emitting ionizing radiation must be supervised by a faculty member and must use such materials in a facility approved by the University Radiation Safety Committee; and such radioactive substances may be purchased only with the approval of the University Radiation Safety Officer.

Graduation

A student who intends to graduate at the end of a particular term must apply through MyNIU by the graduation-application deadline for that term. This deadline is available online at <https://www.niu.edu/grad/graduation/deadlines.shtml>

All requirements for a graduate degree must be completed according to the schedule listed at the above website. It is the student's responsibility to be aware of these deadlines.

If a student applies for graduation in a particular term but realizes that degree requirements will not be met or otherwise fails to graduate at the end of that term, the

student must submit a "Deferral of Graduation Request" available at <http://www.niu.edu/grad/resources/graduation.shtml>. That form must be received in the Graduate School at least three months prior to the commencement date.

Requirements for Graduate Degrees

The following are general university requirements for the various degree programs as established by the graduate faculty. Individual departments and programs may have established additional or more restrictive requirements, which are described in the corresponding departmental sections of this catalog. Students should consult those sections to determine such requirements and must meet all requirements specific to their own major/specialization in addition to the general requirements of the university.

Learning Expectations

Graduate education is characterized by its diversity of purpose. Programs educate for reasons ranging from the purely academic to the purely applied. All hold in common overarching learning expectations. Building on the knowledge, skills, and abilities that students possess, graduate programs seek to develop among students specialized knowledge in a discipline or across disciplines; and they train students to act as innovators, problem solvers, advanced practitioners, creators of knowledge, and keepers of their discipline.

At the master's and professional doctorate levels, students evince knowledge in their discipline or across disciplines when they master at an advanced level the pertinent content and skills. They apply that knowledge in innovative ways to solve problems, to contribute to scholarly discourse, or to engage in mature performance of their craft. As innovators, scholars, and performers, students demonstrate a high level of competency in critical thinking when they demonstrate their knowledge and skills or when they independently apply appropriate research methods, concepts, and theories within their fields of study. They communicate effectively and professionally both orally and in writing.

At the doctorate level, students evince knowledge in their discipline or across disciplines when they become specialists in the content and skills necessary to be independent researchers and original contributors to knowledge within their fields. They understand and appreciate the philosophy and historical development of their discipline as a field of inquiry, and they know how that philosophy and history shape their own research. As independent researchers, they identify problems and develop solutions by employing appropriate research methods. They also effectively communicate in a scholarly fashion their knowledge and disseminate that knowledge orally and in writing.

Graduation

See the Graduation section on the General Regulations page.

Requirements for the Degrees

- Master of Accountancy**
- Master of Accounting Science**
- Master of Arts**
- Master of Arts in Teaching**
- Master of Music**
- Master of Public Administration**
- Master of Public Health**
- Master of Science**
- Master of Science in Education**
- Master of Science in Taxation**
- Master of Science in Teaching**

The following regulations apply to students in programs leading to the degrees listed above. Detailed requirements for specific degrees appear in the departmental sections of this catalog. Regulations for the Master of Business Administration are in the College of Business section of this catalog, and regulations for Master of Fine Arts degrees are in the School of Art and Design and School of Theatre and Dance sections of this catalog.

Admission

The Graduate School admission requirements for all of the above listed master's degrees except for those in the College of Business are indicated in the section on "General Requirements for Admission to the Graduate School." The admission requirements for graduate programs in the College of Business are described in that college's section of this catalog.

There are additional admission requirements and earlier application dates for several programs; the catalog sections for individual programs should be consulted.

Credit Requirements

Students in master's degree programs must earn a minimum of 30 semester hours of graduate credit with a minimum GPA of 3.00. This average must be earned over all NIU graduate courses. The minimum number of required semester hours is greater than 30 in some programs, as indicated in the respective major department sections.

Limitation of Time

The student must fulfill all requirements for a degree within the six consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to enrollment in all graduate course work used to satisfy degree requirements including work for which transfer credit is allowed.

If an NIU course taken to complete the requirements for the master's degree does not fall within the six-year period allowed for the degree program, the student's major department may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency

must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Transfer courses falling outside the limitation of time cannot be used in a graduate program.

In the College of Business, the six-year time limitation for course work applies only to Phase Two courses.

Courses for Which Graduate Credit is Allowed

At NIU only courses which are numbered 500-798 carry credit toward the master's degree. Graduate-level courses for which there exists an undergraduate equivalent (typically courses that are offered as 400/500 classes) shall not constitute more than 50% of hours applied toward a master's degree. Graduate-level student teaching credits are excluded from the 50% rule.

Northern Illinois University does not offer correspondence courses, which are courses other than independent-study courses that do not involve significant real-time interaction between students and faculty, when such interaction would normally be a part of the same course offering on campus. Typically, correspondence courses are noted as such on a transcript. They are defined as courses in which interaction between the instructor and the student is neither regular nor substantive and in which interaction is primarily initiated by the student. Most often, correspondence courses are self-paced.

Student-at-Large, Study-Abroad, and Transfer Credit

With the approval of the student's major department and the office of the dean of the Graduate School, a maximum combined total of 15 semester hours of credit for courses taken for graduate credit that are accepted in transfer from other accredited or recognized institutions, may be counted toward meeting the requirements for an advanced degree. Some degree programs also have limitations on the amount of credit from courses taken at NIU as a student-at-large, and/or on the combined total of student-at-large, study-abroad, and transfer hours, that may be applied toward meeting degree requirements; such limitations are described below or in individual program descriptions in this catalog.

In the Department of Accountancy, no more than 9 semester hours of transfer course work may be applied to a master's degree. In the Department of Operations Management and Information Systems, no more than 9 semester hours of transfer course work plus credit earned as a student-at-large may be applied to the master's degree. In the Department of Electrical Engineering, no more than 9 semester hours of transfer course work plus credit earned as a student-at-large may be applied to the master's degree. For the M.S. in Nursing, no more than 6 semester hours of transfer credit may be applied to the master's degree. In the School of Art no more than 9 semester hours of transfer credit may be counted toward meeting the requirements for a master's degree. In the Department of English no more than 15

semester hours of transfer course work and/or credit earned as a student-at-large may be applied toward a graduate degree.

Language and Research-Tool Requirement

Certain departments require proficiency in a foreign language or a research tool for the master's degree. The departmental sections of this catalog should be consulted for such requirements. Proficiency in these skills is determined in the same fashion as described under "Requirements for Doctoral Degrees," unless specified otherwise in the program descriptions in this catalog.

Comprehensive Examination

Successful completion of a comprehensive examination is required in all master's degree programs described in this section except the M.A.S., the Master of Science in Taxation, the Master of Arts in Teaching (specialization in elementary education), the Master of Science in Teaching (specialization in middle school mathematics education), the M.S.Ed. in counseling, the M.S.Ed. in literacy with focus on Bilingual/ESL Education, M.S.Ed. in physical education, the M.S. programs in computer science, industrial and systems engineering, in industrial management, in management information systems, in nursing, and in sport management. The comprehensive examination may be either written or oral, or both, at the option of the department. These examinations are given by the major department. The number of semester hours of course work which a student must complete before taking this examination shall be determined by the department. A student planning to take a comprehensive examination may be required to file a letter of intent with his or her department, and should consult the department concerning applicable procedures and deadlines for such notification.

A student must be enrolled in the term in which a comprehensive examination is taken. A student must be in good academic standing, and must have departmental approval, to be eligible to take this comprehensive examination. The department may allow a student who fails this examination to repeat it after a period of time determined by the department. A student who fails this examination a second time, or is not permitted a second attempt, will not be permitted to continue work toward the master's degree in that program, and admission to that program will be terminated.

If the comprehensive examination is to be given to a group of students rather than being scheduled individually for each student, the department should post notices of the date, time, and place for each examination at least two weeks before it is to be administered.

Thesis

The thesis will be a scholarly contribution to knowledge. Its subject must be in the area of the student's major and be approved by the student's thesis director and, ultimately, by

the thesis committee. The thesis presents research that has been conducted under the supervision of a graduate faculty member from the student's major department approved as the thesis director.

The thesis may be presented in any format that reflects the professional standards of publication and ethics in its discipline, subject to departmental policies and approval of the advisory faculty. (See "Composition of Committees below.")

Previously published work and manuscripts submitted for publication may be included in a thesis fulfilling the requirements for graduate degree programs, subject to individual department and faculty approval. These may include chapters, sections of chapters, data, or the entire document authored by the degree candidate; however, the research, writing, and publication of the work must be wholly undertaken and completed while at NIU during the course of graduate study for the degree to which the thesis is submitted. The research, writing, and publication must have been performed under the supervision of a full or senior member of the graduate faculty from the major department.

Previously published material is subject to copyright restrictions. Students are responsible for understanding copyright law and securing written permission to reproduce previously published work in the thesis and must upload these permissions during submission or include them as appendixes in the document. In addition, acknowledgement of the previously published material must be included in the front matter or in footnotes where appropriate in the text. Previously published material must be reformatted to conform to the requirements of the Graduate School and ProQuest. The thesis must be successfully defended in an oral examination.

Students may collaborate on some aspects of the work contributing to their theses. However, each thesis submitted to the Graduate School for approval must be a unique product with the degree candidate as the sole author and with due acknowledgment of the contributions of collaborators; and the author must demonstrate to his or her committee satisfactory command of all aspects of the work presented.

A student must be registered in the term of the oral defense of the thesis. A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a thesis to the Graduate School or to have a thesis defense.

A student intending to write a thesis should identify a prospective faculty director for the thesis, who must be willing to serve as thesis director, meet Graduate School qualifications, and be approved by the department (department chair or designee). The thesis director and thesis committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular thesis project, in which case the department will assist the student in seeking a thesis director. If a student, with department approval, changes thesis director, the student may need to undertake additional work, or to change

research projects, in accordance with the expectations and expertise of the new thesis director.

A student writing a thesis must file an IRB Inquiry Form as soon as a research topic is identified but no later than the end of the first week of classes of the semester or term in which the student intends to defend the thesis. Forms are available on the Graduate School website. When thesis research involves human subjects, experimental animals, recombinant DNA, or the use of radioactive substances, special approval is required before the research is undertaken, as explained under the heading "Protective Standards in Research."

A student following a thesis program shall submit an electronic copy of the thesis in PDF format according to the Guidelines for Preparing and Submitting Theses and Dissertations, found on the Thesis and Dissertation page of the Graduate School website.

After the thesis has been reviewed and approved by the Graduate School, the approved version will be deposited electronically with ProQuest and must be accessible through their global digital library of dissertations and theses, as well as through NIU's digital institutional repository, Huskie Commons, a unit of Founders Memorial Library.

Course Number 699

A student who has formally begun the thesis or its equivalent must register in course number 699 in each subsequent term until the thesis or equivalent is submitted to and formally approved by the Graduate School. Registration for this purpose may be in absentia. In any semester or term a student may enroll in 699 for the maximum number of hours stated in the course description; during a master's program students may register for an unlimited number of thesis hours. However, only the last 6 hours completed will count toward the degree. If circumstances prohibit continuing progress on the work, a graduate student may request a leave of absence from the office of the dean of the Graduate School. If a student interrupts registration in a course numbered 699 without obtaining a leave of absence, then the student's admission to the degree program will be terminated. (See the "Leave of Absence" policy located in the "General Requirements" section of this Catalog.)

A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a thesis for review and acceptance by the Graduate School.

Composition of Examination and Thesis Committees

The thesis committee and the final comprehensive examination committee shall each consist of at least three voting members approved by the department chair or designee. A comprehensive examination committee needs no additional approval; however, a thesis committee must be nominated by the department and appointed by the dean of the graduate school. Committees must be appointed no later than the conclusion of the semester or term preceding that in which the student will defend the thesis or take the

examination. A student intending to write a thesis should identify a prospective faculty director for the thesis and thesis committee members as soon as possible. The thesis director and thesis committee will judge the acceptability of the work. At any time, a faculty member may decline to serve as director or committee member of any particular thesis project. With the consent of the department and the approval of the graduate school dean, a student may propose to alter the composition of a thesis committee, provided that the faculty to be removed from and/or added to the committee expressly consent to the change. If a student wishes to remove a faculty member from a thesis committee, and the faculty member does not consent to be removed, the student may appeal to the dean of the Graduate School. The dean will make a decision with input from the student, the faculty members involved, the department chair, the committee chair, and the director of graduate studies; the decision of the dean will be final.

All members of the comprehensive examination and thesis committee must hold the status of full, senior, or provisional member of the graduate faculty or serve as graduate faculty scholars at Northern Illinois University. With regard to the voting members of the comprehensive examination and thesis committee:

- At least one-half of the members must be tenured or tenure-track faculty members at Northern Illinois University.
- At least one-half of the members must be full or senior members of the graduate faculty at Northern Illinois University.
- All members must belong to the graduate faculty in the student's program or a closely related one as determined by the department chair (or designee).

A provisional member of the graduate faculty may, with a full or senior member of the graduate faculty, co-chair a comprehensive examination or thesis committee.

Application for Graduation

When nearing completion of requirements for a graduate degree, a student must submit an application for graduation to the Graduate School. See "Graduation."

Requirements for the Degree

Master of Business Administration

See "Master of Business Administration" in the College of Business.

Requirements for the Educational Specialist Degree

See "Educational Specialist in Educational Administration" in the Department of Leadership, Educational Psychology and Foundations.

Requirements for the Performer's Certificate

See "Performer's Certificate" in the School of Music.

Requirements for the Degree

Master of Fine Arts

See "Master of Fine Arts in Art" in the School of Art and Design and "Master of Fine Arts in Theatre Arts" in the School of Theatre and Dance.

Requirements for the Degree

Doctor of Audiology

See "Doctor of Audiology" in the School of Allied Health and Communicative Disorders.

Requirements for the Degree

Doctor of Nursing Practice

See "Doctor of Nursing Practice" in the School of Nursing.

Requirements for the Degree

Doctor of Physical Therapy

See "Doctor of Physical Therapy" in the School of Allied Health and Communicative Disorders.

Requirements for the Degrees

Doctor of Education

Doctor of Philosophy

The research doctorate is the highest degree granted by the university and is conferred only for work of distinction in which the student displays powers of original scholarship and the ability to conduct independent research.

Doctor of Education (Ed.D.) degrees are offered in higher education, curriculum and instruction and educational administration through various departments in the College of Education. Doctor of Philosophy (Ph.D.) degrees are offered in art education, biological sciences, chemistry, counselor education and supervision, economics, educational psychology, English, geography, geology, history, instructional technology, mathematical sciences, physics, political science, and psychology, through the corresponding departments.

Admission

Normally a student applying for admission to a doctoral program will be expected to have completed both baccalaureate and master's degrees. A student with a baccalaureate degree may, with the approval of the department, be admitted directly into a doctoral program unless otherwise specified in the appropriate departmental section of this catalog. No student will be admitted to doctoral work unless the undergraduate and graduate records indicate ability to do work of high quality in the field chosen. See also "General Requirements for Admission to the Graduate School."

Credit Requirements for the Doctor of Philosophy and Doctor of Education

Graduate students working for a doctor of philosophy or a doctor of education degree must complete at least 72 semester hours of graduate work beyond the baccalaureate degree, including a minimum of 12 semester hours of dissertation credit. Departments may waive 30 semester hours for students holding a master's, professional doctoral, or educational specialist degree in the same field or a related one, allowing the doctoral degree to be completed with 42 semester hours. Some doctoral programs require more than 72 semester hours. A description of program-level requirements for satisfying credit requirements can be found in the relevant departmental section of this catalog or in the graduate student handbook for each program.

The minimum GPA requirement of 3.00 applies to all graduate courses taken at NIU and applicable to the degree. Some programs require a higher GPA. Consult the departmental sections of this catalog for other requirements.

Limitation of Time

Except as indicated below, the student must fulfill all requirements for a doctoral degree within nine consecutive years immediately preceding the date of the student's graduation from that degree program.

At the discretion of the department, Ph.D. language/tool requirements may be satisfied with course work and/or examinations falling outside the limitation of time for the doctoral degree.

The time limit applies to enrollment in all graduate course work applicable to the doctoral degree, excluding deficiency courses and hours waived because a student holds a relevant master's degree, but including work for which transfer credit is allowed. If any such NIU course does not fall within the time limit defined above, the student must demonstrate competency in the course material to the satisfaction of the department offering the course. Transfer courses falling outside the limitation of time cannot satisfy degree hour requirements.

Courses for Which Graduate Credit is Allowed

At NIU only courses which are numbered 500-799 carry credit toward the doctoral degree. Graduate-level courses for which there exists an undergraduate equivalent (typically courses that are offered as 400/500 classes) shall not constitute more than 50% of hours, exclusive of dissertation hours, applied toward a doctoral degree.

Northern Illinois University does not offer correspondence courses, which are courses other than independent-study courses that do not involve significant real-time interaction between students and faculty, when such interaction would normally be a part of the same course offering on campus. Typically, correspondence courses are noted as such on a transcript. They are defined as courses in which interaction

between the instructor and the student is neither regular nor substantive and in which interaction is primarily initiated by the student. Most often, correspondence courses are self-paced.

Internships, Practicums and Clinical Experiences

Several departments/schools offer internship, practicum, clinical or similar programs as part of the degree designed to provide the student with practical experience in a given field. These programs, which may be located on or off campus, are available only to students who have complied with specific departmental/school requirements. Detailed information on such matters as admission, placement, performance, dismissal, and appeal should be obtained from the departments/schools offering the experience.

A student enrolled in an internship, practicum, clinical or similar while obtaining academic credit through work or placement at an outside agency may be subject to the rules, regulations and policies of that agency as well as those of the university."

Transfer Credit (Doctoral)

With the approval of the student's committee chair, major department, and the office of the dean of the Graduate School, up to 15 semester hours of credit for courses taken subsequent to the master's degree and completed with grades of B or better from departments offering graduate programs above the master's level at other accredited institutions, may be accepted as credit toward a doctoral degree at NIU.

Ph.D. Research-Tool Requirements

The Graduate School requires that Ph.D. students demonstrate competency in at least one research tool prior to the candidacy examination. A research tool is defined as a relevant foreign language or languages or as a methodology for conducting research. The expectation of competency with a research tool ensures that a doctoral student possesses the knowledge, skills, and abilities to conduct research appropriate to his/her field of study, not only during the process of completing the dissertation but as a professional researcher.

Options for satisfying the requirement for competency in a research tool(s) are determined by program faculty. Programs may establish in writing requirements for competency in more than one research tool and may set a higher threshold for determining competency in a research tool than does the Graduate School.

A description of program-level requirements for satisfying the research tool requirement can be found in the relevant departmental section of this catalog or in the graduate student handbook for each program.

Students must demonstrate competency by achieving grades of B or better in no fewer than six hours of related graduate-level course work focused on a method of conducting research. The course work may be taken in a student's

department or outside of it. Courses taken outside of a student's department to demonstrate competency in a research tool may, with program approval, count toward the hours necessary to satisfy degree requirements.

Students may also demonstrate competency in a relevant foreign language. Competency in a foreign language or languages may be demonstrated by achieving a grade of S (satisfactory) in FLFR, FLGE, FLIT, FLSP 501 and FLSP 502, provided that both courses are taken in a single language; by achieving a passing score on a translation examination approved by faculty in the student's program; by having achieved a grade of B or better in at least 12 hours of foreign language acquisition course work, or the equivalent, completed at an accredited U.S. institution of higher learning within five years of admission to, and enrollment in, the student's doctoral program. Competency in a foreign language may also be demonstrated by the possession of a degree from a college or university at which that language was the language of instruction. With the approval of the Graduate Dean, programs may verify competency in a foreign language through alternative means.

Students should work closely with their advisers in coordinating efforts to satisfy the Graduate School and departmental research-tool requirements with their doctoral research objectives.

Qualifying Examination

The student may be required, at the discretion of the major department, to take a qualifying examination. This may be written or oral, or both, testing the competence of the student in the major and related fields. The department may allow a student who fails this examination to repeat it after a period of time determined by the department. A student who fails this examination a second time, or is not granted permission for a second attempt, will not be permitted to continue work toward the doctorate, and admission to that doctoral program will be terminated. A student must be registered in the term in which the qualifying examination is taken.

Candidacy Examination

When students have completed most or all of the doctoral course work (except dissertation research), they will take written candidacy examinations. Departments may also require an oral examination. These examinations will cover work in the student's major department and related fields. The examining committee may allow a student who fails a candidacy examination to repeat it after a period of time determined by the committee. A student who fails a candidacy examination a second time, or is not granted permission for a second attempt, will not be permitted to continue work toward the doctorate, and admission to that doctoral program will be terminated.

A student must be admitted to the doctoral program and must be enrolled in the term in which the candidacy examination is taken. A student must be in good academic standing, both overall and in the degree program, to be eligible to take the candidacy examination. Some

departments have alternative formats for the candidacy examination; see the departmental sections in this catalog.

Admission to Doctoral Degree Candidacy

A student must be admitted to doctoral degree candidacy before the doctoral degree can be awarded. The student is admitted to candidacy by the Graduate School following successful completion of the candidacy examination in the student's major department and upon the recommendation of that department, which may have established additional requirements that must be satisfied before admission to candidacy is recommended.

Dissertation Requirements

The dissertation should be a significant contribution to knowledge in which the student exhibits original scholarship and the ability to conduct worthwhile research. The dissertation should demonstrate professional competencies relevant to the student's field of study, including effective communication skills (whether written, graphical, digital, or multimedia). The research must be in a subject area of the student's major, approved and completed under the supervision of a senior member of the graduate faculty from the student's major department. (See "Composition of Committees" below.)

The dissertation may be presented in any format that reflects the professional standards of publication and ethics in its discipline, subject to departmental policies and approval of the advisory faculty. The Graduate School maintains specific policies and requirements pertaining to acceptable, durable formats.

Previously published work and manuscripts submitted for publication may be included in a dissertation fulfilling the requirements for graduate degree programs, subject to individual department and faculty approval. These may include chapters, sections of chapters, data, or the entire document authored by the degree candidate; however, the research, writing, and publication of the work must be wholly undertaken and completed while at NIU during the course of graduate study for the degree to which the dissertation is submitted. The research, writing, and publication must have been performed under the supervision of a senior member of the graduate faculty from the major department.

Previously published material is subject to copyright restrictions. Students are responsible for understanding copyright law and securing written permission to reproduce previously published work in the dissertation and must upload these permissions during submission or include them as appendixes in the document. In addition, acknowledgement of the previously published material must be included in the front matter or in footnotes where appropriate in the text. Previously published material must be reformatted to conform to the requirements of the Graduate School and ProQuest.

Students may collaborate on some aspects of the work contributing to their dissertations. However, each dissertation submitted to the Graduate School for approval must be a unique product with the degree candidate as the sole author and with due acknowledgment of the contributions of collaborators. The author must demonstrate to his or her committee satisfactory command of all aspects of the dissertation.

Credit-hour requirements for the dissertation and research are determined by the major department. The dissertation is to be submitted in accordance with the Graduate School regulations found in the Guidelines for Preparing and Submitting Theses and Dissertations, available on the Thesis and Dissertations page of the Graduate School website.

A student intending to write a dissertation must identify a prospective faculty director for the dissertation and dissertation committee members soon after the candidacy examination, if not before. The proposed director and committee members must be nominated by the department, approved by the college, and appointed by the dean of the Graduate School. The dissertation director and dissertation committee will judge the acceptability of the dissertation. At any time, a faculty member may decline to serve as director or as a committee member of any particular dissertation project. With the consent of the department, college, and Graduate School, a student may propose to alter the composition of a dissertation committee, provided that faculty proposed to be removed from and added to the committee expressly consent to the change. If a student wishes to remove a faculty member from a doctoral committee, and the faculty member does not consent to be removed, the student may appeal to the dean of the Graduate School. The dean will make a decision with input from the student, the faculty members involved, the department chair, the committee chair, and the director of graduate studies; the decision of the dean will be final.

A student whose committee changes after initial or subsequent approval may need to undertake additional work, or to change research projects, in accordance with the expectations and expertise of new committee members.

A student writing a dissertation must file an IRB Inquiry Form as soon as a research topic is approved but no later than the end of the first week of classes of the semester or term in which the student intends to defend the dissertation. Forms are available on the Graduate School website. When dissertation research involves human subjects, experimental animals, recombinant DNA, or the use of radioactive substances, special approval is required, as explained under the heading "Protective Standards in Research."

A student who has formally begun the dissertation or its equivalent must register in course number 799 (doctoral dissertation). In any semester or term, a student may enroll in 799 for the maximum number of hours stated in the course description; during a doctoral program students may register for an unlimited number of dissertation hours. Once a student has begun registration in course number 799, the student must continue to register in course number 799 in

each subsequent term until the dissertation is submitted to and formally approved by the Graduate School. Students must complete a minimum total of 12 semester hours of course number 799 for the doctoral degree. Registration for this purpose may be in absentia. The designation of a dissertation adviser should be approved by the conclusion of the term in which a student first registers for 799. A student who fails to complete this procedure will, upon recommendation of the department, have all accumulated hours in the dissertation course converted to audit (no credit).

If circumstances prohibit continuing progress on the dissertation, a graduate student must request a leave of absence from the office of the dean of the Graduate School. If a student interrupts registration in course number 799 without obtaining a leave of absence then the student's admission to the degree program will be terminated. (See the "Leave of Absence" policy located in the "General Requirements" section of this catalog.)

After the dissertation has been reviewed and approved by the Graduate School, the approved version will be deposited electronically with ProQuest and must be accessible through their global digital library of dissertations and theses, as well as NIU's digital institutional repository, Huskie Commons, a unit of Founders Memorial Library. The abstract is also published in ProQuest Digital Dissertations, formerly *Dissertation Abstracts International*. This facilitates wide dissemination of the scholarship to interested parties.

Oral Defense of Dissertation

After the student has completed all other requirements for the doctorate, including the writing of a dissertation, an oral defense of the dissertation will be scheduled. The defense will consist of two parts, in either order in accordance with department policy: a public presentation with opportunity for questions from any interested parties, and a restricted examination session with the dissertation defense committee. At the discretion of the department, members of the university's graduate faculty and/or graduate students from the candidate's department may be permitted to be present at the restricted session. The examining committee will inform the dean of the Graduate School, at least three weeks in advance, of the date, time, place, and dissertation title for the public presentation, and the dean will publicize this on campus, inviting attendance of interested persons.

The presentation and defense of the dissertation are culminating scholarly activities of the doctoral program. They provide the candidate with the opportunity to present, and other interested parties the opportunity to examine and respond to, the results of the finished dissertation research. Therefore, the dissertation presentation and defense should be scheduled only when both the student and the dissertation committee are satisfied that the scholarly work and its analysis are substantially complete, and believe that they reflect a level of rigor appropriate to a doctoral degree. Further research, analysis, or rewriting may be required by the committee as a result of discussions arising during the defense.

A student must be registered in the term of the oral defense of the dissertation. A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a dissertation to the Graduate School or to have a dissertation defense.

Composition of Committees

Committees to conduct the candidacy examination and the oral defense of the dissertation will be nominated by the chair of the student's department, approved by the college, and appointed by the dean of the Graduate School. Candidacy examination committees must be appointed no later than the conclusion of the semester or term preceding the semester or term in which the student will take the examination; dissertation committees must be formed before or soon after the student passes the candidacy examination. Membership of candidacy and dissertation examining committees will include representatives of major and minor fields. The number of voting members on such committees normally will be three to five, and at least three are required. All members of the committee must hold the status of full, senior, or provisional member of the graduate faculty or serve as graduate faculty scholars at Northern Illinois University. With regard to the voting members of the candidacy exam and dissertation:

- At least one-half of the members must be tenured or tenure-track faculty members at Northern Illinois University.
- At least one-half of the members must be senior members of the graduate faculty at Northern Illinois University.
- All members must belong to the graduate faculty in the student's program or a closely related one as determined by the department chair (or designee).

A graduate faculty scholar or a full member of the graduate faculty may, with a senior member of the graduate faculty, co-chair a dissertation committee. In addition, the dean of the Graduate School or the dean's designee will serve as an *ex officio*, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean's designee is to participate in both parts of the defense.

Application for Graduation

When nearing completion of requirements for a degree, a student must submit an application for graduation to the Graduate School. See "Graduation."

Educator Licensure Information

The following information is provided as a service to students; educator licensure requirements and procedures are not under the jurisdiction of the Graduate School. Students seeking initial educator licensure should contact the academic department offering the licensure program (see below). NIU's Office of Educator Licensure and Preparation answers general questions about state licensure requirements and refers students to the appropriate academic department for specific advising. General NIU educator licensure information is available at www.teachercertification.niu.edu/teachercertification.

To teach in a public school in the state of Illinois an individual must possess an Illinois Professional Educator License (PEL). NIU offers initial educator licensure programs which are approved by the Illinois State Board of Education (ISBE). NIU is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Requirements for NIU educator licensure programs are developed by the faculty in the context of state, national, disciplinary standards and requirements. Because students must meet the requirements of state law to be recommended for licensure, a student may find his or her licensure requirements changed for reasons beyond the university's control.

A student pursuing licensure should meet with his or her adviser to develop a plan of study that will satisfy the licensure requirements as they then exist. Once that plan of study is formally approved by the adviser, the requirements that that student must meet in order to be recommended for licensure will not be changed by the adviser except to the extent that it may be necessary to satisfy changes in state licensure requirements. However, if other aspects of applicable departmental or university requirements are changed, the student may, with the approval of the adviser, modify the plan of study to conform to the new requirements. Because there may be delays in physical publication of new requirements as they are developed, departments and programs will make efforts to disseminate information about changes in requirements by other, more immediate means, including electronic media. A student who becomes aware of discrepancies between an approved licensure program plan of study and other published descriptions of licensure requirements is responsible for contacting his or her adviser to ascertain whether there have been changes in state requirements that will necessitate changes in the plan of study.

Following is a list of ISBE-approved initial educator licensure programs together with the academic department (or departments) at NIU with responsibility for administering each program.

Licensure Program

Academic Department/School

Early Childhood (birth through grade 2)

Special and Early Education

Elementary (1-6)

Curriculum and Instruction

Middle Level (5-8)

Curriculum and Instruction

Secondary (9-12)

Biological Science

Biological Sciences

Chemistry

Chemistry and Biochemistry

Earth and Space Science

Geology and Environmental Geosciences

English

English

Environmental Science	Geology and Environmental Geosciences
Family and Consumer Sciences	Family and Consumer Sciences
Health Education	Health Studies
History	History
Mathematics	Mathematical Sciences
Physics	Physics
Social Science (Including economics, geography, political science, psychology, sociology, and anthropology)	History
<i>Special (K-12)</i>	
Art (Students with an undergraduate degree must be admitted to the M.S. program in art with a specialization in art education to enter the licensure program.)	Art and Design
French	World Languages and Cultures
German	World Languages and Cultures
Music	Music
Physical Education	Kinesiology and Physical Education
Spanish	World Languages and Cultures

Special Education (Pre-K - age 21)

Learning Behavior Specialist I

Special and Early Education

Visual Impairments

Special and Early Education

Students who wish to pursue more than one endorsement must complete the NIU program requirements for each endorsement. Additional endorsements (see "Definitions of Terms Used in This Catalog") are available for persons interested in broadening their qualification as teachers in conjunction with certain initial educator licensure programs.

Admission to Educator Licensure Programs

Each department has determined whether enrollment in a degree program is necessary to pursue the educator licensure program(s) administered by that department.

Admission to the university or to a degree program in an academic department, school, or college does not necessarily constitute acceptance into a licensure program. Candidates for admission to an educator licensure program should apply directly to the academic department responsible for administering the program regarding information about admission.

All candidates for admission to educator licensure programs must demonstrate competence in reading, communication, and mathematical skills. Candidates should contact the department responsible for administering the licensure program regarding specific procedures for demonstrating this competence.

University Requirements for Educator Licensure

These are the minimum university-wide requirements for educator licensure. See also the individual academic departments, because some programs exceed these requirements. Departmental coordinators for educator licensure may require additional course work of individual students to address identified deficiencies in the students' preparation for teaching.

Common Requirements for Educator Licensure

Upon satisfactory completion of one or more of the above initial educator licensure programs, students will be recommended for licensure. In order to be licensed to teach or supervise in Illinois public schools, a person must be of good character, in sound health, and at least 19 years of age. The following general requirements must be satisfied by all

candidates for licensure. (See the academic department for specific information on other requirements.)

- An overall GPA of 2.50 or above in all course work taken at NIU for admission to and retention in a licensure program. A passing grade is required in all course work taken for educator licensure. Educator licensure requirements are deemed to be met only by obtaining a grade of C or better in courses using traditional A, A-, B+, B, B-, C+, C, D, F grading or an S in those professional or clinical courses in which S/U grading is used. An S is the equivalent to a C or better and a U is equivalent to a D or lower in educator licensure courses using S/U grading. In those courses in which S/U grading basis is applicable, the use of S and U will apply to all students registered in any class section in which S/U grading is employed. Individual students may not elect S and U grading. Some programs have higher GPA and/or course grade requirements. (See the academic department about specific requirements.)
- Successful completion of designated clinical experiences, including a minimum of 100 clock hours of approved clinical experience prior to student teaching. These experiences must be gradual and sequential throughout the preparation period. Completion of the requirements for the Illinois State Board of Education approved "Major Area of Specialization" for which the license is sought.
- An earned baccalaureate degree from a recognized institution.
- Candidates must take and pass any state mandated tests prior to student teaching (test may vary by program).
- Successful completion of the state mandated Teacher Performance Assessment (edTPA).
- Successful completion of course work and/or experience which contributes directly to an awareness of cultural diversity. (See the academic department about meeting this requirement.)

General Education Requirements for Educator Licensure

The university's general education requirements for educator licensure are met when the general education requirements for an NIU baccalaureate degree have been met. A student who already holds a baccalaureate degree from an accredited institution, or the equivalent from a recognized foreign institution, is considered to have met the university's general education requirements for licensure.

Professional Education Requirements for Educator Licensure

Each type of endorsement requires the student to complete professional education courses.

Early Childhood Endorsement Elementary Endorsement Middle Grades Endorsement High School Endorsement Special Endorsement

The courses are listed in the specific department sections of this catalog.

Student Teaching

Students must apply in advance for student teaching. (See the department adviser regarding the time to apply for placement.) Transportation to the student teaching site is the responsibility of the student. In addition to having completed the NIU licensure program requirements, prior to student teaching the graduate student or student-at-large must (a) have earned a minimum of 14 semester hours at NIU and (b) make all arrangements for student teaching through the appropriate department. Students may not make their own arrangements for student teaching sites nor may they request a change once an assignment has been confirmed by the cooperating school. For additional requirements students should see the appropriate department adviser.

Retention in Educator Licensure Programs

Admission to educator licensure programs does not guarantee continued acceptance unless the student maintains satisfactory grades and other qualifications. A candidate for a student teaching assignment or licensure must have good character, sound mental and physical health, and must demonstrate the skills, attitudes, and behaviors necessary for working with children and/or adolescents, as applicable.

Specific requirements for retention in an initial educator licensure program are determined by the faculty offering that program; students should consult the academic department for information.

Specific degree, content-area, professional education and clinical course work that forms part of an application for licensure, endorsement, or state approval must have been passed with a grade no lower than C, or the equivalent, in order to be counted towards fulfillment of the applicable

ISBE requirements. Students must see individual program advisers for the list of courses required.

Appeals

A graduate student or student-at-large who wishes to appeal a grade or grades should utilize the current NIU Procedures for Use in Appealing Allegedly Capricious Semester Grades of Graduate-Level Students (Grade Appeal Policy). A student who wishes to appeal a decision regarding admission to, retention in, or completion of an initial educator licensure program should consult with the appropriate college advising office regarding the procedures to be followed.

Criminal Background Check

Illinois law requires Illinois school boards to conduct a criminal background investigation on applicants for employment. This law also prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of a number of offenses. At present, offenses include first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act; and crimes defined in the Illinois Controlled Substances Act. Employment must be denied whether the offenses and/or conviction occurred inside or outside the state of Illinois.

For initial educator licensure and advanced programs with students who do not hold current employment in a school or district: Students should contact the school district office of their placement site to confirm the location and availability and to determine how to proceed to obtain an FBI fingerprint based CBC. Students should follow the district's policies and use their preferred provider and payment options. Students need to be aware that a new CBC will be required for each new district they will be placed at for a clinical or student teaching placement. This means there will be a charge for each new CBC required.

Students need to be aware there are potential consequences of having any criminal history. This FBI-mandated change means schools will now be the owners of the CBC information, and they will decide whether or not a conviction warrants exclusion from their schools and classrooms. Schools have the option of rejecting candidates based on their criminal history.

Contact your adviser for further details.

Out-of-State Employment in Public Schools

Other states have similar or additional licensure, licensing, or employment requirements. NIU is not responsible for informing any student of statutes, rules, or regulations which might affect the future licensure or employment of teachers. Students wishing admission to any NIU educator licensure

program are responsible for determining their own eligibility for eventual licensure in another state.

Tuition and Fees

Tuition and fees are subject to change at any time. The official charges are those billed by the Bursar's Office for each term. For the most recent tuition and fee rates, see the Bursar website at www.niu.edu/bursar.

Tuition

Graduate student tuition includes the cost of instruction and operation of the university. The operation of the university portion provides access to support services and privileges such as the use of the University Health Service; use of recreational facilities and participation in intramural activities; admission to the Huskie Bus service, athletic events, concerts, dramatic productions, lectures, and speeches; and subscriptions to certain student publications.

Special Fees

Degree seeking application fee U.S. citizens (nonrefundable): \$60.00

Application fee international (nonrefundable): \$60.00

Non-degree seeking [student-at-large] (nonrefundable): \$10.00

Enrollment certification fee: \$5.00

Examination fees

Foreign language translation examinations

Average proficiency: \$50.00

High proficiency: \$70.00

Graduation fee (nonrefundable): \$35.00

(If a student fails to graduate at the close of the term for which the application for graduation has been submitted and the fee paid, the application can be transferred to a subsequent term. See section entitled "Graduation" elsewhere in this catalog.)

New international student fee: \$125.00

Replacement identification card (after the first is issued): \$20.00

Transcript fee: \$8.00

Class material fees, where applicable, will be billed as part of the total billing.

Room and Board Rates

Residence hall room and board rates for the current academic year can be found by visiting <https://www.niu.edu/housing/halls/compare/index.shtml#halls=neptune,stevenson,grant>. All residence hall rates include the Huskie Block 12 option (12 meals and 100 dining dollars). Students can optionally upgrade plans with larger meal counts and additional dining dollars.

Specific questions about NIU's room and board rates can be found at niu.edu/housing or by calling Housing and Residential Services during regular business hours Monday through Friday, 8:00 a.m. to 4:30 p.m. at 815-753-1525.

Tuition Waivers for Senior Citizens

The Senior Citizen Courses Act (110 ILCS 990) permits senior citizens, 65 years of age or older, to enroll in regularly scheduled credit courses at public institutions of higher education without the payment of tuition. This benefit does not include payment of fees.

This consideration is limited to persons whose annual household income is at or below 200% of the 2020 federal poverty level:

- \$25,520 for a household of one
- \$34,480 for a household of two
- \$43,440 for a household of three

Applicants must meet the state requirements as stated in the Senior Citizen and Disabled Persons Property Tax Relief Act and Pharmaceutical Assistance Act (see <http://www.cbrx.il.gov> for more information). Interested senior citizens should contact the Student Financial Aid Office.

Payment of Fees

Payment of all charges on the student's account is due by the established due date for each term. Any additional expenses incurred after this initial **payment due date** for the term will be due by the due date indicated on the student's MyNIU account. Any student who pays less than the total amount due on the payment due date will be assessed a late payment fee on the unpaid balance. The late payment fee rate can be found by visiting <https://www.niu.edu/bursar/payments/payment-policy.shtml>. This late payment fee will be assessed monthly on the unpaid balance that continues to be past due.

Any student with a balance will have a **hold** placed on the student's account records. This hold will prohibit the student from registering for classes and/or obtaining official transcripts until the account balance is paid in-full.

Financial Responsibility: By registering for courses at Northern Illinois University the student is accepting financial responsibility for the costs of and related to the student's registration at the university including choosing to reside in the university's residence halls, selecting a meal plan, or other university services. In the event a student's account is past due, late payment fees will be assessed on past-due amount. Continued failure to pay a past due debt may result in the debt being listed with credit bureaus, the State Comptroller's Offset Program and, if necessary, referred to a collection agency and/or authorize legal action for the collection of this debt. The student is then responsible for all fees and costs incurred by the University in the collection of the past due debt, including collection fees and/or attorney's fees. To view the Student Financial Responsibility Agreement visit <https://www.niu.edu/bursar/payments/student-financial-agreement.shtml>.

Refund Policies

In the following discussion of policies governing refunds of tuition and fees it should be understood that "refund" refers to "refund of monies paid" only in cases in which a student has already paid the full balance due. Where payment in full has not yet been made, an equivalent adjustment may be made on the total amount due. If only a partial reduction in tuition or fee liability occurs, a student who had a balance due may still owe an additional amount beyond that already paid. If no reduction in liability occurs, not only will funds paid not be refunded, but the student will be liable for the unpaid balance.

Tuition and fees, due by the established university due date, include tuition, general student fee, material fees, academic program enhancement fee, outreach delivery fees, regional course fees, health insurance fees, and any other required fees associated with enrollment at the university.

A student that has registered and officially withdraws from all courses for the semester, possibly can receive a refund of tuition and fees, which may or may not result in the return of funds according to the following withdrawal schedule.

Semester Withdrawal and Course Drop/Withdrawal Refund Schedules

Semester Withdrawal	
Tuition & Fees Refund Schedule for 16 week courses	
16 Week	Refund Percent
Week 1	100%
Week 2	100%
Week 3	80%
Week 4	70%
Week 5	70%
Week 6	60%
Week 7	60%
Week 8	50%
Week 9	40%
Week 10	40%
Week 11-16	0%

Course Drop/Withdrawal	
Tuition & Fees Refund Schedule for 16 week courses	
16 Week	Refund Percent
Week 1	100%
Week 2	100%
Week 3	0%
Week 4	0%
Week 5	0%
Week 6	0%
Week 7	0%
Week 8	0%
Week 9	0%
Week 10	0%
Week 11-16	0%

Semester Withdrawal 14 Week	
14 Week	Refund Percent
Week 1	100%
Week 2	100%
Week 3	80%
Week 4	70%
Week 5	70%
Week 6	60%
Week 7	50%
Week 8/Week 9 (1st half)	40%
Week 9 (2nd half) & after	0%

Course Drop/Withdrawal 14 Week	
14 Week	Refund Percent
Week 1	100%
Week 2	100%
Week 3	0%
Week 4	0%
Week 5	0%
Week 6	0%
Week 7	0%
Week 8/Week 9 (1st half)	0%
Week 9 (2nd half) & after	0%

Semester Withdrawal 8 Week	
8 Week	Refund Percent
Week 1	100%
Week 2	70%
Week 3	60%
Week 4	50%
Week 5 & after	0%

Course Drop/Withdrawal 8 Week	
8 Week	Refund Percent
Week 1	100%
Week 2	0%
Week 3	0%
Week 4	0%
Week 5 & After	0%

The above refund policies are subject to change.

Illinois Residence Regulations

Beginning Fall 2018 domestic students (including permanent residents, undocumented and select visa holding students) will be charged the same tuition rate, regardless of their state of U.S. residency. However, residency will still need to be determined for institutional reporting, financial aid purposes and a variety of other needs.

Students who take exception to the residence status assigned shall pay the tuition assessed, but may file a petition in writing to the Office of Registration and Records for a reconsideration of residence status.

The written claim must be filed within 30 calendar days from the date of assessment of tuition, or the first class day of the term for which tuition is payable, whichever is later, or the student loses all right to a change of status and adjustment of the tuition assessed for the term in question.

The following is based on *Regulations of the Board of Trustees*, a copy of which is available on the Internet at www.niu.edu/board/regs/botregtoc.shtml.

Adult students. Students 18 years of age and over are considered residents for tuition purposes, if they have been bona fide residents of the state for at least six consecutive months preceding the first class day of the term and continue

to maintain that residence. An adult student whose parents are Illinois residents and who lives with them or elsewhere in the state also will be regarded as a resident.

Minor students. The residence of a student under 18 years of age is considered to be and follow that of the parents. Self-supporting minors are subject to the same regulations as adults.

Exceptions

Marriage. If a nonresident student marries a resident, the nonresident can request reclassification as a resident.

Armed forces personnel. The nonresident portion of the tuition will be waived for a person on active duty who is

stationed and present in the state in connection with that service and who submits evidence of that service and station. Spouses and dependent children who live in the state are also eligible for waivers.

University staff and faculty members. Staff members of the university and faculty members of Illinois state-supported institutions of higher education, employed at least one-quarter time, and their spouses and dependent children are considered residents. The term "staff members" does not include graduate assistants or student hourly workers.

Teachers. Teachers in the public and private elementary and secondary schools of Illinois are considered residents if they are employed at least one-quarter time.

Financial Support

Assistantships

Graduate assistantships supplement students' graduate studies with experiences appropriate to their academic pursuits. Graduate teaching assistantships, graduate research assistantships, and graduate staff assistantships are available to qualified graduate students. Teaching assistants aid in the instructional mission of the university. Research assistants participate in projects that advance the institution's research mission. Staff assistants perform professional duties in roles other than teaching or research. To be eligible for a graduate assistantship, students must be admitted to the Graduate School and be in good academic standing. Assistantship stipends vary among the units offering them, but they all are accompanied by a partial tuition-waiver scholarship. Assistantships may be extended through the summer session with additional remuneration. Application forms are available from the Graduate School and online at <http://niu.edu/grad/funding/assistantships.shtml>.

The 1986 Immigration Reform and Control Act mandates that any person beginning employment at Northern Illinois University after November 6, 1986, must either be a U.S. citizen or Lawful Permanent Resident, or possess *current* employment authorization from the Bureau of Citizenship and Immigration Services (BCIS). Graduate assistants in F-1 (student) status are eligible to accept the assistantship without BCIS authorization but must be maintaining the conditions of their status in order to continue to be eligible. All such employees, including graduate assistants, must be prepared to present original documentation to the employing department/cost center within three days of the reporting date on their employment contract or risk cancellation of the contract. Specific terms of employment and verification procedures must be included in the assistantship offering letter. Further information is available from the Graduate School.

In accordance with State statute, teaching assistants engaged in oral instruction in the classroom shall be persons who possess adequate competence in spoken English (unless the language of instruction is not English). For students whose native language is not English, this competence may be demonstrated by achieving a score of at least 50 on either the Speaking Proficiency English Assessment Kit (SPEAK) administered at Northern Illinois University. Alternatively, non-native speakers of English meet the competency standard if they score at least 7 on the speaking portion of the IELTS, a 68 on both the Oral Fluency and Pronunciation portions of the PTE Academic, or 24 on the speaking portion of the TOEFL iBT.

State law also prohibits a person from accepting or retaining a graduate assistantship if that person is in default on the repayment of any educational loan from any public source for a period of six months or more and in the amount of \$600 or more, unless a satisfactory loan repayment arrangement is made no later than six months after the start of employment.

The Rhoten A. Smith Assistantship Program has been established at Northern Illinois University to help provide graduate assistantships to minorities and white women enrolled in graduate programs in which these groups are underrepresented. The program, named in honor of the university's sixth president, represents part of the institution's commitment to increasing access to graduate education. A Rhoten A. Smith assistantship typically pays a stipend and provides a partial waiver of tuition. Only U.S. citizens and permanent residents are eligible.

Policies governing assistantships and associated tuition waivers are available in NIU's Academic Policies and Procedures Manual.

Fellowships and Other Awards

Graduate School Fellowships are available to a limited number of outstanding students. Full tuition (whether in-state or out-of-state) is waived for recipients via a tuition-waiver scholarship. Selection is based on academic achievement and departmental recommendation, not financial need. Recipients must enroll for at least 9 semester hours each semester. Students in programs other than doctoral programs are eligible. A student seeking nomination for one of these awards must apply through her or his major department and should contact the chair of the major department. NIU Graduate School Fellowships are awarded in the spring for the following academic year.

The Graduate School Minority/Jeffrey T. Lunsford Fellowships are awarded to superior minority students fully admitted to the Graduate School. (Provisionally admitted students, students admitted with stipulation, and students-at-large are ineligible.) These fellowships enable minority students to pursue a degree other than a doctoral degree. The stipend for this fellowship is \$6000, and the fellowship includes a tuition-waiver scholarship. Support is available only to U.S. citizens and permanent residents who are members of the following underrepresented groups: African Americans, Latinos, and Native Americans. Awards are made by the Graduate School with the concurrence of the students' major departments.

Dissertation Completion Fellowships are available for a limited number of doctoral students finishing their dissertations. For full-time students, these nine-month awards carry a stipend plus a tuition-waiver scholarship. For part-time students, the awards carry a tuition-waiver scholarship, but no stipend. A student applies for one of these awards by submitting a dissertation research proposal to her or his major department, which may recommend the student to the Graduate School for this support.

Carter G. Woodson Scholars are outstanding minority students enrolled in full-time study in doctoral programs in which minorities are underrepresented. The Carter G. Woodson Scholars Program enables current minority teachers/scholars to undertake study for doctoral degrees and in the process achieve greater recognition in their fields and develop professional associations for more effective and productive academic careers. The stipend for these scholars

is \$14,300 per year plus a one-time \$500 travel and relocation allowance; and a full tuition-waiver scholarship is granted for the duration of the award. Renewal for a second year of funding is based on academic progress toward degree completion. A student may not hold a Carter G. Woodson scholarship for more than two academic years. Support is available only to U.S. citizens and permanent residents. Awards are made by the Graduate School with the concurrence of the students' major departments.

For information on externally funded fellowships, the graduate student should contact the Sponsored Programs Administration Grants and Fellowships Office which has organized files on hundreds of federal, state, and private funding programs, as well as on each of the internally funded programs listed above; detailed synopses of these have been compiled into a grants and fellowship directory. Individual descriptions include the name, type of support, purpose, eligibility requirements, award amounts, application information, and deadline dates of the granting institution or agency. Directories are currently available for review in the Graduate School and in each department and college office. Staff members of the Grants and Fellowships Office are available to assist students in using the directory and in preparing and submitting applications for externally based fellowships. In addition, some academic departments maintain information on external fellowship and student grant support in their specific fields of study.

Loans

Information on student loan programs may be obtained from the Financial Aid and Scholarship Office. A student's classification (graduate, student-at-large, or postgraduate) and the nature of their course load (graduate or undergraduate courses, and whether courses are taken for credit or audited) may affect their eligibility for certain types of financial assistance, including loans. Students are encouraged to seek advice about their individual situation prior to enrolling each term. In general, students-at-large are not eligible for federal student loans. Early admit and admitted graduate students taking preparatory course work are strongly encouraged to contact Financial Aid prior to each semester.

Federal Direct Loan Program

Federal Direct Loans (DL) are low interest loans that are borrowed through the U.S. Department of Education by the student. Graduate student borrowers are responsible for paying interest which accrues during the in-school period. Eligible students may borrow a maximum of \$20,500 per academic year, up to a \$138,500 combined undergraduate and graduate aggregate maximum. The Graduate PLUS loan may be borrowed, pending a credit check, up to a student's cost of attendance less all other aid received. There is no lifetime limit on the amount of Graduate PLUS loan a student may borrow.

To borrow a federal student loan, a student applicant must be a citizen of the United States or eligible non-citizen; admitted to a graduate program; attending school at least half-time in

graduate level courses not including audits, (6 credit hours for law students and students-at-large, 4.5 hours for graduate students per semester); not in default on any previous loans; or owe a refund on a Title IV grant; be making satisfactory academic progress; and agree to use any student financial aid received solely for education purposes.

All applicants must file the Free Application for Federal Student Aid (FAFSA) each year, and submit it at studentaid.gov to determine their eligibility. The amount of the loans and all other financial aid cannot exceed the cost of education.

Graduate Student Standards of Satisfactory Academic Progress for Financial-Aid Purposes

In accordance with the Higher Education Act of 1965, as amended by Congress, NIU has established a satisfactory academic progress policy for graduate students. An overview of NIU's Satisfactory Academic Progress Policy for Graduate Students is provided here. The official policy is available from the Student Financial Aid Office and at www.niu.edu/financial-aid. Additional detail on each of the standards of satisfactory academic progress, the appeal process, criteria for appeals, and the conditions for reinstatement of aid are included in the policy.

Degree Program	Maximum Hours Attempted
Master's degree unless otherwise published in the Graduate Catalog or at www.niu.edu/financial-aid	58
Combined Master of Science in Nutrition and Dietetics and Internship Program	100
Master of Arts in Communicative Disorders with a specialization in Rehabilitation Counseling	80
Master of Arts in Psychology	72
Master of Arts in Teaching with a specialization in Elementary Education	70
Master of Fine Arts in Art	108
Master of Physical Therapy	80
Master of Public Administration	75
Master of Public Health	70
Master of Science in Applied Family and Child Studies	80
Master of Science in Education in Counseling	90
Master of Science in Education in Special Education	80
Master of Science in Nursing with a specialization in Nursing Education	72
Master of Science in Rehabilitation Counseling	84
Doctoral degree unless otherwise published in the Graduate Catalog or at www.niu.edu/financial-aid	150
Doctor of Audiology	180
Doctor of Philosophy in Counselor Education and Supervision	203
	58
Doctor of Philosophy and Psychology	192

Federal and state financial aid programs covered by this policy are the following: Federal Work Study (FWS), Direct Unsubsidized Loan, GRAD PLUS, and certain private loans. Institutional programs such as scholarship, tuition waivers, and stipends are not subject to federal Satisfactory Academic Progress standards.

Students will be considered to be making satisfactory academic progress if they meet all of the following requirements. Failure to comply with any one may result in a loss of financial-aid eligibility.

Rate of Completion Requirement (PACE)

A student must successfully complete 67 percent of the credit hours attempted. NIU courses resulting in withdrawals, incompletes, and courses being repeated, along with previously awarded grades of NR and NG will be counted in the calculation of hours attempted. (Undergraduate courses, except audits, count in hours attempted; they may be counted as completed hours only if the courses are required, for example, as deficiencies, to meet degree requirements.) Courses in which grades of A, A-, B+, B, B-, C+, C, P, S, or IP have been earned are considered successfully completed. Previously awarded grades (IN, NR, NG,) as well as current enrollments resulting in withdrawals, incompletes, audits, and courses in which grades of C-, D, F, WP, WF, I, or U have been received are not considered successfully completed.

Grade Point Average Requirement

A student must maintain a cumulative graduate GPA of 3.00 or higher.

Academic Standing Requirement

Students must remain in good academic standing with the University. If a student is a candidate for dismissal, even if the student is retained or reinstated, the student is considered to not be meeting this standard for that semester.

Maximum Time Frame Requirement

Federal law limits the maximum time frame for which a student can receive federal financial aid including student loans. To continue to be eligible for federal aid, graduate students' hours attempted must not have exceeded the maximum number of credit hours established for their program and listed in the table below. The maximum time frame exceeds the minimum program requirements with an allowance for electives, internships, disruptions in enrollment, changes in concentration, and work on thesis or dissertations that exceed the minimum requirement. Student-at-large graduate hours and credit hours accepted for transfer courses are included in hours attempted.

All graduate course work, including SAL and master's credit hours, will be included when determining maximum time frame for Ph. D. students.

Graduate Change of Program

In the appeal process one change of graduate program will be considered. No appeal will be considered for additional

graduate program changes. One change of research dissertation or thesis will be considered for doctoral students.

Graduate Additional Degree

In the appeal process pursuit of a second Master's degree will be considered. No appeal will be considered for additional Master's degrees. No appeal will be considered for more than one Ph.D.

Evaluation

The satisfactory academic progress policy is in effect for each academic semester of a student's enrollment, regardless of financial aid status or eligibility. Satisfactory academic progress is evaluated after the completion of each semester. Students who have an unsuccessful term or terms will receive written notification of their current status.

Failure to Meet the "Rate of Completion Requirement" or "Grade Point Average Requirement"

Students who are not making satisfactory academic progress at the end of the semester will be placed on financial aid warning and will be sent a letter notifying them of their financial aid warning status. Students on financial aid warning may continue to receive financial aid for the next term of enrollment.

If the student is not meeting the standards of progress by the end of the next semester of attendance, the student becomes ineligible for financial aid; the student's awards are canceled.

Students may formally appeal their ineligibility for financial aid. If the appeal is approved, the student will then be awarded financial aid for another term of enrollment. If an appeal is required, the student's SAP status will be monitored after every term of enrollment.

Appeals Procedures

Appeals must be submitted in writing to the Financial Aid and Scholarship Office and must include a written review from the student's graduate academic adviser. Note that federal regulations restrict those circumstances considered for appeal; the university does not have full discretion in this regard.

The following reasons **will be considered** as extenuating circumstances:

- documented extenuating medical circumstances that prohibit course participation
- documented death in immediate family

The following **will not be considered** as extenuating circumstances:

- not performing well academically
- not adjusting in general to college life and/or academics
- changing academic program more than once
- being a transfer student

- working beyond a master's degree without admission to a doctoral program
- taking courses not required by the program to establish enrollment level eligibility for an assistantship or fellowship.

The Financial Aid and Scholarship Office's appeal decisions are final and cannot be overturned by the U.S. Department of Education.

The official Satisfactory Academic Progress policy published on the Financial Aid and Scholarship Office's website is the university's official policy and may have information more recent than the catalog publish date.

Scholarships

A limited number of scholarships for graduate students are awarded through the academic departments, many of which have specific requirements for major academic classification and grade point average. Application requirements, deadlines, access to the on-line scholarship application system, and other scholarship resources can be found through the Financial Aid and Scholarship website at niu.edu/financial-aid/scholarships. Information about tuition waivers can be found on the Graduate School website at niu.edu/grad/funding/waivers. Scholarship funds are generally disbursed in two equal amounts, half for the fall semester and the other half for the spring semester, unless the donor or awarding department indicates in writing that the funds should be disbursed differently.

Veterans' Educational Benefits

Military and Post-Traditional Student Services provides a liaison between the Veterans Administration and student veterans and the dependents of deceased veterans regarding their educational benefits. The office assists veterans, their widows or widowers, and their minor dependents in the processing of their applications and certification of their enrollment. Assistance is also provided when difficulties arise concerning receipt of the benefits for which students are eligible. Applications are also available for the Illinois Veteran Grant, the Illinois National Guard Grant, and the Illinois MIA/POW Scholarship.

Incoming veterans are advised to contact Military Student and Post-Traditional Services 60 days prior to the start of the semester to complete paperwork to receive their benefits. Veterans receiving benefits must complete a program card each semester and notify Military and Post-Traditional Student Services of all changes in enrollment. Inquiries concerning educational benefits for veterans and their dependents may be directed to Military and Post-Traditional Student Services, Northern Illinois University, Campus Life Building, Room 240.

Scholarly Activities at Northern Illinois

Creative Work: Research and Artistry

Original research, scholarly, and artistic endeavors are integral to the intellectual life at Northern Illinois University. Members of the graduate faculty are scholars who are expected to engage in research, scholarship, or artistry as part of their regular responsibilities, and thus be aware of, and contribute to, advancements in their fields of expertise. Graduate students, through theses, dissertations, and other independent studies, become introduced to the processes of scholarly inquiry and expression in their academic disciplines. These activities continually confirm the university as an institution dedicated to the pursuit and transmission of knowledge, both basic and applied. The Division of Research and Innovation Partnerships is responsible for the general encouragement of research, scholarship, and artistry.

Board of Trustees Professorships

The Northern Illinois University Board of Trustees Professorship was established in 2007 to recognize those faculty who have achieved a consistent record of excellence in teaching, scholarship or artistry, service and outreach, and academic leadership; have earned a national/international reputation for professional achievements; and are deemed likely to make continued and substantial contributions in higher education. Special emphasis will be placed upon the recognition of faculty who are renowned scholars/artists who have engaged students in their research/or and other professional activities.

Presidential Research, Scholarship, and Artistry Professorships and Distinguished Research, Scholarship, and Artistry Professorships

The NIU Presidential Research, Scholarship, and Artistry Professorships were established in 1982 in recognition and support of the research, scholarship, and artistic mission of the university. Recipients of this award are selected on the basis of significant and sustained research scholarly or creative work, including the achievement of national or international reputation in their individual fields. Up to two such professorships are granted each year, providing budgetary support and released time for research scholarly or artistic activities. After four years as a Presidential Professor, each of these eminent faculty members is designated a Distinguished Professor. Distinguished Professors and Presidential Professors are identified in the faculty listings of their respective academic departments.

Presidential Teaching Professorships and Distinguished Teaching Professorships

The NIU Presidential Teaching Professorships were established in 1991 to recognize and support faculty who excel in the practice of teaching. Recipients of this award have demonstrated over time their commitment to and success in the many activities associated with outstanding teaching. The recipients receive budgetary support and release time for the enhancement of their teaching skills. After four years as a Presidential Teaching Professor, each of these eminent faculty members is designated a Distinguished Teaching Professor.

Presidential Engagement Professorships

Established in 2011, the Presidential Engagement Professorships recognize faculty who exemplify NIU's commitment to engagement, that is, collaboration between the university and its larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

External Support for Research and Development

Sponsored Programs Administration supports NIU faculty, student, and staff in securing and managing sponsored funding for research, instruction, service, and artistry. The office provides comprehensive services and support from funding development to project close-out. See www.niu.edu/osp/.

The Technology Transfer Office (TTO) promotes the development and protection of university-owned intellectual property (IP) for public use and society benefit. University owned IP is generated by faculty, staff, students and non-employees while teaching, researching or working on scholarly projects with university resources, with external monies funded to the university or during the daily responsibilities to the university. The office protects proprietary information, original works, tangible research property and know-how via the administration of non-disclosure/confidentiality agreements, outgoing material transfer agreements, and by pursuing patent, trademark and copyright filings. The TTO administers the University Intellectual Property Policy, coordinates invention reporting and IP obligations with external research funding sponsors and facilitates third party agreements granting rights-to-use, develop and commercialize University owned IP. The office fosters innovation by encouraging public-private collaborations and assisting faculty, students and staff make relevant connections for product development and commercialization so research can be transferred for public use and contribute to economic growth. Income generated from the transfer agreements supports further research and development at the university. To learn more visit www.tto.niu.edu/tto/.

Resources for University Research and Public Service

The university maintains a wide range of research facilities, offices, and resources to facilitate a variety of research and public service activities. These include the following.

Econ Illinois

Econ Illinois is an integral unit of the Division of Outreach, Engagement, and Regional Development at NIU, working in tandem with the P-20 and NIU Centers on various economic/financial education programs and STEM initiatives. Econ Illinois, and its state-wide network of six university-based centers, offer economic and financial education programs for students, teachers, and individuals throughout the state. Econ Illinois' activities include, yet are not limited to, in-service and pre-service teacher training, K-12 student and teacher programs, and curriculum consultation. Econ Illinois also provides development, distribution, and evaluation of economic/finance education materials and assessments.

Northern Illinois Center for Economic Education

The NIU Center for Economic Education is an affiliate of Econ Illinois and part of the NIU Center for P-20 Engagement. The center was established in 1970 to provide economic education professional development programs for K-12 teachers in the NIU service area. The center offers teachers, school districts, and community organizations the curriculum resources and training to teach the fundamental concepts and skills students need to understand and succeed in our market economy.

The NIU Center for Economic Education also provides services, materials, and consultation to school systems throughout 15 counties in northern Illinois. Contests for students, workshops for inservice teachers and preservice teachers, curriculum review, and classroom materials for teaching economics are among the offerings available through the Center for Economic Education. More information about the center is available at www.niu.edu/econ_edu or by contacting Judith Dymond at jdymond@niu.edu or 815-753-4751.

Information Technology

AnywhereApps provides course-specific software for desktops and mobile devices, free of charge to students. AnywherePrints makes printing, copying, and scanning available at locations throughout campus. Students submit print jobs from anywhere they have an internet connection and retrieve them at a campus printer of their choice.

Currently enrolled students have a free subscription to Microsoft Office 365 and the full Microsoft Office suite including Microsoft Word, Excel, PowerPoint and more. The software can be installed multiple times on desktops, laptops, tablets, and smartphones. Statistical analysis packages such as SAS and SPSS and some curriculum-specific software are also available in all labs.

NIU offers wired data connections to all buildings on all campuses and wireless coverage on the DeKalb campus for both authenticated and guest users.

NIU students have access to computers for research, instruction, and individual use in academic departments, classrooms, and student computing labs. Depending on the department and the location, labs contain both Windows and Macintosh computers and many offer adaptive technologies for students with disabilities.

The Division of Information Technology (DoIT) Service Desk offers support for NIU's network and student systems and is available 24/7/365 at it.niu.edu or 815-753-8100. The Technology Support Desk on the first floor of Founders Library provides walk-in assistance for computer virus removal, laptop and smartphone problems, password issues, email and enterprise application support, and many other technology-related questions.

For more information, visit visitDoIT.niu.edu.

Interdisciplinary Academic Centers and Institutes

Several centers encourage and coordinate multidisciplinary research and graduate study. The following are described in the "Interdisciplinary Academic Centers and Courses" section in the back of this catalog.

- Center for Burma Studies
- Center for Governmental Studies
- Center for Latino and Latin American Studies
- Center for Southeast Asian Studies
- Plant Molecular Biology Center

Inter-University Consortium for Political and Social Research (ICPSR)

Northern Illinois University is a member institution in the Inter-University Consortium for Political and Social Research (ICPSR). The Consortium was founded in 1962 as a partnership between the Center for Political Studies of the University of Michigan and some 190 other universities, colleges, and nonprofit research organizations in the United States and abroad. It is committed to interdisciplinary inter-university research and training for the social sciences. Its objectives are to maintain archives of machine-readable social and political data sets that will serve a variety of research and training needs; to develop and distribute computer-based systems for the analysis of these data sets; and to conduct training in the use of quantitative methods for social science investigations.

ICPSR is based at the Institute for Social Research at the University of Michigan. A liaison office in the Social Science Research Institute (SSRI) at NIU provides a link for the campus to Consortium archives and other services. Research areas are international in scope. The data sets range from U.S. election returns and U.S. Census data to public opinion surveys. A substantial number of data files on social structure, public policy, economics, health, and political life

in over 130 other countries are also available. These data sets lend themselves to comparative research, particularly on modernization processes and social change in many nations. Access to these data is generally via Superwylbur; however, some data files are now available for PC use. For detailed holdings of data available from ICPSR, faculty and students are encouraged to consult copies of the ICPSR Guide to Resources and Services that the SSRI provides to chairs of all social sciences departments on campus or the ICPSR home page at www.icpsr.umich.edu.

Regional History Center and University Archives

The Regional History Center has as its basic goal to acquire, preserve, and make available to the public the most significant historical records of the northern Illinois region. The center actively collects historical material from the 18 northernmost counties of Illinois, excluding Cook County. Since 1964 the center has evolved from a small university archival unit to a multifaceted research center containing three related sets of historical records available to researchers: Regional Collections, University Archives, and Local Government Records.

Holdings in the Regional Collections include original manuscripts and records generated by private individuals, institutions, and organizations from throughout the area, with particular emphasis on several major themes in the region's history: agriculture, politics, ethnic heritage, commerce and industry, the role of women, and urban expansion. University records that have permanent historical or administrative value are housed in the University Archives. These materials include Illinois Board of Higher Education and governing board proceedings, records of university administrative offices, faculty papers, records of student government and organizations, a range of publications, and extensive photographs of campus life. The Local Government Records collection, as part of the Illinois Regional Archives Depository system administered by the Illinois State Archives, has the responsibility of preserving local public records and making them available to researchers.

University Libraries

The Northern Illinois University Libraries system consists of Founders Memorial Library and three branch libraries which include Faraday Library and the Music Library. The University Libraries collections contain over 2 million volumes as well as numerous periodicals, government publications, microforms, maps, recordings, audiovisual materials, electronic databases, and other resources.

Founders Memorial Library, the main library, has six levels with 327,000 square feet of space and seating capacity for 1,600 students. Faraday Library serves faculty and students in the disciplines of chemistry and physics. Similarly, the Music Library serves the music curriculum.

For further information, see "University Libraries" in the "Other Academic Units" section of this catalog.

University Press

Since its founding in 1965, NIU Press, now an imprint of Cornell University Press, has worked to support and enhance the reputation and research mission of the University and academic community by publishing outstanding works of scholarship for a global audience. NIU Press publishes scholarly and trade books in the humanities and social sciences for both specialists and general readers. The Press has long published major works in Russian and Eurasian studies and has additional series in Orthodox Christianity and Southeast Asian studies. NIU Press also publishes books on politics, philosophy, religion, European history, and American Midwest history and culture. Find more information at: Cornell University Press

SummerNITE

The Northern Illinois Theatre Ensemble, SummerNITE, Northern Illinois University's professional intern company, works in collaboration with Chicago's Organic Theater Company. SummerNITE is dedicated to bridging the gap between training and the profession by providing opportunities for NIU's School of Theatre and Dance students to work with professionals in all the areas of theatre. SummerNITE fellows work as actors (both performing and understudying), technicians, assistant designers, and marketing and public relations trainees. The company is the ideal bridge between the academic and professional theatre worlds.

University Services

University Office Hours

Most administrative offices are open Monday through Friday from 8 a.m. to 12 noon, and from 1 to 4:30 p.m. University office hours are subject to change. All offices are closed on legal holidays.

Holmes Student Center

The Holmes Student Center located in the heart of NIU's campus, offers lounge space, food options, and meeting rooms for students, student organizations, and the NIU community. It features the Duke Ellington Ballroom and Carl Sandburg auditorium and is the largest venue on campus for student events, meetings, and conferences. Wi-Fi is available throughout the building and an ATM machine is located on the main floor.

The Hotel at Holmes, with over 70 guest rooms, is the ideal place for family, friends, and visitors of the NIU campus and community to stay. It is also home to the Huskies Den, providing bowling, billiards, arcade games, and electronic gaming and Huskie Books and Gear, selling NIU spirit wear, school and art supplies, books, and textbooks.

Housing

Campus Living

NIU offers accommodating living arrangements for graduate students in its university residence halls and Northern View Community. Living on campus gives students quick access to the Huskie Bus line, hot meals seven days a week, a variety of living options, as well as a supportive academic environment.

The university residence halls are a convenient and affordable option for graduate students. Residence hall rooms are furnished with a bed, desk, desk chair, dresser, and combination refrigerator/freezer; additionally, utilities are covered within the residence hall contract (including cable TV, Internet, heat, gas, water, garbage, and electricity). Each residence hall has computer workstations available to meet the needs of students. Lobbies and common areas are equipped with wireless Internet, and students can access an Internet connection in their residence hall room. Other amenities available to hall residents include quiet study lounges, community safety centers, on-site laundry, vending machines, photocopiers, and easy access to the Huskie Bus Line.

Residence hall contracts also include an unlimited meal plan. Residents can choose to eat in any of the four dining units in the halls. Dining hours and menus can be found on the Dining website at go.niu.edu/eat.

Residence hall contracts are valid for the entire academic year (August to May). Optional winter break housing is available in select halls. Summer housing, as well as summer meal plans, is also available. Applications are available online at niu.edu/housing and at the Housing Office located in

Neptune East 101. Housing and Residential Services can be reached at 815-753-1525 or by e-mail at housing@niu.edu.

Graduate students may also choose to live in NIU's apartment-style housing in our Northern View Community (NVC), with options ranging from one- to three-bedroom apartments. Northern View Community is home to undergraduate students who are at least two years post high school, graduate students, law students, or any student who has a dependent and/or a partner or spouse. The NVC apartments come unfurnished, though each apartment includes a stove, refrigerator, dishwasher, garbage disposal, microwave, washer and dryer, cordless telephone, and Internet access. Amenities within the community include a 24-hour computer lab, community room, game room, study areas, large courtyard, children's play room, children's outdoor playground, and easy access to the Huskie Bus. Students can learn more about Northern View Community at go.niu.edu/nvc.

Off-Campus Housing Services

The Office of Military and Post-Traditional Student Services, Campus Life Building, room 170, acts as a clearinghouse for information on rental properties in the DeKalb area. Staff is available from 8 a.m. - 4:30 p.m. weekdays to assist in locating a roommate or a place to live. Rental listings are also available online at rentcollegepad.com/off-campus-housing/niu/search, or call 815-753-9999.

Health Services

The university partners with Northwestern Medicine, which operates and runs the on campus clinic. Health Services offers a wide variety of high quality, out-patient health care services to NIU students to assist with maintaining and improving their health. Health Services is available to all students who have been assessed on-campus student fees. There are no charges for physician or provider services, X-rays, most laboratory tests, and many other services. There are charges for medications, immunizations, specialized medical procedures and supplies, selected laboratory tests, and missed appointments. Health Services accepts most health insurance, including Student Health Insurance. Students may use Health Services without being enrolled in the university's Student Health Insurance Plan.

Student Health Insurance

Students who register for 9 or more on campus semester hours by the 10th academic day of the semester are automatically assessed the fee for student health insurance on their tuition account through the Bursar's Office. The student health insurance plan provides coverage for hospitalization and/or medical treatment for injury and sicknesses 24 hours a day anywhere in the world. It is compliant with the Affordable Care Act.

Students working on their thesis or doctorate and taking at least one credit hour may enroll in the student insurance plan. These students must fill out the online enrollment form at www.niu.edu/shi by the 10th academic day of the semester.

Students who have been assessed the student health insurance fee and have comparable health insurance coverage may apply for a waiver by completing the on-line Waiver Process at www.niu.edu/shi on or before the 10th academic day of the semester. Students who successfully complete the waiver process are not assessed the student health insurance fee or covered by student health insurance for the following spring semester.

Reinstatement to the student health insurance plan is available during open enrollment periods or within 60 days of being removed from alternate coverage. Please contact the student health insurance office for more information.

Students who are insured for the spring semester, are automatically covered through the summer whether or not they enroll in the summer session.

Information concerning the student health insurance may be obtained from the Student Health Insurance office, Health Services, Room 101, 815-753-0122 or e-mail to studentinsurance@niu.edu.

Service Centers, Offices, and Agencies

Asian American Resource Center

NIU's Asian American Resource Center provides student-centered services to a growing Asian American student population, which is comprised of many ethnicities including, but not limited to, Burmese, Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Taiwanese, and Vietnamese. In support of the academic missions of NIU and the Division of Student Affairs, the center assists in the recruitment and retention of Asian American students and provides diverse educational, cultural, and social activities designed to raise awareness about Asian American heritage and culture. In particular, the center offers a Peer Mentor Program for first-year students designed to assist with their transition to college and their persistence to graduation. The center creates an inclusive and welcoming environment that intentionally enhances students' learning experiences, leadership development, and career preparation. It also provides students with computer access, a resource library, meeting rooms, and extended hours during final examinations.

Campus Transportation

NIU maintains the largest student-run university bus system in Illinois. The 17-bus system, governed by the director of Mass Transit and the Mass Transit Board, provides free transportation for all fee-paying students to campus and the DeKalb community. The Huskie buses are in operation seven days a week while school is in session during the fall and spring semesters, during winter and spring break, and for limited hours during summer school. Most Huskie buses are equipped with chair lifts to provide students easy access to and from campus, shopping, and entertainment areas. For more information, call the Student Association at 815-753-9922.

In conjunction with the NIU Department of Police and Public Safety, the director of Mass Transit runs Huskie Safe Line, which provides free safe passage home for students. The service operates on a daily basis from 11 p.m. to 5:30 a.m. and can be reached at 815-753-2222.

Through the director of Mass Transit and the Center for Access-Ability Resources, the NIU Student Association operates the Freedom Mobile which provides transportation around the campus and vicinity for students with disabilities. During winter months class-to-class transportation is available for students with a qualifying disability. For more information, call the Center for Access-Ability Resources at 815-753-1303.

Career Services

Career Services helps graduate students identify full-time employment through a centralized department serving all academic programs. Career Services helps students connect their majors to careers. Drop-in services are available Mondays through Fridays, from 10 a.m. until 3 p.m., to help students with creating resumes and cover letters to connecting with employers.

In addition to supporting graduate students in discovering their career paths, Career Services offers a range of resources and services to guide graduate students at each stage of their career preparation, including the following services:

- Help with career decision making including a website for majors, with corresponding career options, at What Can I Do with My Major? (link to <http://www.careerservices.niu.edu/careerservices/career-resources/what-you-can-do.shtml>)
- Online postings for internships and full-time positions through the Huskies Get Hired system at www.gethired.niu.edu
- Drop-in and online resume and cover letter reviews
- Career testing
- University-wide career fairs
- Networking for students with employers
- Practice Interviews

Career Services staff members also assist students in their searches for internships, off-campus part-time and full-time employment. Visit our website at CareerServices.niu.edu.

Career Services is located in the Campus Life Building, Room 220, and is open Monday-Friday from 8:00 a.m. to 4:30 p.m. More information about Career Services may be obtained online at www.niu.edu/careerservices or by calling 815-753-1642.

Center for Black Studies

The Center for Black Studies is an academic and research center that collects and analyzes data on the African-American and African diaspora. The center also coordinates an interdisciplinary undergraduate minor in Black studies. The center supports students, faculty, staff and community

partners in gaining cultural understanding while serving as a collaborative and supportive space on campus.

Child Development and Family Center

Development and Family Center offers NIU students, faculty, and staff full- and part-time expanded child care for children ages 3 months - 5 years. These centers are accredited by the National Association for the Education of Young Children, and have a Gold rating through ExceleRate Illinois, which serves as an indicator of a high-quality program. The centers are staffed with qualified teachers along with student workers, graduate students and students participating in their practicum experience. The center is open Monday through Friday, 7:15 a.m. to 5:30 p.m. during the fall, spring, and summer sessions. Full-time child care is also available between semesters for those who need year-round child care. Our preschool program is open to the community, no NIU affiliation needed. For more information, please call 815-753-0125 or visit www.ccc.niu.edu/ccc.

Counseling and Consultation Services

Counseling and Consultation Services provides comprehensive mental health support for currently enrolled students at Northern Illinois University. As a department in the Division of Student Affairs, CCS is the designated campus counseling center for NIU students. We are a team of trained professionals committed to improving the mental health of students as they work to achieve their academic and personal goals.

Services include:

- Individual and Group Counseling
- Crisis Intervention and referral
- Substance Use Intervention and education programs
- Anger Workshops
- Advocacy and Referral Services
- Workshops on various topics (in residence halls, classes and other settings)
- Consultation (regarding mental health issues, programming, and organizational development)
- Training for graduate students

For more information, visit www.niu.edu/counseling or call 815-753-1206.

Disability Resource Center

The Disability Resource Center has been designated by the university to determine appropriate disability accommodations for NIU students in consultation with several entities. Decisions for accommodations are based on the student's clarification about specific needs and barriers to success as well as past history, and documentation as needed from a qualified care provider.

Students who are seeking resources to learn about campus access or to request reasonable accommodations related to academic or residential concerns, should contact the Disability Resource Center on the fourth floor of the Health

Services Building. Staff at the DRC may be reached at: 815-753-1303; email: drc@niu.edu; or visit the website at www.niu.edu/disability.

By providing support services for students with disabilities, the University is in compliance with Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; and the Americans with Disabilities Act Amendments Act of 2008.

Gender and Sexuality Resource Center

Gender and Sexuality Resource Center (GSRC) acknowledges the historical impacts of women and lesbian, gay, bisexual, transgender and/or queer (LGBTQ+) identities and provides a home away from home for all persons, inclusive of sexual and gender identities, and **all** forms of masculinity and femininity.

The GSRC serves as a central location for resources and support where acceptance of intersectional identities is encouraged and celebrated. Through student leadership development, advocacy, campus and academic engagement, and professional development opportunities, we collaborate with community, state, and national partners, alumni and other stakeholders to challenge societal constructs of gender and sexuality norms and promote social justice. The center offers a relaxing place to meet people, study, research, and get connected with supportive staff and peers. A lending library of books, on a range of gender and sexuality topics, computer stations for student use, and a variety of free brochures and handouts are available. Internships at the undergraduate and graduate levels are available.

International Student and Faculty Office

The International Student and Faculty Office provides a variety of services for international (foreign) students and faculty. For further information see "International Affairs."

Latino Resource Center

The Latino Resource Center (LRC) focuses on student-centered services and retention offering a home-away-from-home to all Latino students attending NIU. The LRC is responsible for the planning of Latino Heritage Month and supports students through resources that enhance their academic, social, and cultural experiences at NIU, in addition to mentoring programs, the Latino honor society, and Latino graduation ceremony. The LRC also reflects the diversity of Latino cultures where all Latinos and non-Latinos can participate and learn from one another. The LRC offers students a lounge, smart classroom, computer laboratory (serving as an Anywhere printing site), library, art gallery, and wireless Internet connections. For more information, visit www.niu.edu/lrc or contact the center at 815-753-1986.

Military and Post-Traditional Student Services

In October 2015, the offices of Military Students Services (MSS) and Off-Campus and Non-Traditional Student Services (OCNTSS) merged to create Military and Post-Traditional Student Services (MPTSS). Military and Post-Traditional Student Services is designed to support and enhance the educational, interpersonal, and social experiences of veteran, off-campus, commuter, transfer, and non-traditional students. The office aims to help support students on the path to graduation by providing educational and social programmatic support, individual and collective advocacy, and, in the case of veterans, processing federal and state benefits for those who served and their dependents. The office also has a lounge in the basement of the Holmes Student Center for students to come and relax between classes, have lunch, study, or chat with other students. The lounge space includes comfortable furniture, a microwave, a full-sized refrigerator, a television, and computers for students to use. The staff assists students in getting connected with necessary services or navigating particular issues. For more information about MPTSS visit <http://www.niu.edu/mptss>, call 815.753.9999/0691, or stop by Holmes Student Center 023K or Campus Life Building 240.

Office of the Ombudsperson

All members of the university community may consult the Office of the Ombudsperson for neutral and confidential assistance and advice regarding university-related concerns. The office provides assistance for any type of university matter, including academic, financial, housing, consumer, work-related, or interpersonal issues.

Members of the office staff will listen to concerns, discuss options, and offer suggestions and advice from an objective point of view that may assist in the resolution of the concern. Distinctive services of the office include clarification of university policies and procedures, advice regarding appropriate strategic approaches and specific direction, and referral to appropriate individuals and offices on campus.

As designated neutrals, staff members in the office are prohibited from advocating on behalf of any individual, but can suggest others who can serve as potential advocates, if necessary. Due to the strictly confidential nature of communications with the Office of the Ombudsperson, disclosures to the office do not constitute notice to the university.

The Office of the Ombudsperson is located in the Holmes Student Center, Room 601. Services are free of charge and appointments may be made by calling 815-753-1414. Visit the office website www.niu.edu/ombuds for additional information.

Office of Testing Services

The Office of Testing Services, located in Adams Hall, provides a variety of services to students and faculty. This

office administers many of the tests associated with course placement, departmental qualification requirements, university graduation requirements, and admission to graduate and professional schools. Testing Services maintains files of test scores and serves as the campus location to which scores on tests taken at other institutions or test centers may be directed.

Other Campus Human Service Agencies

The School of Family and Consumer Sciences **Child Development and Family Center** (CDFC) (Gabel Hall, Rooms 169-170, 815-753-1150) is accredited by the National Association for the Education of Young Children and is recognized by ExceleRate Illinois as a Gold Circle center, the highest level of quality. The CDFC provides high quality child care programs for children ages 8 weeks to 6 years. Enrollment in all programs is open to the university and DeKalb communities, with full-day enrollment throughout the year while NIU is open. Children are enrolled based on available space, time of request, and their age. Assessment of each child's readiness for a group experience is made in early contacts. The facility is licensed by the Illinois Department of Children and Family Services for 44 children, and is a research and training facility for child development majors sponsored by the School of Family and Consumer Sciences. For more information, contact the Child Development and Family Center.

The **Community Counseling Training Center** (Graham Hall 416; 815-753-9312) is a counseling and training clinic, providing free counseling services to children, adults, couples, and families of NIU and the surrounding communities. Counselors are advanced graduate counselors-in-training working under the supervision of NIU Counseling Faculty, who are Counselor Educators and Licensed Clinical Professional Counselors, Licensed Professional Counselors, or Professional Educator Licensed School Counselors. Counseling involves supporting clients in personal growth and the resolution of emotional challenges, as well as with academic and career concerns. Services provided include individual counseling, play therapy, couples counseling, family counseling, group counseling, and psychoeducational and career counseling. To request counseling services, you can visit their office or the Community Counseling Training Center website.

The **Couple and Family Clinic** at NIU (Wirtz Hall, Room 161, 815-753-1684) provides counseling for couples, families, children, and individuals to those affiliated with NIU and residents who live in the surrounding communities of Northern Illinois. The therapists are graduate student therapists under the direct supervision of licensed marriage and family therapist faculty, who are also Approved Supervisors through the American Association for Marriage and Family Therapy. The graduate program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The facility and program are part of the School of Family Consumer, and Nutrition Sciences in the College of Health and Humans Sciences.

The **Physical Therapy Clinic** (Family Health, Wellness and Literacy Center, 3100 Sycamore Road, 815-752-2675, ptc@niu.edu) offers a comprehensive program of evaluation and treatment for individuals with acute and chronic musculoskeletal conditions and balance/dizziness assessments and treatment. The clinic is a program of the School of Allied Health and Communicative Disorders and accepts most insurance plans.

The **Psychological Services Center** (Psychology Building, Room 86, 815-753-0591) offers psychotherapy and psychological evaluation services for individuals, couples, children and families from the general community as well as NIU. For full-time NIU students, therapy is free of charge; evaluations are at a reduced flat fee. For military-connected students, extensive assessment (e.g., disability claims, attention/learning issues) is available at very low or no cost. Clients from the local community pay according to a sliding fee scale for therapy and evaluations. The center is staffed by faculty and doctoral students in clinical and school psychology in the Department of Psychology.

The **Speech-Language-Hearing Clinic** (Family Health, Wellness and Literacy Center, 3100 Sycamore Road, 815-753-1481, slhc@niu.edu) offers a comprehensive program of evaluation and treatment for individuals with a hearing concern, tinnitus, dizziness/balance or concussion-related issues, as well as speech, language, cognitive communication and swallowing disorders. Hearing aids and cochlear implants, accessories, and repairs are available. The clinic is a program of the School of Allied Health and Communicative Disorders and accepts most insurance plans.

Parking

Parking permits are required on campus unless pay parking is utilized. Parking facilities are limited and controlled. Parking lots are color-coded; all vehicles, including motorcycles and mopeds, must display an appropriate permit. Special parking privileges are extended to handicapped persons and to individuals who are temporarily disabled. For further information, contact Campus Parking Services, in the Duramad Building, 121 Normal Road, located on the corner of Normal Road and Lincoln Terrace at 815-753-1045.

Fifteen-minute loading and unloading spaces are located throughout campus and require no special identification other than the use of the vehicle's emergency flashers.

Recreation Services

Fee-paying NIU students on the DeKalb campus are automatically members of Campus Recreation for that semester. Campus Recreation also offers affordable memberships for students who have not paid NIU DeKalb campus fees and students' families and significant others. Current memberships with Campus Recreation include access to the Student Recreation Center, the Chick Evans Field House, Anderson and Gabel pools, the Outdoor Recreation Sports Complex, and New Hall and Gilbert Hall

Fitness Rooms during Open Recreation hours. Within those facilities, members are able to take advantage of:

- Cardio and strength training rooms and equipment
- Exercise boxing area
- Racquetball/wallyball courts
- Multipurpose courts (basketball, volleyball, indoor tennis, badminton, floor hockey, indoor soccer, etc.)
- Indoor tracks
- Locker rooms with dry saunas
- Sports equipment check-out
- Open and lap swimming at pools
- One group cardio equipment orientation
- One group strength training session
- Nutrition consultations--healthy eating habits are critical to achieving wellness. Interns help determine calorie requirements needed to achieve an individual's weight goal and assist with food planning.
- New Hall and Gilbert Hall Fitness Centers
- Outdoor basketball courts
- Natural and artificial sports fields to accommodate: softball, baseball, flag football, lacrosse, soccer, ultimate Frisbee, and Quidditch.

Campus Recreation offers numerous recreation programs and services at affordable rates:

- Group Fitness Classes--trained instructors offer over 35 classes weekly and incorporate a unique blend of strength and conditioning exercise to give participants workouts that creates results.
- Personal Training--nationally certified trainers design and implement a program to meet your needs.
- The Outdoor Adventure Center has a complete line of outdoor gear rentals such as canoes, kayaks, life-jackets, cross country skis, ice skates, tents, sleeping bags, roller blades, outdoor sport equipment, etc.
- Adventure trip leaders coordinate a variety of outdoor pursuits such as hiking, canoeing, backpacking, rock climbing, and caving.
- 31 sports clubs which practices and competes against other universities.
- Aquatics--swimming lessons, stroke clinics, and lifeguard certification classes are offered.

For more information regarding employment, programs, and services please contact Campus Recreation at 815-753-0231, e-mail at CampusRecreation@niu.edu, or visit our website at www.niu.edu/campusrec/.

Students' Legal Assistance Office

Two Illinois attorneys and their staff provide legal information and assistance to eligible fee-paying NIU students. The office handles a large variety of cases including landlord-tenant, criminal misdemeanor, traffic, consumer, discrimination, tort, public benefits, employment, and domestic relations. It is preferred that appointments be

made. The offices are located in the Holmes Student Center and can be reached by calling 815-753-1701.

The office is funded by the NIU Student Association. The attorneys are prevented by their contracts and the Code of Professional Ethics from handling matters relating to NIU and matters between NIU students. Persons able to procure private counsel are not eligible for litigational representation.

In addition to direct legal services, the lawyers have developed an extensive "preventative-law" program designed to prevent problems through community education. Handout materials include a Dispute Resolution Handbook, Tenant/Landlord Handbook, Roommate Survival Guide, Preventing Sexual Assault Handbook, Used Car Buyer's Guide, Traffic Ticket Handbook, and legal forms including subleases, room condition reports, and roommate agreements. There is extensive information regarding many legal issues on the office website at www.niu.edu/legal.

Regional Programs

Graduate credit courses are offered at regional sites by the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts. For a list of regional course locations, students should consult the "campuses and courses" quick link off the NIU home page (www.niu.edu). In addition, the Illinois Board of Higher Education has authorized several NIU graduate degree programs to be offered in their totality in Chicago and in the Hoffman Estates, DuPage, and Rockford areas.

- Graduate School: M.A.T. (Teaching), and M.S.T. (Teaching)
- College of Business: M.A.S., M.B.A., M.S.T., and M.S. in management information systems
- College of Education: M.S.Ed. in higher education and student affairs, counseling, curriculum and instruction, early childhood education, educational administration, instructional technology, literacy education, school business management, and special education; Ed.S. in educational administration; and Ed.D. in higher education, curriculum and instruction, and educational administration
- College of Engineering and Engineering Technology: M.S. in electrical engineering, industrial management, and mechanical engineering
- College of Liberal Arts and Sciences: M.P.A. and M.S. in computer science

Students admitted to the NIU Graduate School or accepted as students-at-large may enroll in courses offered at regional sites for graduate credit. Adult students who are exploring various disciplines before formal commitment to a degree program may enroll under the student-at-large status in these courses. Students should consult with graduate advisers in their chosen field, and should become familiar with the regulations in this catalog, to determine the amount of credit earned as a student-at-large that may be applied to their graduate degree programs.

The university also provides experiences for personal and professional development in a variety of appropriate formats, such as one-day workshops, seminars, conferences, training programs, short courses, distance-learning courses, guided individual study courses, and consultations. Enlisting the instructional and research expertise of a diverse faculty, the university matches these resources with the articulated needs of practicing professionals. Many of these short courses are tailored to meet the professional needs of a particular agency or business. Others are offered more broadly, attracting participants from across professions, communities, and employers.

Regional centers: NIU Naperville and NIU Rockford

The NIU Regional Centers at Naperville and Rockford are multi-purpose, providing space for NIU academic programs, corporate conference space, and university-community engagement functions. These facilities provide daytime space to businesses, organizations, and associations in a professional environment ideal for training sessions, meetings, and special events. As regional sites, the Naperville and Rockford centers provide evening and Saturday classroom and computer laboratory space for NIU's academic programs. The credit courses typically available at the centers are offered at the graduate level and the upper-division, undergraduate level.

Offices on NIU's DeKalb campus handle all admissions, registration, advising, class scheduling, class materials, and specific information regarding classes offered at all regional site locations.

University Advancement

The Division of University Advancement is responsible for increasing interest in and awareness and support of NIU. Programs within the division are responsible for building strong relationships with NIU alumni and friends, managing philanthropy to benefit the university, and marketing the university through print and electronic communications.

The Office of the Vice President for University Advancement provides administrative direction for the Offices of Alumni Relations, and Development, as well as being the ex officio liaison from the university to its two major volunteer boards: the NIU Alumni Association and the NIU Foundation.

Each year, alumni and friends of NIU make gifts that benefit scholarships, academic programs, facilities, libraries, athletics, and Northern Public Radio, as well as other endeavors. This support is in the form of direct gifts, bequests, insurance plans, trust funds, or property. Gifts to the university from private sources are channeled through the Office of Development and the Northern Illinois University Foundation.

Alumni Association

The mission of the NIU Alumni Association is to build long term relationships with NIU alumni and friends by communicating the message of excellence and creating

opportunities for alumni and friends of the university to connect with the university community. The NIU Alumni Association programs and activities include events ranging from Alumni Scholarship Programs for current and incoming students to Homecoming and the newly created NIU Nexus - a volunteer community uniquely built for alumni. The NIU Alumni Association offers programs and services that foster pride in the university, support its goals, and meet alumni needs.

For further information, contact the Alumni Association at 815-753-2586 (ALUM) or at www.myniu.com.

Northern Illinois University Foundation

The Northern Illinois University Foundation seeks, receives, and administers gifts to benefit NIU. Through the Foundation, donors make life-changing gifts to benefit the university and the students it serves.

As an independent, nonprofit organization chartered in 1949, the Foundation is governed by a board of directors comprised of talented and dedicated NIU alumni and friends, who are all donors themselves. The mission of the NIU Foundation is to build the financial resources necessary to advance excellence at NIU and enhance the university's capacity to transform lives.

For further information, contact the NIU Foundation at 815-753-1386, or visit www.NIUFoundation.org.

College of Business

Dean: Balaji Rajagopalan, Ph.D.

Associate Dean: Daewoo Park, Ph.D.

- Department of Accountancy
- Department of Finance
- Department of Management
- Department of Marketing
- Department of Operations Management and Information Systems

College Mission Statement

Create knowledge; transform business; and develop principled, adaptable global citizens through innovative active learning and personalized experiences.

Admission to Graduate Programs in Business

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

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

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

International Business

The College of Business, through its courses dealing with international marketing, international finance, international management, travel seminars, and similar topics, is prepared to meet the needs of students who have interest and aptitude in the broad area of international business.

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 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.

All master's degree programs consist of two phases. Phase One course work is considered to be the foundation for Phase Two graduate course work. All students must have access to business library material and a personal computer with internet access, spreadsheet, and word document software.

Limitation of Time

All Phase Two requirements must be met within six consecutive years. This time limitation commences with entry into the first Phase Two course, including work for which transfer credit is allowed. If a course taken to complete the requirements for Phase Two does not fall within the six-year period allowed for the degree, the student must demonstrate currency by examination or by repeating the course.

Students-at-Large

Students-at-large are normally prohibited from registering for graduate business courses.

Phase One Course Work

The Phase One foundations consist of nine 2-semester-hour courses. Phase One foundation courses will be included in a student's program of study unless she or he has earned a C or better in corresponding undergraduate courses or a B or better in equivalent graduate courses elsewhere, or has passed the first and only attempt of the Phase One exemption examination. The student's program director will determine which Phase One graduate courses will be included in each student's program of courses. Phase One courses may not be used as Phase Two electives; credit earned in Phase One will not count toward the Phase Two requirements.

The Phase One prerequisite of finite mathematics or a first course in calculus should be completed prior to entering a graduate program in business.

Phase One consists of 18 semester hours.

- ACCY 505 - Financial Accounting Concepts Credits: 2
- FINA 500 - Survey of Business Economics Credits: 2
- FINA 505 - Fundamentals of Financial Management Credits: 2
- MGMT 505 - Principles of Management Credits: 2
- MGMT 511 - Legal Aspects of Business Credits: 2
- MKTG 505 - Graduate Survey of Marketing Credits: 2
- OMIS 505 - Principles of Operations Management Credits: 2
- OMIS 507 - Business Information Systems Credits: 2
- OMIS 524 - Business Statistics Credits: 2

Phase Two

See the master's degree program requirements in the appropriate department section for specific Phase Two requirements. Students must file and follow an approved program of courses.

Master's Programs

Master of Business Administration

The M.B.A. program is designed to serve business and other organizations by preparing students to be leaders. The themes of a global view of business, leadership, ethics, and communication are important and integral parts of the program. Students are encouraged to integrate these themes into term papers, case presentations, and classroom discussions.

Check departmental information for additional requirements.

Master of Business Administration Learning Goals and Objectives

All NIU MBA graduates will:

- Demonstrate business acumen and analytical skills
- Communicate with impact
- Assess key leadership skills, traits, styles, processes across various contexts and own abilities related to each
- Identify ethical issues and the implications on business, society, and individuals
- Assess global impact on business decisions

Furthermore, each MBA format will have an additional goal.

NIU One-Year MBA graduates will:

- Identify and respond to opportunities

NIU Global MBA graduates will:

- Derive insights from data to inform business decisions

NIU Online MBA graduates will:

- Create a plan to bring a new product or service to market within an existing organization

NIU Executive MBA graduates will:

- Develop strategies aligned with internal and external conditions to achieve long-term organizational success

Admission

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

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

Credit Requirements

For those with the minimum competencies mentioned above but without prior preparation in the business area, the M.B.A. may require a maximum of 48 semester hours. However, an individual student's program may require fewer semester hours depending on the student's previous education in business and economics.

In addition to maintaining a minimum GPA of 3.00 in all graduate course work completed in the program at NIU, the student must maintain a minimum GPA of 3.00 in all graduate course work completed in Phase Two.

Limitation of Time

The student must fulfill all Phase Two requirements for the M.B.A. within the six consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to all Phase Two graduate course work in the student's program including work for which transfer credit is allowed.

If an NIU course taken to complete the requirements of Phase Two does not fall within the time limitation indicated in the preceding paragraph, the student may be required to retake the course for credit or may be allowed to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other

assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses. Transfer courses falling outside the limitation of time cannot be used in a graduate program.

Courses for Which Graduate Credit is Allowed

At NIU only courses which are numbered 500-798 carry credit toward the master's degree.

Student-at-Large, Study-Abroad, and Transfer Credit

Students-at-large are normally prohibited from registering for graduate business courses.

The total Phase Two credit accepted in transfer from other AACSB-accredited institutions may not exceed 9 semester hours. The total Phase Two credit earned from NIU graduate study-abroad courses may not exceed 9 semester hours. The Phase Two combination of transfer credit and credit earned from NIU graduate study-abroad courses may not exceed 15 semester hours. These semester-hour limits may be exceeded on a program of courses only by the use of transfer courses and only if the total number of semester hours required on the program of courses exceeds the minimum requirements for that major by at least the same number of hours.

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.

Additional Executive MBA Phase One Requirement

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

- UBUS 611 - Integrated Business Foundations Credits: 8

Phase Two Requirements

Phase Two consists of a total of 30 semester hours. Students are required to take a minimum of 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 M.B.A. Programs.

Course Requirements

- ACCY 640 - Financial Statement Analysis and Cost Management 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 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 680.

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

Application for Graduation

When nearing completion of requirements for a degree, a student must file an application for graduation with the Graduate School. See "Graduation."

Program Format Options and Locations

Contact the M.B.A. program office or webpage for information regarding delivery formats and locations. For additional information on the Online MBA, please visit the online program webpage.

Certificates of Graduate Study

Entrepreneurship (12)

This certificate will provide graduate students with a set of courses focused on entrepreneurship, and it is designed to help students develop insights and abilities to enhance business ventures' competitiveness through creation and renewal.

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

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

Requirements

- MGMT 627 - Entrepreneurial Creativity and Innovation Credits: 3
- MGMT 635 - Managing Individuals, Teams, and Organizations Credits: 3
- MGMT 637 - Entrepreneurship and Venture Management Credits: 3
- MGMT 657 - Corporate Entrepreneurship Credits: 3

International Business (12)

This certificate will prepare graduate students to identify and evaluate the challenges and opportunities in the diverse international business environment. It is designed to provide opportunities for students to develop a global perspective of the cultural, social, economic, and other factors that influence business practices.

Students must achieve grades of B or better in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

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

Requirements

- MGMT 635 - Managing Individuals, Teams, and Organizations Credits: 3

One of the following:

- MGMT 601 - International Study in Management Credits: 3
- MKTG 601 - International Study in Marketing Credits: 3

Two of the following:

- FINA 685 - International Business Finance Credits: 3
- MGMT 647 - International Management Credits: 3
- MKTG 656 - Global Marketing Strategy Credits: 3

Management Information Systems (12)

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

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

Students interested in the certificate should apply no later than the beginning of their final semester prior to graduation, but they are urged to apply as soon as they begin their course work so the coordinator may advise students regarding course scheduling. Applications are available in the College of Business M.B.A. Program Office.

Select four of the following courses:

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

Managerial Leadership (12)

This certificate will provide graduate students with a set of courses focused on leadership. This certificate is designed to help students develop the ability to lead and change themselves, others, and organizations to enhance their leadership abilities in business organizations.

Students must achieve a B or better in each of the courses applied toward the certificate and complete all certificate course work within six years immediately preceding awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

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

Requirements

- MGMT 615 - Managerial Leadership Credits: 3
- MGMT 635 - Managing Individuals, Teams, and Organizations Credits: 3

Two of the following (6)

- MGMT 619 - Negotiation and Conflict Management Credits: 3
- MGMT 625 - Coaching and Mentoring in Business Credits: 3
- MGMT 640 - Leading Teams Credits: 3
- MGMT 655 - Leading Change Credits: 3

Strategic Marketing (12)

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

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

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

Requirements

- MKTG 654 - Marketing Management Credits: 3

Three of the following:

- MKTG 601 - International Study in Marketing Credits: 3
- MKTG 603 - Marketing Research and Analysis Credits: 3
- MKTG 625 - Buyer Behavior Credits: 3
- MKTG 626 - Brand Strategy Credits: 3
- MKTG 630 - Services Marketing Credits: 3
- MKTG 655 - Promotional Strategy Credits: 3
- MKTG 656 - Global Marketing Strategy Credits: 3
- MKTG 660 - Marketing Seminar Credits: 3
- MKTG 664 - New Product and Service Innovation Credits: 3
- MKTG 670 - Digital Marketing Strategy Credits: 3

Accountancy

Chair: Rebecca T. Shortridge

Graduate Faculty

Meghann A. Cefaratti, associate professor, Grant Thornton Professor of Accountancy, C.I.A., Ph.D., Virginia Tech
Natalie T. Churyk, professor, William F. Doyle Professor of Accountancy, C.P.A., Ph.D., University of South Carolina
Bradrick M. Cripe, professor, Presidential Teaching Professor, Gaylen and Joanne Larson Professor of Accountancy, C.P.A., Ph.D., University of Nebraska-Lincoln, assistant chair

Ann C. Dzurainin, associate professor, Dean's Distinguished Professor Analytics in Accounting, C.P.A., Ph.D., University of South Florida

Candice R. Hux, assistant professor, C.P.A., Ph.D., Bentley University

Chih-Chen Lee, professor, William and Dian Taylor Professor of Accountancy, C.P.A., Ph.D., Southern Illinois University at Carbondale

Katrina L. Mantzke, associate professor, Donna R. Kieso Professor of Accountancy, C.P.A., Ph.D., University of Wisconsin

Linda J. Matuszewski, associate professor, Dean and Brenda DuCray Professor of Accountancy, C.P.A., Ph.D., University of Cincinnati

Mark J. Mellon, assistant professor, C.P.A., Ph.D., Florida State University

Martin J. Ndicu, assistant professor, C.P.A., Ph.D., Mississippi State University

Matthew D. Pickard, assistant professor, C.F.E., Ph.D., The University of Arizona

Mark E. Riley, associate professor, Dean and Brenda DuCray Professor of Accountancy, C.P.A., Ph.D., Texas Tech University

Rebecca T. Shortridge, professor, Donald E. Kieso Endowed Chair in Accountancy Professor, C.P.A., Ph.D., Michigan State University

Pamela A. Smith, Presidential Teaching Professor, Board of Trustees Professor, KPMG Professor of Accountancy, C.P.A., Ph.D., University of North Texas

Donald Tidrick, professor, Deloitte Professor of Accountancy, C.I.A., C.M.A., C.P.A., Ph.D., Ohio State University

James C. Young, Presidential Teaching Professor, PwC Professor of Accountancy, C.P.A., Ph.D., Michigan State University
S. Carol Yu, professor, C.P.A., Ph.D., University of Houston

The Department of Accountancy offers three graduate programs. The Master of Accounting Science (M.A.S.) is a broad-based degree, integrating accounting knowledge with other business disciplines to prepare candidates for a professional accountancy career. The Master of Science in Taxation (M.S.T.) is an evening program that provides advanced study in taxation to prepare professionals for a career in taxation. The Master of Accountancy (MAC) is an evening program designed to provide graduate students who have an undergraduate degree in a discipline other than accounting with a set of courses focused on the foundational areas within the accountancy discipline, enhancing their understanding of the role of accounting in business and other organizations.

Internships in Accountancy

The internship (ACCY 673) consists of full-time work experience in an accounting function for 10 to 13 weeks and the completion of written and oral reports. Applications are reviewed by the internship coordinator and approved on the basis of professional promise, instructor recommendation, and credit in specified courses. Permanent employment may not be used for ACCY 673. The Department of Accountancy coordinates all academic internships. More detailed information is available in the departmental office.

Master's Programs

Master of Accountancy

The Master of Accountancy (MAC) is designed to provide graduate students who have an undergraduate degree in a discipline other than accounting with a set of courses focused on the foundational areas within the accountancy discipline, enhancing students' understanding of the role of accounting in business and other organizations. The MAC degree is designed to prepare candidates for a professional accountancy career and qualify them to sit for the Certified Public Accountant examination in Illinois.

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

Check departmental information for additional requirements.

Master of Accountancy Learning Goals and Objectives

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

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

Learning Objective 1: Our students will demonstrate appropriate knowledge of technical accounting concepts.

Learning Objective 2: Our students will develop critical thinking skills necessary to solve problems.

Learning Objective 3: Our students will support conclusions using appropriate research and authoritative pronouncements.

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

Learning Objective 4: Our students will articulate relevant codes of conduct and professional standards.

Admission

Admission to the Master of Accountancy program is competitive. At minimum, applicants must meet the admission requirements of the NIU Graduate School.

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

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

Students are required to complete a minimum of 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.

A two-course Principles of Accounting sequence and general business courses in finance, statistics, and economics will be included in a student's program of study unless she or he has earned a C or better in corresponding undergraduate courses or a B or better in equivalent graduate courses. The general business course requirements may be met by completing courses at a university, community college, or select online providers.

Required Courses (27)

- ACCY 510 - Accounting Information Systems 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 Analysis and Decision-making Credits: 3
- ACCY 633 - Advanced Financial Reporting Credits: 3
- ACCY 650 - Advanced Issues in Taxation Credits: 3
- ACCY 670 - Accounting Research Credits: 3

Electives (6)

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

Master of Accounting Science

The objective of the M.A.S. program is to provide its graduates with the professional skills, knowledge, and competencies necessary to be successful, professional accountants in today's complex business environment.

The program focuses on broad-based accounting knowledge; knowledge in other business disciplines that complements a professional accounting career; the ability to integrate this knowledge to make business decisions; the development of research, communication, technology and team-building skills; and an understanding of ethical issues and expectations for professional conduct.

Admission to the Master of Accounting Science program is competitive. Candidates may be asked by the department graduate adviser to complete an interview either in person or by phone.

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

Check departmental information for any additional requirements.

Early Admission

Students in the NIU Bachelor of Science in Accountancy program may apply for early admission to the Master of Accounting Science program. If admitted, dual-admit students may enroll in up to six hours of graduate credit, with department consent, during their final semester in the undergraduate program. Student must have Phase I Accountancy courses (ACCY 310, 320, 331, 332, 360, and 450) completed before beginning M.A.S. course work, or consent of the department. A student enrolling in both graduate and undergraduate hours may enroll in a maximum of sixteen credit hours in the fall or spring semester, and six credit hours in the summer semester.

The NIU Graduate School requirements for "Early Admission of NIU Undergraduates" also apply.

Master of Accounting Science Learning Goals and Objectives

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

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

- Learning Objective 1: Demonstrate appropriate knowledge of technical accounting concepts.
- Learning Objective 2: Develop critical thinking skills necessary to solve problems.
- Learning Objective 3: Support conclusions using appropriate research and authoritative pronouncements.
- Learning Objective 4: Analyze problems with appropriate technology.

Learning Goal 2: Demonstrate leadership and professional skills.

- Learning Objective 5: Communicate accounting and business information clearly and persuasively.
- Learning Objective 6: Develop skills to receive and provide feedback.

Learning Goal 3: Assess decision alternatives of ethical choices.

- Learning Objective 7: Evaluate the ethical implications of increasingly complex and uncertain problems.

Phase One

The College of Business has Phase One requirements that must be completed by each student. See Phase One Requirements listed under "Graduate Study in Business."

College of Business Phase One courses must be completed before enrolling in Phase Two M.A.S. requirements. No Phase One course may be used to satisfy a Phase Two elective or requirement. The director of graduate studies in Accountancy will determine which College of Business Phase One graduate courses will be included in each student's program of courses based upon successful completion of undergraduate course work.

ACCY 310, or its equivalent, will be accepted as meeting the Phase One requirement of OMIS 507 for entering M.A.S. students.

And

The M.A.S. has Phase One requirements that will be included in a student's program of study unless she or he has earned a C or better in corresponding undergraduate courses or a B or better in equivalent graduate courses elsewhere. A student with a baccalaureate degree in accountancy and acceptable undergraduate grades may have already satisfied M.A.S. Phase One requirements. Courses completed for the Foundation of Accountancy certificate of graduate study meet most of the M.A.S. Phase One accountancy requirements. Earning a Foundation of Accountancy certificate of graduate study does not waive the admission criteria. The director of graduate studies in Accountancy will determine which M.A.S. Phase One graduate courses will be included in each student's program of courses. A student must have a C or better in each M.A.S. Phase One accountancy course. A student enrolled in M.A.S. Phase One courses may take Phase Two courses at the discretion of the director of graduate studies in Accountancy provided the student has successfully completed all prerequisites for the Phase Two courses and has maintained a 3.00 GPA in M.A.S. Phase One courses. None of the required M.A.S. Phase One courses may be counted as accountancy electives in Phase Two. It is recommended that calculus be taken in addition to finite math (equivalent to MATH 210). The writing of a thesis is optional.

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

- 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

Phase Two

Students are required to complete a minimum of 30 semester hours of course work beyond Phase One and the baccalaureate degree. The total Phase Two credits accepted in transfer from other institutions may not exceed 9 semester

hours. ACCY courses numbered 600 or above and completed with a C or better in either the Certificate of Advanced Study in Accountancy or the Certificate of Advanced Study in Accounting Analytics meet Phase Two requirements; however, students must maintain a minimum average GPA of 3.00 in all graduate course work completed in Phase Two.

Leadership Area of Study

Students pursuing the Leadership area of study must complete a minimum of 30 semester hours of course work and all required activities related to professional development. Students may pursue a program of study with an emphasis on financial reporting and assurance, managerial accounting systems, data analytics, or taxation, or may work with an adviser to tailor a program of study to their specific academic and career goals.

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

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

Students must also complete:

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

Master of Science in Taxation

The M.S.T. program provides advanced study in taxation to prepare students for the challenges of the practice of professional taxation. The program is designed to meet the needs of working professionals who desire to earn the degree while continuing to work full time. The program provides opportunities to develop knowledge related to federal, state, and local, and international tax laws. The program also focuses on the development of communication, research, and technology skills and an understanding of ethical issues and expectations of the business community and regulators for professional conduct.

Check departmental information for additional requirements.

Master of Science in Taxation Learning Goals and Objectives

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

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

Learning Objective 1: Demonstrate knowledge of primary authority and apply this knowledge to answer tax questions for various taxpayers and transactions.
Learning Objective 2: Research solutions for tax issues using appropriate primary authority.
Learning Objective 3: Communicate tax solutions and recommendations in a professional manner.
Learning Objective 4: Prepare tax returns and other filings to comply with stipulated reporting requirements.

Learning Goal 2: Evaluate ethical business practices.

Learning Objective 5: Apply relevant professional standards and codes of conduct to resolve ethical tax dilemmas.

Admission

Admission to the Master of Science in Taxation program is competitive. At a minimum, applicants must meet the admission requirements of the NIU Graduate School. An applicant is also required to have a baccalaureate degree or a master's degree from an accredited institution with at least 15 semester hours in accounting (including an income tax concepts course) or department approval (prior work experience will be given consideration); or a law degree (J.D.) from an institution accredited by the American Bar Association (ABA).

If applicants do not have a law degree from an ABA-accredited institution or a graduate business degree from an AACSB-accredited institution, they must have a minimum GPA of 2.75 (on a 4.00 scale) in the last 60 semester hours of the baccalaureate program or a minimum cumulative GPA of 2.75 (on a 4.00 scale) at the baccalaureate institution.

Transfer Credit

The total semester hours accepted in transfer from accredited institutions may not exceed 9 semester hours.

Requirements

- ACCY 644 - Advanced Taxation Credits: 3 (Students who test out of ACCY 644 may substitute with an approved ACCY elective.)
- ACCY 645 - Professional Tax Research Credits: 3
- ACCY 647 - Corporate Taxation Credits: 3

- ACCY 649 - Taxation of Flow-through Entities Credits: 3
- ACCY 656 - Tax Concepts and Property Transactions Credits: 3
- ACCY 676 - Data Analytics and Decision Making in Taxation Credits: 3

Course work from the following (12)

- ACCY 605 - Independent Study in Taxation Credits: 1-3
- ACCY 646 - Tax Practice and Procedure Credits: 3
- ACCY 648 - Advanced Corporate Taxation Credits: 3
- ACCY 651 - Federal Estate and Gift Taxation Credits: 3
- ACCY 652 - Taxation of Estates and Trusts Credits: 3
- ACCY 653 - Accounting for Income Taxes Credits: 3
- ACCY 654 - Special Tax Topics Credits: 1-3
May be repeated to a maximum of 6 semester hours when topic varies.
- ACCY 655 - International Taxation Credits: 3
- ACCY 657 - Taxation of Compensation and Benefits Credits: 3
- ACCY 658 - State and Local Taxation Credits: 3
- ACCY 659 - Tax Accounting Methods and Periods Credits: 3
- ACCY 660 - Advanced Partnership Taxation Credits: 3
- ACCY 661 - Advanced State and Local Taxation Credits: 3
- ACCY 677 - Advanced Data Analytics and Decision Making in Taxation Credits: 3

Certificates of Graduate Study

Advanced Study in Accountancy (15)

The Certificate of Advanced Study in Accountancy is ideally suited for students pursuing short-term study focused on selected technical areas related to accountancy. The certificate is designed for graduate-level students interested in the advancement of their skills beyond the bachelor's degree or in preparation for certification examinations in accountancy. Credit earned with a C or better in courses numbered 600 or above will fulfill requirements toward the Master of Accounting Science (see Master of Accounting Science admission requirements).

The total semester hours accepted for this certificate is 15 semester hours. Enrollment in this certificate beyond 15 hours is only possible with the permission of the Director of Graduate Studies.

Admissions Criteria

An undergraduate degree from an accredited institution with at least 15 semester hours in accounting or department approval (prior work experience will be given consideration). If applicants do not have an undergraduate business degree from an AACSB-accredited institution, they must have a minimum GPA of 2.75 (on a 4.00 scale) in the last 60 semester hours of the baccalaureate program or a minimum cumulative GPA of 2.75 (on a 4.00 scale) at the baccalaureate institution.

Students interested in a certificate should apply no later than the Graduate School admission deadline. Students are also required to complete an application with the certificate coordinator. The department application for admission and other pertinent information are available on the Department of Accountancy website: www.cob.niu.edu/accy/.

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

Required Courses

Course work from the following (15)

- ACCY 562 - Internal Auditing Credits: 3
- ACCY 580 - Governmental and Not-For-Profit Accounting Credits: 3
- ACCY 633 - Advanced Financial Reporting Credits: 3
- ACCY 645 - Professional Tax Research Credits: 3
- ACCY 647 - Corporate Taxation Credits: 3
- ACCY 650 - Advanced Issues in Taxation Credits: 3
- ACCY 656 - Tax Concepts and Property Transactions 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
- ACCY 679 - Seminar in Accounting Credits: 3
- ACCY 680 - Advanced Governmental and Not-For-Profit Accounting Credits: 3
- ACCY 682 - International Accounting Credits: 3

Advanced Study in Accounting Analytics (15)

The Certificate of Advanced Study in Accounting Analytics is designed for graduate-level students interested in increasing data analysis and problem solving skills in accountancy. Credit earned with a C or better in ACCY courses numbered 600 or above will fulfill requirements toward the Master of Accounting Science (see Master of Accounting Science admission requirements).

The total semester hours accepted for this certificate is 15 semester hours. Enrollment in this certificate beyond 15 semester hours is only possible with the permission of the Director of Graduate Studies.

Admissions Criteria

An undergraduate degree from an accredited institution with at least 15 semester hours in accounting or department approval (prior work experience will be given consideration). If applicants do not have an undergraduate business degree from an AACSB-accredited institution, they must have a minimum GPA of 2.75 (on a 4.00 scale) in the last 60 semester hours of the baccalaureate program or a minimum cumulative GPA of 2.75 (on a 4.00 scale) at the baccalaureate institution.

Students interested in a certificate should apply no later than the Graduate School admission deadline. Students are also required to complete an application with the certificate coordinator. The department application for admission and other pertinent information are available on the Department of Accountancy website: www.cob.niu.edu/accy/.

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

Required Courses

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

Course work from the following (12)

- ACCY 565 - Forensic Accounting/Fraud Examination Credits: 3
 - ACCY 611 - Advanced Accounting Information Systems Credits: 3
 - ACCY 622 - Managerial Accounting Analysis and Decision-making Credits: 3
 - ACCY 667 - Information Systems Auditing Credits: 3
 - ACCY 676 - Data Analytics and Decision Making in Taxation Credits: 3
 - ACCY 677 - Advanced Data Analytics and Decision Making in Taxation Credits: 3
- An OMIS course numbered 600 or above with approval of the Director of Graduate Studies (3)

Foundation of Accountancy (15)

The Foundation of Accountancy certificate of graduate study in accountancy is designed to provide working professionals and non-accountancy graduate students with a set of courses focused on the foundational areas in the accountancy discipline. The Foundation of Accountancy certificate will enhance a student's understanding of the role of accounting in business and other organizations. The courses partially

fulfill the educational requirements to sit for the CPA examination and count towards completion of the M.A.S. Phase One accountancy courses for the Master of Accounting Science (see Master of Accounting Science admission requirements) and Master of Accountancy (see Master of Accountancy admission requirements) programs.

Admissions Criteria

- An undergraduate degree with a cumulative GPA of 2.75.
- A grade of C or better in a financial accounting concepts course taken within the last five years or pass the related exemption exam, or department consent.
- A grade of C or better in a managerial accounting concepts course taken within the last five years or pass the related exemption exam, or department consent.

Students interested in a certificate should apply no later than the Graduate School admission deadline. Students are also required to complete an application with the certificate coordinator. The department application for admission and other pertinent information are available on the Department of Accountancy website: www.cob.niu.edu/accy/.

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

Required Courses

- 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

One of the following (3)

- ACCY 550 - Principles of Taxation Credits: 3
- ACCY 560 - Assurance Services Credits: 3

Finance

Chair: Gina K. Nicolosi

Graduate Faculty

Sina Ehsani, assistant professor, Ph.D., University of Texas
Wenlian Gao, assistant professor, Ph.D., University of Wisconsin-Milwaukee

Leonard L. Lundstrum, professor, Ph.D., Indiana University
Gina K. Nicolosi, associate professor, Ph.D., University of Cincinnati

Nan Qin, assistant professor, Ph.D., Virginia Tech

Yao Zheng, assistant professor, Ph.D., University of New

Orleans

Lei Zhou, professor, Ph.D., University of Florida

Master's Programs

Master of Science in Finance

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

Check departmental information for additional requirements.

Admission

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

Early Admission

Senior students in their final term of undergraduate enrollment at NIU may apply for early admission to the Master of Science in Finance program. Students who apply for and receive early admission may enroll in up to six hours of graduate credit, with department consent, during their final semester in the undergraduate program. The NIU Graduate School requirements for "Early Admission of NIU Undergraduates" also apply.

Requirements

Students seeking the M.S. in Finance degree must complete 18 semester hours of required course work along with 12 semester hours of electives.

Required Courses (18)

- FINA 675 - Financial Modeling Credits: 3
- FINA 607 - Financial Analysis Credits: 3
- FINA 620 - Investment Fundamentals Credits: 3
- FINA 630 - Analysis of Fixed Income Securities Credits: 3
- FINA 650 - Fundamentals of Financial Markets Credits: 3
- FINA 674 - Financial Risk Management I Credits: 3

Four of the following electives (12)

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

- FINA 555 - Analysis of Derivative Securities Credits: 3
- FINA 560 - Financial Markets and Investments Credits: 3
- FINA 603 - Seminar in Financial Research Credits: 3
- FINA 604 - Independent Study in Finance Credits: 1-3
- FINA 622 - Security Analysis Credits: 3
- FINA 623 - Investment Management Credits: 3
- FINA 645 - Security Analysis Practicum Credits: 3
- FINA 646 - Portfolio Management Practicum Credits: 3
- FINA 662 - Financial Management Strategies Credits: 3
- FINA 680 - Programming for Finance Credits: 3
- FINA 688 - Financial Risk Management II Credits: 3
- FINA 695 - Seminar in Finance Topics Credits: 3

Requirements for Accelerated B.S./M.S. Sequence

This program leads to both the B.S. in Finance and M.S. in Finance degrees. Students who want to complete this program must identify themselves to the Department of Finance as majors who will complete the accelerated program. The program is open to all undergraduates who major in Finance and have at least 90 semester hours of undergraduate course work with a minimum grade point average of 3.00. Students who have met these standards in their B.S. in Finance degree program must also apply for admission to the M.S. in Finance program under the special provisions of this program and meet the application deadline. To qualify for this program, applicants must have a B or higher in FINA 320 and UBUS 223 and participate in an oral interview with the department chair or designated representative of the M.S. in Finance program. Admission will be on a competitive basis.

Students must complete all the business core requirements for the B.S. in Finance degree program as well as all general education requirements, FINA 330, FINA 340, FINA 350, and FINA 395, prior to their taking classes in the M.S. in Finance program. Once admitted into the B.S. in Finance/M.S. in Finance program and having completed all course requirements for entry, students will start taking classes in the M.S. in Finance program (up to 15 semester hours) which will also count toward 15 semester hours in the undergraduate degree. Upon receiving their undergraduate degree, students will then follow the standard timetable for receiving a M.S. in Finance.

Certificates of Graduate Study

Finance (12)

This certificate will provide graduate students with a set of courses focused on the development of financial skill sets that are utilized in business and not for profit organizations. Furthermore, like any organization (profit or non-profit), students will also benefit from an expanded knowledge of investment and financing fundamentals that can be used at an individual level. The certificate is designed to provide the student with a foundation of theoretical and practical tools to understand financial issues facing a global economy.

Students must achieve an average GPA of 3.00 in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding awarding of the certificate.

Applications are available in the Finance Department. Students must be in good academic standing to be eligible.

Requirements

- FINA 607 - Financial Analysis Credits: 3
- FINA 620 - Investment Fundamentals Credits: 3
- FINA 650 - Fundamentals of Financial Markets Credits: 3

One of the following (3)

- FINA 630 - Analysis of Fixed Income Securities Credits: 3
- FINA 640 - Introduction to FinTech Credits: 3
- FINA 645 - Security Analysis Practicum Credits: 3
- FINA 646 - Portfolio Management Practicum Credits: 3
- FINA 651 - Seminar in Financial Institution Management Credits: 3
- FINA 662 - Financial Management Strategies Credits: 3
- FINA 675 - Financial Modeling Credits: 3
- FINA 680 - Programming for Finance Credits: 3
- FINA 685 - International Business Finance Credits: 3
- FINA 695 - Seminar in Finance Topics Credits: 3

Financial Planning (15)

This Certificate of Graduate Study provides graduate students with a set of courses focused upon preparing for a career in financial planning. Based on the Certified Financial Planner curriculum, this certificate will cover major financial planning areas: Personal Finance, Insurance, Investment, Retirement Planning, Estate Planning, and Financial Plan Development.

The certificate is a non-degree program open to all students admitted to degree and non-degree study at Northern Illinois University. Students must earn an average GPA of 3.00 in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding the awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

Applications are available in the Department of Finance. Students must be in good academic standing to be eligible.

Requirements

- FINA 515 - Personal Investing and Finance Credits: 3
- FINA 526 - Insurance Principles Credits: 3
- FINA 620 - Investment Fundamentals Credits: 3
- FINA 627 - Retirement and Estate Planning Credits: 3
- FINA 629 - Financial Planning Case Studies Credits: 3

Financial Risk Management (12)

Coordinator: Chair of the department.

Certificate provides graduate students with a set of courses focused upon financial risk management for careers in risk management in banks, investment firms, and other financial institutions. The program introduces the latest advances in hedging and risk mitigation techniques incorporating the use of complex financial instruments, including swaps, futures, forwards, and options.

The Certificate is a non-degree program open to all students admitted to degree and non-degree study at Northern Illinois University. Students must earn an average GPA of 3.0 in the courses applied toward the certificate and complete all certificate coursework within six years immediately preceding the awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

Applications are available in the Finance Department. Students must be in good academic standing to be eligible.

Requirements

- FINA 555 - Analysis of Derivative Securities Credits: 3
- FINA 560 - Financial Markets and Investments Credits: 3
- FINA 662 - Financial Management Strategies Credits: 3
- FINA 688 - Financial Risk Management II Credits: 3

FinTech (12)

This Certificate of Graduate Study provides graduate students with a set of courses focused upon technology-enabled applications that disrupt financial sector operations. Such innovations can disrupt industry structures, revolutionize service portfolios and product delivery, create new opportunities for venture capital and growth, as well as introduce a new wave of privacy and regulation concerns. Examples that are central to FinTech include cryptocurrencies and the blockchain, digital advisory and trading systems, artificial intelligence and machine learning, peer-to-peer lending, equity crowdfunding and mobile payment systems. Employers looking for students with skill sets in this area include banks, consulting firms, financial technology, and investment firms. The certificate is a non-degree program open to all students admitted to degree and non-degree study at Northern Illinois University. Students must earn an average GPA of 3.00 in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding the awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

Applications are available in the Finance Department. Students must be in good academic standing to be eligible.

Requirements

- FINA 675 - Financial Modeling Credits: 3
- FINA 640 - Introduction to FinTech Credits: 3

Six semester credit hours (6)

Selected from the following courses or from among relevant graduate offerings elsewhere in the university with approval of the academic program coordinator:

- CSCI 600 - Big Ideas in Computer Science Credits: 1
- CSCI 601 - Theory of Computation Credits: 3
- CSCI 602 - Design and Analysis of Algorithms Credits: 3
- CSCI 607 - Principles of Computer Security Credits: 3
- CSCI 627 - Data Visualization Credits: 3
- OR MSDA 673 - Business Data Visualization Credits: 3
- OR OMIS 673 - Business Data Visualization Credits: 3
- CSCI 641 - Big Data Analytics Credits: 3
- OR MSDA 665X - Big Data Analytics for Business Credits: 3
- CSCI 656 - Artificial Intelligence Credits: 3
- FINA 680 - Programming for Finance Credits: 3
- OR CSCI 501 - Programming Principles in C++ Credits: 3
- OR CSCI 502 - Programming Principles in Java Credits: 3

- OR CSCI 503 - Programming Principles in Python Credits: 3
- FINA 695 - Seminar in Finance Topics Credits: 3
- MSDA 649 - Data Analytics Programming Credits: 3
- MSDA 681 - Machine Learning and Advanced Predictive Analytics Credits: 3
- MSDA 683X - Business Applications of Text Mining Credits: 3
- OMIS 645 - Applied Business Analytics Using SAS Credits: 3

Management

Chair: John P. Briscoe

Graduate Faculty

Jon P. Briscoe, professor, D.B.A., Boston University
 James P. Burton, professor, Ph.D., University of Washington
 Bethany S. Cockburn, assistant professor, Ph.D., University of Iowa
 Amanda J. Ferguson, associate professor, Ph.D., London Business School
 Sarah J. Marsh, associate professor, Ph.D., University of North Carolina
 Brian W. McCormick, associate professor, Ph.D., University of Iowa
 Christine H. Mooney, associate professor, Ph.D., Indiana University
 Daewoo Park, professor, Ph.D., Texas A&M University
 Devaki Rau, professor, Ph.D., University of Minnesota
 Barton M. Sharp, professor, Ph.D., Purdue University
 Mahesh Subramony, professor, Ph.D., Central Michigan University

Marketing

Chair: Vijaykumar Krishnan Palghat

Graduate Faculty

Timothy W. Aurand, professor, James E. Thompson Professor of Marketing, Ed.D., Northern Illinois University
 Elisa Fredericks, associate professor, Ph.D., University of Illinois, Chicago
 Mark D. Groza, associate professor, Enterprise Holdings Professor of Sales, Ph.D., University of Massachusetts
 Mya Groza, associate professor, Ph.D., University of Wyoming
 Vijaykumar Krishnan Palghat, associate professor, Ph.D., University of Cincinnati
 Robert M. Peterson, professor, Ph.D., University of Memphis
 Paul R. Prabhaker, professor, Ph.D., University of Rochester
 Reza Rajabi, assistant professor, Ph.D., University of Massachusetts
 Denise D. Schoenbachler, professor, Douglas and Cynthia Crocker Endowed Professor in Business, Ph.D., University of Kentucky
 Ursula Sullivan, associate professor, Ph.D., Northwestern

University

Yihui Tang, assistant professor, Ph.D., University of Missouri

Master's Programs

Master of Science in Digital Marketing

The M.S. in digital marketing program provides advanced study in marketing and digital marketing to prepare students for the challenges of working in the digital marketing field. The program's online format and professional orientation provide an opportunity for a large population of potential graduate students who cannot commit to either a full-time or location-based program to obtain the advanced degree. The program is designed to meet both the needs of full-time students and working professionals who desire to earn the degree while continuing to work full time. Graduates of the program will possess a set of marketable skills along with the business acumen needed to identify, engage, and continue meaningful relationships with both business customers and consumers.

The program provides opportunities to develop knowledge related to marketing and digital marketing concepts. The program also focuses on the development of communication, research, and technology skills and an understanding of ethical issues and expectations of the business community for professional conduct.

Check departmental information for additional requirements.

Master of Science in Digital Marketing Learning Goals

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

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

Admission

Admission to the Master of Science in digital marketing program is competitive. At a minimum, applicants must meet

the admission requirements of the NIU Graduate School and demonstrate that they possess the following minimum qualifications:

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

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

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

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

For NIU University Honors baccalaureate graduates:

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

Degree Requirements (30-37)

The Master of Science in digital marketing consists of two phases. Phase One is designed to address deficiencies in undergraduate course work considered to be prerequisite for the Phase Two (30-31 semester hours) graduate course work. Students with significant undergraduate course work in business may be waived from some, or all, of the Phase One requirements.

Phase Two consists of 12 courses, five courses are required from Marketing Foundation (15 semester hours) and six courses are required from Digital Marketing Foundation (12-13 semester hours). Students must either complete a capstone project or a capstone thesis (3 semester hours).

Phase One (6)

- MKTG 505 - Graduate Survey of Marketing Credits: 2

- MKTG 515 - Marketing Metrics and Statistical Analysis Tools Credits: 2
- OMIS 507 - Business Information Systems Credits: 2

Phase Two (30-31)

Marketing Strategy Foundation (15)

Required courses (9)

- MKTG 603 - Marketing Research and Analysis Credits: 3
- MKTG 654 - Marketing Management Credits: 3
- MKTG 670 - Digital Marketing Strategy Credits: 3

Two of the following (6)

- MKTG 626 - Brand Strategy Credits: 3
- MKTG 630 - Services Marketing Credits: 3
- MKTG 640 - Digital Selling Strategy Credits: 3
- MKTG 650 - Selling for Managers Credits: 3
- MKTG 655 - Promotional Strategy Credits: 3
- MKTG 656 - Global Marketing Strategy Credits: 3
- MKTG 660 - Marketing Seminar Credits: 3
- MKTG 663 - Data-driven Marketing Decisions Credits: 3
- MKTG 664 - New Product and Service Innovation Credits: 3

Digital Marketing Foundation (12-13)

Six of the following (12-13)

- MGMT 627 - Entrepreneurial Creativity and Innovation Credits: 3
- MKTG 671 - Digital Marketing and Search Engine Optimization Credits: 2
- MKTG 672 - Mobile Marketing Credits: 2
- MKTG 673 - Social Media Marketing and Advertising Credits: 2
- MKTG 674 - Digital Marketing Campaign Measurement Credits: 2
- MKTG 675 - Content Marketing Credits: 2
- MKTG 677 - Building and Managing Responsive Websites Credits: 2
- MKTG 678 - Marketing Data Visualization Credits: 2
- MKTG 679 - Database Marketing Credits: 2
- MKTG 680 - Digital Marketing Metrics Credits: 2
- MKTG 682 - Online Reputation Management Credits: 2

Capstone (3)

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

Operations Management and Information Systems

Chair: Chang Liu

Graduate Faculty

Xinyan Cao, assistant professor, Ph.D., University of Wisconsin

Charles E. Downing, Distinguished Teaching Professor, Ph.D., Northwestern University

Kishen Iyengar, assistant professor, Ph.D., University of Texas

Jinhak Kim, assistant professor, Ph.D., Purdue University

Jung Young Lee, associate professor, Ph.D., Michigan State University

Chang Liu, professor, D.B.A., Mississippi State University

Yipeng Liu, associate professor, Ph.D., University of Florida, assistant chair

Onkar Malgonde, assistant professor, Ph.D., University of South Florida

Kathleen L. McFadden, Board of Trustees Professor, Ph.D., University of Texas, Arlington

Biagio Palese, assistant professor, Ph.D., Louisiana State University

John Pendergrass, visiting assistant professor, Ph.D., University of Illinois, Urbana-Champaign

Charles G. Petersen II, professor, Ph.D., Indiana University

Balaji Rajagopalan, professor, Ph.D., University of Memphis

Andrew J. Setterstrom, associate professor, Ph.D., Southern Illinois University

Ying Wang, assistant professor, Ph.D., Texas Tech University

Jiao Wu, assistant professor, Ph.D., University of Wisconsin

Master's Programs

Master of Science in Data Analytics

The M.S. program in data analytics provides students the advanced knowledge and skills to analyze organizational data. The use of analytics is accelerating due to technological advancements, exponential growth in data, and increasingly sophisticated application by organizations. Analytics is embedded in all industries, business functions, and employee workflows. The program prepares students for data-driven leadership and problem solving. Graduates of the M.S. in data analytics will be data-driven thinkers to approach business decision-making more rigorously and confidently, while effectively communicating data findings, interpreting complex data, and guiding their organizations in making more informed and actionable strategic decisions.

The program is in an online format for a large population of potential graduate students who cannot commit to either a full-time or location-based program to obtain the advanced degree. The program consists of two phases. Phase One (6 semester hours) is designed to address deficiencies in undergraduate course work considered to be prerequisite for the Phase Two (30 semester hours) graduate course work. Students with significant undergraduate course work in business may be waived from some, or all, of the Phase One requirements. Exemption exams are also available to waive Phase One requirements. There is no charge for the exam, however, a student may only attempt each exam once. Phase Two consists of 10 courses to ensure an in-depth study in data analytics.

Check departmental information for additional requirements.

Learning Outcomes

Master of Science in Data Analytics Program Goals and Learning Objectives

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

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

- The student can explain how analyzing data can improve business decision-making.
- The student can evaluate business processes using data.

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

- The student can contrast different forms of analytics and the methods used in each.
- The student can utilize analytical tools and software.
- The student can collect and prepare data for statistical analysis.
- The student can build complex analytical models.
- The student can apply project management concepts and tools to data analytics projects.

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

- The student can effectively present results using data visualization tools.
- The student can explain complex results from data analysis to business clients using practical and simple business terms that can be understood by non-technical audiences.

Admission

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

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

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

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

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

For NIU University Honors graduates:

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

Phase One (6)

The Phase One foundations consist of three 2-semester-hour courses. Phase One foundation courses will be required in students' program of study unless they have earned a C or better in corresponding undergraduate courses or a B or better in equivalent graduate courses elsewhere, or have passed the first and only attempt of Phase One exemption examination. The department program adviser will determine which Phase One courses will be included in students' program of courses. Credits earned in Phase One will not count toward the Phase Two requirements. Phase One consists of the following courses:

- OMIS 505 - Principles of Operations Management Credits: 2
- OMIS 507 - Business Information Systems Credits: 2
- OMIS 524 - Business Statistics Credits: 2

Phase Two (30)

- MSDA 599 - Degree Completion Seminar Credits: 0

Business and Communication (9)

- MSDA 628X - Supply Chain Business Analytics Credits: 3
- MSDA 673 - Business Data Visualization Credits: 3
- MSDA 690 - Data Analytics Project Management Credits: 3

Statistics (3)

- MSDA 645X - Applied Statistics for Business Analytics Using SAS Credits: 3

Programming (3)

- MSDA 649 - Data Analytics Programming Credits: 3

Big Data (15)

- MSDA 652X - Business Applications of Database Management Systems Credits: 3
- MSDA 661X - Business Intelligence Applications and Tools Credits: 3
- MSDA 665X - Big Data Analytics for Business Credits: 3
- MSDA 681 - Machine Learning and Advanced Predictive Analytics Credits: 3
- MSDA 683X - Business Applications of Text Mining Credits: 3

Total hours (30-36)

Master of Science in Management Information Systems

Department of Operations Management and Information Systems

Check departmental information for any additional requirements.

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

The program consists of two phases. Phase One is designed to address deficiencies in undergraduate course work considered to be prerequisite for the Phase Two (30 semester hours) graduate course work. Students with significant undergraduate course work in business may be waived from some, or all, of the Phase One requirements. Exemption exams are also available to waive Phase One requirements.

There is no charge for the exam, however, a student may only attempt each exam once.

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

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

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

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

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

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

Program Core Goals and Learning Objectives

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

- The student can compare and contrast hardware, software, and networking technologies.
- The student can create and manage databases.

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

- The student can formulate a strategy for the use of information technology within a business.

- The student can apply project management concepts, processes, knowledge areas, and tools to plan and manage IT projects.

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

- The student can analyze and model organizational processes, business rules, and data.
- The student can develop a computer-based application designed to address an organizational problem.

Program Specialization Goals and Learning Objectives

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

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

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

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

Phase One

The Phase One foundations consist of four 2-semester-hour courses. Phase One foundation courses will be required in the student's program of study unless he or she has earned a C or better in corresponding undergraduate courses or a B or better in equivalent graduate courses elsewhere, or has passed the first and only attempt of the Phase One exemption examination. The department MIS program adviser will determine which Phase One courses will be included in each student's program of courses. Phase One courses cannot be used as Phase Two electives; credits earned in Phase One will not count toward the Phase Two requirements.

Phase One consists of the following courses:

- ACCY 505 - Financial Accounting Concepts Credits: 2
- FINA 505 - Fundamentals of Financial Management Credits: 2
- OMIS 507 - Business Information Systems Credits: 2

One of the following:

- MGMT 505 - Principles of Management Credits: 2
- MKTG 505 - Graduate Survey of Marketing Credits: 2
- OMIS 505 - Principles of Operations Management Credits: 2

Phase Two - Required Courses (18)

- OMIS 598 - Career Planning in Management Information Systems Credits: 0
- OMIS 599 - Degree Completion Seminar Credits: 0
- OMIS 643 - Enterprise Process Improvement with SAP ERP Credits: 3
- OMIS 651 - Business Systems Analysis and Design Credits: 3
- OMIS 652 - Business Applications of Database Management Systems Credits: 3
- OMIS 660 - Business Data Networks and Cybersecurity Credits: 3
- OMIS 690 - Information Technology Project Management Credits: 3
- OMIS 697 - Digital Transformation Strategy Credits: 3

Phase Two - Electives (12)

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

- OMIS 605 - Independent Study in Information Systems Credits: 1-3
- OMIS 645 - Applied Business Analytics Using SAS Credits: 3
- OMIS 649 - Business Computing Environments Credits: 3
- OMIS 653 - Enterprise Systems Configuration with SAP Credits: 3
- OMIS 661 - Business Intelligence Applications and Tools Credits: 3
- OMIS 663 - Advanced Business Application Development and Analytics Using SAP Credits: 3
- OMIS 665 - Big Data Analytics for Business Credits: 3
- OMIS 670 - Social Media Analytics for Business Credits: 3
- OMIS 675 - Internet Computing Applications Credits: 3
- OMIS 682 - Advanced Networking and Network Security Credits: 3
- OMIS 694 - Advanced Topics in Information Systems Credits: 3-9
- OMIS 695 - Internship in Management Information Systems Credits: 3

- OR UBUS 595 - Internship in Business Credits: 3-6
- OMIS 698 - Projects in Management Information Systems Credits: 3
- UBUS 585 - Business Consulting Project Credits: 3

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

Specialization in Business Analytics (9)

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

Specialization in Business Analytics consists of the following courses:

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

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

Specialization in SAP and Business Enterprise Computing (9)

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

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

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

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

Certificates of Graduate Study

Data Analytics Using SAS Software-SAS Joint Certificate Program (12)

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

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

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

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

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

Required courses

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

Data Science for Business (12)

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

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

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

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

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

Required Courses

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

Enterprise Management Using SAP Software (12)

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

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

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

Preadmission Requirements

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

Required courses

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

College of Education

Dean: Laurie Elish-Piper, Ph.D.
Associate Dean, Academic Affairs: David A. Walker, Ph.D.
Associate Dean, Research, Resources, and Innovation: William A. Pitney, Ed.D.

Department of Counseling and Higher Education
Department of Curriculum and Instruction
Department of Educational Technology, Research and Assessment
Department of Kinesiology and Physical Education
Department of Leadership, Educational Psychology and Foundations
Department of Special and Early Education

Admission

Specific admission requirements are described in the departmental and program sections in the following pages. To be assured of consideration for admission, a prospective student must submit an application to the Graduate School no later than June 1 for the fall semester, November 1 for the spring semester, and April 1 for the summer session. Only complete applications containing all required data (application forms, official transcripts, GRE General Test Scores, and letters of recommendation) are considered.

Applicants denied admission may request reconsideration on the basis of additional evidence and/or information not previously submitted. Such requests shall be in writing and directed to the appropriate program admissions committee. Decisions of program admissions committees may be appealed to the Admissions, Retention, and Professional Standards Committee of the department. Such appeals shall be in writing and should explain the basis for the appeal.

Retention

Students are responsible for meeting the professional standards of the College of Education and its respective departments and programs of study. The following requirements apply to all students.

Students must remain in good academic standing in the Graduate School, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.

Doctoral students must pass a candidacy examination which requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examinations requires analysis, synthesis, and integration of the content within a discipline. Doctoral students must also develop, complete, and defend an acceptable dissertation following the guidelines of the Graduate School and the program in which they are enrolled.

Consult specific program sections of this catalog for additional requirements.

State Requirements for Educator Licensure

State of Illinois Mandated Testing

Candidates must take and pass any state mandated tests prior to student teaching (tests may vary by program).

Grade Minimum

All professional education and content-area course work that forms part of an application for licensure, endorsement, or approval must have been passed with a grade no lower than C or equivalent in order to be counted towards fulfillment of the applicable ISBE requirements. Students must see individual program advisors for list of courses.

Educator Licensure

In order to be licensed to teach or supervise in the public schools of the state of Illinois, a person must be of good character, in sound health, a citizen of the United States, and at least 19 years of age. The Illinois licensure law also requires that an individual complete an approved teacher preparation program at a recognized institution.

The dean of the College of Education, as the university's licensure officer, is responsible for reviewing the record of each graduate of an approved teacher education program and for recommending or withholding recommendation of that individual for certification by entitlement and endorsement. Licensure is not an automatic procedure. In order to qualify for licensure, each student in an entitlement program must complete an application for licensure and provide evidence of having completed the general requirements; courses in professional education appropriate to the program being followed, including a minimum of 100 clock hours of approved pre-student-teaching clinical experience prior to student teaching; and a teacher education approved field of study: early childhood, elementary, special education, secondary (6-12), or special (K-12-art, music, physical education).

The following licensure and endorsement programs are available at the graduate level only and are approved by the Illinois State Board of Education.

- Special K-12
 - Library Information Specialist
 - Technology Specialist
 - Reading
- School Service Personnel
 - Guidance
- Administrative
 - General Administrative
 - Superintendent
 - Chief School Business Official

Questions about these endorsement programs should be addressed to the appropriate department.

Also see "Educator Licensure Information."

Student Teaching in the College of Education

Regulations Governing Student Teaching Assignments

All assignments are limited by the programs and facilities available in the cooperating schools, and the amount of credit given is determined by the type of assignment. Students must be recommended for an assignment by the chair of their department or the designated departmental representative. Graduate applicants must be approved by the department offering their graduate degree and the department in which they will be doing their student teaching.

Graduate students must have been admitted to the Graduate School, have earned a minimum of 12 semester hours at NIU, and have an overall NIU minimum 3.00 GPA.

A student must have been admitted to teacher education, have satisfactorily completed pre-student-teaching clinical experiences, and apply for a student teaching assignment in advance. A student must also have met the specific requirements in the subject matter department and maintained the required departmental GPA or better.

A student may not request a change once an assignment is confirmed by the cooperating school.

Retention

Admission to the program does not guarantee continued acceptance unless the student maintains satisfactory grades and other qualifications. In recognition of its responsibility to the schools in which its graduates teach, the university maintains a program of selective retention of candidates for the teaching profession. Thus, the university seeks to avoid recommending a candidate for a student teaching assignment or licensure unless the candidate has good character, sound mental and physical health, and academic competence in his or her overall studies, teaching field(s), and professional studies. Instructors involved in any of the professional sequence of courses may request that a student be dropped from teacher education for deficiencies in grades, attitudes, or professional skill.

Retention in a student teaching assignment depends on the student teacher's ability to demonstrate those competencies associated with effective teaching, including factors such as organization of materials, motivational techniques, classroom management, interpersonal relationships, and professional ethics. Assessment will be made by the student teacher's supervisors through observation and conferences with the student teacher in a clinical situation.

Licensure Programs

Educator Licensure

In order to be licensed to teach or supervise in the public schools of the state of Illinois, a person must be of good character, in sound health, a citizen of the United States, and at least 19 years of age. The Illinois Licensure law also requires that an individual complete an approved teacher preparation program at a recognized institution.

The dean of the College of Education, as the university's licensure officer, is responsible for reviewing the record of each graduate of an approved teacher education program and for recommending or withholding recommendation of that individual for licensure by entitlement and endorsement. Licensure is not an automatic procedure. In order to qualify for licensure, each student in an entitlement program must complete an application for licensure and provide evidence of having completed the general requirements; courses in professional education appropriate to the program being followed, including a minimum of 100 clock hours of approved pre-student-teaching clinical experience prior to student teaching; and a teacher education approved field of study: early childhood, elementary, special education, secondary (6-12), or special (K-12-art, music, physical education).

The following licensure and endorsement programs are available at the graduate level only and are approved by the Illinois State Board of Education.

- Special K-12
 - Media
 - Reading
- School Service Personnel
 - Guidance
- Administrative
 - General Administrative
 - Superintendent
 - Chief School Business Official

Questions about these endorsement programs should be addressed to the appropriate department.

Also see "Educator Licensure Information."

Certificates of Graduate Study

Museum Studies (Education)

This certificate is jointly administered by the the College of Education, College of Liberal Arts and Sciences, and the College of Visual and Performing Arts. See the section on Inter-College Interdisciplinary Certificates for a complete description of this certificate.

Counseling and Higher Education

Chair: Suzanne E. Degges-White

Graduate Faculty

Adam W. Carter, assistant professor, Ph.D., University of North Carolina at Charlotte

Suzanne E. Degges-White, professor, Ph.D., University of North Carolina at Greensboro

Melissa Fickling, assistant professor, Ph.D., University of North Carolina at Greensboro

LaVerne Gyant, professor, Ed.D., Pennsylvania State University

Kimberly A. Hart, Ph.D., clinical assistant professor, Northern Illinois University

Jehan Hill, assistant professor, Ph.D., Idaho State University

Xiaodan Hu, assistant professor, Ph.D., University of Florida

Dana Isawi, assistant professor, Ph.D., University of North Carolina at Charlotte

Katy S. Jaekel, associate professor, Ph.D., Iowa State University

Carrie A. Kortegast, associate professor, Ph.D., Iowa State University

Gudrun Nyunt, clinical assistant professor, Ph.D., University of Maryland

Peitao Zhu, assistant professor, Ph.D., Syracuse University

The Department of Counseling and Higher Education offers graduate courses leading to the degrees: Master of Science in Education, Doctor of Education, and Doctor of Philosophy. The department advances scholarly activity for faculty and students and supports individual and collaborative efforts in institutional and noninstitutional settings.

Students interested in educator licensure should also see "Educator Licensure Information."

Master of Science in Education

All courses with the CAHE designator may be counted toward a student's program in higher education and student affairs, counseling, or counselor education and supervision.

Adult and higher education
Counseling

Doctor of Education

All courses with the CAHE designator may be counted toward a student's program in higher education, counseling, or counselor education and supervision.

Doctor of Philosophy

Counselor education and supervision

Admission

The faculty in the Department of Counseling and Higher Education selects the best-qualified applicants for admission to its programs. When the number of applicants exceeds a program's capacity, qualified applicants may be denied

admission and encouraged to reapply at a later date. Decisions about admissions are ordinarily made each spring.

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

Master's Programs

Master of Science in Education in Counseling

The M.S.Ed. in counseling is a nationally accredited (CACREP) program, requiring a minimum of 60 semester hours, that provides preparation in the theory, techniques, and information needed by the professional counselor. The academic requirements as set forth by the Illinois State Board of Education are fully met by graduates of this program. Through individualized planning, a program may be designed to focus on one of the following areas of professional counselor preparation: school counseling and clinical mental health counseling.

Check departmental information for additional requirements.

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

Admission

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

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

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

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

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

Student-at-Large and Transfer Credit

A combined maximum of 9 student-at-large and transfer semester hours may be applied toward the master's degree in counseling. Candidates are encouraged to apply to the counseling program and to attend the Pre-Admission Workshop as soon as possible. After admitted, students will be assigned an adviser who assists in course selection.

Retention

Students are responsible for meeting the professional standards of the College of Education and undergo periodic evaluation by the counseling faculty.

Advisement

A student is assigned an adviser when admitted to the program. The adviser is a faculty member in the area of interest which the student intends to pursue. Courses of study are developed for each student. It is always the responsibility of the student to be aware of university policies and regulations affecting his or her program.

Requirements

Students are required to take a minimum of 60 semester hours. Students are required to take 39 semester hours in the core curriculum, 12 semester hours of the specialization core, and 9 semester hours in supervised practicum and internship. Students select from one of the following: a specialization in clinical mental health counseling or a specialization in school counseling. In consultation with an adviser, the student selects a thesis or non-thesis option.

Check departmental information for any additional requirements.

Common Core (42)

- COUN 500 - Professional Identity and Ethics in Counseling Credits: 3
- COUN 501 - Diagnosis of Mental Health Issues in Counseling Credits: 3
- COUN 510 - Counseling Interventions Across the Lifespan Credits: 3
- COUN 511 - Career Counseling Credits: 3
- COUN 521 - Counseling Children and Adolescents Credits: 3

- COUN 525 - Counseling Skills and Strategies Credits: 3
- COUN 530 - Counseling Theories Credits: 3
- COUN 533X - Standardized Testing Credits: 3
- COUN 540 - Group Counseling Credits: 3
- COUN 565 - Multicultural and Social Justice Counseling Credits: 3
- COUN 567 - Substance Use and Addictions in Counseling Credits: 3
- COUN 593 - Crisis Intervention Credits: 3
- COUN 784X - Theoretical Foundations of Family Therapy Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3

Clinical Core (9)

- COUN 550 - Practicum in Counseling Credits: 3
Students take 3 semester hours in this course.
- COUN 586 - Internship in Counseling Credits: 3
Students take 6 semester hours in this course.

Specialization in Clinical Mental Health Counseling

This area of specialization is designed for students seeking professional counseling positions in agencies that assist clients to resolve psychological disorders and/or developmental issues through crisis intervention, remediation, and/or primary prevention interventions.

Clinical Mental Health Counseling Specialization Core (9)

- COUN 524 - Clinical Mental Health Counseling: Programs, Issues, and Practices Credits: 3
- Two electives chosen with adviser's approval. Credits: 6

Specialization in School Counseling

This area consists of course work and experiences that prepare students to do counseling in a K-12 school setting. Candidates seeking professional educator licensure must successfully complete required state mandated tests for licensure/certification prior to internship. See also "Educator Licensure information."

School Counseling Specialization Core (9)

- COUN 523 - School Counseling: Programs, Issues, and Practices Credits: 3
- COUN 570 - Consultation and Management in Developmental School Counseling Programs Credits: 3

- Elective chosen in consultation with adviser. Credits: 3

Thesis Option

In addition to the requirements above, a student who chooses the thesis option must enroll in CAHC 699, Master's Thesis, for the number of semester hours specified on the student's official program of courses.

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

Master of Science in Education in Higher Education and Student Affairs

This 36-semester-hour program offers theoretical and methodological bases for professional development, while providing comprehensive scholarly, paraprofessional education for persons seeking careers in this field. A required core of learning experiences is supplemented by course work in areas of instruction, administration, and research to prepare both generalists and specialists. The program provides opportunities for individualization to take into account the student's goals and needs and usually includes a faculty-supervised internship in programming, teaching, counseling, or evaluating. This program is designed to prepare students to assume a variety of administrative positions within postsecondary institutions.

Admission

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

Student-at-Large, Study-Abroad, and Transfer Credit

A maximum of 9 student-at-large and transfer semester hours in combination may be applied toward the master's degree in higher education and student affairs. See "Requirements for Graduate Degrees" for limitation on study-abroad credit. The faculty adviser and the office of the dean of the Graduate School have final authority in determining course credit applicable toward the master's degree in higher education and student affairs.

Check departmental information for any additional requirements.

Requirements

The M.S.Ed. in higher education and student affairs requires a minimum of 36 semester hours. Students are required to take 24 semester hours of the common core, 3 semester hours of internship, and 9 semester hours of electives. Focus areas will be developed in consultation with and approved by their adviser.

In no case will a master's degree student be allowed to register for HESA 598, Capstone in Higher Education and Student Affairs, or HESA 699, Master's Thesis, without having completed 27 semester hours of course work in a master's level program approved by the higher education and student affairs adviser.

Common Core (24)

- HESA 500 - Foundations of Higher Education Credits: 3
- HESA 502 - Equity, Diversity, and Social Justice in Higher Education Credits: 3
- HESA 503 - U.S. College Students Credits: 3
- HESA 522 - College Student Development Theory Credits: 3
- HESA 562 - Helping Skills for Student Affairs Professionals Credits: 3
- HESA 572 - Assessment Methods in Higher Education Credits: 3
- HESA 573 - Applied Assessment Methods in Higher Education Credits: 3
- HESA 598 - Capstone in Higher Education and Student Affairs Credits: 3

Internship Core (3)

This requirement may be waived through current professional experience as approved by program adviser.

- HESA 586 - Internship in Higher Education and Student Affairs Credits: 1-3

Electives (9)

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

- HESA 501 - Student Affairs Administration and Practice Credits: 3
- HESA 509 - Campus Environments and Student Cultures Credits: 3
- HESA 523 - Advocacy, Outreach, and Interventions in Student Affairs Credits: 3
- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3

- HESA 590 - Workshop in Higher Education and Student Affairs Credits: 1-3
- HESA 703 - Postsecondary Access in Higher Education Credits: 3
- HESA 771 - Legal Aspects of Higher Education Administration Credits: 3

Thesis Option

Same as the non-thesis option except that instead of taking HESA 598 for 3 semester hours, students complete 6 semester hours of HESA 699, Master's Thesis.

- HESA 699 - Master's Thesis Credits: 1-6
Students must take this course for 6 semester hours.

Comprehensive Examination

Students in the non-thesis option fulfill the comprehensive examination requirement by successfully completing a comprehensive writing assignment while enrolled in HESA 598. Students in the thesis option fulfill this requirement in conjunction with the thesis defense.

Doctoral Programs

Doctor of Education in Higher Education

The Ed.D. program in higher education provides a sequenced program with course work in areas of instruction, educational policy, administration, and research to prepare both generalists and specialists in the field. Doctoral students in higher education prepare for leadership and teaching roles in a variety of adult and higher education contexts including student affairs, academic affairs, and other areas of higher education administration.

The student learning outcomes for this degree are located here.

Application Deadlines

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

Admission

Admission to the doctoral program requires a master's degree either in adult education, higher education, student affairs or in another discipline acceptable to the admissions committee. Three letters of recommendation are required from professors, employers, or supervisors who can provide supportive evidence of an applicant's professional qualifications and potential. Each applicant must submit a

resume/CV and written goals statement. An interview with the higher education admissions committee may be required. The faculty reserves the right to request additional evidence of potential such as assessment letters from higher education faculty. Applicants must contact the admissions committee chair about additional requirements.

Simultaneous Enrollment in Ed.D. and J.D. Degree Programs

The Department of Counseling and Higher Education and the College of Law offer the opportunity for simultaneous enrollment in the Doctor of Education in Higher Education (Ed.D.) and Juris Doctor (J.D.) degree programs to qualified graduate students. Students must be admitted to both the Ed.D. program and the J.D. program. Matriculation in the two programs must be within 18 months of each other.

Since students enroll in two separate degree programs, to receive both degrees students must meet all of the graduation requirements for both degree programs. A student may obtain either degree prior to completing all requirements for the other degree. Under the simultaneous enrollment plan, student are required to take at least 126 total semester hours, 78 from the College of Law and 48 from the Department of Counseling and Higher Education. Up to 36 semester hours of College of Law coursework may be applied toward the 84 semester hours required for the Ed.D. degree, and up to 12 semester hours of Ed.D. course work with a grade of B or better may be applied toward the 90 semester hours required for the J.D. degree.

Students should begin their coursework in Higher Education during a fall semester. During each semester in which students plan to take courses in the Higher Education program, they must enroll in two courses and follow the outlined course sequence throughout their program.

Student-at-Large, Study-Abroad, and Transfer Credit

Students-at-large are normally prohibited from registering for higher education Ed.D. courses. Transfer students will be considered on a case-by-case basis and can transfer in a maximum of 9 semester hours into a student's doctoral degree program. See "Requirements for Graduate Degrees" for limitation on study-abroad credit.

Requirements

The Ed.D. program in higher education requires a minimum of 54 semester hours beyond the master's degree. Students are required to take 21 semester hours of common requirements, 21 semester hours in their specialization, and 12 semester hours of dissertation.

Common requirements (21)

- HESA 700 - Seminar in Higher Education and Student Affairs Credits: 1-6
- HESA 710 - Evaluating Higher Education Programs Credits: 3
- HESA 720 - Review of Research in Higher Education Credits: 3
- HESA 721 - Applied Research Design in Higher Education Credits: 3
- HESA 757 - Seminar in Higher Education Outcomes Credits: 3
- HESA 770 - The Administration of Higher Education Credits: 3
- HESA 798 - Research Seminar in Higher Education Credits: 1-3
Students need 3 semester hours in this course.

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

HESA 799 - Doctoral Research and Dissertation (12)

When students pass the required exams and are eligible for dissertation, they must remain continuously enrolled and take a minimum of 3 semester hours of dissertation hours (HESA 799) per semester (spring, summer, and fall) to continue enrollment in the Ed.D. program.

Area of Specialization (21)

College Teaching

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3
- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
- HESA 702 - Philosophy of Postsecondary Education Credits: 3
- HESA 705 - Theories of College Student Development and Success Credits: 3
- HESA 733 - Theory Building for Learning in Postsecondary Education Credits: 3
- HESA 740 - Pedagogical Innovations and Student Learning Credits: 3
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3

Examinations

Students will need to successfully pass their candidacy examination prior to registering for HESA 799 - Doctoral Research and Dissertation.

Once a student has successfully completed the candidacy examinations and is admitted to candidacy, they must assemble a dissertation committee. This committee ordinarily includes a chair from the higher education faculty with at least two other members. The committees must also meet all Graduate School requirements.

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

Community College Leadership

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

Doctor of Philosophy in Counselor Education and Supervision

Check departmental information for any additional requirements.

The doctoral program in counselor education and supervision offers advanced professional preparation for those intending to become university professors of counselor education and supervision and/or supervisors. This program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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

Higher Education Administration

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3

Admission

An applicant for admission must have

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

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

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

Advisement

As soon as the graduate student is admitted into the program, the student is assigned an interim faculty adviser in counselor education and supervision. The graduate student should make an appointment as soon as possible with the faculty adviser, who will assist the student in selecting a program committee. This committee consists of a chair and two other graduate faculty members, who advise the student in program planning. Advisement is given regarding courses in the major area of study, additional courses, prerequisites, and the comprehensive examinations.

Requirements

The Ph.D. in counselor education and supervision requires a minimum of 84 semester hours, including a maximum of 30 semester hours from the master's degree plus a minimum of 54 additional semester hours normally distributed as follows.

In addition, prior to approval of the dissertation proposal, the student must present evidence and/or documentation of computer technology competence, professional association involvement, submission of an article for publication, a presentation at a professional conference, and research-team involvement. Details regarding this requirement are available from the student's program chair.

Common Core (27)

- COUN 700 - Professional Orientation to Counselor Education: Identity and Ethics Credits: 3
- COUN 701 - Professional Seminar in Counselor Education and Development Credits: 3
- COUN 730 - Advanced Theories of Counseling Credits: 3
- COUN 750 - Advanced Practicum in Individual Counseling Credits: 3
- COUN 752 - Supervision in Counseling Credits: 3
- COUN 765 - Applied Multicultural and Social Justice Counseling Credits: 3
- COUN 786 - Internship in Counseling Credits: 1-15
Students must take 6 semester hours in this course.
- COUN 790 - Research and Scholarship in Counselor Education Credits: 3

Research Core (12)

- ETR 521 - Educational Statistics I Credits: 3
- ETR 522 - Educational Statistics II Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3
- ETR 720 - Advanced Research Methods in Education Credits: 3
- COUN 799 - Doctoral Research and Dissertation Credits: 1-15
Students must take 15 semester hours in this course.

Internship

Approved internships, comprised of teaching, supervision, research, advanced clinical counseling, or professional leadership, are a required part of the doctoral program. The specific division of internship hours is to be determined in consultation with the student's program committee.

Examinations

All doctoral students in counseling are required to pass the candidacy exam prior to admission to candidacy. Full details of this process are outlined in the program handbook available.

A student may apply to the program faculty to begin the candidacy examination process as soon as all core course work is completed.

Satisfactory completion of the candidacy examination admits the student to candidacy for the doctoral degree. A student who fails the candidacy examination may be granted the opportunity to retake it. Failure on the second attempt denies the student admission to candidacy.

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

Dissertation

The dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively.

The student's dissertation committee is selected by the student in consultation with the faculty chair. The committee represents graduate faculty of the university with knowledge in the area of the candidate's topic. The number of committee members, including the chair, is normally three to five. At least two members of the committee must be senior members of the graduate faculty.

Licensure Programs

Professional Educator License with an Endorsement in School Counseling

A student who completes the approved program in school counseling may qualify for the Professional Educator License with an endorsement in School Counseling.

Students entering the counseling program who want to specialize in school counseling will have to pass the required state mandated tests for licensure/certification prior to entering internship. Students who do not have a previous teaching endorsement must complete additional course work in education. This course work must be approved by a faculty adviser in counseling. This course work includes the following:

- the structure, organization, and operation of the educational system, with emphasis on P-12 schools;
- the growth and development of children and youth, and their implications for counseling in schools;

- the diversity of Illinois students and the laws and programs that have been designed to meet their needs; and
- the effective management of the classroom and the learning process.

Students work with their advisers to determine appropriate courses. Candidates who successfully fulfill the program requirements are eligible to receive faculty recommendation to the ISBE for a Professional Educator License with an endorsement in School Counseling.

Certificates of Graduate Study

College Teaching (12)

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

Requirements (6)

- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
- HESA 533 - Applied Learning Theories in Postsecondary Education Credits: 3

Two of the following (6)

- HESA 540 - Curriculum and Program Development in Postsecondary Contexts Credits: 3
- HESA 590 - Workshop in Higher Education and Student Affairs Credits: 1-3
Students must take this course for 3 semester hours. Workshop must be directly related to college teaching and approved by the college teaching certificate coordinator.
- HESA 733 - Theory Building for Learning in Postsecondary Education Credits: 3
- HESA 740 - Pedagogical Innovations and Student Learning Credits: 3
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3
- ETT 510 - Instructional Media and Technology Credits: 3
- ETT 535 - Distance Education: Design and Delivery Credits: 3

Higher Education Administration (12)

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

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

Four of the following (12)

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

Medical Family Therapy and Counseling CAHE (21)

Post-master's Certificate

This certificate is jointly administered by the College of Education and the College of Health and Human Sciences. The certificate has been designed to provide career

enhancement for licensed mental health professionals to enable them to provide, within a variety of medical settings, family therapy and counseling services to patients and their families.

This interdisciplinary post-master's certificate is available for individuals who are currently licensed in a mental health profession. Admission to the certificate program requires approval of the admissions committee.

Procedures for admission to the certificate program are available on the Post-Master's Certificate in Medical Family Therapy and Counseling website. It is required that the student have introductory course work and supervised experience in marriage and family therapy or family counseling.

Requirements

- COUN 707 - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3
OR
- HDFS 707X - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3
- COUN 708 - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3
OR
- HDFS 708X - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3
- COUN 709 - Medical Family Therapy and Counseling Practicum Credits: 3
OR
- HDFS 709X - Medical Family Therapy and Counseling Practicum Credits: 3
- HDFS 705 - Introduction to Medical Family Therapy and Counseling Credits: 3
OR
- COUN 705X - Introduction to Medical Family Therapy and Counseling Credits: 3
- HDFS 706 - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3
OR
- COUN 706X - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3
- HDFS 714 - Medical Family Therapy and Counseling Internship Credits: 6
OR
- COUN 714X - Medical Family Therapy and Counseling Internship Credits: 6

Trauma-Informed Counseling (12)

The certificate of graduate study in trauma-informed counseling is available to any graduate-level student in good standing. This certificate is designed to prepare or enhance master's- or doctoral-level clinicians in various agency and treatment contexts. Courses focus on understanding elements of traumatic exposure, common threads of treatment and outcomes, trauma-sensitive care and organizational commitment, crisis intervention, and developmental, exposure-based, experiential and cognitive-behavioral approaches for multiculturally relevant treatment across the life span.

Requirements

- COUN 593 - Crisis Intervention Credits: 3
- COUN 715 - Concepts in Trauma-Informed Counseling Credits: 3
- COUN 716 - Counseling for Complex Trauma Credits: 3

One of the following:

- COUN 717 - Creative and Experiential Approaches in Trauma-Informed Counseling Credits: 3
- COUN 718 - Resiliency and Wellness in Trauma-Informed Counseling Credits: 3

CAHE 544 - Alternatives in the Counseling and Placement of Adults

CAHE 561 - Human Resource Development

CAHE 715 - Strategic Human Resource Development

CAHE 765 - Consultation in Human Services

COUN 500 - Professional Identity and Ethics in Counseling

COUN 501 - Diagnosis of Mental Health Issues in Counseling

COUN 510 - Counseling Interventions Across the Lifespan

COUN 511 - Career Counseling

COUN 513 - Postsecondary and College Counseling for School Counselors

COUN 521 - Counseling Children and Adolescents

COUN 523 - School Counseling: Programs, Issues, and Practices

COUN 524 - Clinical Mental Health Counseling: Programs, Issues, and Practices

COUN 525 - Counseling Skills and Strategies

COUN 530 - Counseling Theories

COUN 532 - Evidence Informed Practices in Professional Counseling and Counselor Education

COUN 533X - Standardized Testing

COUN 534 - Evidence Informed Practices in School Counseling

COUN 540 - Group Counseling

COUN 550 - Practicum in Counseling

COUN 551 - Supervised Practice in Group Counseling

COUN 565 - Multicultural and Social Justice Counseling

COUN 567 - Substance Use and Addictions in Counseling

COUN 570 - Consultation and Management in Developmental School Counseling Programs

COUN 586 - Internship in Counseling

COUN 590 - Workshop in Counseling

COUN 592 - Special Topics in Counseling

COUN 593 - Crisis Intervention

COUN 594 - Counseling the Lesbian, Gay, Bisexual, Transgender, and Queer Community

COUN 595 - Career Counseling and Development in a Multicultural Society

COUN 596 - Religious and Spiritual Issues in Counseling

COUN 597 - Independent Research in Counseling

COUN 699 - Master's Thesis

COUN 700 - Professional Orientation to Counselor Education: Identity and Ethics

COUN 701 - Professional Seminar in Counselor Education and Development	COUN 790 - Research and Scholarship in Counselor Education
COUN 705X - Introduction to Medical Family Therapy and Counseling	COUN 797 - Independent Research in Counseling
COUN 706X - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness	COUN 799 - Doctoral Research and Dissertation
COUN 707 - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness	HESA 500 - Foundations of Higher Education
COUN 708 - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice	HESA 501 - Student Affairs Administration and Practice
COUN 709 - Medical Family Therapy and Counseling Practicum	HESA 502 - Equity, Diversity, and Social Justice in Higher Education
COUN 710 - Theory in Career Development	HESA 503 - U.S. College Students
COUN 714X - Medical Family Therapy and Counseling Internship	HESA 504 - Educating for Equity and Social Justice in Higher Education
COUN 715 - Concepts in Trauma-Informed Counseling	HESA 509 - Campus Environments and Student Cultures
COUN 716 - Counseling for Complex Trauma	HESA 522 - College Student Development Theory
COUN 717 - Creative and Experiential Approaches in Trauma-Informed Counseling	HESA 523 - Advocacy, Outreach, and Interventions in Student Affairs
COUN 718 - Resiliency and Wellness in Trauma-Informed Counseling	HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education
COUN 730 - Advanced Theories of Counseling	HESA 533 - Applied Learning Theories in Postsecondary Education
COUN 731 - Seminar in Counseling and Psychotherapy	HESA 540 - Curriculum and Program Development in Postsecondary Contexts
COUN 740 - Leadership, Advocacy, and Mentoring	HESA 555 - Seminar in the Community College
COUN 750 - Advanced Practicum in Individual Counseling	HESA 562 - Helping Skills for Student Affairs Professionals
COUN 752 - Supervision in Counseling	HESA 570 - Organization, Personnel Management, and Academic Administration
COUN 765 - Applied Multicultural and Social Justice Counseling	HESA 572 - Assessment Methods in Higher Education
COUN 766 - Human Sexuality Counseling	HESA 573 - Applied Assessment Methods in Higher Education
COUN 767 - Counseling Older Persons	HESA 575 - Public Policy Studies in Higher Education
COUN 784X - Theoretical Foundations of Family Therapy	HESA 586 - Internship in Higher Education and Student Affairs
COUN 786 - Internship in Counseling	

HESA 590 - Workshop in Higher Education and Student Affairs

HESA 597 - Independent Research in Higher Education and Student Affairs

HESA 598 - Capstone in Higher Education and Student Affairs

HESA 699 - Master's Thesis

HESA 700 - Seminar in Higher Education and Student Affairs

HESA 702 - Philosophy of Postsecondary Education

HESA 703 - Postsecondary Access in Higher Education

HESA 704 - Strategic Marketing and Enrollment Management

HESA 705 - Theories of College Student Development and Success

HESA 710 - Evaluating Higher Education Programs

HESA 720 - Review of Research in Higher Education

HESA 721 - Applied Research Design in Higher Education

HESA 733 - Theory Building for Learning in Postsecondary Education

HESA 740 - Pedagogical Innovations and Student Learning

HESA 751 - Community College Students

HESA 757 - Seminar in Higher Education Outcomes

HESA 759 - Critical and Feminist Pedagogies in Higher Education

HESA 760 - International Higher Education

HESA 770 - The Administration of Higher Education

HESA 771 - Legal Aspects of Higher Education Administration

HESA 772 - Financing Higher Education

HESA 797 - Independent Research in Higher Education

HESA 798 - Research Seminar in Higher Education

HESA 799 - Doctoral Research and Dissertation

Curriculum and Instruction

Chair: Sally Blake

Graduate Faculty

Sally Blake, professor, Ph.D., University of Mississippi
James A. Cohen, associate professor, Ph.D., Arizona State University

Mayra C. Daniel, professor, Ed.D., Illinois State University
Laurie Elish-Piper, Distinguished Teaching Professor, Presidential Engagement Professor, Ph.D., University of Akron

Joseph Flynn, associate professor, Ph.D., Michigan State University

Melanie D. Koss, associate professor, Ph.D., University of Illinois at Chicago

Jodi Lampi, associate professor, Ph.D., Texas State University

David Nieto, Ph.D., assistant professor, University of Massachusetts at Boston

David Paige, associate professor, Ed.D., University of Memphis

Mariana Ricklefs, Ph.D., assistant professor, University of Illinois at Urbana-Champaign

Eui-kyung Shin, professor, Ph.D., University of South Carolina

Peet Smith, assistant professor, Ph.D., University of Maryland

John Evar Strid, associate professor, Ph.D., Northwestern University

Kimberlyn Suedbeck, Ed.D., clinical assistant professor, National Lewis University

Melanie Walski, assistant professor, Ph.D., University of Illinois at Chicago

Donna E. Werderich, associate professor, Ed.D., Northern Illinois University

Corrine M. Wickens, associate professor, Ph.D., Texas A&M University

Elizabeth Wilkins, professor, Ph.D., Southern Illinois University

C. Sheldon Woods, associate professor, Ph.D. Kansas State University

The Department of Curriculum and Instruction offers the M.A.T. specialization in elementary education, M.S.Ed. degree in curriculum and instruction and literacy education, and the Ed.D. degree in curriculum and instruction with three specializations: curriculum leadership; literacy education; and science, social studies and environmental education integration. A list of requirements for each program is available in the department office. Several courses of study leading to licensure, endorsement, and teacher approval are also offered. The department offers course work in reading, the language arts, children's literature, bilingual education, English as a second language, social studies,

science education, elementary educator licensure, and multicultural education.

Master of Arts in Teaching

Master of Science in Education

Curriculum and instruction
Literacy education

Doctor of Education

Curriculum and instruction

Internships

The Department of Curriculum and Instruction offers graduate internships in literacy fields including reading, language arts, children's literature, bilingual education, English as a second language, and adult literacy. For further information and internship possibilities, see course descriptions and consult with an adviser.

Endorsement at the Graduate Level

The K-12 reading specialist program is designed for teachers who wish to gain additional competencies which will enable them to work effectively with learners, teachers, and K-12 school-community personnel in improving reading instruction in the schools. As teachers progress through the program, they have the opportunity to meet the requirements for reading teacher (24 semester hours in reading) and/or reading specialist (32 semester hours in reading). Course work in Bilingual/English as a Second Language meets all Illinois State Board of Education standards and leads to state endorsement to work with English language learners as an English as a second language teacher and/or as a bilingual teacher. This endorsement consists of 18 semester hours and must be attached to elementary or secondary licensure. Students may use these hours toward a Master's Degree in Curriculum and Instruction (33 semester hours) with an emphasis on Bilingual/ESL.

Master's Programs

Master of Arts in Teaching

All students pursuing the Master of Arts in Teaching will be required to complete core experiences in which they demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in their content area.

Check departmental information for any additional requirements.

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

Admission

All applicants for the Master of Arts in Teaching program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty of the specialization.

Specialization in Elementary Education with Initial Licensure

The Master of Arts in Teaching specialization in elementary education with initial licensure prepares students to become teachers in elementary schools. They will complete all requirements for a Professional Educator License to teach grades first through sixth.

Deficiency Study

Depending upon a student's prior programming background, successful completion of deficiency courses may be required.

Students who have not successfully completed a basic educational technology course will be required to fulfill that requirement. Students may demonstrate their basic knowledge of the use of computers in education by completing ETT 229 or by passing a proficiency test.

Requirements

The specialization in elementary education with initial licensure requires a minimum of 44-45 semester hours of graduate course work, consisting of the following:

Assessment

- ETRA 502 - Technology and Assessment for Elementary Education Credits: 4

Diversity and Special Needs

- EPFE 521 - Historical Foundations of Education in the United States Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3
- SESE 556 - Methods for Inclusion and Collaboration in the General Education Classroom Credits: 3

Human Development and Learning

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

Pedagogy

- KNPE 574 - Physical Education for Elementary School Teachers Credits: 1
- LTLA 530 - Contemporary Language Arts Credits: 3
- LTLA 544 - Exploring Children's Literature Credits: 1
- LTRE 500 - Improvement of Reading in the Elementary School Credits: 3
- LTRE 511 - Teaching Reading in the Content Areas Credits: 3
- MATH 502 - Methods of Instruction in the Mathematics Curriculum for Elementary School Credits: 3
- OR TLEE 502X - Methods of Instruction in the Mathematics Curriculum for Elementary School Credits: 3
- TLEE 530 - Teaching Social Studies in the Elementary School Credits: 3
- TLEE 532 - Teaching Science in the Elementary School Credits: 3
- TLEE 561 - Seminar in Elementary School Internship Credits: 1
- TLEE 586 - Student Teaching Credits: 3-9
Students must take 5 semester hours in this course.
- TLEE 587 - Teaching Practicum in Education Credits: 1-6
Students must take 1 semester hour in this course.

Master of Science in Education in Curriculum and Instruction

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: Teacher Leadership; Curriculum and Cultural Pedagogies for Social Justice; or Academic Literacy, Language, and Culture. Teacher Leadership courses focus on building leadership capacity in classrooms, schools, and districts through courses that qualify educators for a Teacher Leader Endorsement added to their Professional Educator License. Curriculum and Cultural Pedagogies for Social Justice courses focus on examining teaching and learning from a social justice perspective. Academic Literacy, Language, and Culture 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 three specialization areas. 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 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.

Core Coursework (15 credits)

Curriculum and Instruction (9)

- 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: 1-6

Educational Research and Data Analysis (3)

- ETR 528 - Educational Assessment Credits: 3

Educational Psychology

- EPS 518 - Motivation in the Classroom Credits: 3

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

Specialization in Teacher Leader with Endorsement (18)

Mandatory Courses (12)

- TLCI 505 - Site-Based Curriculum Development 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

Additionally, select 6 credits from the following (6)

- TLCI 512 - Creating Learning Communities Credits: 3
- TLCI 515 - Connecting Curriculum and Instruction to National Teaching Standards Credits: 3
- TLCI 550X - Classroom Management for Elementary Educators Credits: 2
- Other courses approved by advisor that meet the expectations and requirements for this program

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

- EPFE 505 - Foundations of Language-Minority Education Credits: 3
- EPFE 540 - Education for Social Justice Credits: 3
- OR EPS 540X - Education for Social Justice 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 Multilingual Classrooms Credits: 3
- LTLA 539 - Issues of Diversity in Children's Literature Credits: 3
- TLCI 523 - Seminar in Secondary Education 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 Multilingual/Multicultural Education Credits: 1-6
- 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: 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
- 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

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.

- 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)

- 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

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 all 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>.

Admission

The Department of Curriculum and Instruction seeks to select the best-qualified applicants for admission to its programs. When the number of applicants to any program exceeds its capacity, even qualified applicants may be denied admission and encouraged to reapply at a later date.

An applicant for admission must have a baccalaureate degree with a GPA of 3.00 or higher and provide at least two letters of recommendation from professors, employers, or supervisors that provide supportive evidence of an applicant's professional qualifications. Prospective students who fail to satisfy the GPA criterion may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Decisions regarding admission are made by departmental program committees on the basis of a total profile of an individual's qualifications. Appeals of a decision made by the admissions committee may be made to the department's Student Affairs Committee. Appeals to this committee must be in writing and must explain the basis for the appeal.

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.

Non-Thesis Option

- One graduate-level course in research approved by adviser (3)
- Course work in major approved by adviser (21)
- Additional course work approved by adviser (9)

- Successful completion of a comprehensive examination for the candidates in the Reading focus.

Requirements

The M.S.Ed. in literacy education requires a minimum of 33 semester hours. Students can choose either the non-thesis or thesis option.

Student-at-Large, Study-Abroad, and Transfer Credit

Student-at-large, study-abroad, and transfer hours in combination may not exceed 15 semester hours for students pursuing the M.S.Ed. degree in literacy education.

Specialization in Reading

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)

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

Diagnosis and Remediation (12 credits)

- LTCY 536 - Literacy Research Credits: 3
- 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

Leadership in Literacy (6 credits)

- LTCY 586 - Internship in Literacy Education Credits: 1-12
- LTRE 701 - Supervisory Problems in Reading Credits: 3

- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 525 - Qualitative Research in Education 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 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
- LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms 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 Credits: 3

One of the following

- ETR 519 - Applied Educational Research Credits: 3

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

- LTIC 525 - Bilingual Development in Spanish-English Dual Language Settings Credits: 3
- LTIC 555 - Methods and Materials for English Learners with Disabilities 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
- Other electives may be recommended in consultation with the academic advisor

International Program-of-Study (online only)

- ETR 519 - Applied Educational Research Credits: 3
- LTCY 597 - Independent Research in Literacy Education Credits: 1-3
- LTIC 500 - Introduction to Teaching English Language Learners Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3
- LTIC 515 - Bilingualism and Reading 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 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
- LTIC 598 - Issues in Teaching English Language Learners Credits: 3

English proficiency

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.

Doctoral Programs

Doctor of Education in Curriculum and Instruction

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

Check departmental information for additional requirements.

Specialization in Curriculum Leadership

Specialization in Literacy Education

Specialization in Science, Social Studies, and Environmental Education Integration

This is a professional degree intended to prepare superior teachers, administrators, service personnel, and scholars of education. In addition, the program prepares individuals for teaching at the college level. Preparation for research responsibilities both as producer and as consumer is an integral part of each program.

The specialization in curriculum leadership focuses on students' future roles in society and in education as insightful and responsive leaders, with cultural, moral and ethical questions used as major themes of the doctoral program. A commitment to scholarship and research is required of students to enable them to understand the future needs of society, educational institutions, and students.

The specialization in literacy education focuses on preparing students to be knowledgeable practitioners, scholars, and leaders in the field of literacy. Students study literacy research, theory, and practice. A commitment to scholarship and research, as well as practice, is required of students so as to improve the status of literacy for all learners.

The specialization in science, social studies and environmental education integration focuses on preparing

students to be knowledgeable practitioners, scholars, and leaders in the fields of science, social studies and environmental education integration. Students study science, social studies, and environmental integration research, theory, and practice. A commitment to scholarship and research, as well as practice, is required of students so as to improve the status of science, social studies, and environmental integration for all learners.

Admission

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

An applicant for admission is generally expected to

- have a minimum GPA of 3.20 in previous graduate work.
- submit scores on the General Test of the GRE or the Miller Analogies Test (MAT).
- provide three letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications.
- demonstrate satisfactory academic and professional progress as indicated by data included in the application for admission to the Graduate School.

Demonstration of writing competencies and participation in a preadmission interview is required of qualified applicants before a final admission decision is made.

Decisions about admission to the Ed.D. program in the department are made once each term. To be assured of consideration, completed applications containing all required data (application forms, official transcripts, GRE or MAT scores, and letters of recommendation) must be received by the Graduate School no later than March 1 for admission for the fall term, November 1 for admission for the spring term, and March 1 for admission for the summer session.

Prospective students who fail to satisfy either the GPA or the GRE/MAT criterion may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by departmental program committees on the basis of a total profile of an individual's qualifications. Appeals of a decision made by the program committee may be made to the department's Academic Appeals Committee. Appeals to this committee must be submitted in writing to the department chair and must explain the basis for the appeal.

Deficiency Study

In cases in which a student's background in his or her chosen specialty is limited, the individual may be required to fulfill deficiency requirements.

Requirements for Specialization in Curriculum Leadership

The Ed.D. in curriculum and instruction with a specialization in curriculum leadership requires a minimum of 93 semester hours of graduate work beyond the baccalaureate degree, including the following:

- A minimum of 15 semester hours of graduate-level course work in common requirements including research understandings and skills, learning and development theories, and sociocultural analyses of education
- A minimum of 12 semester hours (excluding dissertation hours) of course work in the specialization
- A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies. No specific number of semester hours is required. Students may use the cognate area to satisfy requirements for Illinois administrative licensure.
- Successful completion of a candidacy examination. This examination encompasses the common requirements, the area of professional knowledge within the specialization, and, as appropriate, the cognate. The examination is scheduled with the permission of the chair of the student's doctoral program committee, normally during the last term of course work prior to the dissertation.
- TLCI 703 - Design of Curriculum and Instruction Credits: 3
- TLCI 704 - Research Seminar in Curriculum and Instruction Credits: 3
- LTCY 799 - Doctoral Research and Dissertation Credits: 1-15

Requirements for Specialization in Literacy Education

The doctoral program in curriculum and instruction with a specialization in literacy education 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 constituting common requirements in research understandings and skills, learning and development theories, and sociocultural analyses of education (15)

- Course work (excluding dissertation hours) in the specialization (12)
- A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies (No specific number of semester hours is required.)
- Successful completion of a candidacy examination. A candidacy examination encompassing the principal areas of professional knowledge, the common requirements, and students' special fields will be scheduled and administered at least twice each year. A graduate student eligible to take this examination, with the permission of the chair of the doctoral committee, will have completed at least two-thirds of his or her studies including the common requirements. Application for the examination can be made at the Department of Curriculum and Instruction.
- TLCI 703 - Design of Curriculum and Instruction Credits: 3
- TLCI 704 - Research Seminar in Curriculum and Instruction Credits: 3
- LTCY 799 - Doctoral Research and Dissertation Credits: 1-15
15-30 semester hours in this course are required for the degree.

Requirements for Specialization in Science, Social Studies, and Environmental Education Integration

The Ed.D. in curriculum and instruction with a specialization in science, social studies, and environmental education integration requires a minimum of 93 semester hours of graduate work beyond the baccalaureate degree, including the following.

- Course work constituting common requirements in research understandings and skills, learning and development theories, and sociocultural analyses of education (15)
- Course work (excluding dissertation hours) in TLEE courses, in TLCI environmental education courses, and TLCI 762 - Seminar: Review of Research in Secondary Education (12)
- A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies. No specific number of semester hours is required.
- Successful completion of a candidacy examination. This examination encompasses the common requirements, the area of professional knowledge within the specialization, and, as appropriate, the cognate. The examination is scheduled with the permission of the chair of the student's doctoral

program committee, normally during the last term of course work prior to the dissertation.

- TLCI 703 - Design of Curriculum and Instruction Credits: 3
- TLCI 704 - Research Seminar in Curriculum and Instruction Credits: 3
- TLEE 709 - Seminar in Science, Social Studies, and Environmental Education Integration Credits: 3
- TLEE 799 - Doctoral Research and Dissertation Credits: 1-15
Students should enroll in TLEE 799 for 15-30 semester hours.

Certificates of Graduate Study

Curricular and Pedagogical Practices in Social Justice Education (18)

This certificate is designed for educators seeking a concentration in curriculum and pedagogy of social justice education. It is available to students admitted to the Graduate School or enrolled as students-at-large and who maintain both good academic standing in the Graduate School and a 3.00 GPA in this Certificate of Graduate Study courses. Application materials for this certificate are available through the Department of Curriculum and Instruction.

Requirements in Department (12)

- TLCI 500 - Community Influences in Curriculum and Instruction Credits: 3
- TLCI 510 - Critical Perspectives in Curriculum and Instruction Credits: 3
- TLEE 535 - Global Perspectives in Citizenship Education Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3

Two of the following (6)

- EPFE 540 - Education for Social Justice Credits: 3
- OR EPS 540X - Education for Social Justice Credits: 3
- EPFE 555 - Sociology of Classrooms Credits: 3
- LTLA 539 - Issues of Diversity in Children's Literature Credits: 3
- LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms Credits: 3
- LTIC 598 - Issues in Teaching English Language Learners Credits: 3
- TLCI 540 - The Gender-Sensitive Curriculum Credits: 3
- TLCI 589X - Practicum in Multilingual/Multicultural Education Credits: 1-6

- OR TLCI 523 - Seminar in Secondary Education Credits: 3

Instructional Coaching (12)

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 Teacher Education Credits: 1-3

Select one of the following (3 credits)

- 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

Postsecondary Developmental Literacy and Language Instruction (15)

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

evidence-based instruction; and participate professionally in the field of postsecondary developmental literacy.

Requirements (15)

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

Select from one of the following electives (3)

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

Teaching English as a Second Language and Bilingual Education (15-18)

This interdisciplinary certificate is designed to prepare educators to serve language-minority students in a variety of contexts, including bilingual and English as a Second Language (ESL) programs at K-12, post-secondary, and adult education levels. Students completing the certificate will gain the necessary skills for designing instruction, evaluating and designing materials, and assessing the language development of second language learners across the lifespan.

Students who want to pursue this certificate must receive approval and advisement from the coordinator. Those who

want to earn either the ESL or bilingual approval from the Illinois State Board of Education should contact the certificate coordinator for further information.

Requirements

- EPFE 505 - Foundations of Language-Minority Education Credits: 3
- OR LTIC 500 - Introduction to Teaching English Language Learners Credits: 3
- LTIC 547 - Assessment of Language-Minority Students Credits: 3

One of the following (3)

- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas Credits: 3
- LTIC 550 - Teaching Oral Skills to Adult English Language Learners: Methods and Materials Credits: 3

Course work from the following (6-9)

- ENGL 614 - Introduction to Linguistics Credits: 3
- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3
- LTIC 515 - Bilingualism and Reading Credits: 3
- LTIC 535 - Teaching Language-Minority Students in Bilingual Programs: Methods and Materials Credits: 3
- LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms Credits: 3
- LTIC 551 - Teaching Literacy Skills to Adult English Language Learners: Methods and Materials Credits: 3
- LTIC 552 - Curriculum Development for Adult English Language Learners Credits: 3
- LTIC 553 - Crosscultural Issues in the Adult ESL Classroom Credits: 3
- LTLA 539 - Issues of Diversity in Children's Literature Credits: 3
- TLRN 501X - Multicultural Education: Methods and Materials Credits: 3

Internship (0-3)

Students without prior experience in teaching ESL or bilingual education must successfully complete a minimum of 3 semester hours in one of the following internships or practica in an approved ESL or bilingual program.

- ENGL 696 - Practicum in the Teaching of College English Credits: 3
- LTCY 586 - Internship in Literacy Education Credits: 1-12

LTCY 536 - Literacy Research

LTCY 586 - Internship in Literacy Education

LTCY 587 - Teaching Practicum

LTCY 590 - Workshop in Literacy Education

LTCY 592 - Special Topics in Literacy Education

LTCY 597 - Independent Research in Literacy Education

LTCY 699 - Master's Thesis

LTCY 720 - Social Justice Pedagogy in Literacy Instruction

LTCY 786 - Internship in Literacy Education

LTCY 797 - Independent Research in Literacy Education

LTCY 799 - Doctoral Research and Dissertation

LTIC 500 - Introduction to Teaching English Language Learners

LTIC 501 - Multicultural Education: Methods and Materials

LTIC 515 - Bilingualism and Reading

LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas

LTIC 525 - Biliteracy Development in Spanish-English Dual Language Settings

LTIC 535 - Teaching Language-Minority Students in Bilingual Programs: Methods and Materials

LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms

LTIC 547 - Assessment of Language-Minority Students

LTIC 550 - Teaching Oral Skills to Adult English Language Learners: Methods and Materials

LTIC 551 - Teaching Literacy Skills to Adult English Language Learners: Methods and Materials

LTIC 552 - Curriculum Development for Adult English Language Learners

LTIC 553 - Crosscultural Issues in the Adult ESL Classroom

LTIC 555 - Methods and Materials for English Learners with Disabilities

LTIC 589 - Practicum in Multilingual/Multicultural Education

LTIC 598 - Issues in Teaching English Language Learners

LTIC 700 - Seminar in Educating English Language Learners

LTIC 701 - Supervision of Programs for English Language Learners

LTIC 715 - Usage-Based Linguistics in the Classroom

LTIC 716 - Semiotics: Unpacking the Meaning Making Process

LTIC 720 - Review of Research in Teaching English Language Learners

LTLA 520X - Language Arts in Early Childhood Education

LTLA 530 - Contemporary Language Arts

LTLA 537 - Acquisition of Spoken and Written Language

LTLA 538 - Evaluating Children's Literature

LTLA 539 - Issues of Diversity in Children's Literature

LTLA 540 - Teaching Language Arts in the Elementary School

LTLA 541 - Teaching Young Adult Literature

LTLA 542 - Visual and Print Literacy in Children's Literature

LTLA 543 - Writing in the Elementary School

LTLA 544 - Exploring Children's Literature

LTLA 550 - Teaching Language Arts in the Middle School

LTLA 733 - Children's Literature Research in Elementary Education

LTLA 760 - Advanced Seminar in Language Arts

LTRE 500 - Improvement of Reading in the Elementary School

LTRE 501 - Practicum in Teaching Developmental Reading: Elementary Level

LTRE 505 - Teaching Reading in the Middle School

LTRE 510 - Improvement of Reading in the Secondary School

LTRE 511 - Teaching Reading in the Content Areas

LTRE 512 - Disciplinary Reading Instruction at the Postsecondary Level

LTRE 516 - Emerging Literacy Development

LTRE 518 - Curriculum and Program-level Design in Postsecondary Reading

LTRE 519 - Teaching Postsecondary Reading

LTRE 520 - Diagnosis and Treatment of Reading Difficulties

LTRE 521 - Postsecondary Reading Assessment

LTRE 525 - Reading Interests of Adults

LTRE 530 - Practicum in Diagnosis of Reading Difficulties

LTRE 531 - Practicum in Problems of Teaching Reading

LTRE 540 - Practicum in Corrective Reading in the Elementary School

LTRE 550 - Practicum in Corrective Reading in the Secondary School

LTRE 591 - Reading Institute

LTRE 701 - Supervisory Problems in Reading

LTRE 711 - Seminar in Research Studies in the Field of Reading

LTRE 712 - Correlates of Effective Reading

LTRE 713 - Seminar in Literacies in the Era of Globalization

LTRE 714 - Seminar in Reading

LTRE 715 - Research Seminar in Adolescent Literacies

LTRE 718 - Adult, Family, and Community Literacies

LTRE 719 - Principles and Methods of Teaching Postsecondary Reading

TLCI 500 - Community Influences in Curriculum and Instruction

TLCI 501 - Principles and Concepts of Outdoor Education

TLCI 502 - Survey of Research in Curriculum and Instruction

TLCI 503 - Introduction to Educational Research in Outdoor Education

TLCI 505 - Site-Based Curriculum Development

TLCI 510 - Critical Perspectives in Curriculum and Instruction

TLCI 511 - Advanced Field Experiences in Outdoor Teacher Education

TLCI 512 - Creating Learning Communities

TLCI 515 - Connecting Curriculum and Instruction to National Teaching Standards

TLCI 517 - Nature, Art, and Crafts in Outdoor Education

TLCI 519 - Leisure and the Outdoors

TLCI 520 - Environmental Quality Education

TLCI 521 - Outdoor Interpretation

TLCI 522 - Middle School Organization and Instruction

TLCI 523 - Seminar in Secondary Education

TLCI 524 - Elementary School Curriculum

TLCI 525 - Teaching Physical Science in the Outdoors

TLCI 526 - Teaching Natural Science in the Outdoors	TLCI 595 - Supervision of Clinical Experiences
TLCI 527 - Secondary School Curriculum	TLCI 597 - Independent Research
TLCI 528 - Environmental Restoration Education	TLCI 598 - Master's Culminating Project
TLCI 529 - Methods and Materials in the Secondary School	TLCI 657 - Museum Education
TLCI 530 - Teaching Environmental Ethics	TLCI 699 - Master's Thesis
TLCI 533 - Instructional Theories Applied to Practice	TLCI 701 - Theoretical Perspectives of Educational Equity
TLCI 534 - Integrating Community Resources Into Curriculum and Instruction	TLCI 702 - Advanced Survey of Research in Curriculum and Instruction
TLCI 537 - Improvement of Instruction	TLCI 703 - Design of Curriculum and Instruction
TLCI 540 - The Gender-Sensitive Curriculum	TLCI 704 - Research Seminar in Curriculum and Instruction
TLCI 544 - Teaching Energy Alternatives and Energy Conservation	TLCI 706 - Curriculum Inquiry
TLCI 550X - Classroom Management for Elementary Educators	TLCI 708 - Principles of Curriculum Theory Into Practice
TLCI 551 - Environmental Education Theory and Practice	TLCI 723 - Seminar: Issues in Secondary Education
TLCI 552 - Evaluating Secondary Schools	TLCI 733 - Seminar in Curriculum
TLCI 567 - Portrayal of Teachers in Film	TLCI 734 - Practicum in Curriculum Appraisal
TLCI 570 - Planning and Implementing Outdoor Education Programs	TLCI 735 - Analysis of Professional Development
TLCI 575 - Seminar in Environmental Education	TLCI 737 - Design of Instructional Models
TLCI 585A - Field-Based Teaching Practicum	TLCI 740 - Field Study in Curriculum Leadership
TLCI 585B - Clinic-Based Teaching Practicum	TLCI 752 - Advanced Environmental Education Theory and Practice
TLCI 586 - Internship	TLCI 760 - Educational Change
TLCI 586G - Internship: National Board Certification	TLCI 762 - Seminar: Review of Research in Secondary Education
TLCI 587 - Teaching Practicum	TLCI 772 - Doctoral Colloquium in Secondary Education
TLCI 589X - Practicum in Multilingual/Multicultural Education	TLCI 786 - Advanced Internship
TLCI 590 - Workshop	TLCI 795 - Seminar on Teacher Induction and Mentoring
TLCI 592 - Special Topics in Environmental Education	TLCI 797 - Independent Research

TLCI 799 - Doctoral Research and Dissertation

TLEE 501 - Improvement of Instruction in Elementary Education

TLEE 502X - Methods of Instruction in the Mathematics Curriculum for Elementary School

TLEE 503 - Personalized Learning in the Elementary School

TLEE 504 - Teaching Strategies for Experiential Learning

TLEE 511 - Using Human Resources for Elementary School Programs

TLEE 530 - Teaching Social Studies in the Elementary School

TLEE 532 - Teaching Science in the Elementary School

TLEE 533 - Developing an Elementary School Science Program

TLEE 534 - Implementing an Elementary School Science Program

TLEE 535 - Global Perspectives in Citizenship Education

TLEE 541 - Inquiry Strategies in Elementary School Social Studies Programs

TLEE 542 - Related Arts for the Teachers of Children

TLEE 561 - Seminar in Elementary School Internship

TLEE 586 - Student Teaching

TLEE 587 - Teaching Practicum in Education

TLEE 590 - Workshop in Teacher Education

TLEE 597 - Independent Research

TLEE 699 - Master's Thesis

TLEE 702 - Analysis of Instruction in Elementary Education

TLEE 709 - Seminar in Science, Social Studies, and Environmental Education Integration

TLEE 732 - Domain of Science Education

TLEE 746 - Perspectives in Social Studies Curriculum

TLEE 747 - Seminar in Social Studies Education Research

TLEE 760 - Advanced Seminar in Elementary Education

TLEE 775 - Studying Teacher Education

TLEE 786 - Internship

TLEE 797 - Independent Research

TLEE 799 - Doctoral Research and Dissertation

Educational Technology, Research and Assessment

Chair: Wei-Chen Hung

Graduate Faculty

Ximena Burgin, assistant professor, Ed.D., Northern Illinois University

Cynthia S. Campbell, associate professor, Ph.D., Southern Illinois University

Vicki L. Collins, assistant professor, Ph.D., University of Oregon

Fatih Demir, assistant professor, D.C.D., University of Baltimore

Pi-Sui Hsu, associate professor, Ph.D., Pennsylvania State University

Wei-Chen Hung, professor, Ph.D., Indiana University

Rebecca D. Hunt, associate professor, Ph.D., University of Toledo

Laura Johnson, associate professor, Ph.D., University of California, Berkeley

Olha Ketsman, clinical assistant professor, Ph.D., University of Nebraska, Lincoln

Kyung Kim, assistant professor, Ph.D., Pennsylvania State University

Yanghee Kim, professor, Ph.D., Florida State University

Hayley J. Mayall, associate professor, Ph.D., University of Connecticut

Todd D. Reeves, associate professor, Ph.D., Boston College

Jason Rhode, associate professor, Ph.D., Capella University

Thomas J. Smith, professor, Ph.D., University of Illinois

David A. Walker, professor, Ph.D., Iowa State University of Science and Technology

Ying Xie, associate professor, Ph.D., Pennsylvania State University

Cynthia York, associate professor, Ph.D., Purdue University

The Department of Educational Technology, Research and Assessment offers graduate courses and research opportunities leading to the Master of Science degree in educational research, evaluation, and assessment and to the

Master of Science in Education and the Doctor of Philosophy degrees in instructional technology. The department also offers licensure programs for technology specialist and library information specialist. The licensure programs are fully accredited by the state of Illinois and by appropriate professional associations. The department works to advance the development and use of technology, research methodology, and assessment in a variety of settings to enhance teaching, learning, and scholarship. Through course work in the department, opportunities are provided for students to develop core knowledge and competence in assessment and evaluation and research methodology to support programs in the College of Education, as well as programs in other disciplines.

Students interested in educator licensure should also see "Educator Licensure Information."

Master of Science

Educational research, evaluation, and assessment

Master of Science in Education

Instructional technology

Doctor of Philosophy

Instructional technology

Admission

The faculty in the Department of Educational Technology, Research and Assessment select the best-qualified applicants for admission to its programs. When the number of applicants exceeds a program's capacity, qualified applicants may be denied admission and encouraged to reapply at a later date. Decisions about admissions are ordinarily made each term.

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

Master's Programs

Master of Science in Education in Instructional Technology

Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online page.

This 33-semester-hour program prepares students to be competent practitioners and creative leaders in all major areas of the field. Students develop competencies in such

areas as performance technology, instructional software design and development, information access, materials' selection and evaluation, media administration, program evaluation, and instructional design, development, and evaluation.

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

Admission

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

Student-at-Large, Study-Abroad, and Transfer Credit

Students-at-large are normally prohibited from registering for graduate courses in instructional technology unless they are pursuing an approved endorsement as a Technology Specialist or Library Information Specialist. A maximum of 15 student-at-large and transfer semester hours in combination may be applied toward the master's degree in instructional technology. See "Requirements for Graduate Degrees" for limitation on study-abroad and transfer credit. With the approval of the student's faculty adviser, a student who has completed endorsement and/or licensure requirements as a Library Information Specialist or Technology Specialist at NIU as a student-at-large may apply some or all of those student-at-large hours towards the master's degree in instructional technology.

Requirements

The M.S.Ed. in instructional technology requires a minimum of 33 semester hours of graduate course work, determined jointly by the student and adviser. An approved program of courses includes general requirements in instructional technology, and electives as follows.

- ETT 501 - Proseminar in Instructional Technology Credits: 3
- ETT 510 - Instructional Media and Technology Credits: 3
- ETT 511 - Advanced Instructional Media Design Credits: 3
 - OR ETT 531 - Visual Literacy Credits: 3
- ETT 553 - Professional Standards in Instructional Technology Credits: 3
 - OR ETT 542 - Information Access and Social Responsibilities for Library Information Specialists Credits: 3
- ETT 569 - Practicum: Instructional Design Credits: 3
 - OR ETT 586 - Internship in Instructional Technology Credits: 6
- ETT 570 - Instructional Technology Leadership Credits: 3
 - OR ETT 533 - Administration of School Library Media Centers Credits: 3

- 9 additional semester hours in major or approved by adviser

One research course from the following (3)

- ETR 519 - Applied Educational Research Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 531 - Program Evaluation in Education Credits: 3

One production course from the following (3)

- ETT 530 - Instructional Technology Tools Credits: 1-3
- ETT 536 - Web-Based Learning Credits: 3
- ETT 538 - Developing Educational Software Credits: 3
- ETT 555 - Media Design: Multimedia Credits: 3
- ETT 558 - Instructional Video I Credits: 3

Comprehensive Examination

The comprehensive examination requirement is fulfilled by successfully completing and presenting a portfolio of student work that demonstrates competency in all core areas of the program. Students must have completed 24 credit hours toward the M.S.Ed. degree in order to participate in the portfolio process.

Master of Science in Educational Research, Evaluation, and Assessment

Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online Page.

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

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

Admission

An applicant must submit GRE or GMAT scores.

Student-at-Large, Study-Abroad, and Transfer Credit

A maximum of 15 student-at-large and transfer semester hours in combination may be applied toward the master's degree in educational research, evaluation and assessment, with the exception that a maximum of 18 student-at-large semester hours from the certificate of graduate study in advanced quantitative methodology in education may be applied towards this master's degree. See "Requirements for Graduate Degrees" for limitation on study abroad credit.

Required Courses Credits (18)

- ETR 501 - Proseminar in Educational Research and Evaluation Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3
- ETR 530 - Test Construction and Evaluation Credits: 3
- ETR 531 - Program Evaluation in Education Credits: 3

Elective Courses Credits (9-14)

Course work within the department from any of the categories below, selected in consultation with program adviser (9 credits for those students who pursue the Master's Thesis or Master's Project capstone options/14 credits for those students who pursue the Master's Portfolio capstone option.)

Research Design

- ETR 535 - Mixed-Methods Research Credits: 3
- ETR 540 - Survey Research Methods Credits: 3
- ETR 556 - User Experience (UX) Research Methods Credits: 3
- ETR 720 - Advanced Research Methods in Education Credits: 3
- ETR 739X - Fieldwork Methods in Educational Research Credits: 3
- ETR 745X - Interpretive Methods in Educational Research Credits: 3
- ETR 746 - Interview Methods in Educational Research Credits: 3
- Other courses as approved by program advisor

Data Analysis

- ETR 522 - Educational Statistics II Credits: 3
- ETR 526 - Advanced Technologies in Qualitative Research Credits: 3
- ETR 537 - Methods of Learning Analytics Credits: 3
- ETR 560 - Computer Data Analysis Credits: 3
- ETR 562 - Applied Categorical Data Analysis Credits: 3
- ETR 722 - Methods of Multivariate Analysis Credits: 3
- ETR 724 - Multilevel Modeling Credits: 3
- Other courses as approved by program advisor

Assessment / Measurement

- ETR 524 - Assessing Students with Special needs Credits: 3
- OR ETR 534 - Dynamic Assessment for Students with High-incidence Disabilities Credits: 3
- ETR 528 - Educational Assessment Credits: 3
- ETR 529 - Principles of Educational Measurement Credits: 3
- Other courses as approved by program advisor

Other

- ETR 590 - Workshop in Research and Assessment Credits: 1-3
- OR ETR 790 - Workshop in Research and Assessment Credits: 1-3
ETR 590 or ETR 790 may be repeated to a maximum of 9 semester hours.
- ETR 592 - Special Topics in Research and Assessment Credits: 1-3
- OR ETR 792 - Special Topics in Research and Assessment Credits: 1-3
ETR 592 or ETR 792 may be repeated to a maximum of 9 semester hours.
- ETR 597 - Independent Research in Research and Assessment Credits: 1-3
May be repeated to a maximum of 6 semester hours.
- Other courses within and outside the department as approved by program advisor (e.g., ETT 510, EPS 501, EPS 524, PSY 611)

Internship Credits (3-15)

In addition to coursework and a capstone experience (i.e., thesis, project, or portfolio), the program requires an internship.

- ETR 586 - Internship in Research and Evaluation Credits: 3-15

Students must take 3 semester hours in this course. Only 3 semester hours may be applied to the program of study.

Capstone Credits (1-6)

In addition to coursework and an internship, the program requires that students complete a capstone experience. For the capstone experience, a student has the option to complete a thesis, a project, or a portfolio.

- ETR 699A - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.
- OR ETR 699B - Master's Project Credits: 1-6
Students must take 6 semester hours in this course.
- OR ETR 699C - Master's Portfolio Credits: 1
AND an additional 5 semester hours of elective courses in educational research, evaluation, and assessment.

Comprehensive Examination

The comprehensive examination is based on the student's program of study and typically focuses on examination of an issue or problem in educational research, evaluation, or assessment. Students should contact the department office no later than the semester prior to anticipated program completion and graduation to obtain an application for the comprehensive examination. The capstone experience serves as the comprehensive examination for students in the program.

Doctoral Programs

Doctor of Philosophy in Instructional Technology

Check departmental information for any additional requirements.

The Ph.D. program in instructional technology prepares students for positions of leadership in research and the development of new knowledge and applications in instructional technology. Students may explore issues and advances in performance, instruction, and computer-based and distance-learning environments. Graduates are prepared for technology leadership roles in diverse settings including all levels of education, industry, government, and not-for-profit agencies. The doctoral program builds on the practical competencies of the master's program to prepare the student for the integration of theory and skills as the base for original research.

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

Application Deadlines

To be assured of consideration for admission to the doctoral program in instructional technology, completed applications and all supporting materials must be received by the Graduate School no later than April 1 for admission for the summer and fall semesters, and October 1 for admission for the spring semester.

Admission

Admission to the doctoral program requires a master's degree in either instructional technology or another discipline acceptable to the admissions committee. If review of all application materials supports further consideration of the application, the applicant will be expected to submit a writing sample that demonstrates research and writing skills and to participate in a personal interview with the doctoral admissions committee.

Program Planning and Advisement

Following admission to the doctoral program in instructional technology, each new student is assigned an advisory committee of three faculty members. The chair of the committee is the major adviser and works with the student to develop a proposed program of courses. The remaining members review the proposal before departmental approval and submission to the Graduate School for final approval. Students are urged to maintain close contact with their major adviser throughout the program. Changes in the program of courses must be approved by the adviser, who is responsible for submitting such changes to the Graduate School for final approval.

Student-at-Large, Study-Abroad, and Transfer Credit

Students-at-large are normally prohibited from registering for graduate courses in instructional technology unless they are pursuing an approved endorsement for Technology Specialist or Library Information Specialist. A maximum of 15 post-master's student-at-large and transfer semester hours in combination may be applied towards the doctoral degree in instructional technology. See "Requirements for Graduate Degrees" for limitation on study-abroad and transfer credit. With the approval of the student's faculty adviser, a student who has completed endorsement and/or licensure requirements for technology specialist and library information specialist at NIU as a student-at-large may apply some or all of those student-at-large hours towards the doctoral degree in instructional technology. The faculty adviser has the authority to refuse any course credit he or she judges to be irrelevant to the doctoral degree in instructional technology.

Requirements

Program requirements are flexible to best complement the individual student's background and professional goals. The student has significant input into the selection of specific courses for his or her program, in consultation with the

advisory committee. The doctoral degree requires a minimum of 63 semester hours beyond the master's degree as follows.

- Research core including ETR 521, ETR 525, and two additional ETR research electives agreed upon by student and advisory committee (12)
- Additional course work in learning and development theory, or sociocultural analyses of education (3)
- Additional instructional technology (ETT) courses, excluding dissertation hours (18)
- Cognate course work agreed upon by student and advisory committee
- ETT 799, Doctoral Research and Dissertation (15)

Students focusing on performance technology, instructional design and development, technology specialist or library information specialist licensure may be required to include internship or practicum courses as part of the required course work.

Students entering the doctoral program with a master's degree in instructional technology will generally complete 48 semester hours of course work beyond the master's (including a cognate), plus 15 semester hours of dissertation credit. Students whose master's degree is in another field normally take three or four additional courses to gain background in their new field; they may also complete additional hours for a cognate. The student's advisory committee makes the final determination of additional courses to be completed.

Candidacy Examination

The candidacy examination, administered each term by the faculty in instructional technology, includes sections on research skills and learning theory as well as on the major area of study. Early contact with the program adviser to discuss the examination is highly recommended.

If the first attempt at the candidacy examination is unsuccessful, the advisory committee will determine what remediation appears to be warranted and when the student may again attempt the examination.

Licensure Programs

Illinois Licensure and Endorsement

Educator Licensure as a Library Information Specialist

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Special (K-12) Library Information Specialist License through the Department of Educational Technology, Research and Assessment as part of the degree program for the M.S.Ed. in Instructional Technology with a Library Information Specialist

concentration. The program meets the Illinois State Board of Education and the Council for Accreditation of Educator Preparation (CAEP) standards for Library Information Specialist. Individuals interested in becoming a library information specialist (Type 10 license or endorsement) should contact the department office for details.

Also see "Educator Licensure Information."

Educator Licensure as a Technology Specialist

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

Also see "Educator Licensure Information."

Certificates of Graduate Study

Advanced Qualitative Methodology in Education (18)

This certificate is aimed at individuals who wish to gain expertise in qualitative research for research and teaching purposes. Students who complete the certificate will be able to design and implement qualitative research investigations using a variety of approaches of data collection and analysis. It is available to any graduate-level student in good standing. Students who want to pursue this certificate must file an application with the certificate coordinator and develop a plan of studies with that coordinator.

Required courses

- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3
- ETR 526 - Advanced Technologies in Qualitative Research Credits: 3

One or two of the following:

- ETR 739X - Fieldwork Methods in Educational Research Credits: 3
- ETR 745X - Interpretive Methods in Educational Research Credits: 3

- ETR 746 - Interview Methods in Educational Research Credits: 3

One or two of the following:

- Other qualitative research courses deemed appropriate by adviser.
- EPS 524 - Ethnographies in Human Development and Learning within Educational Settings Credits: 3
- ETR 531 - Program Evaluation in Education Credits: 3
- ETR 590 - Workshop in Research and Assessment Credits: 1-3
- ETT 531 - Visual Literacy Credits: 3

Advanced Quantitative Methodology in Education (18)

This certificate prepares graduate-level students in advanced quantitative methods for conducting or evaluating research. Students completing the certificate will gain the necessary skills for formulating quantitative research studies and conducting and interpreting data analyses.

Requirements (18)

- ETR 521 - Educational Statistics I Credits: 3 or another quantitative methodology course approved by adviser (3)
- ETR 522 - Educational Statistics II Credits: 3 Students must take 3 credits in the following course
- ETR 797 - Independent Research in Research and Assessment Credits: 1-3 Students must take 3 semester hours in this course.

One of the following (3)

- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 720 - Advanced Research Methods in Education Credits: 3

Two of the following (6)

- ETR 560 - Computer Data Analysis Credits: 3
- ETR 562 - Applied Categorical Data Analysis Credits: 3
- ETR 721 - Nonparametric Statistics Credits: 3
- ETR 722 - Methods of Multivariate Analysis Credits: 3
- ETR 724 - Multilevel Modeling Credits: 3
- ETR 725 - Bayesian Approach to Educational Statistics and Decision Making Credits: 3

- Another quantitative methodology course approved by adviser. Credits: 3

Distance Education (18)

The certificate has been designed to prepare professionals to develop and improve their knowledge, skills, and practices in designing, developing, and evaluating distance, online, and virtual learning experiences (DOVE). Emerging practices encompass DOVE learning and courses in this certificate support the attainment of necessary knowledge, skills, and practices to improve teaching and learning in these environments.

Required Core (15)

- ETT 510 - Instructional Media and Technology Credits: 3
- ETT 535 - Distance Education: Design and Delivery Credits: 3
- ETT 536 - Web-Based Learning Credits: 3
- ETT 560 - Instructional Design I Credits: 3
- ETT 592 - Special Topics in Instructional Technology Credits: 1-3

Select one of the following or another course as approved by program adviser (3)

- ETT 529 - Theories of Instructional Design and Technology Credits: 3
- ETT 531 - Visual Literacy Credits: 3
- OR ETT 511 - Advanced Instructional Media Design Credits: 3
- ETT 551 - Instructional Technology for the Future Credits: 3
- ETT 552 - Instructional Technology for Diverse Cultures Credits: 3
- ETT 592 - Special Topics in Instructional Technology Credits: 1-3

Response to Intervention (18)

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

Requirements

- ETR 519 - Applied Educational Research Credits: 3
- ETR 521 - Educational Statistics I Credits: 3

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

User Experience (UX) and Learning Analytics (18)

This certificate prepares graduate-level students in educational data mining and user modeling for conducting or evaluating research and programs in areas such as online learning systems, adaptive learning environments. Students completing the certificate will gain the necessary skills for conducting research on usability and effectiveness of data displays and communicating about where data come from and how the data are used to promote effective learning.

Required Courses (12)

- ETR 537 - Methods of Learning Analytics Credits: 3
- ETR 556 - User Experience (UX) Research Methods Credits: 3
- ETT 537 - Introduction to Human Computer Interaction Design Credits: 3
- ETT 557 - User Experience (UX) Design Credits: 3

6 credits from the following (6)

- ETR 560 - Computer Data Analysis Credits: 3
- ETR 722 - Methods of Multivariate Analysis Credits: 3
- One of the following: ETR 525 - Qualitative Research in Education (3), ETR 526 - Advanced Technologies in Qualitative Research (3), or ETR 739 - Fieldwork Methods in Educational Research (3)
- ETR 590 - Workshop in Research and Assessment Credits: 1-3
- ETR 592 - Special Topics in Research and Assessment Credits: 1-3
- ETR 790 - Workshop in Research and Assessment Credits: 1-3
- ETR 792 - Special Topics in Research and Assessment Credits: 1-3
- ETT 531 - Visual Literacy Credits: 3
- ETT 511 - Advanced Instructional Media Design Credits: 3
- ETT 590 - Workshop in Instructional Technology Credits: 1-3

- ETT 592 - Special Topics in Instructional Technology Credits: 1-3
- ETT 790 - Advanced Workshop in Instructional Technology Credits: 1-3
- ETT 792 - Advanced Topics in Instructional Technology Credits: 1-3

Workplace Learning and Performance (18)

The certificate of graduate study in workplace learning and performance is available to any graduate-level student in good standing. This certificate is designed to prepare professionals to analyze, design, implement, and evaluate practices and systems that promote individual, group, and organizational learning, creativity, and performance through training and development, organization development, and career development.

Requirements

- ETT 529 - Theories of Instructional Design and Technology Credits: 3
- OR HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
- ETT 561X - Human Resource Development Credits: 3
- OR ETT 715X - Strategic Human Resource Development Credits: 3
- ETT 560 - Instructional Design I Credits: 3
- OR ETT 562 - Instructional Design II Credits: 3
- ETT 564 - Training and Performance Technology Credits: 3

Two of the following:

- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
If not taken to fulfill requirements above.
- ETR 531 - Program Evaluation in Education Credits: 3
- ETR 560 - Computer Data Analysis Credits: 3
- ETT 562 - Instructional Design II Credits: 3
If not taken to fulfill requirements above.
- ETT 565 - Advanced Instructional Design Credits: 3
- ETT 715X - Strategic Human Resource Development Credits: 3
- ETT 764 - Advanced Training and Performance Technology Credits: 3
- ETT 765X - Consultation in Human Services Credits: 3

ETR 501 - Proseminar in Educational Research and Evaluation

ETR 519 - Applied Educational Research

ETR 520 - Introduction to Research Methods in Education

ETR 521 - Educational Statistics I

ETR 522 - Educational Statistics II

ETR 524 - Assessing Students with Special needs

ETR 525 - Qualitative Research in Education

ETR 526 - Advanced Technologies in Qualitative Research

ETR 528 - Educational Assessment

ETR 529 - Principles of Educational Measurement

ETR 530 - Test Construction and Evaluation

ETR 531 - Program Evaluation in Education

ETR 532 - Evaluation of Teachers and Teaching

ETR 533 - Standardized Testing

ETR 534 - Dynamic Assessment for Students with High-incidence Disabilities

ETR 535 - Mixed-Methods Research

ETR 536 - Assessment Design

ETR 537 - Methods of Learning Analytics

ETR 540 - Survey Research Methods

ETR 556 - User Experience (UX) Research Methods

ETR 560 - Computer Data Analysis

ETR 562 - Applied Categorical Data Analysis

ETR 572X - Assessment Methods in Higher Education

ETR 573X - Applied Assessment Methods in Higher Education

ETR 586 - Internship in Research and Evaluation

ETR 587 - Practicum in Educational Research and Evaluation

ETR 590 - Workshop in Research and Assessment

ETR 592 - Special Topics in Research and Assessment

ETR 597 - Independent Research in Research and Assessment

ETR 699A - Master's Thesis

ETR 699B - Master's Project

ETR 699C - Master's Portfolio

ETR 720 - Advanced Research Methods in Education

ETR 721 - Nonparametric Statistics

ETR 722 - Methods of Multivariate Analysis

ETR 724 - Multilevel Modeling

ETR 725 - Bayesian Approach to Educational Statistics and Decision Making

ETR 733 - Organization and Administration of the School Testing Program

ETR 734 - Construction of Scaling Instruments

ETR 735 - Theory of Measurement

ETR 736 - Educational Assessment for the Handicapped

ETR 739X - Fieldwork Methods in Educational Research

ETR 744 - Seminar: Research and Assessment

ETR 745X - Interpretive Methods in Educational Research

ETR 746 - Interview Methods in Educational Research

ETR 750 - Culturally Responsive Evaluation

ETR 786 - Internship in Research and Assessment

ETR 790 - Workshop in Research and Assessment

ETR 792 - Special Topics in Research and Assessment

ETR 797 - Independent Research in Research and Assessment

ETRA 502 - Technology and Assessment for Elementary Education

ETT 501 - Proseminar in Instructional Technology

ETT 504 - Organization of School Library Materials: Cataloging, Classification, and Automation

ETT 507 - Collection Development for School Library Media Centers

ETT 508 - Reference Theory and Practice

ETT 510 - Instructional Media and Technology

ETT 511 - Advanced Instructional Media Design

ETT 515 - Introduction to Educational Computing Pedagogy in K-12 Classrooms

ETT 516 - Data Analysis and Programming in Education

ETT 517 - Cybersecurity in Education

ETT 518 - Visual Programming Tools for Children in Education

ETT 520 - Proseminar in Computational Thinking and Reasoning in K-12 Contexts

ETT 523 - Media for Young Adults

ETT 527 - Library Materials for Children

ETT 529 - Theories of Instructional Design and Technology

ETT 530 - Instructional Technology Tools

ETT 531 - Visual Literacy

ETT 533 - Administration of School Library Media Centers

ETT 535 - Distance Education: Design and Delivery

ETT 536 - Web-Based Learning

ETT 537 - Introduction to Human Computer Interaction Design

ETT 538 - Developing Educational Software

ETT 539 - Courseware Systems Development

ETT 540 - Seminar in Library/Information Studies

ETT 541 - Library Services for Children and Young Adults

ETT 542 - Information Access and Social Responsibilities for Library Information Specialists

ETT 549 - Online Searching

ETT 550 - Roles of the Instructional Technologist

ETT 551 - Instructional Technology for the Future

ETT 552 - Instructional Technology for Diverse Cultures

ETT 553 - Professional Standards in Instructional Technology

ETT 554 - Copyright and Other Intellectual Properties for Education Professionals

ETT 555 - Media Design: Multimedia

ETT 556 - Media Design: Audio Materials

ETT 557 - User Experience (UX) Design

ETT 558 - Instructional Video I

ETT 560 - Instructional Design I

ETT 561X - Human Resource Development

ETT 562 - Instructional Design II

ETT 564 - Training and Performance Technology

ETT 565 - Advanced Instructional Design

ETT 567X - Portrayal of Teachers in Film

ETT 569 - Practicum: Instructional Design

ETT 570 - Instructional Technology Leadership

ETT 573 - Instructional Technology Facilities

ETT 586 - Internship in Instructional Technology

ETT 587 - Instructional E-portfolio Design and Development

ETT 590 - Workshop in Instructional Technology

ETT 592 - Special Topics in Instructional Technology

ETT 597 - Independent Research in Instructional Technology

ETT 699 - Master's Thesis

ETT 715X - Strategic Human Resource Development

ETT 740 - Educational Technology Foundations

ETT 741 - Seminar: Instructional Technology Theory

ETT 742 - Seminar: Instructional Technology Research

ETT 743 - Seminar: Instructional Technology Problems

ETT 749 - Instructional Technology Inquiry

ETT 755 - Media Design Project

ETT 764 - Advanced Training and Performance Technology

ETT 765X - Consultation in Human Services

ETT 770 - Practicum: Instructional Technology

ETT 786 - Internship in Instructional Technology

ETT 790 - Advanced Workshop in Instructional Technology

ETT 792 - Advanced Topics in Instructional Technology

ETT 797 - Independent Research in Instructional Technology

ETT 798 - Research Seminar in Instructional Technology

ETT 799A - Doctoral Research and Dissertation

ETT 799B - Doctoral Research and Dissertation

Kinesiology and Physical Education

Chair: Todd A. Gilson

Graduate Faculty

Clayton L. Camic, associate professor, Ph.D., University of Nebraska-Lincoln

Rodney L. Caughron, associate professor, Ph.D., University of Iowa

Peter J. Chomentowski, III, associate professor, Ph.D., University of Pittsburgh

Todd A. Gilson, professor, Ph.D., Michigan State University
Nicholas Grahovec, assistant professor, Ph.D., Rocky Mountain University of Health Professions

Shaine E. Henert, associate professor, Ph.D., University of Minnesota

Christopher Hill, assistant professor, Ph.D., University of Mississippi

Steven M. Howell, associate professor, Ph.D., Purdue University

Jennifer M. Jacobs, assistant professor, Ph.D., Northern Illinois University

Chad D. McEvoy, professor, Ed.D., University of Northern Colorado

Marcella Otto, assistant professor, Ph.D., Louisiana State University

Jenny Parker, associate professor, Ed.D., University of Massachusetts

William A. Pitney, professor, Ed.D., Northern Illinois University

James D. Ressler, associate professor, Ph.D., The Ohio State University

Emerson Sebastião, assistant professor, Ph.D., University of Illinois at Urbana-Champaign

Zachary A. Wahl-Alexander, associate professor, Ph.D., University of Alabama

Tyler Wood, assistant professor, Ph.D., University of Illinois at Urbana-Champaign

Paul M. Wright, Presidential Engagement Professor, Ph.D., University of Illinois at Chicago

Lauriece L. Zittel, professor, Ph.D., Oregon State University

Master's Programs

Master of Science in Athletic Training

The degree in athletic training reflects the requirements of the Commission on the Accreditation of Athletic Training Education, and students who want to sit for the Board of Certification (BOC) examination must complete this degree. Admission to the athletic training program is competitive and limited. University admission does not necessarily constitute eligibility for admission into this degree program.

Retention in the program requires an overall NIU GPA of 3.00. Students enrolled in the program may be dismissed from the program for academic reasons or for unprofessional behavior or actions that threaten the health and safety of others. The Athletic Training Student Handbook describes the policies of the program. Students are required to adhere to all current policies and procedures. Refer to the program website for additional information, including program deadlines.

Check departmental information for additional requirements.

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 successfully completed the following baccalaureate course work:

- Human anatomy and physiology (8 semester hours preferred, 4 semester hours mixed course minimum)
- Chemistry
- Physics
- Biology
- Psychology or sport psychology

While not required, it is highly recommended that students have successfully completed coursework in:

- Biomechanics/kinesiology
- Exercise physiology
- Human nutrition or sport nutrition

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, for all prerequisite courses and/or highly recommended courses. Syllabi for all prerequisite courses should be available upon request. 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, successful completion of highly recommended 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

The accelerated sequence leads to both a B.S. in kinesiology and an M.S. in athletic training degrees. Students who want to complete this program must identify themselves to the Department of Kinesiology and Physical Education as undergraduate majors, ideally in their first semester on

campus, and gain successful entry to the M.S.A.T. program. Admission to the M.S.A.T program will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program.

Eligibility requirements for application to the M.S.A.T. program through the accelerated B.S. in kinesiology program are:

- Undergraduate majoring in kinesiology
- Completion of at least 90 semester hours of undergraduate designated course work as approved by adviser
- Minimum of 3.00 GPA
- Completion of all application requirements, including application to the graduate school, statement of purpose, 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 for all college course work. Qualified applicants will undergo a pre-admission interview. The GRE is not required for admission.

Admission will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program, the number and quality of applicants to the M.S.A.T in general, as well as other factors normally considered in admissions decisions by the Graduate School and the Athletic Training program.

Failure to meet requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. Students are required to fulfill all requirements for the M.S.A.T. degree mentioned in the previous section in order to be awarded this degree.

Program Requirements

- KNAT 500 - Principles of Athletic Injury and Illness Management and Emergency Care Credits: 3
- KNAT 501 - Foundations of Athletic Training Credits: 3
- KNAT 502 - Clinical Physical Examination and Diagnosis in Athletic Training I Credits: 3
- KNAT 503 - Clinical Physical Examination and Diagnosis Lab I Credits: 3
- KNAT 504 - Clinical Physical Examination and Diagnosis in Athletic Training II Credits: 3
- KNAT 505 - Clinical Physical Examination and Diagnosis Lab II Credits: 3
- KNAT 515 - Special Topics and Culminating Experience in Athletic Training Credits: 1-3
- KNAT 519 - Athletic Training Clinical Administration Credits: 3
- KNAT 520 - Integrated Therapeutic Interventions in Athletic Training I Credits: 3

- KNAT 521 - Integrated Therapeutic Interventions in Athletic Training Lab I Credits: 3
- KNAT 522 - Integrated Therapeutic Interventions in Athletic Training II Credits: 3
- KNAT 523 - Integrated Therapeutic Interventions in Athletic Training Lab II Credits: 3
- KNAT 550 - Research Methods and Evidence Based Practice in Athletic Training Credits: 3
OR other graduate-level course in research methods and evidence based practice with approval of graduate program adviser
- KNAT 551 - Athletic Training Clinical Experience I Credits: 3
- KNAT 552 - Athletic Training Clinical Experience II Credits: 3
- KNAT 553 - Immersive Athletic Training Clinical Experience I Credits: 4
- KNAT 556 - Immersive Athletic Training Clinical Experience II Credits: 4
- KNAT 650 - Directed Research and Applied Evidence Based Practice in Athletic Training Credits: 3

Master of Science in Kinesiology and Physical Education

Check departmental information for any additional requirements.

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

Admission

To be considered for admission to the M.S. program in kinesiology and physical education, an applicant is expected to have a baccalaureate degree which included courses in kinesiology, physical education, health, recreation, dance, or equivalent courses.

Applicants to the M.S. program are not required to take the GRE. Student transcripts and life experiences will be evaluated to determine if deficiencies exist. If they do exist, students should consult the graduate program academic adviser and conditional admission may be granted to complete identified deficiencies and 9 semester hours of program specific graduate-level course work designated by the adviser. Conditional admission requirements must be satisfied within 3 semesters for students to be reclassified as regularly admitted (see the Conditional Admission section of this catalog).

No more than six credit hours of graduate coursework completed as a student-at-large may be applied to a master's degree. Check departmental information for any additional requirements

Applicants to the master's degree program in kinesiology and physical education are normally notified of an admission decision as soon as administratively feasible following receipt of all credentials to complete the applicant's file by the Graduate School.

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

Retention

Students who violate the standards of the profession may be eliminated from the program after review by a properly constituted committee of the graduate faculty.

Requirements

The M.S. in kinesiology and physical education requires a minimum of 30 semester hours. Students select from one of the following specializations: exercise physiology, physical education pedagogy, or sport and exercise psychology. In consultation with an adviser, the student selects a thesis or non-thesis option.

Students are required to take a minimum of 6 semester hours in the research core. Additionally, in each of the specializations, students are required to take 15 semester hours of specialization core courses. Students electing to do a thesis option are required to take 6 semester hours of thesis work with the remaining semester hours of electives approved by the student's adviser selected from a list of courses either in the department and/or outside of the department. Students taking the non-thesis option are required to complete additional semester hours of electives approved by the student's adviser.

Specialization in Exercise Physiology

This specialization is designed to provide knowledge and skills to students in the area of exercise physiology. Students with such a professional background are prepared to assume various roles related to exercise physiology: research, teaching, and applied/practical/laboratory positions in hospitals, corporations, and health clubs. Applied exercise physiology and a human anatomy and physiology course are prerequisites for this specialization. In consultation with an adviser, the student selects either a thesis or non-thesis option.

Non-Thesis Option (30)

Research Core (6)

- KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3
- KNPE 645 - Application of Statistics to Research in Kinesiology and Physical Education Credits: 3

Specialization Core (15)

- KNPE 515 - Advanced Laboratory Techniques in Exercise Physiology Credits: 3
- KNPE 560 - Cardiorespiratory Physiology: Responses and Adaptations to Exercise Credits: 3
- KNPE 561 - Advanced Exercise Physiology Credits: 3
- KNPE 635 - Biomechanics Credits: 3
- KNPE 652 - Exercise Bioenergetics Credits: 3

Select one from the following (3)

- KNPE 564 - Exercise is Medicine Credits: 3
- KNPE 578 - Seminar in Motor Development Credits: 3
- KNPE 582 - Psychology of Sport and Exercise Credits: 3
- KNPE 583 - Applied Sport Psychology Credits: 3
- KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3
- KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3
- KNPE 586 - Sport in Society Credits: 3
- KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3

Course work related to the student's specialization approved by an adviser (6)

Thesis Option (30)

Same requirements as listed above except in lieu of the elective work students take six (6) semester hours of KNPE 699A, Master's Thesis

Specialization in Physical Education Pedagogy

This specialization is designed to provide relevant theoretical knowledge and experience in contemporary best practices in the discipline of physical education including methodology/instructional strategies, supervision, program development, and the use of technology and assessment in educational settings. Individuals completing this specialization will be able to assume leadership roles in pedagogy and curriculum development in physical education and related fields. In consultation with an adviser the student selects either a thesis or non-thesis option. Students are strongly encouraged to concurrently pursue a certificate of graduate study in adapted physical education.

Non-Thesis Option (30-31)

Research Core (6)

- KNPE 545 - Assessment in Kinesiology and Physical Education Credits: 3
- KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3

Specialization Core (15)

- KNPE 577 - Physical Education in the Elementary School Credits: 3
- KNPE 578 - Seminar in Motor Development Credits: 3
- KNPE 620 - Seminar in Physical Education Curriculum Credits: 3

Two of the following (6)

- KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3
- KNPE 590 - Physical Education for Individuals with Physical and Sensory Disorders Credits: 3
- KNPE 591 - Assessment and Program Planning in Adapted Physical Education Credits: 3

Select one from the following (3-4)

- KNPE 557 - Applied Physiology of Exercise Credits: 4
- KNPE 564 - Exercise is Medicine Credits: 3
- KNPE 579 - Field Experience in Secondary Physical Education Credits: 3
- KNPE 582 - Psychology of Sport and Exercise Credits: 3
- KNPE 583 - Applied Sport Psychology Credits: 3
- KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3
- KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3
- KNPE 586 - Sport in Society Credits: 3
- KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3

Course work related to student's specialization approved by an adviser (6)

Thesis Option (30-31)

Same requirements as listed above except in lieu of KNPE 545 (3) students take KNPE 645, Application of Statistics to Research in Kinesiology and Physical Education (3), and in lieu of the elective work students take six (6) semester hours of KNPE 699A, Master's Thesis.

Specialization in Sport and Exercise Psychology

This specialization is designed to focus on relevant theory, research, and practice in the areas of sport and exercise psychology. The course work will help students examine a variety of predictors and consequences of sport and exercise participation. Emphasis is placed on the application of knowledge grounded in theory and research. Specifically teachers, coaches, and exercise professionals will experience a theory to practice approach to addressing the psychological needs of their participants in a performance setting. In consultation with an adviser the student selects either a thesis or non-thesis option.

Non-Thesis Option (30)

Research Core (6)

- KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3
- KNPE 645 - Application of Statistics to Research in Kinesiology and Physical Education Credits: 3

Specialization Core (15)

- KNPE 582 - Psychology of Sport and Exercise Credits: 3
- KNPE 583 - Applied Sport Psychology Credits: 3
- KNPE 586 - Sport in Society Credits: 3
- Two of the following:
- KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3
- KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3
- KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3

Select one from the following (3)

- KNPE 564 - Exercise is Medicine Credits: 3
- KNPE 578 - Seminar in Motor Development Credits: 3

Elective coursework related to the student's specialization approved by an adviser (6)

Thesis Option (30)

Same requirements as listed above except in lieu of six credit hours of elective work, students take six (6) semester hours of KNPE 699A, Master's Thesis

Master of Science in Sport Management

This 30-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 Credits: 3
- LESM 545 - Analytic Techniques and Trends in Sport Credits: 3
- Other graduate-level research methodology course approved by adviser (3)

Required Core Courses (18)

- LESM 536 - Sport Industry and Organizations Credits: 3
- LESM 538 - Managing the Sport Enterprise Credits: 3
- LESM 539 - Sport and the Law Credits: 3
- LESM 542 - Sport Marketing and Promotions Credits: 3
- LESM 544 - Sport Finance Credits: 3
- LESM 586 - Internship in Sport Management Credits: 1-12
- OR LESM 597 - Independent Study in Sport Management Credits: 1-3
- OR LESM elective with approval of graduate program adviser

Other course work

- Electives with approval of graduate program adviser (9)

Thesis Option

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 elective coursework (9).

Requirements for Accelerated B.S./M.S. in Sport Management

The accelerated program leads to both the B.S. and M.S. degrees in Sport Management. Students who want to complete this program must identify themselves to the Department of Kinesiology and Physical Education as undergraduate majors and gain successful entry to the M.S. in Sport Management program. Early admission to the M.S. in Sport Management program will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program.

Eligibility requirements for application to the M.S. in Sport Management program through the accelerated B.S. in Sport Management program are:

- Undergraduate majoring in sport management.
- Completion of at least 90 semester hours of undergraduate designated course work as approved by their advisor.
- Minimum of 3.00 GPA.
- Completion of all application requirements, including application to the graduate school, statement of purpose, resume, two letters of recommendation, and transcripts for all college course work. Qualified applicants will undergo a preadmission interview. Qualified applicants may undergo a preadmission interview with the program faculty. The GRE will be waived for students.

Curriculum

Students must complete a minimum of 90 semester hours of undergraduate designated course work as approved by adviser and outlined in their B.S. curriculum for the accelerated B.S./M.S. degree. Students accepted into the M.S. in Sport Management degree will matriculate into the program during the summer of their final undergraduate year. The graduate-level courses taken in the B.S./M.S. accelerated degree are the same as those taken in the stand-alone M.S. in Sport Management program.

Up to 15 semester hours of the M.S. in Sport Management core courses can be counted toward the 120 hours needed for

the undergraduate degree. Students must complete all undergraduate requirements and receive their B.S. degree by the end of the spring semester of their fourth year. After completing all requirements required in the Graduate Catalog, students will receive their M.S. in Sport Management degree.

Students must gain successful entry to the M.S. in Sport Management program, complete all general education requirements, and earn at least 105 semester hours of undergraduate credit by the end of their third year. Beginning with the summer semester between their third and fourth year, students will complete their culminating undergraduate internship (6 credit hours of LESM 486). Successful completion of summer, fall, and spring courses will count toward the final 15 hours of the undergraduate degree.

Failure to meet requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. Students should work closely with their advisor to ensure their progress towards both degrees.

Doctoral Programs

Doctor of Philosophy in Kinesiology and Physical Education

The Ph.D. program in kinesiology and physical education prepares students for faculty positions that comprise teaching, research, service, and leadership in a specific area of specialization. The doctoral program builds on the practical competencies of the master's program to prepare the student for the integration of theory and skills as the base for original research. Areas of specialization include, but are not limited to: adapted physical education, athletic training, biomechanics, exercise physiology, motor control, sport pedagogy, sport and exercise psychology, and sport management.

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

Admission

Admission to the doctoral program requires a master's degree in one of the specialization areas of kinesiology and physical education, which includes, but is not limited to; adapted physical education, athletic training, exercise physiology, pedagogy, sport and exercise psychology, and sport management.

Required application materials include a(n):

- (1) official report of GRE Scores
- (2) official or student copies of transcripts
- (3) personal statement regarding the student's academic and career goals
- (4) current resume or vita
- (5) three letters of recommendation
- (6) writing sample.

In addition to the aforementioned application materials, a student must identify a graduate faculty member in the kinesiology and physical education department with whom to work, obtain a letter/memo of support of the faculty member's willingness to serve as the student's doctoral advisor, and participate in a personal interview with the doctoral admissions committee.

Milestones and Examinations

In conjunction with their dissertation advisor, committee members, and doctoral program director, students must successfully complete various milestones and examinations during their time in the program.

Requirements

Program requirements are flexible to best complement the individual student's background and professional goals. The student will have significant input into the selection of specific courses for their program of study, in consultation with their doctoral advisor and committee. The doctoral degree, which is comprised of four core elements (outlined below), requires a minimum of 60 semester hours beyond the master's degree. No previous coursework completed during a master's program will be accepted within the doctoral plan of study. These core elements are as follows.

Kinesiology and Physical Education Core (15)

- KNPE 701 - Pedagogy in Kinesiology and Physical Education Credits: 3
- KNPE 702 - Advanced Pedagogy in Kinesiology and Physical Education Credits: 3
- KNPE 711 - Advanced Seminar in Kinesiology and Physical Education I Credits: 3
- KNPE 712 - Advanced Seminar in Kinesiology and Physical Education II Credits: 3
- KNPE 721 - Scholarship in Kinesiology and Physical Education Credits: 3

Research Core (18)

- ETR 521 - Educational Statistics I Credits: 3
- ETR 522 - Educational Statistics II Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3

- ETR 720 - Advanced Research Methods in Education Credits: 3
- Advisor-approved coursework in research methods, quantitative analyses, or qualitative research (6)

Specialization Area (15)

Advisor-approved specialization coursework in areas such as specialization-specific courses (not completed during a master's program), quantitative statistics, qualitative research, directed research hours, independent study, seminars (15)

Dissertation Research (12)

- KNPE 799 - Doctoral Research and Dissertation Credits: 1-15

Licensure Programs

K-12 Licensure in Physical Education

The physical education entitlement program is designed for students interested in teaching physical education in Grades K to 12. The student plans a program of study in consultation with the adviser for educator licensure. Upon completion of physical education deficiencies, the physical education professional program, and professional education requirements for licensure, the student may be recommended for admission to teacher education.

Deficiencies in Undergraduate Work

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

- BIOS 311 - Functional Human Anatomy Credits: 4
OR BIOS 357 - Human Anatomy and Physiology Credits: 5
- KNPE 235 - Fundamental Sport Skills Credits: 3
- KNPE 313 - Mechanical Kinesiology of Motor Skills Credits: 3
OR KNPE 314 - Applied Kinesiology Credits: 4

Physical Education Professional Course Requirements

- KNDN 351 - Multicultural Dance Credits: 3
- KNPE 365 - Introduction to Adventure Education Credits: 3
- KNPE 368 - Sport Education Credits: 3

- KNPE 544 - Field Experience in the Elementary School Credits: 1
- KNPE 545 - Assessment in Kinesiology and Physical Education Credits: 3
- KNPE 557 - Applied Physiology of Exercise Credits: 4
- KNPE 570 - Field Experience in Outdoor Environments Credits: 1
- KNPE 577 - Physical Education in the Elementary School Credits: 3
- KNPE 578 - Seminar in Motor Development Credits: 3
- OR KNPE 686 - Seminar in Motor Learning Credits: 3
- KNPE 579 - Field Experience in Secondary Physical Education Credits: 3
- KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3
- KNPE 592 - Clinical Experience in Special Physical Education Credits: 1-2
- KNPE 598A - Elementary School Student Teaching in Physical Education Credits: 6
- KNPE 598B - Middle School Student Teaching in Physical Education Credits: 6
- OR KNPE 598C - High School Student Teaching in Physical Education Credits: 6
- KNPE 620 - Seminar in Physical Education Curriculum Credits: 3

Professional Education Requirements

Students seeking educator licensure must contact the adviser for educator licensure regarding professional education and should also see "Educator Licensure Information."

Upon satisfactory completion of the initial educator licensure program, professional education requirements, and Illinois State Board of Education requirements, students will be recommended for licensure. Students may earn the M.S.Ed. degree by completing the additional hours required for the degree (normally 9-18 semester hours).

Certificates of Graduate Study

Adapted Physical Education (12)

This certificate is designed to provide physical education teachers and those seeking licensure with the skills and knowledge necessary to design and deliver individualized movement programs for children and young adults with disabilities.

Requirements (12)

- KNPE 578 - Seminar in Motor Development Credits: 3

- KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3
- KNPE 590 - Physical Education for Individuals with Physical and Sensory Disorders Credits: 3
- KNPE 591 - Assessment and Program Planning in Adapted Physical Education Credits: 3
- KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3
- KNPE 586 - Sport in Society Credits: 3
- KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3

Sport and Exercise Psychology (12)

This certificate is a 12-semester-hour certificate program that provides graduate students and working professionals with a focused curriculum designed to enhance their understanding of psychological and sociological processes salient for the experiences of sport and exercise participants. This certificate is applicable for students who are concurrently pursuing graduate or post-baccalaureate studies in kinesiology, sport management, psychology, sociology, physical therapy, and/or statistics. However, students from any graduate major at Northern Illinois University, any other acceptable graduate degree-granting institution, or Student-at-Large are eligible to apply for and obtain a certificate of graduate study in Sport and Exercise Psychology. Moreover, these courses partially fulfill the educational requirements and can be applied towards completion of the M.S.Ed. in Sport and Exercise Psychology at Northern Illinois University (see the M.S.Ed. in Sport and Exercise Psychology degree requirements in the Graduate Catalog). If applicable, some or all Certificate of Graduate Study in Sport and Exercise Psychology courses may be counted toward students' graduate degree requirements in their respective departments. Students presently enrolled in the M.S.Ed. in Sport and Exercise Psychology program at Northern Illinois University are ineligible to obtain this certificate.

Students wishing to pursue this certificate must be accepted into the Graduate School (as either a degree-seeking student or a student-at-large), formally file an enrollment application with the certificate coordinator before completion of 9 hours of course work related to this certificate, develop a plan of study approved by the certificate coordinator, maintain a cumulative 3.00 grade point average or better in all certificate courses, and complete all certificate course work within six calendar years.

Choose four of the following (12):

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.

- KNPE 582 - Psychology of Sport and Exercise Credits: 3
- KNPE 583 - Applied Sport Psychology Credits: 3
- KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3

Sport Management (12)

This certificate is a 12-semester-hour program designed to provide current non-sport management graduate students and working professionals with a set of courses focused on specific areas of sport management, and will enhance and further a student's understanding of the current sporting landscape and sport-specific industries. This certificate is suggested for students concurrently pursuing graduate or post-baccalaureate studies in business, economics, kinesiology, law, or statistics. However, students from any graduate major at Northern Illinois University, any other acceptable graduate degree-granting institution, or a student-at-large are eligible to apply for and obtain this certificate. Moreover, these courses partially fulfill the educational requirements of, and can be applied towards completion of, the M.S. in Sport Management at NIU (see M.S. Sport Management degree requirements in the Graduate Catalog). If applicable, some or all Certificate of Graduate Study in Sport Management courses may be counted toward students' graduate degree requirements in their respective departments. Students presently enrolled in the M.S. in Sport Management program at NIU are ineligible to obtain this certificate.

Students wishing to pursue this certificate must be accepted into the Graduate School (as either a degree-seeking student or a student-at-large), formally file an enrollment application with the certificate coordinator before completion of 9 semester hours of course work related to this certificate, develop a plan of study approved by the certificate coordinator, maintain a cumulative 3.00 grade point average or better in all certificate courses, and complete all certificate course work within six calendar years.

Select three of the following (9)

- KNPE 586 - Sport in Society Credits: 3
- LESM 536 - Sport Industry and Organizations Credits: 3
- LESM 538 - Managing the Sport Enterprise Credits: 3
- LESM 539 - Sport and the Law Credits: 3
- LESM 541 - Organization and Administration of Interscholastic Athletics Credits: 3
- LESM 542 - Sport Marketing and Promotions Credits: 3
- LESM 543 - Research Seminar in Sport Management Credits: 3
- LESM 544 - Sport Finance Credits: 3
- LESM 545 - Analytic Techniques and Trends in Sport Credits: 3

- LESM 550 - Sport Sponsorship and Retention Credits: 3
- LESM 551 - Sport Ticket Sales Credits: 3
- LESM 552 - Advanced Sport Management Experience Credits: 3
- LESM 553 - Sport Leadership Credits: 3
- LESM 555 - Sport Globalization and International Governance Credits: 3
- LESM 560 - Sport Facilities and Event Management Credits: 3
- LESM 565 - Sport Communications Credits: 3
- LESM 586 - Internship in Sport Management Credits: 1-12
- LESM 592 - Special Topics in Sport Management Credits: 1-3
- LESM 597 - Independent Study in Sport Management Credits: 1-3

Additional Requirements (3)

Certificate coordinator-approved, graduate-level course(s) focusing on areas such as: business, economics, law, sport, statistics, or other related topics.

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

KNAT 503 - Clinical Physical Examination and Diagnosis Lab I

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

KNAT 505 - Clinical Physical Examination and Diagnosis Lab II

KNAT 515 - Special Topics and Culminating Experience in Athletic Training

KNAT 519 - Athletic Training Clinical Administration

KNAT 520 - Integrated Therapeutic Interventions in Athletic Training I

KNAT 521 - Integrated Therapeutic Interventions in Athletic Training Lab I

KNAT 522 - Integrated Therapeutic Interventions in Athletic Training II

KNAT 523 - Integrated Therapeutic Interventions in Athletic Training Lab II

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

KNAT 551 - Athletic Training Clinical Experience I

KNAT 552 - Athletic Training Clinical Experience II

KNAT 553 - Immersive Athletic Training Clinical Experience I

KNAT 556 - Immersive Athletic Training Clinical Experience II

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

KNDN 573 - Dance as Art in Education

KNDN 574 - History of Dance: Primitive Through Renaissance

KNDN 575 - History of Dance: 18th Century to Modern Times

KNDN 674 - Seminar in Rhythms and Dance

KNPE 514 - Neuromuscular Aspects of Physical Performance

KNPE 515 - Advanced Laboratory Techniques in Exercise Physiology

KNPE 535 - Mechanical Analysis of Motor Skills

KNPE 544 - Field Experience in the Elementary School

KNPE 545 - Assessment in Kinesiology and Physical Education

KNPE 549 - Independent Study in Kinesiology and Physical Education

KNPE 552 - Methods of Research in Kinesiology and Physical Education

KNPE 553 - Exercise Programs for Adult Special Populations

KNPE 554 - Exercise Gerontology

KNPE 555 - Clinical Experience in Exercise Gerontology

KNPE 557 - Applied Physiology of Exercise

KNPE 558 - Stress Testing

KNPE 560 - Cardiorespiratory Physiology: Responses and Adaptations to Exercise

KNPE 561 - Advanced Exercise Physiology

KNPE 564 - Exercise is Medicine

KNPE 565 - Seminar in Current Issues in Kinesiology, Physical Education, and/or Sport

KNPE 567A - Field Experience in Middle School

KNPE 567B - Field Experience in High School

KNPE 568 - Principles of Supervision of Physical Education

KNPE 569 - Instructional Skills for Physical Education

KNPE 570 - Field Experience in Outdoor Environments

KNPE 574 - Physical Education for Elementary School Teachers

KNPE 577 - Physical Education in the Elementary School

KNPE 578 - Seminar in Motor Development

KNPE 579 - Field Experience in Secondary Physical Education

KNPE 582 - Psychology of Sport and Exercise

KNPE 583 - Applied Sport Psychology

KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation

KNPE 585 - Physical Activity, Health, and Psychological Well-Being

KNPE 586 - Sport in Society

KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions

KNPE 588 - Therapeutic Exercise

KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice

KNPE 590 - Physical Education for Individuals with Physical and Sensory Disorders

KNPE 591 - Assessment and Program Planning in Adapted Physical Education

KNPE 592 - Clinical Experience in Special Physical Education

KNPE 595 - Workshop in Kinesiology and Physical Education

KNPE 596 - Special Topics in Kinesiology and Physical Education

KNPE 597A - Internship

KNPE 597K - Internship: Adapted Physical Education

KNPE 598A - Elementary School Student Teaching in Physical Education

KNPE 598B - Middle School Student Teaching in Physical Education

KNPE 598C - High School Student Teaching in Physical Education

KNPE 620 - Seminar in Physical Education Curriculum

KNPE 635 - Biomechanics

KNPE 645 - Application of Statistics to Research in Kinesiology and Physical Education

KNPE 652 - Exercise Bioenergetics

KNPE 671 - Directed Research in Kinesiology and Physical Education

KNPE 686 - Seminar in Motor Learning

KNPE 699A - Master's Thesis

KNPE 699B - Master's Project

KNPE 699C - Master's Interdisciplinary Inquiry

KNPE 701 - Pedagogy in Kinesiology and Physical Education

KNPE 702 - Advanced Pedagogy in Kinesiology and Physical Education

KNPE 711 - Advanced Seminar in Kinesiology and Physical Education I

KNPE 712 - Advanced Seminar in Kinesiology and Physical Education II

KNPE 721 - Scholarship in Kinesiology and Physical Education

KNPE 771 - Directed Research in Kinesiology and Physical Education

KNPE 786 - Internship in Kinesiology and Physical Education

KNPE 792 - Special Topics in Kinesiology and Physical Education

KNPE 797 - Independent Study in Kinesiology and Physical Education

KNPE 799 - Doctoral Research and Dissertation

LESM 502 - Issues and Strategies in the Esports Industry

LESM 536 - Sport Industry and Organizations

LESM 538 - Managing the Sport Enterprise

LESM 539 - Sport and the Law

LESM 541 - Organization and Administration of Interscholastic Athletics

LESM 542 - Sport Marketing and Promotions

LESM 543 - Research Seminar in Sport Management

LESM 544 - Sport Finance

LESM 545 - Analytic Techniques and Trends in Sport

LESM 550 - Sport Sponsorship and Retention

LESM 551 - Sport Ticket Sales

LESM 552 - Advanced Sport Management Experience

LESM 553 - Sport Leadership

LESM 555 - Sport Globalization and International Governance

LESM 560 - Sport Facilities and Event Management

LESM 561 - Contemporary Issues in College Athletics

LESM 565 - Sport Communications

LESM 585 - Practicum in Sport Management

LESM 586 - Internship in Sport Management

LESM 592 - Special Topics in Sport Management

LESM 597 - Independent Study in Sport Management

LESM 698 - Master's Paper

LESM 699A - Master's Thesis

LESM 699B - Master's Project

Leadership, Educational Psychology and Foundations

Chair: Carolyn Pluim

Graduate Faculty

Kerry Burch, professor, Ph.D., University of Hawaii at Manoa
Benjamin M. Creed, assistant professor, Ph.D. Michigan State University

Daryl Dugas, associate professor, Ph.D., University of Chicago

Lynn Gibson, clinical assistant professor, Ed.D., Northern Illinois University

Lindsay Harris, associate professor, Ph.D., University of Pittsburgh

Bradley Hawk, Ed.D., clinical assistant professor, University of Illinois, Urbana-Champaign

Danny Oest, Ed.D., clinical assistant professor, Northern Illinois University

Carolyn Pluim, professor, Ph.D., Georgia State University
Tiffany Puckett, assistant professor, Ph.D., J.D., University of Illinois, Urbana-Champaign

Patrick Roberts, associate professor, Ph.D., University of Illinois at Chicago

Leslie A. Sassone, associate professor, Ph.D., Purdue University

Hidetada Shimizu, associate professor, Ed.D., Harvard University

Kelly H. Summers, associate professor, Ph.D., Northern Illinois University

James Surber, Ed.D., clinical assistant professor, Ball State University

Rebecca Surber, Ed.D., clinical assistant professor, Illinois State University

Cynthia Taines, associate professor, Ph.D., University of Wisconsin

Stephen M. Tonks, associate professor, Ph.D., University of Maryland

Teresa Wasonga, Presidential Engagement Professor, Ed.D., University of Missouri

The Department of Leadership, Educational Psychology and Foundations offers programs leading to degrees in educational administration, educational psychology, and school business management. The department engages students in the critical study of educational theory and practice, developing reflective educators who base their teaching, research, and policy decisions on historical, philosophical, psychological, and social-cultural perspectives. In addition, the department facilitates the development of leaders who actively shape organizational cultures, are sensitive to moral and equity issues, and can manage and lead complex and changing entities.

Master of Science in Education

Educational administration
Educational psychology
School business management

Educational Specialist

Educational administration

Doctor of Education

Curriculum and instruction
Educational administration

Doctor of Philosophy

Educational psychology

Regulations Governing Programs in Educational Administration and School Business Management

Admission

Qualified applicants to the Ed.S. and Ed.D. programs must demonstrate writing competency and computer literacy and participate in a pre-admission interview. Students seeking admission to licensure-only programs in the department should contact the department for application materials.

Licensure at the Graduate Level

Within the M.S.Ed. in educational administration, students may complete requirements for the principal endorsement to the Type 75 Illinois Administrative License. This requires department consent. Within the M.S.Ed. in school business management, students complete requirements for the chief school business official endorsement to the Type 75 Illinois Administrative License. Within the Ed.S. in educational administration and the Ed.D. in educational administration, students may complete requirements for the superintendent endorsement to the Type 75 Illinois Administrative License. Students seeking licensure should contact the Department of Leadership, Educational Psychology, and Foundations for further information.

Advisement

A student is assigned an adviser when admitted to a department degree or licensure program and develops a program of study in consultation with the adviser.

Student-at-Large, Study-Abroad, and Transfer Credit

Student-at-large, study-abroad, and transfer hours in combination may not exceed 15 semester hours for students pursuing any of the degree programs offered in the department.

Retention

Students must remain in good academic standing in the Graduate School, maintain high ethical standards, and demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline. Doctoral students must pass a candidacy examination which requires an ability to deal analytically with integrated course content. Doctoral students must also develop, complete, and defend an acceptable dissertation following the guidelines of the Graduate School and the program in which they are enrolled. Additional requirements are delineated in the degree program descriptions.

Course Information

All courses with the EPFE designator may be counted toward a student's major program in educational psychology or in foundations of education.

Master's Programs

Master of Science in Education in Educational Administration

This 36-semester-hour principal preparation program focuses on the knowledge, skills, and dispositions required for persons who are interested in obtaining a principal endorsement on a Professional Educator License (PEL) in order to be eligible to work as a principal, an assistant principal, or in related or similar positions. The goal of the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement.

Check departmental information for any additional requirements.

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

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 3.00.
- 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.
- 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.
- 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 full-time NIU faculty members.
- Successful completion of a written response to a scenario.

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.

Requirements

Prior to formal admission into the MS.Ed. in Educational Administration principal preparation program, prospective students must enroll in and complete LEEA 500 as a "student at large." The preparation of the admission portfolio, the response to a written scenario, and the interview with two full-time NIU faculty members takes place as part of LEEA 500.

Students enrolled in the NIU Principal Preparation Program must complete the 10-course sequence plus a 3-semester internship.

Course work includes curricula that addresses student learning and school improvement with a focus on:

- All grade levels (i.e., preschool-12)
- The role of instruction with an emphasis on literacy and numeracy
- The Illinois Professional Teaching Standards (12 Ill. Adm. Code 24 Standards for All Illinois Teachers)
- Students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs)

- Collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners)

Candidates may transfer up to 15 credits pending an evaluation of official transcripts from accredited institutions for comparable courses. A final determination of the courses for transfer will be made by the LEPF department chair (or designee) upon transcript review.

Master of Science in Education in Educational Psychology

The M.S.Ed. program in educational psychology promotes the understanding and practical application of theory and empirical knowledge regarding human development, learning, and motivation in sociocultural contexts. Courses relate to learning and developmental processes within educational settings (e.g., schools, family, work, neighborhood). The program requires the successful completion of a master's thesis or project.

Check departmental information for any additional requirements.

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

Admission

The faculty in educational psychology select the most qualified applicants.

An applicant for admission must submit

transcripts showing the GPA for the last two years of undergraduate work.
scores on the Miller Analogies Test (MAT) or the verbal and quantitative parts of the General Test of the GRE.
a two-page essay describing their career goals and interests relevant to educational psychology, the origins of those interests, and how the educational psychology program should be able to help them reach those goals.
three letters of recommendation from employers, supervisors, or professors.

While a minimum GPA of 3.00 is preferred, final decisions regarding admissions are made by the educational psychology admissions committee on the basis of all submitted items. 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.

University Honors students who graduate with a B.A. or B.S. in a related field are guaranteed admission into the M.S.Ed. program as space permits. University Honors student applicants will still need to complete an application including

submission of letters of recommendation, goals statement, and CV/resume.

Student-at-Large, Study-Abroad, and Transfer Credit

Student-at-large and transfer hours in combination may not exceed 15 semester hours for students pursuing the M.S.Ed. degree in educational psychology. See “Requirements for Graduate Degrees” for limitation on study-abroad credit.

Advisement

When admitted to the program, the student is assigned an adviser who is a faculty member in the area of interest that the student intends to pursue. A course of study is developed for each student.

Requirements

The M.S.Ed. in educational psychology requires a minimum of 33 semester hours, including either Option A or Option B.

Option A

This option is designed for students who would like to enroll in a doctoral program.

Requirements

- EPS 501 - Psychological Foundations of Education Credits: 3
- EPS 506 - Theories and Research in Child Behavior and Development Credits: 3
- OR EPS 508 - Theories and Research in Adolescent Behavior and Development Credits: 3
- OR EPS 510 - Adult Educational Psychology Credits: 3
- EPS 523 - Application of Psychological Research to Educational Practice Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3
- Courses selected in consultation with the student’s major adviser, at least one course in the major (9)
- EPS 699A - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.

One of the following

- EPFE 500 - Social Foundations of Education Credits: 3
- EPFE 510 - Philosophical Foundations of Education Credits: 3
- EPFE 511 - Philosophical Analysis of Current Educational Thought Credits: 3

- EPFE 521 - Historical Foundations of Education in the United States Credits: 3
- EPFE 530 - Comparative/International Education Credits: 3

Option B

Option B is designed for students who are not considering enrolling in a doctoral program.

Requirements

- EPS 501 - Psychological Foundations of Education Credits: 3
- EPS 506 - Theories and Research in Child Behavior and Development Credits: 3
- OR EPS 508 - Theories and Research in Adolescent Behavior and Development Credits: 3
- OR EPS 510 - Adult Educational Psychology Credits: 3
- EPS 523 - Application of Psychological Research to Educational Practice Credits: 3
- Courses selected in consultation with the student’s major adviser, at least one course in the major (9)
- EPS 699A - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.
- OR EPS 699B - Master's Project Credits: 1-6
Students must take 6 semester hours in this course.

Two of the following

- EPS 524 - Ethnographies in Human Development and Learning within Educational Settings Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3
- ETR 522 - Educational Statistics II Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3
- ETR 530 - Test Construction and Evaluation Credits: 3
- OR ETR 531 - Program Evaluation in Education Credits: 3
- OR ETR 533 - Standardized Testing Credits: 3

One of the following

- EPFE 500 - Social Foundations of Education Credits: 3
- EPFE 510 - Philosophical Foundations of Education Credits: 3
- EPFE 511 - Philosophical Analysis of Current Educational Thought Credits: 3
- EPFE 521 - Historical Foundations of Education in the United States Credits: 3

- EPFE 530 - Comparative/International Education Credits: 3

Comprehensive Examination

The comprehensive examination is conducted in conjunction with the oral defense of the thesis or project.

Master of Science in Education in School Business Management

This 39-semester-hour program is intended to prepare persons to serve as school business managers. Students, under the direction of an adviser, will plan a program of studies which will include course work, internship, and field experiences directly related to the school business management function in elementary and secondary, or college educational systems. It is not necessary to have an educator license to apply for this program. A student who completes the M.S.Ed. in school business management will satisfy the educational requirements for the chief school business official endorsement to the Type 75 Illinois Administrative License. Program flexibility permits elective courses which may be applied toward meeting minimal educational requirements for the general administrative endorsement.

Check departmental information for additional requirements. For application links and additional information visit the college page or the NIU Online page.

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

Requirements

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

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

- LEBM 501 - School Business Management Credits: 3
- LEBM 521 - Accounting, Statement Analysis, and Budgeting Credits: 3
- LEBM 550 - Financial Planning and School Budgeting Credits: 3
- LEBM 721 - School District Fiscal Strategic Planning Credits: 3
- LEEA 500 - Educational Organization and Administration: Principles, Concepts, and Structure Credits: 3

- LEEA 520 - Education Finance I Credits: 3
- Additional course work in school business management or educational administration approved by adviser (9)
- Course work in educational research and educational foundations approved by adviser (6)

Comprehensive Examination

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

Doctoral Programs

Doctor of Education in Educational Leadership and Policy Studies

The Ed.D. program in educational leadership and policy studies is intended to prepare individuals for administrative service and leadership positions in schools, institutions of higher education, or other agencies. The doctoral program provides instructional experiences designed for satisfactory development of conceptual, human, and technical skills and understandings required for successful leadership in various administrative roles with emphasis on educational research, the role of the leader in the social order, community power structure, and organizational theory.

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

Check departmental information for additional requirements.

Admission

Students wishing to obtain the Illinois Superintendent Endorsement as part of the Ed.D. program in Educational Leadership and Policy Studies must first complete the 30 credit hour Ed.S. program in Educational Administration w/ Superintendent Endorsement. Upon admission into the Ed.D. program, 30 hours of Ed.S. course work credit can transfer into the doctoral program to fulfill the concentration course work requirement.

An applicant for admission to the Ed.D. program in educational leadership and policy studies must submit

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

The faculty in the educational leadership and policy studies program area select the most qualified applicants. Preference is given to experienced administrators who hold a master's

degree from an accredited university, with a minimum graduate GPA of 3.50. Faculty decisions are based on the total profile of each applicant. Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

Requirements

The doctoral program in educational leadership and policy studies requires a minimum of 42 semester hours of graduate work beyond the master's degree. Students may choose between two distinct specializations: Educational Leadership or Educational Policy Studies. The Educational Leadership specialization is designed for individuals who have completed their Ed.S. and hold an Illinois Superintendent Endorsement. The Educational Policy Studies specialization is designed for individuals who hold a master's degree but do not hold or wish to pursue an Ed.S. degree and are interested in doctoral-level analysis of educational issues, policies, and practices. Please note: neither specialization leads to Superintendent Endorsement.

Specialization in Educational Leadership

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

Course work in research understandings and skills, learning and development theories, and sociocultural analyses of education (18)

Transfer credit from the Ed.S. degree or equivalent (6)

Successful completion of a candidacy examination

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

If the applicant holds an Ed.S. degree from an institution other than NIU, the doctoral program requires 42 semester hours as follows:

Course work in research understandings and skills, learning and development theories, sociocultural analyses of education (24)

Electives approved by adviser or program coordinator (6)

Successful completion of candidacy exam

- LEEA 799 - Doctoral Research and Dissertation
Credits: 1-15

Students must take 12 semester hours in this course.

Specialization in Educational Policy Studies

For students without an Ed.S. degree, the doctoral program requires a minimum of 66 semester hours beyond the master's degree as follows:

Course work in research understandings and skills, learning and development theories, and sociocultural analyses of education (24)

Concentration course work in educational policy studies (30)

Successful completion of a candidacy examination

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

Candidacy examination

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

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/in dex.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.
- write a three-to-four-page essay 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.
 - how the educational psychology program should be able to help them reach those goals.
 - 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. 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:

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)

- 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 Certificates of Graduate Study for further information.

Internship (6)

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 786 - Internship Credits: 1-12

Dissertation (12)

Students must take 12 semester hours in this course.

- EPS 799 - Doctoral Research and Dissertation Credits: 1-15

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.

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 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE 515 - Foundations of Applied Behavior Analysis Credits: 3
- SESE 570 - Concepts and Principles of Behavior Analysis Credits: 3
- SESE 708 - Advanced Behavior Assessment and Functional Analysis Credits: 3
- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts 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. 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. It is expected that the student will have completed at least 60 semester hours of graduate course work when the examination is taken.

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

Candidacy

Upon satisfactory completion of the candidacy examination, the student is accepted as a candidate for the Ph.D. degree. A student who fails the candidacy examination may be granted the opportunity to take a second examination. Failure on the second examination denies the student admission to candidacy.

Dissertation

The dissertation in educational psychology is expected to make a substantial contribution to knowledge in the field. Candidates are expected to conduct original scholarship and independent research appropriate to their major and communicate the results of their research effectively. The dissertation director and committee are selected by the student in consultation with the department chair or assistant chair. The committee represents graduate faculty of the university with knowledge in the area of the candidate's topic. At least two members of the committee are selected from the graduate faculty in educational psychology. Official approval of a dissertation director by the Graduate School must be effected by the conclusion of the first semester in which the student registers for dissertation credit.

Licensure Programs

Administrative Endorsements to a Professional Educator License

In conjunction with Leadership, Educational Psychology and Foundations degree offerings, students may meet requirements for various endorsements to an Illinois Professional Educator License. Departmental approval is required for an administrative endorsement application. Application packets may be obtained from the department office for students interested in an administrative endorsement only rather than a degree program. Students seeking an administrative endorsement who are not admitted to an NIU graduate degree program also must apply for and obtain permission from the Graduate School to enroll as students-at-large.

Principal Endorsement

Students seeking the principal endorsement to a Professional Educator License as part of a graduate degree program in the department must possess a baccalaureate degree and a current Illinois Professional Educator License. Students seeking an endorsement only must possess a master's degree in addition to the previous requirement. All students seeking this endorsement must be admitted by the department, have a program of courses approved by an adviser, and successfully complete all program and state requirements including a three-semester internship experience and completion of the Illinois State board of Education's supervisory training modules.

Chief School Business Official Endorsement

Students who have already earned an appropriate and related master's degree from an accredited college or university with an approved teacher education program can complete specific school business management courses to qualify for the chief school business official endorsement. Applicants must meet all state requirements for the endorsement and complete courses in the areas of school business management, school organization and administration, school finance and fiscal planning, and clinical experience.

Superintendent Endorsement

To pursue the superintendent endorsement, students must possess a master's degree in educational administration or its equivalent. Students seeking this endorsement must be admitted by the department, have a program of courses approved by an adviser, successfully complete a comprehensive examination, and meet all other state requirements. State requirements for the superintendent endorsement include the areas of governance and management of public schools, educational planning, and clinical experiences.

Certificates of Graduate Study

Foundations of Education and Policy Studies (18)

This certificate is designed to provide educators with a framework in historical, social, and/or philosophical foundations of education with an emphasis on issues of race, gender, and social class. It is available to any graduate-level student with a GPA of at least 3.00.

Requirements

- EPFE 555 - Sociology of Classrooms Credits: 3
- EPFE 557 - Sociology of Urban Education Credits: 3
- EPFE 715 - Foundations of Educational Policy Credits: 3
- EPFE 721 - Seminar in American Educational Thought Credits: 3
- EPFE 745 - Interpretive Methods in Educational Research Credits: 3

Course work

Course work from one or more of the areas below chosen in consultation with certificate adviser. Students may select an interdisciplinary program of electives from across the foundations' parent disciplines, or they may develop a focus in a specific foundations field as indicated below. A maximum of 3 semester hours of internship credit may be used toward the certificate. (9)

Philosophy of Education

- EPFE 510 - Philosophical Foundations of Education Credits: 3
- EPFE 511 - Philosophical Analysis of Current Educational Thought Credits: 3
- EPFE 586 - Internship in Educational Foundations Credits: 1-9
Students may take 1-3 semester hours in this course.
- EPFE 703 - Seminar: Gender Issues in Educational Thought Credits: 3
- EPFE 710 - Seminar in Philosophical Investigation Credits: 2-3
- EPFE 712 - Ethics and Education Credits: 3

History of Education

- EPFE 521 - Historical Foundations of Education in the United States Credits: 3
- EPFE 586 - Internship in Educational Foundations Credits: 1-9
Students may take 1-3 semester hours in this course.
- EPFE 720 - Seminar in European Educational Thought Credits: 3
- EPFE 723 - History of Higher Education Credits: 3
- EPFE 725 - History of Women's Education in the United States Credits: 3

Social Foundations

- EPFE 500 - Social Foundations of Education Credits: 3
- EPFE 530 - Comparative/International Education Credits: 3
- EPFE 586 - Internship in Educational Foundations Credits: 1-9
Students may take 1-3 semester hours in this course.
- EPFE 722X - Adult and Higher Education in Social Context Credits: 3
- EPFE 730 - Seminar in Comparative/International Education Credits: 3
- EPFE 740 - Seminar in Professional Educational Organizations Credits: 1-3
- EPS 540X - Education for Social Justice Credits: 3

Specialist Degree

Educational Specialist in Educational Administration

This 30-semester-hour program of advanced study in educational administration is designed to prepare candidates for school district superintendent level positions. The program includes a total of 24 credit hours of course work (eight courses) and a 6-credit-hour internship that provides

for a yearlong district leader preparation experience. Students earn their superintendent endorsement upon successfully completing the program and fulfilling all state requirements. The goal for the Superintendent Preparation Program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement.

Check departmental information for additional requirements.

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

Admission

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

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

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

- An approved application to Northern Illinois University at the time of admission.
- A letter of recommendation from the superintendent where the candidate is currently employed.
- Copies of previous performance evaluations and/or letters of recommendation from current/former supervisors demonstrating support for
 - all students achieving high standards of learning
 - an analysis of classroom or school learning data
 - work with families and/or community groups
 - examples of analytical abilities; and evidence of curriculum development, student assessments, or other initiatives that resulted from involvements with school committees.

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

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

Requirements

The Ed.S. in educational administration requires 30 semester hours, which includes a total 24 hours of course work and a 6-hour internship that provides for a yearlong district leader preparation experience.

- LEEA 700 - Nature and Theory of Administration Credits: 3
- LEEA 710 - The Superintendency Credits: 3
- LEEA 720 - Education Finance and Asset Management Credits: 3
- LEEA 725 - Education Law II Credits: 3
- LEEA 727 - Multitiered Systems of Support for Prevention and Intervention Credits: 3
- LEEA 735 - Administration and Supervision of Educational Personnel Credits: 3
- LEEA 745 - Survey of Research in Educational Administration Credits: 3
- LEEA 754 - The Politics of Educational Administration Credits: 3

- LEEA 786A - Internship in Educational Administration Credits: 3
- LEEA 786B - Internship in Educational Administration Credits: 2
- LEEA 786C - Internship in Educational Administration Credits: 1

EPFE 500 - Social Foundations of Education

EPFE 501 - Research Methods in the Philosophical, Historical, and Social Foundations of Education

EPFE 505 - Foundations of Language-Minority Education

EPFE 510 - Philosophical Foundations of Education

EPFE 511 - Philosophical Analysis of Current Educational Thought

EPFE 515X - Social Theory Applied to Education

EPFE 520 - Historical Foundations of Education

EPFE 521 - Historical Foundations of Education in the United States

EPFE 526X - Foundations of Psychedelic Studies in Education

EPFE 530 - Comparative/International Education

EPFE 540 - Education for Social Justice

EPFE 555 - Sociology of Classrooms

EPFE 557 - Sociology of Urban Education

EPFE 586 - Internship in Educational Foundations

EPFE 590 - Workshop in Education

EPFE 592 - Special Topics in Foundations of Education

EPFE 597 - Independent Research in Foundations of Education

EPFE 699A - Master's Thesis

EPFE 699B - Master's Project

EPFE 703 - Seminar: Gender Issues in Educational Thought

EPFE 707X - Human Development and Educational and Social Policy

EPFE 710 - Seminar in Philosophical Investigation

EPFE 712 - Ethics and Education

EPFE 715 - Foundations of Educational Policy

EPFE 720 - Seminar in European Educational Thought

EPFE 721 - Seminar in American Educational Thought

EPFE 722X - Adult and Higher Education in Social Context

EPFE 723 - History of Higher Education

EPFE 725 - History of Women's Education in the United States

EPFE 730 - Seminar in Comparative/International Education

EPFE 740 - Seminar in Professional Educational Organizations

EPFE 745 - Interpretive Methods in Educational Research

EPS 501 - Psychological Foundations of Education

EPS 504 - Psychology of Education in the Elementary and Middle School Years

EPS 505 - Issues in Human Development in the Elementary Through High School Years

EPS 506 - Theories and Research in Child Behavior and Development

EPS 507 - Issues in Human Development and Learning in the Middle School and High School Years

EPS 508 - Theories and Research in Adolescent Behavior and Development

EPS 510 - Adult Educational Psychology

EPS 511 - Moral Development and Character Education

EPS 512 - Educator, Family, Community: Relations and Resources

EPS 513 - Creativity and Learning

EPS 515 - Social Theory Applied to Education

EPS 518 - Motivation in the Classroom

EPS 519 - The Middle School Child

EPS 523 - Application of Psychological Research to Educational Practice

EPS 524 - Ethnographies in Human Development and Learning within Educational Settings

EPS 526 - Foundations of Psychedelic Studies in Education

EPS 532X - Evaluation of Teachers and Teaching

EPS 535 - Examining Educational Psychology Evidence for Educational Practices

EPS 540X - Education for Social Justice

EPS 550 - Classroom Management for Elementary Educators

EPS 552 - Classroom Management for Adolescent Students

EPS 553 - The Gifted Student

EPS 554 - Procedures for Educating the Gifted

EPS 560 - Mind, Brain, and Education

EPS 587 - Practicum in Gifted

EPS 590 - Workshop in Educational Psychology

EPS 592 - Seminar in Educational Psychology

EPS 597 - Independent Research

EPS 614 - Instructional Psychology

EPS 679 - Cultural Perspectives on Human Development

EPS 699A - Master's Thesis

EPS 699B - Master's Project

EPS 701 - Professional Practices in Educational Psychology

EPS 705 - Advanced Seminar in Child Development

EPS 706 - Research on Human Development in Educational Settings

EPS 707 - Human Development and Educational and Social Policy

EPS 708 - Advanced Research Seminar in Adolescent Development

EPS 710 - Seminar in Lifespan Human Development

EPS 713 - Advanced Educational Psychology

EPS 715 - Education and Human Cognitive Processing

EPS 716 - Learning Research Practicum

EPS 718 - Research Seminar in Motivation and Education

EPS 723 - Design of Research on Human Development and Learning in Educational Settings

EPS 739 - Fieldwork Methods in Educational Research

EPS 745X - Interpretive Methods in Educational Research

EPS 770X - Writing for Publication in Educational Psychology and Special Education

EPS 771X - Writing Grant Proposals in Education

EPS 786 - Internship

EPS 792 - Advanced Research Seminar in Educational Psychology

EPS 797 - Independent Research

EPS 799 - Doctoral Research and Dissertation

LEBM 501 - School Business Management

LEBM 511 - Practicum in School Business Management

LEBM 521 - Accounting, Statement Analysis, and Budgeting

LEBM 525 - Legal Aspects of School Business Management

LEBM 530 - Management of Business Support Services

LEBM 536 - Role of the School Business Administrator in Collective Bargaining

LEBM 540 - Personnel and Facilities Management

LEBM 550 - Financial Planning and School Budgeting

LEBM 586 - Internship in School Business Management

LEBM 590 - Workshop in School Business Management

LEBM 592 - Special Topics in School Business Management

LEBM 597 - Independent Research in School Business Management

LEBM 699 - Master's Thesis

LEBM 710 - Seminar in School Business Management

LEBM 721 - School District Fiscal Strategic Planning

LEBM 786 - Internship in School Business Management

LEBM 797 - Independent Research in School Business Management

LEEA 500 - Educational Organization and Administration: Principles, Concepts, and Structure

LEEA 501 - School Leadership and Data-Informed Decision Making

LEEA 511 - The Principalship

LEEA 520 - Education Finance I

LEEA 525 - Education Law I

LEEA 526 - Legal Issues in the Education of Diverse Learners

LEEA 535 - Supervisory Behavior

LEEA 540 - School-Community Relations

LEEA 550 - Seminar: Problems in Educational Administration

LEEA 554 - Policy Analysis for School Administrators

LEEA 575 - Special Education Finance

LEEA 577 - Administration and Supervision of Special Education

LEEA 580 - Clinical Laboratory, Building-Level Administration

LEEA 586A - Internship in Educational Administration

LEEA 586B - Internship in Educational Administration

LEEA 586C - Internship in Educational Administration

LEEA 590 - Workshop in Educational Administration

LEEA 592 - Special Topics in Educational Administration

LEEA 597 - Independent Research in Educational Administration

LEEA 699A - Master's Thesis

LEEA 699B - Ed.S. Thesis

LEEA 699C - Ed.S. Field Study

LEEA 700 - Nature and Theory of Administration

LEEA 710 - The Superintendency

LEEA 715 - Educational Facilities

LEEA 720 - Education Finance and Asset Management

LEEA 725 - Education Law II

LEEA 726 - Special Education: Leadership and the Law

LEEA 727 - Multitiered Systems of Support for Prevention and Intervention

LEEA 730 - Educational Administration Field Studies

LEEA 735 - Administration and Supervision of Educational Personnel

LEEA 736 - Collective Bargaining in Education

LEEA 737 - Seminar: Management of Negotiated Contracts in Education

LEEA 740 - Seminar in School-Community Relations

LEEA 745 - Survey of Research in Educational Administration

LEEA 750 - Seminar: Educational Administration

LEEA 751 - Externship in Educational Administration

LEEA 754 - The Politics of Educational Administration

LEEA 755 - Planning and Decision Making in Educational Administration

LEEA 777 - Special Education Administration

LEEA 778 - Seminar: Special Education Administration

LEEA 780 - Clinical Laboratory, District-Level Administration

LEEA 786A - Internship in Educational Administration

LEEA 786B - Internship in Educational Administration

LEEA 786C - Internship in Educational Administration

LEEA 797 - Independent Research in Educational Administration

LEEA 798 - Research Seminar in Educational Administration

LEEA 799 - Doctoral Research and Dissertation

Special and Early Education

Chair: Laura Hedin

Graduate Faculty

Natalie Andzik, assistant professor, Ph.D., The Ohio State University

Jeffrey Chan, associate professor, Ph.D., University of Texas at Austin

Greg Conderman, professor, Ed.D., University of Northern

Colorado
 Stephanie DeSpain, assistant professor, Ed.D., Illinois State University
 Rachel Donegan, assistant professor, Ph.D., Vanderbilt University
 Lydia Gerzel-Short, assistant professor, Ed.D., Northern Illinois University
 Laura Hedin, professor, Ph.D., University of Illinois, Urbana-Champaign
 Jesse Johnson, associate professor, Ed.D., Northern Illinois University
 Myoungwhon Jung, associate professor, Ph.D., Indiana University
 Gaylen G. Kapperman, professor emeritus, Ed.D., University of Northern Colorado
 Stacy Kelly, professor, Ed.D., Northern Illinois University
 Lisa Liberty, assistant professor, Ph.D., University of Washington
 Molly Pasley, assistant professor, Ed.D., Illinois State University
 William Penrod, associate professor, Ed.D., University of Louisville
 Toni Van Laarhoven, Presidential Teaching Professor, Ed.D., Northern Illinois University
 Natalie Young, assistant professor, Ed.D., Northern Illinois University

The Department of Special and Early Education offers the M.S.Ed. degree in early childhood education and special education. State of Illinois approved programs leading to educator licensure are offered in early childhood education and special education. Viewing teaching both as an art and science, learning as a reciprocal process, and service as a responsibility, the faculty provides curriculum and instruction grounded in theory, research, and best practice.

Master of Science in Education

Early childhood education
 Special education

Admission

The Department of Special and Early Education seeks to select the best-qualified applicants for admission to its programs. When the number of applicants to any program exceeds its capacity, even qualified applicants may be denied admission and encouraged to reapply at a later date.

Specific admission requirements for the early childhood and special education programs are described in each respective section.

Decisions about admission to programs in the department are ordinarily made at least once each term. Applicants to the programs are not required to take the GRE or MAT to be assured of consideration. Completed applications containing all required data (application forms, official transcripts, and letters of recommendation) must be received by the Graduate School no later than July 15 for admission for the fall term, December 10 for admission for the spring term, and June 1 for admission for the summer session.

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

Advisement

A candidate is assigned an adviser when admitted to a department degree or licensure program and develops a program of study in consultation with the adviser. Candidates are responsible for contacting their advisers to develop a program of study and for responding to the periodic posted notices of deadlines for professional semester applications and schedules for advance registration advisement. Courses with the designator TLRN may be counted toward the major in any of the department's degree programs with adviser approval.

Each candidate also is assigned a faculty mentor who provides guidance throughout the program.

Retention

Candidates must remain in good academic standing in the Graduate School, maintain high ethical standards, and demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline. Specific retention requirements for the early childhood and special education programs are described in each respective section.

Internships

The Department of Special and Early Education offers internships in early childhood education and special education. For further information and internship possibilities, see course descriptions and consult with an adviser.

Student-at-Large, Study-Abroad, and Transfer Credit

Student-at-large, study-abroad, and transfer hours in combination may not exceed 6 semester hours for candidates pursuing the M.S.Ed. degree in early childhood education or special education. The limit on student-at-large hours may be waived in special circumstances with the approval of the department chair.

Deficiency Study/Field Work

In cases in which a candidate's background in the chosen specialty is limited, the individual may be required to fulfill deficiency requirements. Supervised field work is sometimes required in a given program of study, especially when, in the adviser's judgment, it is necessary to prepare the candidate in a chosen specialty.

Doctoral Cognate in Special Education

Individuals interested in doctoral level studies in special education may elect a cognate in special education while pursuing the doctorate in educational psychology or curriculum and instruction. (See Department of Curriculum and Instruction.)

Endorsement at the Graduate Level

The special education endorsement consists of a selected group of courses totaling 18-24 semester hours. This group of courses meets the Illinois State Board of Education standards for the endorsement. It is available to licensed teachers. Candidates may apply these hours toward a master's degree in advanced special education practices. Contact the SEED academic adviser for details.

Master's Programs

Master of Science in Education in Early Childhood Education

The M.S.Ed. in early childhood education program offers focused study to strengthen and broaden the professional preparation of teachers and other professionals who work with young children, birth through eight years. In addition to the basic requirements, course work will be determined on the basis of the individual candidate's undergraduate preparation, experience, and professional goals. Candidates pursuing this M.S.Ed. may also choose course work to meet Early Childhood Illinois Professional Educator License (PEL) requirements to teach children from birth through grade 2 in Illinois public schools. Candidates who meet the PEL requirements will be automatically eligible to receive the Gateways to Opportunity Level 5 Early Childhood Education (ECE) credential. Candidates may also elect course work to fulfill early childhood special education approval requirements for teaching children with disabilities and special needs in pre-kindergarten. Advisers evaluate candidates' prior course work, professional experience, and previous credentials to determine individual programs leading to PEL with Early Childhood endorsement and/or Early Childhood Special Education approval, as well as the Gateways Level 5 ECE credential.

No more than six credit hours of graduate NIU coursework completed as a student-at-large may be applied to an advanced degree in SEED. 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>.

Requirements

Programs of study must include a minimum of 32 semester hours depending on the Early Childhood tack selected

(Licensure, Non-licensure). Candidates elect either the licensure or non-licensure track.

M.S.Ed. Early Childhood Education (Licensure)

The licensure track requires prerequisite coursework in: Biology, Physical Science, Early and Space Science, History, Geography, Civics and Government, and Economics.

- EPS 506 - Theories and Research in Child Behavior and Development Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- SEEC 500 - Analysis of Instruction in Early Childhood Education Credits: 3
- SEEC 504 - Developmentally Appropriate Practice in the Primary Classroom Credits: 3
- SEEC 520 - Language Arts in Early Childhood Education Credits: 3
- SEEC 531 - Social Learning and Social Science in Early Childhood Education Credits: 3
- SEEC 532 - Young Children's Exploration of the Physical World Credits: 3
- SEEC 535 - Family and School Partnerships for Academic Success Credits: 3
- OR SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs Credits: 3
- SEEC 540 - Language Arts and Social Studies for Children Grades K-2 Credits: 3
- SEEC 598 - Master's Project Credits: 2
- SESE 523 - Observation and Assessment in Early Childhood Special Education Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3
- OR LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas Credits: 3
- OR TLRN 501X - Multicultural Education: Methods and Materials Credits: 3
- LTLA 537 - Acquisition of Spoken and Written Language Credits: 3
- LTRE 516 - Emerging Literacy Development Credits: 3
- SEEC 582 - Preprimary Clinical Experience Credits: 1
- SEEC 583 - Primary Clinical Experience Credits: 1
- SEEC 585A - Preprimary Student Teaching Credits: 3-12
Student must take 3 credit hours in this course.
- SEEC 585B - Primary Student Teaching Credits: 3-12
Student must take 3 credit hours in this course.
- SEEC 586 - Internship Credits: 1-9
Student must take 1 credit hour in this course.

Early Childhood Special Education Approval (Optional; Required for Approval only)

- SESE 524 - Methods and Strategies for Promoting Development and Teaching Infants, Toddlers, and Young Children with Disabilities and Special Needs Credits: 3
- SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs Credits: 3

M.S.Ed. Early Childhood Education (Non-licensure)

- EPS 506 - Theories and Research in Child Behavior and Development Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- SEEC 500 - Analysis of Instruction in Early Childhood Education Credits: 3
- SEEC 504 - Developmentally Appropriate Practice in the Primary Classroom Credits: 3
- SEEC 535 - Family and School Partnerships for Academic Success Credits: 3
- SEEC 540 - Language Arts and Social Studies for Children Grades K-2 Credits: 3
- SEEC 598 - Master's Project Credits: 2
- SESE 523 - Observation and Assessment in Early Childhood Special Education Credits: 3
- Electives within Department (6)
- Electives outside of Department (6)

Thesis Option

Candidates electing the thesis option will select research in early childhood education as their focus area. Six of the 9 semester hours required for the focus area must be taken in SEEC 699, Master's Thesis. Candidates electing the thesis option are still required to take SEEC 598.

- SEEC 598 - Master's Project Credits: 2
- SEEC 699 - Master's Thesis Credits: 1-6

Master of Science in Education in Special Education

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 [Doctoral Program](#)). 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 any licensure tests 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."

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).

No more than six credit hours of graduate NIU coursework completed as a student-at-large may be applied to an advanced degree in SEED. Check departmental information for any additional requirements.

The student learning outcomes for this degree are located at [SLO](#)

Admission

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

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

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.

Candidates in the LBS I and Visual Impairments specializations must pass the Illinois State Board of Education (ISBE) content area test and General Education Curriculum test before enrolling in student teaching or internship courses. Candidates in the LBS I specialization take the Learning Behavior Specialist I content test and candidates in the Visual Impairment emphasis take the content test on Teacher of Students Who Are Blind or Visually Impaired.. Candidates in other specializations or who are seeking endorsement also may be required to complete content area tests before enrolling in student teaching or internship courses. Candidates in the BCBA specialization must pass the Board Certified Behavior Analyst Examination after completing all required course work. The graduate advising staff will assist candidates in identifying required tests for each area of specialization. Advising staff review course grades at the end of each semester and verify passing scores on the content area and general education curriculum test prior to student teaching. In addition to meeting all Graduate School and College of Education standards for retention, candidates must meet the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators.

All other rules regarding academic regulations follow those described by the Graduate School.

Advisement

A candidate is assigned a graduate adviser when admitted to the program. The candidate also is assigned to a faculty mentor. Candidates are strongly encouraged to contact their faculty mentors early in their degree program. Courses of study are developed for each candidate in consultation with the graduate adviser. It is always the responsibility of the

candidate to be aware of university policies and regulations affecting his or her program. Candidates should, therefore, familiarize themselves with the *Graduate Catalog* early in the program.

Requirements

Each candidate must select a specialization. Each specialization requires a minimum of 30-36 semester hours of study which must include a research course approved by the adviser. Specific courses required for each specialization are listed below. Elective courses are selected with the approval of the candidate's adviser. A candidate wishing to write a thesis may, with the approval of the adviser, include 3-6 semester hours of credit in SESE 699 in the elective portion of the program.

For a candidate whose undergraduate major was in special education, course work in other appropriate fields may be substituted for a portion of the special education course work, with the approval of the candidate's adviser. However, in all cases, at least 50 percent of the semester hours required for the degree must be in special education. For candidates whose undergraduate major was not in special education or who have limited background in their chosen specialization, deficiency requirements may be established by the department. Deficiency course hours will not be counted toward the minimum 30-36 semester hours of the master's degree program.

All M.S.Ed. program candidates are required to pass a comprehensive examination. Information about this exam will be provided by the graduate adviser and faculty mentor.

Candidates must pass the Safety Tutorial and Mandated Reporter training prior to the first early field experience. Additionally, candidates must pass the Teacher Performance Assessment (edTPA) prior to receiving an initial Professional Educator License with endorsement in Teacher of Students Who Are Blind or Visually Impaired or Learning Behavior Specialist I. The edTPA is completed during student teaching.

Field Work

In cases in which candidates' backgrounds in their chosen specialties are limited, they may be required to fulfill deficiency requirements established by the department. Deficiency course hours are not counted toward the minimum semester hours of the master's degree program.

The LBS I endorsement is a cross-categorical endorsement that encompasses all categories of disability from Pre-K through age 21. As a result, early clinical experiences and student teaching practicum involve working with students with mild- and moderate disabilities in both elementary and secondary settings. Student teaching in the LBS I endorsement, SESE 609 and SESE 610, consists of two eight-week (Monday - Friday) full-day placements, one at the elementary level and one at the secondary level. Candidates fulfill various instructional and assessment responsibilities as well as complete the edTPA during student teaching

practicum. These placements range from full-inclusion classrooms to residential schools and serve a diverse student population in urban, rural, and suburban settings. Candidates who seek to add the LBS I endorsement to an existing teacher educator license may have some early clinical and student teaching requirements waived. This will be determined by the candidate's graduate advisor and faculty mentor.

Internship Program

The Department of Special and Early Education currently utilizes internship programs in some areas of special education. All internship placements are arranged and supervised by the department. For further information and internship possibilities, see course descriptions.

Specialization in Advanced Special Education Practices

This specialization focuses on a program of study to strengthen the professional development of candidates. Candidates may choose from several options or develop a unique plan of study that meets their professional development needs.

Required courses in this specialization:

- SESE 592 - Seminar in Special Education Credits: 3
- OR SESE 747 - Advanced Seminar in Special Education Credits: 3
- SESE 692 - Seminar in Evidence-Based Practices in Special Education: Single Case Research Methods Credits: 3
or another research course approved by adviser Credits: 3
- Course work in the major (15-18)
- Additional course work approved by adviser (6-9)

Specialization in Assistive Technology Used by Persons with Visual Impairments

This specialization prepares candidates to instruct individuals with visual impairments in the concepts and skills related to assistive technology for persons with visual impairments and to obtain national certification as assistive technology instructional specialists for people with visual impairments from the certification body of the Academy for Certification of Vision, Rehabilitation, and Education Professionals. Candidates may combine this specialization with the specialization for Orientation and Mobility, Vision Rehabilitation Therapy, and/or Visual Impairments.

- SESE 552 - Assistive Technology/Multiple Disabilities Credits: 3
- SEVI 510 - Anatomy, Pathology, and Functioning of the Eye Credits: 3

- SEVI 520 - Literary Braille Credits: 3
- SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 540 - Communication Systems Used By Persons with Visual Impairments Credits: 3
- SEVI 541 - Instructional Systems for Utilization of Low Vision Credits: 3
- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- SEVI 585D - Internship in Assistive Technology for Persons with Visual Impairments Credits: 1-12
- SEVI 596 - Seminar in Assistive Technology for the Workforce Readiness of Persons with Visual Impairments Credits: 3

One graduate level course in research, such as: SESE 792 or approved by adviser

Specialization in Behavior Analysis

This specialization is designed for educators and other professionals who wish to gain expertise in behavior analysis. Candidates who complete this specialization will gain the necessary skills to solve problems and address concerns related to individuals with learning and behavioral challenges in school and community settings in combination with a master's degree. The Association for the Behavior Analysis International has approved the listed courses as meeting coursework requirements to sit for the BCBA examination. Individuals will need to meet additional requirements to become eligible for the BCBA examination.

- SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE 515 - Foundations of Applied Behavior Analysis Credits: 3
- SESE 570 - Concepts and Principles of Behavior Analysis Credits: 3
- SESE 578 - Issues and Trends in Teaching Students with Emotional and Behavioral Disorders Credits: 3
- SESE 592 - Seminar in Special Education Credits: 3
- SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders Credits: 3
- OR SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs Credits: 3
- SESE 708 - Advanced Behavior Assessment and Functional Analysis Credits: 3

- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credits: 3

Specialization in Learning Behavior Specialist I

This specialization prepares candidates to obtain an initial Illinois Professional Educator License with the crosscategorical Learning Behavior Specialist I endorsement. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure and special education endorsement in Learning Behavior Specialist I. This includes completing the Safety Tutorial prior to the first early clinical course, passing the Learning Behavior Specialist I content test and the General Education Curriculum test prior to student teaching, and passing the Teacher Performance Assessment (edTPA) during student teaching. Candidates who do not receive a passing score on the edTPA may opt to receive a degree without university recommendation for licensure or defer graduation until the edTPA is passed.

Candidates who already have a Professional Educator License may have courses and program requirements waived based on prior course work and experience. This will be determined by the candidate's graduate adviser and faculty mentor. A minimum of 36 hours of graduate course work is required for the master's degree. Required courses for this specialization include:

- SESE 540 - Foundations of Special Education Credits: 3
- SESE 552 - Assistive Technology/Multiple Disabilities Credits: 3
- SESE 559 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities Credits: 3
- SESE 561 - Methods for Teaching Individuals with Developmental Disabilities Credits: 3
- SESE 601 - Methods for Teaching Elementary Students with Mild Disabilities Credits: 4
- SESE 602 - Methods for Teaching Middle and Secondary Students with Mild Disabilities Credits: 3
- SESE 603 - Functional Analysis for Special Educators Credits: 3
- SESE 605 - Consultation, Collaboration, and Communication Skills for Special Educators Credits: 3
- SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders Credits: 3

- SESE 607 - Special Education Capstone/Pre-Student Teaching Seminar Credits: 1
- SESE 608 - Field Experience in Special Education: Learning Behavior Specialist I Credits: 2-6 With approval of the department, may be waived for candidates who have documented sufficient professional experience.
- SESE 609 - Elementary Practicum: Learning Behavior Specialist I Credits: 3-6 Students take this course for 3 semester hours.
- SESE 610 - Secondary Practicum: Learning Behavior Specialist I Credits: 3-6 Students take this course for 3 semester hours.
- ETR 524 - Assessing Students with Special needs Credits: 3 One graduate-level course in research, such as SESE 692, or approved by adviser.

In addition, individuals not currently holding a professional educator license (PEL) in the State of Illinois must include courses required by the State for the professional educator licensure (PEL). Program advisers will have a list of the requirements and courses needed.

Specialization in Orientation and Mobility

This specialization prepares candidates to instruct individuals with visual impairments in the concepts and skills related to independent travel, and to obtain national certification as orientation and mobility specialists from the certification body of the Academy for Certification of Vision, Rehabilitation, and Education Professionals. Candidates may combine this specialization with the specialization for Vision Rehabilitation Therapy and/or Visual Impairments.

- SEVI 510 - Anatomy, Pathology, and Functioning of the Eye Credits: 3
- SEVI 520 - Literary Braille Credits: 3
- SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 541 - Instructional Systems for Utilization of Low Vision Credits: 3
- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- SEVI 570 - Advanced Orientation and Mobility Credits: 3-6
- SEVI 571 - Principles of Orientation and Mobility Techniques for Learners with Visual and Multiple Impairments Credits: 3

- SEVI 585C - Internship in Orientation and Mobility Instruction of Persons with Visual Impairments Credits: 1-12
Students must take 6 semester hours in this course.
- One graduate level course in research, such as: SESE 692 or ETR 520 or approved by adviser.

Specialization in Vision Rehabilitation Therapy

This specialization prepares candidates to instruct individuals with visual impairments in independent living skills and to obtain national licensure as rehabilitation teachers from the Association for Education and Rehabilitation of the Blind and Visually Impaired.

- SEVI 510 - Anatomy, Pathology, and Functioning of the Eye Credits: 3
- SEVI 520 - Literary Braille Credits: 3
- SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 540 - Communication Systems Used By Persons with Visual Impairments Credits: 3
- SEVI 541 - Instructional Systems for Utilization of Low Vision Credits: 3
- SEVI 543 - Teaching Activities of Daily Living to Persons with Visual and Multiple Disabilities Credits: 3
- SEVI 545 - Home Management for Persons with Visual Impairments and Multiple Disabilities Credits: 3
- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- OR SEVI 560 - Rehabilitation of Adults with Visual Impairments Credits: 3
- SEVI 585B - Internship in Rehabilitation Teaching of Persons with Visual Impairments Credits: 1-12
Students must take 6 semester hours in this course.
- One graduate-level course in research, such as: SESE 692 or ETR 520 or approved by adviser.

Specialization in Visual Impairments

This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Vision Rehabilitation Therapy. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure and

special education endorsement in Visual Impairments. Candidates who do not receive a passing score on the edTPA may opt to receive a degree without university recommendation for licensure or defer graduation until the edTPA is passed. Candidates who already have an educator license may have courses and program requirements waived based on prior course work and experience. This will be determined by the candidate's graduate adviser and faculty mentor.

- SEVI 500 - Education of Students with Visual Impairments Credits: 3
- SEVI 510 - Anatomy, Pathology, and Functioning of the Eye Credits: 3
- SEVI 520 - Literary Braille Credits: 3
- SEVI 521 - Advanced Braille Credits: 3
- SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 540 - Communication Systems Used By Persons with Visual Impairments Credits: 3
- SEVI 541 - Instructional Systems for Utilization of Low Vision Credits: 3
- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- SEVI 581 - Student Teaching in Elementary Special Education: Vision Impairments Credits: 3-6
- SEVI 582 - Student Teaching in Secondary Special Education: Vision Impairments Credits: 3-6
- SEVI 586 - Topical Seminar in Teaching Students with Visual Impairments Credits: 3
- One graduate level course in research, such as SESE 692 or ETR 520, or approved by adviser.

Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Certificates of Graduate Study

Assistive Technology Instructional Specialist for People with Visual Impairments (21)

This certificate is designed for educators and rehabilitation professionals seeking additional competencies in applications of instructional and assistive technologies for people with visual impairments.

Requirements

- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- SEVI 585D - Internship in Assistive Technology for Persons with Visual Impairments Credits: 1-12 Students must take 9 semester hours in this course.
- SEVI 596 - Seminar in Assistive Technology for the Workforce Readiness of Persons with Visual Impairments Credits: 3

Candidates who complete this course sequence and are also a licensed teacher of students with visual impairments (TVI), Certified Orientation and Mobility Specialist (COMS), or Certified Vision Rehabilitation Therapist (CVRT) will be eligible to take the Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS) exam.

Behavior Analyst (21)

This certificate is designed for educators and other professionals who wish to gain expertise in behavior analysis. Candidates who complete this certificate will gain the necessary skills to solve problems and address concerns related to individuals with learning and behavioral challenges in school and community settings. This sequence meets the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination.

Requirements

- SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE 515 - Foundations of Applied Behavior Analysis Credits: 3
- SESE 570 - Concepts and Principles of Behavior Analysis Credits: 3
- SESE 708 - Advanced Behavior Assessment and Functional Analysis Credits: 3
- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credits: 3

Director of Special Education (20)

This certificate is designed for school leaders seeking the Director of Special Education endorsement on the Professional Educator License (PEL). It is available to candidates who can document two full years of full-time special education teaching or service as a school social worker, psychologist, or speech language pathologist on a valid PEL. Candidates must have attained a GPA of at least 3.20 in their most recent degree program. Individuals who do not have a master's degree at the start of the program must have completed a master's degree and pass the appropriate content area test prior to recommendation for the Director of Special Education endorsement. Application materials for this certificate are available through the Department of Special and Early Education. The following sequence of courses meets requirements for the Director of Special Education certificate as delineated by the Illinois State Board of Education.

Requirements

- LEEA 575 - Special Education Finance Credits: 3
- OR SESE 575X - Special Education Finance Credits: 3
- LEEA 577 - Administration and Supervision of Special Education Credits: 3
- LEEA 726 - Special Education: Leadership and the Law Credits: 3
- SESE 592 - Seminar in Special Education Credits: 3
- OR SESE 747 - Advanced Seminar in Special Education Credits: 3
- SESE 760 - Director of Special Education Credits: 3
- SESE 765 - Seminar: Professional Collaboration in Schools Credits: 3
- SESE 786 - Internship in Special Education Credits: 1-12
- In addition, candidates who hold an administrative endorsement may request a transcript evaluation through Special and Early Education advising.

SEEC 500 - Analysis of Instruction in Early Childhood Education

SEEC 501 - Improvement of Instruction in Early Childhood Education

SEEC 504 - Developmentally Appropriate Practice in the Primary Classroom

SEEC 510 - Preschool Movement in the United States

SEEC 511 - Comparative/International Early Childhood Education

SEEC 520 - Language Arts in Early Childhood Education

SEEC 521 - Educational Diagnosis and Assessment of Young Children with Special Needs

SEEC 522 - Curriculum and Instructional Strategies for the Young Child with Special Needs

SEEC 523 - Infants and Preschoolers with Severe Disabilities

SEEC 526 - Curricular Strategies for the Education of Infants with Severe Disabilities

SEEC 531 - Social Learning and Social Science in Early Childhood Education

SEEC 532 - Young Children's Exploration of the Physical World

SEEC 533 - Science and Mathematics for Young Children

SEEC 535 - Family and School Partnerships for Academic Success

SEEC 540 - Language Arts and Social Studies for Children Grades K-2

SEEC 560 - Seminar: New Developments in Early Childhood Education

SEEC 582 - Preprimary Clinical Experience

SEEC 583 - Primary Clinical Experience

SEEC 585A - Preprimary Student Teaching

SEEC 585B - Primary Student Teaching

SEEC 586 - Internship

SEEC 587 - Teaching Practicum in Early Childhood Education

SEEC 590 - Workshop in Early Childhood Education

SEEC 597 - Independent Research

SEEC 598 - Master's Project

SEEC 699 - Master's Thesis

SEEC 760 - Seminar in Early Childhood Education

SEEC 786 - Internship

SEEC 797 - Independent Research

SESE 511 - Ethics and Professional Behavior for Behavior Analysts

SESE 515 - Foundations of Applied Behavior Analysis

SESE 520 - Disability in Film and Television

SESE 521 - Technology for Students with Disabilities

SESE 523 - Observation and Assessment in Early Childhood Special Education

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

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

SESE 527 - Issues and Recommended Practices in Early Childhood Special Education

SESE 540 - Foundations of Special Education

SESE 547 - Issues and Trends in Special Education

SESE 549 - Evaluation and Instruction of Individuals with Multiple Disabilities

SESE 550 - Counseling in Vision Rehabilitation Therapy

SESE 552 - Assistive Technology/Multiple Disabilities

SESE 553 - Transition Planning Using Technology

SESE 554 - Applied Behavior Analysis and Positive Behavior Support in School and Community Settings

SESE 555X - Methods and Materials for English Learners with Disabilities

SESE 556 - Methods for Inclusion and Collaboration in the General Education Classroom

SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom

SESE 559 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities

SESE 560 - Functional Analysis for Special Educators

SESE 561 - Methods for Teaching Individuals with Developmental Disabilities

SESE 562 - Curricular and Instructional Design and Adaptation for Inclusive Settings

SESE 563 - Methods for Teaching Students with Emotional Disturbance

SESE 564 - Advanced Program Planning and Evaluation for Persons with Dual Sensory and Physical Disabilities

SESE 565 - Collaboration and Consultation Skills for School Professionals

SESE 570 - Concepts and Principles of Behavior Analysis

SESE 575X - Special Education Finance

SESE 576 - Cross-categorical Special Education Instructional Methods

SESE 578 - Issues and Trends in Teaching Students with Emotional and Behavioral Disorders

SESE 585 - Initial Field Experience in Special Education: Learning Behavior Specialist I

SESE 587A - Practicum in Learning Behavior Specialist I

SESE 587E - Elementary or Secondary Practicum in Behavior Disorders

SESE 587N - Practicum in Early Childhood Special Education (1-10).

SESE 587W - Practicum with Students with Multiple Disabilities

SESE 590 - Workshop in Teacher Education

SESE 591 - Institute in Special Education

SESE 592 - Seminar in Special Education

SESE 593 - Collaboration in Advanced Special Education Practices

SESE 594 - Graduate Capstone Seminar in Special Education

SESE 597 - Independent Research

SESE 600 - Introduction to Instructional Planning and Teacher Performance Assessment

SESE 601 - Methods for Teaching Elementary Students with Mild Disabilities

SESE 602 - Methods for Teaching Middle and Secondary Students with Mild Disabilities

SESE 603 - Functional Analysis for Special Educators

SESE 604 - Assistive Technology and Methods for Teaching Individuals with Autism and Developmental Disabilities

SESE 605 - Consultation, Collaboration, and Communication Skills for Special Educators

SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders

SESE 607 - Special Education Capstone/Pre-Student Teaching Seminar

SESE 608 - Field Experience in Special Education: Learning Behavior Specialist I

SESE 609 - Elementary Practicum: Learning Behavior Specialist I

SESE 610 - Secondary Practicum: Learning Behavior Specialist I

SESE 686 - Practicum in Behavior Analysis

SESE 692 - Seminar in Evidence-Based Practices in Special Education: Single Case Research Methods

SESE 699 - Master's Thesis

SESE 708 - Advanced Behavior Assessment and Functional Analysis

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

SESE 710 - Behavioral Applications and Consultation in School and Community Settings

SESE 742 - Educational Aspects of Intellectual Disabilities

SESE 743 - Psychological and Sociological Aspects of Intellectual Disabilities

SESE 747 - Advanced Seminar in Special Education

SESE 750 - Perspectives in Learning Disabilities

SESE 752 - Perspectives in Behavior Disorders

SESE 754 - Readings in Visual Impairments

SESE 760 - Director of Special Education

SESE 762 - Advanced Instructional Systems for Students with Disabilities

SESE 765 - Seminar: Professional Collaboration in Schools

SESE 770 - Writing for Publication in Educational Psychology and Special Education

SESE 771 - Writing Grant Proposals in Education

SESE 780 - Field Observation of Special Education Programs

SESE 786 - Internship in Special Education

SESE 787 - Laboratory Practicum in Preparing Special Educators for Higher Education

SESE 791 - Seminar: Group Research Methodologies in Special Education

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

SESE 796 - Laboratory Field Studies in Special Education

SESE 797 - Independent Research

SESE 799 - Doctoral Research and Dissertation

SEVI 500 - Education of Students with Visual Impairments

SEVI 505 - The Blindness Experience

SEVI 510 - Anatomy, Pathology, and Functioning of the Eye

SEVI 520 - Literary Braille

SEVI 521 - Advanced Braille

SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments

SEVI 540 - Communication Systems Used By Persons with Visual Impairments

SEVI 541 - Instructional Systems for Utilization of Low Vision

SEVI 542 - Instructional Systems for Teaching Students Who Are Visually Impaired

SEVI 543 - Teaching Activities of Daily Living to Persons with Visual and Multiple Disabilities

SEVI 545 - Home Management for Persons with Visual Impairments and Multiple Disabilities

SEVI 550 - Assistive Technology for Persons with Visual Impairments

SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics

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

SEVI 560 - Rehabilitation of Adults with Visual Impairments

SEVI 570 - Advanced Orientation and Mobility

SEVI 571 - Principles of Orientation and Mobility Techniques for Learners with Visual and Multiple Impairments

SEVI 576 - Instructional Systems for Teaching Individuals with Visual and Multiple Impairments

SEVI 577 - Survey of Assistive Technology for Persons with Visual Impairments

SEVI 580A - Initial Field Experience in Special Education: Vision Impairments

SEVI 580B - Practicum in Rehabilitation Teaching for Persons with Visual Impairments

SEVI 580C - Practicum in Orientation and Mobility Techniques for Persons with Visual Disabilities

SEVI 580D - Practicum in Instructional Systems for the Utilization of Low Vision

SEVI 581 - Student Teaching in Elementary Special Education: Vision Impairments

SEVI 582 - Student Teaching in Secondary Special Education: Vision Impairments

SEVI 585A - Supervised Field Experience in Special Education: Visual Impairments

SEVI 585B - Internship in Rehabilitation Teaching of Persons with Visual Impairments

SEVI 585C - Internship in Orientation and Mobility Instruction of Persons with Visual Impairments

SEVI 585D - Internship in Assistive Technology for Persons with Visual Impairments

SEVI 586 - Topical Seminar in Teaching Students with Visual Impairments

SEVI 596 - Seminar in Assistive Technology for the Workforce Readiness of Persons with Visual Impairments

TLRN 501X - Multicultural Education: Methods and Materials

TLRN 546 - Interventions to Meet Student Needs in the General Education Classroom

TLRN 795 - Seminar in the Supervision and Administration of Clinical Experiences

College of Engineering and Engineering Technology

Dean: Donald R. Peterson, Ph.D., FAIMBE
Senior Associate Dean, Research and Graduate Programs: Mansour Tahernezehadi, Ph.D., P.E.
Associate Dean, Undergraduate Programs: Abul K. M. Azad, Ph.D.

Department of Electrical Engineering
Department of Industrial and Systems Engineering
Department of Mechanical Engineering
Department of Engineering Technology

Master's Programs

Master of Science in Teaching

The M.S.T. is designed for licensed teachers seeking teaching endorsements at the master's level in disciplines approved by the university. All students pursuing the degree will be required to complete core experiences in which they demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in their content area.

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

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

Specialization in Engineering Education

The Master of Science in Teaching (M.S.T.) with specialization in Engineering Education prepares teachers with mathematics or science licensure to infuse traditional content with the 21st century knowledge and skills associated with emerging critical technologies such as nanotechnology, fuel cells, and modern manufacturing technology. The program integrates mathematics and science standards for teaching and learning into the middle school and high school industrial technology endorsements. The central goal of the program is to empower teachers to implement generative and transformative pedagogy by using research-based instructional practices and emerging engineering content. Four strands permeate the program: (1) active learning through such approaches as project-based learning and guided inquiry, (2) adolescent identity development, (3)

action research, and (4) teacher leadership. The program is only offered at the request of a school district.

Mission

The Master of Science in Teaching (M.S.T.) with specialization in Engineering Education prepares licensed middle and high school teachers of mathematics and the sciences to engage their students in authentic engineering content and processes. Such engagement will stimulate interest in mathematics, the sciences, and engineering among adolescent students at a formative time in their academic development.

Educational Objectives

The program leading to the Master of Science in Teaching (M.S.T.) with specialization in Engineering Education is designed to: (1) improve teaching and learning of mathematics, the sciences, and engineering by increasing the knowledge and skills of teachers; (2) implement quality action research, focusing on inquiry and problem-solving skills; and (3) integrate research-based pedagogical practices and content.

Program Requirements

Students must complete at least 33 semester hours of graduate work consisting of the following courses:

- IEET 590 - Topics in Engineering and Engineering Technology Credits: 1-3
- TECH 532 - Disaster Preparedness Credits: 3
- TLCI 537 - Improvement of Instruction Credits: 3
- UEET 601 - Introduction to Emerging Technologies Credits: 3
- UEET 602 - Nanotechnology and Applications Credits: 3
- UEET 603 - Introduction to Energy Engineering Credits: 3
- UEET 604 - Introduction to Fuel Cell and Fuel Cell Power Generation Credits: 3
- UEET 605 - Nanoelectronics and Applications Credits: 3
- UEET 606 - Applied Modern Manufacturing and Quality Control Credits: 3
- UEET 607 - Internship Credits: 3
- UEET 608 - Master's Project Credits: 1-3

IEET 590 - Topics in Engineering and Engineering Technology

IEET 591 - Integrated Systems Engineering I

IEET 592 - Integrated Systems Engineering II

IEET 697 - Independent Study

IEET 698 - Special Topics in Integrated Systems Engineering

IEET 699 - Master's Thesis

UEET 601 - Introduction to Emerging Technologies

UEET 602 - Nanotechnology and Applications

UEET 603 - Introduction to Energy Engineering

UEET 604 - Introduction to Fuel Cell and Fuel Cell Power Generation

UEET 605 - Nanoelectronics and Applications

UEET 606 - Applied Modern Manufacturing and Quality Control

UEET 607 - Internship

UEET 608 - Master's Project

Electrical Engineering

Chair: Mansoor Alam

Graduate Faculty

Ibrahim Abdel-Motaleb, professor, Ph.D., P.E., University of British Columbia

Stanislav Baturin, assistant professor, Ph.D., St. Petersburg State University

Veysel Demir, associate professor, Ph.D., Syracuse University

Benedito Fonseca, assistant professor, Ph.D., University of Wisconsin

Venumadhav Korampally, associate professor, Ph.D., University of Missouri

Lichuan Liu, associate professor, Ph.D., New Jersey Institute of Technology

Mohammad Moghimi, assistant Professor, Ph.D. Montana State University

Mansour Tahernezehadi, professor, Ph.D., P.E., University of Oklahoma

Donald Zinger, associate professor, Ph.D., P.E., University of Wisconsin

Master's Programs

Master of Science in Electrical Engineering

The Department of Electrical Engineering offers graduate studies leading to the M.S. in electrical engineering. The program is designed to stimulate creativity, to provide an in-depth understanding of the basic physical phenomena involved in electrical systems, and to provide the student

with the ability to use modern techniques in the analysis and design of electrical components and systems. Bulletins describing graduate studies in electrical engineering are available from the departmental office.

Upon completion of their studies, graduates of the M.S. program will be able to:

1. Demonstrate the ability to formulate, analyze and solve advanced electrical engineering problems.
2. Demonstrate the ability to apply advanced design processes to engineering.
3. Demonstrate the ability to conduct research and development to investigate or create new systems, components, or processes.
4. Demonstrate the ability to communicate effectively.

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

Check departmental information for any additional requirements.

Requirements for Graduates with a B.S. in Electrical Engineering

By the end of first semester, students must declare an option under which they want to study. Students desiring to change their option may petition the department graduate committee with their request.

Thesis Option

Option 1

This option is designed to prepare students for graduate work at the doctoral level or work in jobs that require original research or product innovation. The degree concentrates on original research techniques that lead to the development of publishable work or patentable products. Because of the interdisciplinary nature of research topics in this option, the student shall be advised by an adviser and one or more co-advisers. The advising committee shall be created by the department's chair after the student is accepted. The 30-semester-hour 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 master's degree program. The thesis must be satisfactorily defended at an oral examination in front of a committee composed 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 master's 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 semester 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 master's 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. 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.

Requirements for Graduates with a B.S. in an Area other than Electrical Engineering

Students with a B.S. degree in an area other than electrical engineering are required to take at least three courses from the following: ELE 210, ELE 250, ELE 315, ELE 330, ELE 335, ELE 340, ELE 350, ELE 356, ELE 360, ELE 370, and ELE 380. A grade of B or better is required for each of these courses. The thesis adviser must approve the set of courses to be taken. The student is also required to fulfill all the requirements in the previous section.

Requirements for Accelerated B.S./M.S. Sequence

The department also offers an accelerated B.S./M.S. sequence that leads to a M.S. in Electrical Engineering after students received a B.S. either in Electrical Engineering, Biomedical Engineering, or Mechatronics Engineering. This accelerated sequence is open to all undergraduate electrical engineering, biomedical engineering, and mechatronics engineering majors who have finished at least 90 semester hours of undergraduate course work with a minimum GPA of 3.00. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the accelerated sequence may lead to a B.S. only, but only after the requirements for that degree have been met.

With this program, M.S. courses can be taken three semesters prior to earning the B.S. degree and have up to 18 semester hours count towards both the M.S. and B.S. degrees. A GRE is not required. Students must meet Graduate School application deadlines. Interested students should talk with an adviser as early as possible and are encouraged to apply during the spring semester of their junior year.

Students wishing to take part in this program should be aware of all the regulations and restrictions of accelerated baccalaureate/master's degree programs as outlined in the NIU Graduate School Catalog under the heading of Early Admission of NIU Undergraduates, and Admission to Accelerated Baccalaureate/Master's Degree Programs.

All students enrolled in this sequence must have their schedules approved by their faculty advisers each semester. Any deviation from an approved course schedule may delay graduation.

Specialization in Applied Radio Frequency (RF) Engineering (Thesis Option Only) (30)

Students pursuing this specialization must also fulfill relevant Requirements for Graduates with a B.S. in Electrical Engineering or Requirements for Graduates with a B.S. in an Area other than Electrical Engineering or Requirements for Integrated B.S./M.S. Sequence.

Required Courses (27)

- ELE 561 - Synthesis of Active and Passive Filters Credits: 3
- ELE 574 - Transmission Line Media and Wave Propagation Credits: 3
- ELE 575 - Antenna Theory and Design Credits: 3
- ELE 670 - Advanced Microwave Circuits and Devices Credits: 3
- ELE 673 - Time Harmonics Electromagnetic Fields Credits: 3

- ELE 674 - Microwave Measurement and Beam Instrumentation Laboratory Credits: 3
- ELE 677 - Advanced Microwave and Millimeter Wave Engineering Credits: 3
- ELE 699A - Master's Thesis Credits: 1-9

One of the following courses (3)

- ELE 537 - Hybrid Circuit Design Credits: 3
- ELE 635 - Advanced Electronic Devices Credits: 3
- ELE 660 - Digital and Analog Communication Systems Credits: 3
- ELE 672 - Microwave Solid-State Devices and Circuits Credits: 3

Other Requirements

Independent study courses may not be used to fulfill the M.S. degree requirements. Approved courses taken from other engineering or science departments or transferred from other institutions cannot be counted for the required 600-level courses from the Department of Electrical Engineering at NIU. Portions of the research or the project work required by ELE 699A or ELE 699B may be performed at off-campus facilities if approved by the student's graduate committee. No more than 9 semester hours of transfer work plus credit earned as a student at large may be applied to the master's degree.

Doctoral Programs

Doctor of Philosophy in Electrical Engineering

A Ph.D. in Electrical Engineering allows graduates to pursue professional careers in institutions, national research labs, federal and state agencies, and private and public corporations. Students enrolled in the program will develop the ability to conduct independent research to address compelling problems of local, national, and global significance in Electrical Engineering application. Students will have a strong foundation in engineering knowledge, as subject matter experts within a traditional discipline of engineering, to pursue careers in engineering research, development, or education. Students will demonstrate the professional skills necessary to bridge the gap between the deep technical knowledge and scientific discoveries to practical application through careers in academe and industry. The overall goal of the program is to train and develop advanced practitioners, researchers, and teaching scholars in Electrical Engineering.

Learning Objective and Outcomes

Graduates of the Electrical Engineering Ph.D. program will demonstrate:

1. Fundamental understanding of the principles, major research findings and current unresolved problems in their area of emphasis
2. Effective scientific communication skills
3. Proficiency in critical thinking.
4. Appropriate use of the scientific method.
5. Technical writing proficiency
6. Original scholarship and the ability to conduct independent research.

Admission Requirements

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

Course Requirements

The Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department, is responsible for approving each student's program to meet the course requirements specified below. Each student must complete at least 90 semester hours of graduate course work after the baccalaureate degree. Students with a master's degree can transfer up to 30 semester hours of graduate course work. The committee will assess all work done at other institutions and will recommend acceptance of transfer credit for any graduate work deemed appropriate, subject to the policies of and approval by the Graduate School. In addition to meeting all of the course requirements below, students must ensure at least one half of their course work is at the 600-level or above, with the exception of dissertation hours.

The Graduate Studies Committee of the department is also responsible for the administration of the candidacy examination. In addition, all students are required to complete the following.

Core Courses (12)

All students are required to take 12 semester hours in Electrical Engineering in one of the focus areas listed below:

Radio Frequency and Antenna Design (12)

- ELE 537 - Hybrid Circuit Design Credits: 3
- ELE 561 - Synthesis of Active and Passive Filters Credits: 3

- ELE 574 - Transmission Line Media and Wave Propagation Credits: 3
- ELE 575 - Antenna Theory and Design Credits: 3
- ELE 635 - Advanced Electronic Devices Credits: 3
- ELE 660 - Digital and Analog Communication Systems Credits: 3
- ELE 670 - Advanced Microwave Circuits and Devices Credits: 3
- ELE 672 - Microwave Solid-State Devices and Circuits Credits: 3
- ELE 673 - Time Harmonics Electromagnetic Fields Credits: 3
- ELE 674 - Microwave Measurement and Beam Instrumentation Laboratory Credits: 3
- ELE 677 - Advanced Microwave and Millimeter Wave Engineering Credits: 3

Semiconductor Fabrication, MEMs and Devices (12)

- ELE 521 - Biomedical Sensor Engineering Credits: 3
- ELE 532 - Semiconductor Device Fabrication Laboratory Credits: 3
- ELE 535 - Integrated Circuit Engineering Credits: 3
- ELE 537 - Hybrid Circuit Design Credits: 3
- ELE 538 - Thin Film Engineering Credits: 3
- ELE 630 - Advanced Integrated Circuit Engineering Credits: 3
- ELE 631 - VLSI Engineering: Computer-Aided Design Credits: 3
- ELE 632 - VLSI Engineering: Device Design Credits: 3
- ELE 633 - VLSI Engineering: Chip Design Credits: 3
- ELE 634 - Integrated Circuit Design for Testability Credits: 3
- ELE 635 - Advanced Electronic Devices Credits: 3
- ELE 636 - Design of Microsystems Credits: 3
- ELE 637 - Thin Film Resistive Sensors Credits: 3

Computer Engineering, Power Electronics and Control (12)

- ELE 530 - Design with Field Programmable Logic Devices Credits: 3
- ELE 540 - Power Electronics Credits: 3
- ELE 557 - Processor-based Systems Credits: 3
- ELE 581 - Digital Control Systems Credits: 3
- ELE 640 - Advanced Power Electronics Credits: 3
- ELE 655 - Microprocessor System Design Credits: 3
- ELE 657 - Parallel Processing Credits: 3
- ELE 683 - Computerized Control and Modeling of Automated Systems Credits: 3
- ELE 685 - Control Laws and Strategies for Multilink Manipulators Credits: 3

- ELE 687 - Fuzzy Logic in Engineering Credits: 3
- ELE 689 - Introduction to Neural Networks Credits: 3

Digital Signal Processing and Communication (12)

- ELE 525 - Biomedical Signal Processing Credits: 3
- ELE 551 - Digital Filter Design Credits: 3
- ELE 552 - Real-Time Digital Signal Processing Credits: 3
- ELE 650 - Digital Signal Processing Credits: 3
- ELE 651 - Random Signal Processing Credits: 3
- ELE 653 - Digital Speech Processing Credits: 3
- ELE 654 - Advanced Topics in Digital Image Processing Credits: 3
- ELE 659 - Adaptive Signal Processing Credits: 3
- ELE 660 - Digital and Analog Communication Systems Credits: 3
- ELE 661 - Error Control Coding Credits: 3
- ELE 662 - Optical Communication Credits: 3
- ELE 664 - Spread Spectrum Communication Systems Credits: 3
- ELE 665 - Satellite Communications Credits: 3

Doctoral Seminar (3)

Students are required to register for three semesters of ELE 791, Doctoral Seminar

Technical Writing (3)

All students must take ENGL 626, Technical Writing.

Elective Course Work (45)

An additional 45 semester hours of graduate course work as electives. Elective courses can be graduate courses in Electrical Engineering and related disciplines outside the department. All elective courses must be approved by the Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department. Students in the professional track need to take 3 semester hours of Industry Residency (ELE 701).

Dissertation (27)

A minimum of 27 semester hours in ELE 799, Doctoral Research and Dissertation.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to the Graduate School regulations.

Dissertation Proposal Examination

An oral examination of a proposal of a dissertation topic is required after the student has completed at least 45 semester hours of courses. This examination will be evaluated by the dissertation committee and must be found satisfactory before the candidate may continue his or her progress towards completion of the doctoral degree requirements. A student who fails the examination may be granted the opportunity to retake it. Failure on the second attempt will terminate the student from the Ph.D. program in Electrical Engineering.

Dissertation Committee

The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and will otherwise meet the specifications of the Graduate School. It will be chaired by the faculty adviser, who is appointed by the chair of the department and the dean of the College of Engineering and Engineering Technology and the dean of the Graduate School.

Candidacy Examination

The candidacy exam is a written examination based on the core courses. The examination is to be taken within one year after completion of the core courses. A student who fails the candidacy examination may be granted the opportunity to retake it. Failure on the second attempt denies the student admission to candidacy.

Certificates of Graduate Study

Digital Image Processing (12)

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

Requirements (12)

- ELE 554 - Introduction to Digital Image Processing Credits: 3
- ELE 654 - Advanced Topics in Digital Image Processing Credits: 3

Two of the following (6)

- ELE 551 - Digital Filter Design Credits: 3
- ELE 650 - Digital Signal Processing Credits: 3
- ELE 656 - Pattern Recognition Credits: 3

Digital Signal Processing (12)

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

Choose four from the following with at least one being at the 600 level

- ELE 551 - Digital Filter Design Credits: 3
- ELE 552 - Real-Time Digital Signal Processing Credits: 3
- ELE 559 - Signal Processing Detection Theory Credits: 3
- ELE 650 - Digital Signal Processing Credits: 3
- ELE 651 - Random Signal Processing Credits: 3
- ELE 660 - Digital and Analog Communication Systems Credits: 3

Digital Systems (12)

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

Requirements (12)

- ELE 530 - Design with Field Programmable Logic Devices Credits: 3
- ELE 557 - Processor-based Systems Credits: 3
- ELE 655 - Microprocessor System Design Credits: 3
- ELE 657 - Parallel Processing Credits: 3

Industrial Control (12)

The Department of Electrical Engineering offers several short-term focused technical fields of study leading to a certificate of graduate study. The certificates are ideally

suiting for graduate-level students interested in lifelong learning and in the advancement of their skills in an area of electrical engineering. Credit earned for a certificate of graduate study may be applied toward the M.S. degree in electrical engineering with the approval of the department.

Requirements (12)

- ELE 581 - Digital Control Systems Credits: 3
- ELE 683 - Computerized Control and Modeling of Automated Systems Credits: 3
- ELE 685 - Control Laws and Strategies for Multilink Manipulators Credits: 3
- ELE 687 - Fuzzy Logic in Engineering Credits: 3

Semiconductor Devices (12)

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

Requirements (12)

- ELE 531 - Theory of Semiconductor Devices II Credits: 3
- ELE 533 - Design of Gallium Arsenide Integrated Circuits Credits: 3
- ELE 534 - Semiconductor Material and Device Characterization Credits: 3
- ELE 538 - Thin Film Engineering Credits: 3

Semiconductor Fabrication (12)

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

Requirements (12)

- ELE 535 - Integrated Circuit Engineering Credits: 3

Two of the following (6)

- ELE 532 - Semiconductor Device Fabrication Laboratory Credits: 3
- ELE 537 - Hybrid Circuit Design Credits: 3
- ELE 538 - Thin Film Engineering Credits: 3

One of the following (3)

- ELE 630 - Advanced Integrated Circuit Engineering Credits: 3
- ELE 631 - VLSI Engineering: Computer-Aided Design Credits: 3
- ELE 634 - Integrated Circuit Design for Testability Credits: 3

VLSI Design (12)

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

Requirements (12)

- ELE 535 - Integrated Circuit Engineering Credits: 3
- ELE 536 - Analog MOS VLSI Engineering Credits: 3

Two of the following (6)

- ELE 630 - Advanced Integrated Circuit Engineering Credits: 3
- ELE 631 - VLSI Engineering: Computer-Aided Design Credits: 3
- ELE 634 - Integrated Circuit Design for Testability Credits: 3

ELE 520 - Biomedical Instrumentation

ELE 521 - Biomedical Sensor Engineering

ELE 525 - Biomedical Signal Processing

ELE 530 - Design with Field Programmable Logic Devices

ELE 531 - Theory of Semiconductor Devices II

ELE 532 - Semiconductor Device Fabrication Laboratory

ELE 533 - Design of Gallium Arsenide Integrated Circuits

ELE 534 - Semiconductor Material and Device Characterization

ELE 535 - Integrated Circuit Engineering

ELE 536 - Analog MOS VLSI Engineering

ELE 537 - Hybrid Circuit Design

ELE 538 - Thin Film Engineering

ELE 540 - Power Electronics

ELE 541 - Electric Drives

ELE 550 - Digital Design with HDL

ELE 551 - Digital Filter Design

ELE 552 - Real-Time Digital Signal Processing

ELE 554 - Introduction to Digital Image Processing

ELE 555 - Computer System Architecture

ELE 556 - Introduction to Pattern Recognition

ELE 557 - Processor-based Systems

ELE 559 - Signal Processing Detection Theory

ELE 561 - Synthesis of Active and Passive Filters

ELE 564 - System Design Utilizing Analog Integrated Circuits

ELE 570 - Microwave Circuits and Devices

ELE 571 - Lightwave Engineering

ELE 574 - Transmission Line Media and Wave Propagation

ELE 575 - Antenna Theory and Design

ELE 580 - Control Systems II

ELE 581 - Digital Control Systems

ELE 597 - Independent Study

ELE 598 - Special Topics in Electrical Engineering

ELE 630 - Advanced Integrated Circuit Engineering

ELE 631 - VLSI Engineering: Computer-Aided Design

ELE 632 - VLSI Engineering: Device Design

ELE 633 - VLSI Engineering: Chip Design

ELE 634 - Integrated Circuit Design for Testability

ELE 635 - Advanced Electronic Devices

ELE 636 - Design of Microsystems

ELE 637 - Thin Film Resistive Sensors

ELE 640 - Advanced Power Electronics

ELE 650 - Digital Signal Processing

ELE 651 - Random Signal Processing

ELE 653 - Digital Speech Processing

ELE 654 - Advanced Topics in Digital Image Processing

ELE 655 - Microprocessor System Design

ELE 656 - Pattern Recognition

ELE 657 - Parallel Processing

ELE 658 - Artificial Intelligence

ELE 659 - Adaptive Signal Processing

ELE 660 - Digital and Analog Communication Systems

ELE 661 - Error Control Coding

ELE 662 - Optical Communication

ELE 664 - Spread Spectrum Communication Systems

ELE 665 - Satellite Communications

ELE 670 - Advanced Microwave Circuits and Devices

ELE 671 - Microwave Integrated Circuits

ELE 672 - Microwave Solid-State Devices and Circuits

ELE 673 - Time Harmonics Electromagnetic Fields

ELE 674 - Microwave Measurement and Beam Instrumentation Laboratory

ELE 677 - Advanced Microwave and Millimeter Wave Engineering

ELE 680 - Microprocessor Sensors and Control Systems

ELE 681 - State Space Analysis

ELE 682 - Nonlinear Control Systems

ELE 683 - Computerized Control and Modeling of Automated Systems

ELE 684 - Optimum Control Systems

ELE 685 - Control Laws and Strategies for Multilink Manipulators

ELE 687 - Fuzzy Logic in Engineering

ELE 689 - Introduction to Neural Networks

ELE 690 - Master's Proposal

ELE 691 - Electrical Engineering Graduate Seminar

ELE 695 - Research in Electrical Engineering

ELE 699A - Master's Thesis

ELE 699B - Master's Project

ELE 701 - Industry Residency for Electrical Engineering

ELE 791 - Doctoral Seminar

ELE 799 - Doctoral Research and Dissertation

Industrial and Systems Engineering

Chair: Purushothaman Damodaran

Graduate Faculty

Ehsan Asoudegi, assistant professor, Ph.D., West Virginia University

Niechen Chen, assistant professor, Ph.D., Iowa State University

Shi-Jie Chen, professor, Ph.D., State University of New York-Buffalo

Purushothaman Damodaran, Presidential Teaching Professor, Ph.D., Texas A&M University

Omar Ghrayeb, professor, Ph.D., New Mexico State University

Jaejin Hwang, assistant professor, Ph.D., Ohio State

University

Murali Krishnamurthi, Distinguished Teaching Professor, Ph.D., Texas A&M University

Reinaldo Moraga, associate professor, Ph.D., University of Central Florida

Christine Nguyen, assistant professor, Ph.D., University of Southern California

Ziteng Wang, assistant professor, Ph.D., North Carolina State University

Master's Programs

Master of Science in Industrial and Systems Engineering

Check departmental information for any additional requirements.

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.

Educational Objectives

The department's graduate program is designed to provide students with the knowledge, skills, and tools to become proficient in the application of advanced industrial and systems engineering concepts and techniques to design, analyze and improve manufacturing, as well as service systems; become capable of conducting in-depth, independent research/projects and reporting the results of that research in both written reports and formal presentations; and to recognize the need for engaging in life-long learning.

Program Outcomes

The department's graduate program is designed to provide graduates with the ability to use math and scientific tools to design, describe, predict, improve, and optimize the

performance of human-technology systems; the ability to independently research and learn new topics; and the ability to effectively communicate ideas/concepts and research findings through technical reports and professional presentations.

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.

For the thesis and project option, the student must complete at least 31 semester hours of graduate-level course work. For the paper option, the student must complete at least 32 semester hours of graduate-level course work. For all options, at least 50 percent of the non-capstone hours must be earned from 600-level courses. Capstone hours are defined as those earned in ISYE 699A, ISYE 699B, or ISYE 698.

If a student has completed a 400-level course for undergraduate credit at NIU with a grade of B or better, that course may not be retaken for graduate credit to be applied to the M. S. program in industrial and systems engineering.

Students in this program may apply 12 semester hours of courses earned in a certificate of graduate study from any department in the College of Engineering and Engineering Technology. The program requires proficiency in statistics and computer programming. To achieve this proficiency, students must have course work in statistics and computer programming such as ISYE 335, STAT 350, or UBUS 223, as well as CSCI 240 or OMIS 351 or alternatives approved by the department chair.

Thesis Option (31)

Complete 1 semester hour of ISYE 695, Graduate Seminar, 12 semester hours of industrial and systems engineering courses, 12 additional semester hours of graduate course work, as approved by the department, and 6 semester hours of thesis, ISYE 699A, on a topic approved by the student's graduate committee. The thesis must be satisfactorily defended at an oral examination. A portion of the research required by ISYE 699A may be performed in off-campus facilities if approved by the student's graduate committee.

Non-Thesis Option (31-32)

Master's Project (31)

Complete 1 semester hour of ISYE 695, Graduate Seminar, 18 semester hours of industrial and systems engineering courses, including 3 semester hours of graduate project, ISYE 699B on a topic approved by the student's adviser, and 12 additional semester hours of graduate courses, as approved by the department.

Master's Paper (32)

Complete 18 semester hours of graduate level industrial and systems engineering courses, ISYE 695, ISYE 698, and 12 additional semester hours of graduate courses approved by the department.

Accelerated B.S./M.S. Sequence

This plan is open to all industrial and systems engineering, biomedical engineering, and mechatronics engineering majors who have finished at least 90 semester hours of undergraduate work and have a cumulative GPA of at least 3.00. To enter the accelerated sequence, a student must obtain early admission to the NIU Graduate School, and formulate a detailed plan of study, working closely with a faculty adviser. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. University Honors students who are actively accumulating points through honors course work or Engage PLUS are guaranteed admission.

Students can enroll no more than three terms in the accelerated program without completing the baccalaureate degree. Up to 18 semester hours of graduate credit may be applied towards the baccalaureate degree with the approval of the department.

Students wishing to take part in this program should be aware of all the regulations and restrictions of accelerated baccalaureate/master's degree programs as outlined in the NIU Graduate School Catalog under the heading of Early Admission of NIU Undergraduates; and Admission to Accelerated Baccalaureate/Master's Degree Programs.

All students enrolled in this sequence must have their schedules approved by their faculty advisers each semester. Any deviation from an approved course schedule may delay graduation.

Requirements for the Specialization in Engineering Management (30)

Admission

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

Required Courses (21)

- ACCY 505 - Financial Accounting Concepts Credits: 2
- FINA 505 - Fundamentals of Financial Management Credits: 2

- ISYE 539 - Six Sigma Performance Excellence and Modern Problem Solving Credits: 3
- ISYE 542 - Engineering Project Management Credits: 3
OR TECH 694 - Industrial Project Management Credits: 3
Only for students who took the 400-level equivalent ISYE course when completing the B.S. degree requirements with an emphasis in Engineering Management at NIU.
- ISYE 590 - Systems Engineering Management Credits: 3
OR ISYE 693 - Advanced Topics in Industrial Engineering Credits: 1-3
Only for students who took the 400-level equivalent ISYE course when completing the B.S. degree requirements with an emphasis in Engineering Management at NIU.
- ISYE 620 - Economic Analysis of Industrial Projects Credits: 3
- ISYE 699B - Graduate Project Credits: 1-3
- MGMT 505 - Principles of Management Credits: 2
- ISYE 671 - Linear Programming and Network Flows Credits: 3
- ISYE 681 - Introduction to System Dynamics and Applications Credits: 3
- ISYE 693 - Advanced Topics in Industrial Engineering Credits: 1-3

Doctoral Programs

Doctor of Philosophy in Industrial and Systems Engineering

A Ph.D. in Industrial and Systems Engineering (ISYE) allows graduates to pursue professional careers at academic institutions, national research labs, federal and state agencies, and private and public corporations. Students enrolled in the program will develop the ability to identify and pursue important research questions pertaining to the field of Industrial and Systems Engineering. Students will also acquire the quantitative, qualitative, and methodological research skills needed to advance research findings that contribute to the development of the economy, society, and industry, either locally or globally. Training focuses on the engineering process, skills, and critical thinking necessary to design and execute scientific and engineering research. Training through research and study of the primary literature endows graduates of the program with enhanced content knowledge, applied skills and a fundamental understanding of the engineering process and technology to prescribe scientific solutions. The overall goal of the program is to train and develop advanced practitioners, researchers and teaching scholars in Industrial and Systems Engineering.

Learning Objective and Outcomes

Graduates of the Ph.D. program in Industrial and Systems Engineering will be able to demonstrate the following objectives/outcomes:

1. Advanced Knowledge. Master advanced concepts, methods and technologies in industrial and systems engineering thrust areas.
2. Methods. Understand and apply research methodologies to relevant industrial and systems engineering questions, issues, and problems.
3. Research. Conduct independent research that results in an original contribution to knowledge that meets all the standards for responsible conduct of research.
4. Ethics. Demonstrate knowledge and understanding of ethical standards in executing research.
5. Communication. Communicate research to both technical and general audiences in an effective manner through oral and written formats.

Specialization Electives (9)

Choose Track 1 OR Track 2

Track 1- Engineering Decision Analysis

Three of the following (9)

- ISYE 535 - Experimental Design for Engineering Credits: 3
- ISYE 570 - Introduction to Data Analytics for Engineers Credits: 3
- ISYE 575 - Decision Analysis for Engineering Credits: 3
- ISYE 635 - Advanced Experimental Design for Engineering Credits: 3
- ISYE 670 - Data Analytics for Engineers Credits: 3
- ISYE 675 - Advanced Decision Analysis for Engineering Credits: 3
- TECH 638 - Risk Management Credits: 3

Track 2 - Global Logistics

Three of the following (9)

- ISYE 566 - Analysis and Design of Supply Chain Systems Credits: 3
- ISYE 570 - Introduction to Data Analytics for Engineers Credits: 3
- ISYE 660 - Facilities Layout and Location Analysis Credits: 3
- ISYE 670 - Data Analytics for Engineers Credits: 3

Admission Requirements

Students seeking admission to the Ph.D. program in Industrial and Systems Engineering must have a B.S. degree. In addition to the Graduate School minimum requirements, applicants must also have a minimum GPA of 3.00 - 4.00 and submit three letters of recommendation.

Course Requirements

The Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department, is responsible for approving each student's program to meet the course requirements specified below. Each student must complete at least 90 semester hours of graduate course work after the baccalaureate degree. Students with a master's degree can transfer up to 30 semester hours of graduate course work. The committee will assess all work done at other institutions and will recommend acceptance of transfer credit for any graduate work deemed appropriate, subject to the policies of and approval by the Graduate School. In addition to meeting all of the course requirements below, students must ensure at least one half of their course work is at the 600-level or above, excluding dissertation hours.

The Graduate Studies Committee of the department is also responsible for the administration of the candidacy examination. In addition, all students are required to complete the following.

Core Courses (12)

All Ph.D. students must successfully complete:

- ISYE 671 - Linear Programming and Network Flows
Credits: 3

Students must complete at least three from the following list:

- ISYE 510 - Human Factors Engineering Credits: 3
OR ISYE 691 - Occupational Ergonomics (3)
- ISYE 530 - Quality Control Credits: 3
OR ISYE 630 - Advanced Quality Control (3)
- ISYE 540 - Production Planning and Control
Credits: 3
OR ISYE 640 - Advanced Production and
Inventory Control (3)
- ISYE 570 - Introduction to Data Analytics for
Engineers Credits: 3
OR ISYE 670 - Data Analytics for Engineers (3)
- ISYE 580 - Simulation Modeling and Analysis
Credits: 3
OR ISYE 680 - Advanced Simulation Techniques
(3)

Doctoral Seminar (3)

Students are required to register for three semesters of ISYE 795, Doctoral Seminar.

Technical Writing (3)

All students must take ENGL 626, Technical Writing.

Industry Residency (3)

All students must take ISYE 701, Industry Residency after successfully completing the candidacy examination.

Electives (48)

An additional 48 semester hours of graduate course work as electives. Elective courses can be graduate courses in Industrial and Systems Engineering and related disciplines outside the department. All elective courses must be approved by the Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department.

Dissertation (21)

A minimum of 21 semester hours of ISYE 799, Doctoral Dissertation must be taken. The student must successfully pass the candidacy examination before taking ISYE 799.

Candidacy Examination

The candidacy exam is a written examination based on the core courses. The examination is to be taken within one year after completion of the core courses. The exam will cover linear programming, statistics, ergonomics, quality, production planning and simulation. A student who fails the candidacy examination may be granted the opportunity to retake it. Failure on the second attempt denies the student admission to candidacy.

Dissertation Committee

The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and will otherwise meet the specifications of the Graduate School. It will be chaired by the faculty adviser, who is appointed by the chair of the department and the dean of the College of Engineering and Engineering Technology and the dean of the Graduate School.

Dissertation Proposal Examination

An oral examination of a proposal of a dissertation topic is required after the student has completed at least 45 semester hours of courses. This examination will be evaluated by the

dissertation committee and must be found satisfactory before the candidate may continue his or her progress towards completion of the doctoral degree requirements. A student who fails the examination may be granted the opportunity to retake it. Failure on the second attempt will terminate the student from the Ph.D. program in Industrial and Systems Engineering.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to the Graduate School regulations.

Certificates of Graduate Study

Integrated Manufacturing Systems (12)

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 Credits: 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

Lean Six Sigma (12)

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 Performance Excellence and Modern Problem Solving Credits: 3
- ISYE 550 - Lean Manufacturing Systems Credits: 3
- OR ISYE 650 - Advanced Lean Manufacturing Systems Credits: 3

Choose two of the following (6)

- ISYE 535 - Experimental Design for Engineering Credits: 3
- ISYE 570 - Introduction to Data Analytics for Engineers Credits: 3
- ISYE 630 - Advanced Quality Control Credits: 3
- ISYE 670 - Data Analytics for Engineers Credits: 3

Logistics (12)

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 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

Quality Control (12)

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 Credits: 3
- ISYE 531 - Reliability Engineering Credits: 3
- ISYE 535 - Experimental Design for Engineering Credits: 3
- ISYE 555 - Manufacturing Metrology Credits: 3
- ISYE 570 - Introduction to Data Analytics for Engineers Credits: 3
- ISYE 630 - Advanced Quality Control Credits: 3
- ISYE 631 - Advanced Reliability Engineering Credits: 3
- ISYE 670 - Data Analytics for Engineers Credits: 3

ISYE 501 - Internship

ISYE 504 - Operations Research Models for ISYE Applications

ISYE 505 - Principles of Industrial and Systems Engineering

ISYE 510 - Human Factors Engineering

ISYE 520 - Introduction to Energy Management Systems

ISYE 521 - Introduction to Green Engineering

ISYE 530 - Quality Control

ISYE 531 - Reliability Engineering

ISYE 535 - Experimental Design for Engineering

ISYE 536 - Applied Regression Analysis for Engineering

ISYE 539 - Six Sigma Performance Excellence and Modern Problem Solving

ISYE 540 - Production Planning and Control

ISYE 542 - Engineering Project Management

ISYE 550 - Lean Manufacturing Systems

ISYE 551 - Expert Systems in Engineering

ISYE 552 - Industrial Robotics

ISYE 553 - Integrated Product and Process Design

ISYE 555 - Manufacturing Metrology

ISYE 560 - Facilities Planning and Design

ISYE 561 - Warehousing and Distribution Systems

ISYE 566 - Analysis and Design of Supply Chain Systems

ISYE 570 - Introduction to Data Analytics for Engineers

ISYE 572 - Queueing Methods for Services and Manufacturing

ISYE 574 - Scheduling and Logistics

ISYE 575 - Decision Analysis for Engineering

ISYE 577 - Heuristic Optimization

ISYE 580 - Simulation Modeling and Analysis

ISYE 582 - Engineering Information Systems

ISYE 590 - Systems Engineering Management

ISYE 593 - Contemporary Topics in Industrial Engineering

ISYE 605 - Healthcare Systems Engineering

ISYE 610 - Computational Biomechanics

ISYE 620 - Economic Analysis of Industrial Projects

ISYE 630 - Advanced Quality Control

ISYE 631 - Advanced Reliability Engineering

ISYE 635 - Advanced Experimental Design for Engineering

ISYE 640 - Advanced Production and Inventory Control

ISYE 650 - Advanced Lean Manufacturing Systems

ISYE 651 - Intelligent Manufacturing Systems

ISYE 660 - Facilities Layout and Location Analysis

ISYE 661 - Modern Material Handling Systems

ISYE 670 - Data Analytics for Engineers

ISYE 671 - Linear Programming and Network Flows

ISYE 672 - Nonlinear Programming

ISYE 673 - Queueing Systems

ISYE 674 - Dynamic Programming

ISYE 675 - Advanced Decision Analysis for Engineering

ISYE 676 - Discrete Optimization

ISYE 680 - Advanced Simulation Techniques

ISYE 681 - Introduction to System Dynamics and Applications

ISYE 691 - Occupational Ergonomics

ISYE 693 - Advanced Topics in Industrial Engineering

ISYE 695 - Graduate Seminar

ISYE 697 - Independent Study

ISYE 698 - Master's Paper

ISYE 699A - Master's Thesis

ISYE 699B - Graduate Project

IYSE 701 - Industry Residency

IYSE 795 - Doctoral Seminar

IYSE 799 - Doctoral Research and Dissertation

Mechanical Engineering

Chair: Tariq Shamim

Graduate Faculty

Sachit Butail, assistant professor, Ph.D., University of Maryland, College Park

Kyu Taek Cho, associate professor, Ph.D., Pennsylvania State University

Brianno Collier, Distinguished Teaching Professor, Ph.D., Cornell University

Jenn-Terng Gau, professor, Ph.D., Ohio State University

Yueh-Jaw (YJ) Lin, professor, Ph.D., University of Illinois, Chicago

Donald R. Peterson, professor, Ph.D., University of Connecticut

Nicholas A. Pohlman, associate professor, Ph.D., Northwestern University

Ji-Chul Ryu, associate professor, Ph.D., University of Delaware

Iman Salehinia, assistant professor, Ph.D., Washington State University

Tariq Shamim, professor, Ph.D., University of Michigan, Ann Arbor

John Shelton, assistant professor, Ph.D., University of South Florida

Robert Sinko, assistant professor, Ph.D., Northwestern University

Jifu Tan, assistant professor, Ph.D., Lehigh University

Sahar Vahabzadeh, assistant professor, Ph.D., Washington State University

Ting Xia, assistant professor, Ph.D., University of Iowa

Master's Programs

Master of Science in Mechanical Engineering

Check departmental information for any additional requirements.

The Department of Mechanical Engineering offers a program leading to the M.S. in mechanical engineering. The program is designed to stimulate creativity, to provide an in-depth understanding of the basic physical phenomena involved in mechanical systems, and to provide the student with the ability to use modern techniques in the analysis and design of mechanical components and systems.

Admission to the graduate program in mechanical engineering requires a baccalaureate degree in mechanical engineering or related areas such as physics, mathematical sciences, chemistry, computer science, and engineering disciplines. NIU undergraduate majors in mechanical engineering can, however, be admitted to the accelerated B.S./M.S. sequence after finishing 90 semester hours with a GPA of at least 3.00. University Honors students who are

actively accumulating points through honors course work or Engage PLUS are guaranteed admission.

Educational Objectives

Graduate students in the M.S. program are expected to attain the following objectives by the time and within a few years of graduation: 1. become successful professionals; 2. contribute to their professional fields and assume leadership roles in industry or research organizations; 3. assume professional responsibilities and exhibit effective communication skills; 4. collaborate with faculty and conduct research and scholarly activities at the forefront of the field and engage in professional societies by publishing professional papers and attending and presenting papers at professional conferences.

Program Outcomes

Program graduates should attain the following outcomes by the time of graduation: design a system, component, or process to meet desired needs in one of the specialty areas (applied mechanics, computer-aided design and computer-aided manufacturing, design of thermal-fluid systems, vibrations, dynamics and control systems); identify, formulate, and solve engineering problems and to conduct research in one of the specialty areas; communicate effectively; understand professional and ethical responsibility; use of modern engineering tools.

Thesis Option

All students admitted to the M.S. program are initially classified as thesis option students. The thesis option is designed to prepare students for graduate work at the doctoral level or advanced engineering work in industry and focuses on original research techniques. Students pursuing the thesis option generally have more opportunities for receiving financial support from the department. The graduate program of study must include 6 semester hours of MEE 699, Master's Thesis, on a topic approved by the student's thesis committee. The thesis must be satisfactorily defended at an oral examination. Portions of the research work required in MEE 699 may be performed in off-campus facilities if approved by the student's graduate committee.

Two non-thesis options, the project option and the course option, are available to students who wish to pursue a M.S. degree and who do not want to pursue the traditional research experience of a thesis option. The non-thesis options are designed primarily for practicing professionals, but they are also available to full time students. Those who wish to pursue the project option or the course option are required to petition the department's graduate committee.

Project Option

Students pursuing a M.S. degree under this option must earn a minimum of 30 semester hours of graduate credit including

3 semester hours of MEE 697, Independent Study, for a master's project resulting in some original work which must be defended at an oral examination and presented in a written report. Employed students may use topics and facilities from their work if approved.

Course Option

Students pursuing a M.S. degree under this option are required to complete 33 semester hours of graduate credit. Students pursuing the course option generally do not take MEE 697 or MEE 699. However, such students are required to write a research paper related to one or more mechanical engineering courses taken as part of the graduate program. The topic must be approved by the student's paper committee at least one semester prior to graduation, and the completed paper must be examined and approved by the committee as a requirement for graduation.

Requirements for Graduates with a B.S. in Mechanical Engineering

Students must satisfy the following departmental requirements.

Submit to the department a program of graduate study approved by the student's graduate committee or the department.

Complete at least 30 (thesis option or project option) or 33 (course option) semester hours of graduate work, not more than 30 percent of which may be in courses numbered 500-599. All courses taken outside the Department of Mechanical Engineering must have departmental approval in advance.

Complete two courses in applied mathematics or advanced engineering analysis from the following (6)

- MEE 692 - Advanced Mechanical Engineering Analysis Credits: 3

And one of the following (3)

- MEE 580 - Finite Element Methods Credits: 3
- MEE 611 - Continuum Mechanics Credits: 3
- MEE 615 - Advanced Finite Element Methods Credits: 3
- MEE 658 - Computational Heat Transfer and Fluid Mechanics Credits: 3
- A mathematics course approved by adviser Credits: 3

Complete two courses from one of the following groups (6)

Applied Mechanics

- MEE 610 - Experimental Stress Analysis Credits: 3
- MEE 611 - Continuum Mechanics Credits: 3
- MEE 612 - Advanced Mechanics of Materials Credits: 3
- MEE 613 - Fatigue and Fracture Mechanics Credits: 3
- MEE 614 - Theory of Elasticity and Applications Credits: 3
- MEE 616 - Mechanical Behavior of Composites Credits: 3
- MEE 617 - Theory of Plasticity and Applications Credits: 3

Dynamic Systems and Control

- MEE 620 - Advanced Dynamics Credits: 3
- MEE 621 - Advanced Vibrations Credits: 3
- MEE 622 - Experimental Methods in Mechanical Vibrations Credits: 3
- MEE 623 - Robot Vision Control Credits: 3
- MEE 624 - Robot Dynamics and Control Credits: 3
- MEE 625 - Robot Programming and Control Credits: 3
- MEE 626 - Advanced Control Systems Design Credits: 3
- MEE 627 - Stochastic Estimation and Control Credits: 3

Materials and Manufacturing

- MEE 628 - Advanced Mechanism Synthesis Methods Credits: 3
- MEE 629 - Materials Engineering in Mechanical Design Credits: 3
- MEE 630 - Structure and Properties of Polymers Credits: 3
- MEE 631 - Computer-Aided Design of Mechanical Systems Credits: 3
- MEE 632 - Tribology Credits: 3
- MEE 633 - Computer-Aided Manufacturing Credits: 3
- MEE 634 - Experimental Methods in Materials Science Credits: 3
- MEE 636 - Advanced Biomaterials and Manufacturing Credits: 3
- MEE 637 - Advanced Additive Manufacturing Credits: 3

Thermal-Fluid Engineering

- MEE 640 - Advanced Fluid Mechanics Credits: 3
- MEE 642 - Dynamics of Viscous Fluids Credits: 3
- MEE 650 - Advanced Thermodynamics Credits: 3
- MEE 652 - Transport Phenomena in Porous Media Credits: 3
- MEE 655 - Conduction Heat Transfer Credits: 3
- MEE 656 - Convection Heat Transfer Credits: 3
- MEE 658 - Computational Heat Transfer and Fluid Mechanics Credits: 3

Requirements for Graduates with a B.S. in an Area other than Mechanical Engineering

Students are required to fulfill all the requirements mentioned in the previous section. In addition, students with a B.S. degree in an area other than mechanical engineering are required to take at least three courses from one of the following groups depending on their chosen field of study. The department will stipulate the courses to be taken. A grade of B or better must be obtained in each of these courses.

Applied Mechanics

- MEE 210 - Engineering Mechanics I Credits: 3
- MEE 211 - Engineering Mechanics II Credits: 3
- MEE 212 - Strength of Materials Credits: 3
- MEE 220 - Mechanism Design Credits: 3
- MEE 350 - Engineering Thermodynamics Credits: 3
- MEE 470 - Design of Machine Elements Credits: 3

Dynamic Systems and Control

- MEE 211 - Engineering Mechanics II Credits: 3
- MEE 321 - Mechanical Vibrations I Credits: 3
- MEE 322 - Dynamic Systems and Control I Credits: 4,
OR ELE 380 - Control Systems I Credits: 4
- MEE 470 - Design of Machine Elements Credits: 3
- MEE 521 - Dynamic Systems and Control II Credits: 3
- MEE 522 - Design of Robot Manipulators Credits: 3
- MEE 524 - Machinery Vibration Credits: 3
- MEE 525 - Design of Mobile Robots Credits: 3

Materials and Manufacturing

- MEE 212 - Strength of Materials Credits: 3
- MEE 330 - Materials Science Credits: 3
- MEE 331 - Manufacturing Processes Credits: 3
- TECH 345 - Plastic Molding Processes Credits: 4,
OR TECH 441 - Hazard Control in Industrial Operations Credits: 3

- ISYE 531 - Reliability Engineering Credits: 3
- OR ISYE 550 - Lean Manufacturing Systems Credits: 3
- OR ISYE 551 - Expert Systems in Engineering Credits: 3
- MEE 523 - Mechanical Reliability Credits: 3
- MEE 531 - Composite Materials Credits: 3

Thermal-Fluid Engineering

- MEE 340 - Fluid Mechanics Credits: 3
- MEE 350 - Engineering Thermodynamics Credits: 3
- MEE 351 - Applied Thermodynamics Credits: 3
- MEE 352 - Heat Transfer Credits: 3
- MEE 551 - Refrigeration and Air Conditioning Credits: 3
- MEE 552 - Design of Thermal Systems Credits: 3
- MEE 553 - Propulsion Credits: 3

Requirements for Accelerated B.S./M.S. Sequence

This accelerated sequence leads to both the B.S. and M.S. degrees in mechanical engineering and mechatronics engineering and is available to all undergraduate mechanical engineering majors who have finished at least 90 semester hours of undergraduate work with a GPA of at least 3.00. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met.

Students must complete all undergraduate required courses, including 9 semester hours of technical electives. Only those technical electives or required courses taken for graduate credit during the student's final undergraduate term will be credited toward the M.S. program, up to a maximum of 9 semester hours.

Students are required to fulfill all requirements for thesis option, project option, or course option mentioned in the previous section.

With this program, a student can take B.S. and M.S. courses simultaneously, up to three semesters before earning the undergraduate degree. One can have up to 18 semester hours count towards both the undergraduate and graduate degrees. A GRE is not required. Students must meet Graduate School application deadlines. Interested students should talk with an adviser as early as possible and are encouraged to apply during the spring semester of their junior year.

Students wishing to take part in this program should be aware of all the regulations and restrictions of accelerated baccalaureate/master's degree programs as outlined in the NIU Graduate School Catalog under the heading of Early

Admission of NIU Undergraduates, and Admission to Accelerated Baccalaureate/Master's Degree Programs.

All students enrolled in this sequence must have their schedules approved by their faculty advisers each semester. Any deviation from an approved course schedule may delay graduation.

University Honors students who are actively accumulating points through honors course work or EngagePLUS are guaranteed admission to the B.S./M.S. program.

Doctoral Programs

Doctor of Philosophy in Mechanical Engineering

The Department of Mechanical Engineering offers a program leading to the Ph.D. in mechanical engineering. A Ph.D. allows graduates to pursue professional careers at academic institutions, national research labs, federal and state agencies, and industry. Students enrolled in the program will develop the ability to identify and pursue important research questions pertaining to the field of mechanical engineering. Training focuses on the engineering process and critical thinking necessary to design and execute scientific and engineering research.

Learning Objectives/Outcomes

Graduates of the Ph.D. program in Mechanical Engineering will be able to demonstrate the following outcomes:

1. Advanced knowledge. Master advanced concepts, methods and technologies in a core mechanical engineering thrust area.
2. Analysis. Apply in depth qualitative analysis to relevant mechanical engineering questions, issues, and problems.
3. Research. Conduct independent research that results in an original contribution to knowledge that meets all the standards for responsible conduct of research.
4. Ethics. Demonstrate knowledge and understanding of ethical standards in executing research.
5. Communication. Communicate research to both technical and general audiences in an effective manner through oral and written formats.

Admission Requirement

Students seeking admission to the Ph.D. program in Mechanical Engineering must meet all requirements for admission to the Graduate School and shall have satisfied the

requirements (or equivalent) for the B.S. in Mechanical Engineering at NIU. Students with backgrounds in fields other than mechanical engineering are encouraged to apply, but may be required to take a sequence of core mechanical engineering courses as part of the doctoral program. Students seeking admission who possess a master's degree will also be expected to have met the above requirements. In addition, the department asks for a personal statement along with three letters of recommendation. Admission to the Ph.D. program is not automatic for students completing their M.S. degree in the department. Master's students who desire to continue on to the Ph.D. must apply for admission. Nondegree applicants may be admitted for no more than 8 semester hours.

Course Requirements

The Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department, is responsible for approving each student's program to meet the course requirements specified below. Each student must complete at least 90 semester hours of graduate course work after the baccalaureate degree. Students with a master's degree may be able to transfer up to 30 semester hours of graduate course work at the discretion of the Graduate Studies Committee. The Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department, will assess all work completed at other institutions and will recommend acceptance of transfer credit for graduate work deemed appropriate, subject to the policies of an approval by the Graduate School. Two-thirds of a student's coursework must be at the 600-level or above, with the exception of dissertation hours.

Core Courses (21)

All students are required to take 21 semester hours in mechanical engineering at or above the 600-level, excluding MEE 697, MEE 698, MEE 699, MEE 701, MEE 795, and MEE 799. It is recommended that students choose a focus area related to their research, but taking any combination of upper-level mechanical engineering courses, not explicitly excluded above, will qualify towards this requirement.

Distribution Requirement (15)

All students are required to take at least 15 semester hours of additional graduate course work pertaining to their research and field of study, excluding MEE 697, MEE 698, MEE 699, MEE 701, MEE 795, and MEE 799. At least three semester hours must be outside of the College of Engineering and Engineering Technology. At least three semester hours must be at the 600-level or above.

Department Seminar (3)

Students are required to register for and attend the department seminar, MEE 795, for three semesters total.

Elective Course Work (24)

Students must take an additional 24 semester hours of graduate course work. This may include additional hours of dissertation, MEE 799, beyond the 27 semester hour requirement, and it may include MEE 701, Industry Residency. The courses chosen to meet this requirement are subject to the approval of the Graduate Studies Committee, in consultation with the faculty adviser and the chair of the department.

Dissertation (27)

Students must take a minimum of 27 semester hours in MEE 799, Doctoral Research and Dissertation.

Candidacy Exam

The candidacy exam is an oral examination based on core courses that the student takes. The examination is to be taken within one year after completion of the core courses.

Dissertation Committee

The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and will be chaired by the dissertation advisor who has been appointed by the chair of the department.

Dissertation Proposal Examination

An oral examination of a proposal of a dissertation topic is required after the student has completed at least 45 semester hours of courses toward the Ph.D. The examination will be evaluated by the dissertation committee and must be found satisfactory before the candidate may continue his or her progress towards completion of the doctoral degree requirements.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to Graduate School regulations.

Professional Track

There is an opportunity for those wanting to work in industry after obtaining a Ph.D. Students in the professional track work on research projects of interest to an industrial collaborator. Such students are required to take at least three semester hours of MEE 701, Industry Residency, as elective course work. Other elective courses may focus on business, finance, or other subjects relevant to the professional goals of

the student, subject to approval by the adviser and Graduate Studies Committee.

MEE 510 - Intermediate Mechanics of Materials

MEE 521 - Dynamic Systems and Control II

MEE 522 - Design of Robot Manipulators

MEE 523 - Mechanical Reliability

MEE 524 - Machinery Vibration

MEE 525 - Design of Mobile Robots

MEE 526 - Mechatronics System Design

MEE 527 - PLC-based Robotics in Automated Systems

MEE 528 - Modeling Complex Systems

MEE 530 - Computer-Aided Design and Manufacturing

MEE 531 - Composite Materials

MEE 532 - Laser Materials Processing

MEE 533 - Advanced Manufacturing Processes

MEE 534 - Additive Manufacturing and Applications

MEE 536 - Biomaterials

MEE 551 - Refrigeration and Air Conditioning

MEE 552 - Design of Thermal Systems

MEE 553 - Propulsion

MEE 554 - Alternative and Renewable Energy

MEE 555 - Energy Conservation and Environmental Sustainability

MEE 556 - Electrochemical Energy Conversion and Storage Systems

MEE 579 - Digital Human Modeling and Simulation

MEE 580 - Finite Element Methods

MEE 584 - Advanced Computing in Mechanical Engineering

MEE 610 - Experimental Stress Analysis

MEE 611 - Continuum Mechanics

MEE 612 - Advanced Mechanics of Materials

MEE 613 - Fatigue and Fracture Mechanics

MEE 614 - Theory of Elasticity and Applications

MEE 615 - Advanced Finite Element Methods

MEE 616 - Mechanical Behavior of Composites

MEE 617 - Theory of Plasticity and Applications

MEE 620 - Advanced Dynamics

MEE 621 - Advanced Vibrations

MEE 622 - Experimental Methods in Mechanical Vibrations

MEE 623 - Robot Vision Control

MEE 624 - Robot Dynamics and Control

MEE 625 - Robot Programming and Control

MEE 626 - Advanced Control Systems Design

MEE 627 - Stochastic Estimation and Control

MEE 628 - Advanced Mechanism Synthesis Methods

MEE 629 - Materials Engineering in Mechanical Design

MEE 630 - Structure and Properties of Polymers

MEE 631 - Computer-Aided Design of Mechanical Systems

MEE 632 - Tribology

MEE 633 - Computer-Aided Manufacturing

MEE 634 - Experimental Methods in Materials Science

MEE 635X - Data Analytics for Engineers

MEE 636 - Advanced Biomaterials and Manufacturing

MEE 637 - Advanced Additive Manufacturing

MEE 640 - Advanced Fluid Mechanics

MEE 642 - Dynamics of Viscous Fluids

MEE 650 - Advanced Thermodynamics

MEE 652 - Transport Phenomena in Porous Media

MEE 655 - Conduction Heat Transfer

MEE 656 - Convection Heat Transfer

MEE 657 - Radiative Heat Transfer

MEE 658 - Computational Heat Transfer and Fluid Mechanics

MEE 692 - Advanced Mechanical Engineering Analysis

MEE 697 - Independent Study

MEE 698 - Special Topics in Mechanical Engineering

MEE 699 - Master's Thesis

MEE 701 - Industry Residency for Mechanical Engineering

MEE 795 - Doctoral Seminar

MEE 799 - Doctoral Research and Dissertation

Engineering Technology

Acting Chair: Sarveswara (Rao) Kilaparti, Ph.D., Northwestern University, associate professor

Graduate Faculty

Abul Azad, professor, Ph.D., University of Sheffield (United Kingdom)

Liping Guo, associate professor, Ph.D., Auburn University

Theodore J. Hogan, associate professor, Ph.D., C.I.H., University of Illinois, Chicago

S. Rao Kilaparti, associate professor, Ph.D., Northwestern University

Kevin Martin, associate professor, Ph.D., University of Missouri

William J. Mills, assistant professor, Ph.D., University of Illinois, Chicago

Shanthi Muthuswamy, associate professor, Ph.D., State University of New York at Binghamton

Andrew W. Otieno, Presidential Engagement Professor, Ph.D., University of Leeds (United Kingdom)

Said Oucheriah, professor, Ph.D., P.E., Cleveland State University

David J. Schroeder, associate professor, Ph.D., University of

Illinois

Shun Takai, associate professor, Ph.D., Stanford University

Robert Tatara, professor, Ph.D., Northwestern University

Mahdi Vaezi, assistant professor, Ph.D., University of Alberta

Certificates of Graduate Study

The Department of Engineering Technology participates in the Homeland Security Certificate of Graduate Study. See the section on Inter-College Interdisciplinary Certificates in this catalog for details or visit the Homeland Security website at <http://www.niu.edu/HomelandSecurity/index.shtml>.

Master's Programs

Master of Science in Industrial Management and Technology

Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online page.

The Department of Technology offers graduate studies leading to the M.S. in industrial management. The objective of this graduate program is to build upon the competencies achieved at the baccalaureate level and to prepare students to assume managerial and leadership positions.

Admission to the graduate program in industrial management requires a baccalaureate degree in engineering, technology, or industrial education. Consideration may also be given to applicants with degrees in related areas who have appropriate industrial experience. The department requires competencies in trigonometry/pre-calculus and statistics completed during undergraduate studies; deficiencies in these requirements must be satisfied prior to admission. Students should review the admission and graduate degree requirements in this catalog.

A student pursuing the M.S. in industrial management must complete a minimum of 30 semester hours in 500-level and above courses with TECH 694 - Industrial Project Management being the capstone course of the academic program. Students are not allowed to repeat the graduate level course of any 400 level course previously taken.

Students in this program may apply no more than 6 semester hours of relevant course work from the following courses: TECH 598 (3), TECH 699A (1-6), TECH 609 (3), or any other practicums, independent studies, directed studies, internships, seminars, and workshop courses from any department within the university.

Educational Objectives

The Department of Technology graduate program in industrial management seeks to educate our graduates with advanced management skills that will allow them to provide

leadership and advanced applications skills in an industrial setting. Graduates of the program will have the

- Ability to research technology concepts and obtain data sources
- Ability to use advanced statistics and data analysis in developing research and industrial reports
- Ability to manage, work in teams, and develop goals for a given industrial process
- Ability to develop advanced industrial application skills

Program Outcomes

The department's graduate program is designed to provide our graduates with the ability to function on multidisciplinary teams; the ability to identify, research, formulate, and solve technical problems; an understanding of professional and ethical responsibilities needed in industry; the ability to communicate effectively in both written and oral formats; a broad education necessary to understand the impact of technology in a global and social context; ability to research topics of need and provide unique solutions to issues. Knowledge of contemporary issues.

Requirements (30)

All of the following (12)

- TECH 500 - Research in Industry and Technology Credits: 3
- TECH 562 - Industrial Systems Management Credits: 3
- TECH 638 - Risk Management Credits: 3
- TECH 694 - Industrial Project Management Credits: 3

Technical Systems Management Electives and Thesis Option (18)

Graduate course work approved by adviser related to student's professional objectives from courses taken within the Department of Technology (18), a minimum of which 12 semester hours to be taken in the Department of Technology. OR

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

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 Courses (6)

- TECH 534 - Human Factors in Industrial Accident Prevention Credits: 3
- TECH 536 - Design and Administration of Environmental Health and Safety Programs Credits: 3

Two of the following (6)

- TECH 511 - Environmental Sustainability Practices for Industrial Operations Credits: 3
- TECH 532 - Disaster Preparedness Credits: 3
- TECH 533 - Chemical Hazards in Industry Credits: 3
- TECH 535 - Legal Aspects of Safety Credits: 3
- TECH 537 - Fundamentals of Industrial Hygiene Credits: 3
- TECH 538 - Safety in Transportation Systems Credits: 3
- TECH 541 - Hazard Control in Industrial Operations Credits: 3
- TECH 568 - Construction Safety Management Credits: 3
- TECH 581 - Ergonomics Credits: 3
- TECH 584 - Energy Management Credits: 3
- TECH 598 - Technical Problems Credits: 1-6

Facilities Management (15)

This certificate is designed for the professional who is interested in gaining advanced knowledge in the management of industrial/manufacturing facilities, thus giving students needed background in obtaining the Facilities Management Professional (FMP) credentials. Through this certificate, the students will obtain advanced knowledge in managing projects and industrial facilities, as well as reducing energy needs and advanced skills in planning for the unlikely event of catastrophic events and business continuity.

Requirements

- **TECH 506 - Facilities Management Technology**
Credits: 3
- **TECH 532 - Disaster Preparedness** Credits: 3
- **TECH 584 - Energy Management** Credits: 3
- **TECH 592 - Manufacturing Distribution**
Applications Credits: 3
- **TECH 694 - Industrial Project Management** Credits:
3

TECH 500 - Research in Industry and Technology

TECH 501 - Ethics in Technology

TECH 502 - Industrial Training and Evaluation

TECH 504 - Supervision in Industry

TECH 506 - Facilities Management Technology

TECH 507 - Maintenance Management Technology

**TECH 511 - Environmental Sustainability Practices
for Industrial Operations**

TECH 514 - Computer-Aided Machine Design

TECH 515 - Applied Industrial Experimental Design

TECH 522 - Advanced Industrial Manufacturing

TECH 523 - Automated Manufacturing Systems

**TECH 525 - Advanced Programmable Electronic
Controllers**

**TECH 527 - Testing Methods, Procedures, and
Selection of Sustainable Plastics**

**TECH 529 - Plant Location, Layout, and Materials
Handling**

TECH 531 - Industrial Ventilation

TECH 532 - Disaster Preparedness

TECH 533 - Chemical Hazards in Industry

**TECH 534 - Human Factors in Industrial Accident
Prevention**

TECH 535 - Legal Aspects of Safety

**TECH 536 - Design and Administration of
Environmental Health and Safety Programs**

TECH 537 - Fundamentals of Industrial Hygiene

TECH 538 - Safety in Transportation Systems

**TECH 540 - Monitoring and Evaluating Exposures to
Hazardous Materials**

TECH 541 - Hazard Control in Industrial Operations

TECH 542 - Work Simplification and Measurement

TECH 543 - Engineering Economy

TECH 544 - Production Control Systems

TECH 549 - Reliability Issues and Product Testing

TECH 550 - Leadership Theories and Techniques

**TECH 560 - International Industrial Competition:
U.S. Impact and Strategies**

TECH 562 - Industrial Systems Management

TECH 568 - Construction Safety Management

TECH 570 - Fiber Optics Communications

TECH 573 - Advanced Electrical Servomechanisms

TECH 575 - Analysis of Microprocessors

TECH 576 - Industrial Control Electronics

TECH 581 - Ergonomics

TECH 582 - Industrial Safety Engineering Analysis

TECH 584 - Energy Management

TECH 592 - Manufacturing Distribution Applications

TECH 593 - High-Performance Teaming

TECH 597 - Workshop in Industry and Technology

TECH 598 - Technical Problems

TECH 600 - Master's Project

TECH 609 - Industrial Internship

TECH 631 - Industrial Hygiene

TECH 634 - Behavioral Factors in Safety

TECH 637 - Systems Analysis in Safety

TECH 638 - Risk Management

TECH 694 - Industrial Project Management

TECH 699A - Directed Study

TECH 699B - Master's Thesis

College of Health and Human Sciences

Interim Dean: Beverly W. Henry, Ph.D., RDN

Associate Dean for Academic Affairs: Michael R. Kushnick, Ph.D.

- School of Allied Health and Communicative Disorders
- School of Family and Consumer Sciences
- School of Health Studies
- School of Interdisciplinary Health Professions
- Department of Military Science
- School of Nursing

College Mission Statement

The mission of the College of Health and Human Sciences is to promote health and well being through scholarship that integrates teaching, research, and service. Vision: To enhance the lives of individuals, families, and communities across the lifespan.

Policy on Dismissal

Students must make satisfactory progress in college programs to be allowed to continue and can be dismissed from the program or a class for academic reasons, behavior not accepted in the profession, or actions that threaten the health and safety of others. It is the responsibility of students to secure a copy of the dismissal policy from the program.

Special Clinical/Practicum Requirements

Students who select majors in the College of Health and Human Sciences may need to meet specific clinical/practicum requirements for their academic programs and/or entry into their chosen professions, such as a criminal background check, drug testing, immunizations and flu shots, proof of immunity, TB test, cardiopulmonary resuscitation (CPR) certification, uniforms, and equipment. The student is generally responsible for the costs of meeting these requirements. Professional liability and general liability insurance are generally included as part of course fees when required. Students may be unable to progress in programs if there is a positive drug screen, prior criminal record, or they do not fulfill other special clinical requirements such as immunizations. Refer to the specific program for additional information on these and other requirements.

Doctor of Philosophy in Health Sciences

The college-wide Ph.D. program emphasizes an interprofessional orientation to research and practice as students work with graduate faculty members from across the college. The Ph.D. prepares students from a wide range of health and human sciences fields to function effectively as scholars and researchers within academic and practice settings. Doctoral students participate in shared learning across online seminars and research tools courses by making connections to health topics from the perspectives of multiple disciplines. Students complete an individualized program of study that is tailored to individual needs before taking the candidacy examination and conducting a dissertation under the supervision of a dissertation director(s). The residency requirement is fulfilled through limited face-to-face meetings for core program courses. Admission and course requirements are detailed under the School of Interdisciplinary Health Professions.

UHHS 501 - Independent Study in Health and Human Sciences

UHHS 570 - Workshop in Health and Human Sciences

UHHS 610 - Interdisciplinary Perspectives on Patient Safety in Healthcare Settings

UHHS 620 - Interdisciplinary Perspectives on Operations Efficiency in Healthcare Settings

Allied Health and Communicative Disorders

Chair: Sherrill R. Morris

Graduate Faculty

Hamid Bateni, associate professor, Ph.D., McGill University
Danica Billingsly, clinical assistant professor, Au.D., Salus University,

Mary Jo Blaschak, associate professor, Ph.D., Northwestern University

Milijana Buac, assistant professor, Ph.D., University of Wisconsin-Madison

Mariah Cheyney, clinical assistant professor, Au.D., University of Pittsburgh

King Chung, professor, Ph.D., Northwestern University
Allison Gladfelter, assistant professor, Ph.D., Purdue University

In-Sop Kim, associate professor, Ph.D., Florida State University

Blythe Kitner, clinical assistant professor, Au.D., Rush University

Michael Kushnick, associate professor, Ph.D., Florida State University

Robert LeBeau, assistant professor, D. Sc., Texas Tech University

Jamie F. Mayer, associate professor, Ph.D., Indiana University

Sherrill R. Morris, associate professor, Ph.D., University of Kansas, chair
Janet L. Olson, associate professor, Ph.D., Northern Illinois University
Charles Pudrith, assistant professor, Ph.D., Au.D., University of North Carolina, at Greensboro
Matthew J. Wilson, associate professor, Ph.D., University of Tennessee Health Science Center

The School of Allied Health and Communicative Disorders offers graduate programs leading to the Master of Arts (M.A.), Doctor of Audiology (Au.D.), and the Doctor of Physical Therapy (D.P.T.) degrees. The M.A. curriculum prepares students for careers as entry-level speech-language pathologists. The Au.D. is an entry-level degree that prepares individuals for professional practice in the area of audiology. The D.P.T. program prepares individuals to function as entry-level practitioners in physical therapy.

The M.A. specialization in speech-language pathology is accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology of the American Speech-Language-Hearing Association. The program of study is designed to meet the minimum academic and clinical requirements for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association, state licensure, and school licensure. The D.P.T. program is accredited by the Commission on Accreditation of Physical Therapy Education.

The Au.D. is accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology of the American Speech-Language-Hearing Association. The program of study is designed to meet the minimum academic and clinical requirements for the Certificate of Clinical Competence in Audiology awarded by the American Speech-Language-Hearing Association and state licensure, expose students to basic and applied research, provide practical and research experience, and develop skills in the use of evidence-based practice.

Master of Arts (M.A.)

Communicative Disorders

Specialization in Audiology
Specialization in Speech-Language Pathology

Doctor of Audiology (Au.D.)

Doctor of Physical Therapy (D.P.T.)

Master's Programs

Master of Arts in Communicative Disorders

Check departmental information for any additional requirements.

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

Requirements

The student must choose a specialization in audiology or speech-language pathology. With the advice and consent of the adviser, a student elects to earn a degree with or without a thesis. Student participation in practicum and internship courses requires both good academic standing and consent of the school.

Specialization in Audiology

Admission

The M.A. in Communicative Disorders with a specialization in audiology is available to Doctor of Audiology students in good standing who require a master's degree prior to their fourth year external placement. After a student has successfully completed 60 semester hours in the Au.D. program, he or she may apply for admission to the master's program. An applicant for admission to the program must meet or exceed the following requirements:

- A minimum cumulative GPA of 3.20 in Au.D. course work taken at NIU
- Academic adviser recommendation
- A typed statement describing the need for the master's degree

Program faculty will review the student's transcript, adviser recommendation, and student's justification of need for degree. Once accepted to the master's program, a degree will be conferred allowing the student to continue to their fourth year placement.

Specialization in Speech-Language Pathology

Admission

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

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

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

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

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

Documentation of 25 hours of supervised observation of speech-language pathology services.

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

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

Requirements

The master's degree requires a minimum of 58 semester hours, at least 39 of which must be earned in nonpracticum courses. Additional semester hours may be required in course work and/or clinical practicum to fulfill the requirements of the appropriate clinical or educator licensures.

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

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

Students are required to take the following:

- COMD 603 - Communication Disorders in Early Childhood Credits: 3
- COMD 607 - Language Disorders in School-age Populations Credits: 3
- COMD 610 - Multicultural Aspects of Speech-Language Pathology Credits: 3
- COMD 671 - Speech Sound Disorders Credits: 3
- COMD 674 - Cognitive-Linguistic Disorders of Neurologically Impaired Adults Credits: 3
- COMD 676 - Organization and Planning of Speech, Language, and Hearing Services Credits: 3
- COMD 684 - Swallowing Disorders Credits: 3
- COMD 773 - Advanced Professional Issues in Speech-Language Pathology Credits: 1

One of the following:

- AHCD 600 - Introduction to Research in Communicative Disorders Credits: 3

- ETR 519 - Applied Educational Research Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3

15 semester hours of the following:

- COMD 601 - Principles of Assessment in Communicative Disorders Credits: 3
- COMD 602 - Motor Speech Disorders: Assessment and Treatment Credits: 3
- COMD 604 - Child Language Disorders: Special Populations Credits: 3
- COMD 605 - Fundamentals of Augmentative and Alternative Communication in Speech-Language Pathology Credits: 3
- COMD 618 - Autism and Social Communication Disorders Credits: 3
- COMD 624 - Supervisory Techniques in Speech and Hearing Services Credits: 3
- COMD 635 - Family Based Treatment in Communicative Disorders Credits: 3
- COMD 644 - Stuttering Management and Remediation Credits: 3
- COMD 670 - Voice Disorders: Research and Therapy Credits: 3
- COMD 672 - Craniofacial Anomalies Credits: 3
- COMD 673 - Instrumentation for Voice Analysis Credits: 3
- COMD 680 - Medical Aspects of Speech-Language Pathology Credits: 3
Students must take 3 semester hours in this course.
- COMD 688 - Treatment of Cognitive-Communication Disorders Associated with Acquired Brain Injury Credits: 3
- COMD 772 - Seminar in Language Credits: 3
- COMD 775 - Seminar: Speech-Language Pathology Credits: 1-3
Students must take 3 semester hours in this course.
- COMD 784 - Pediatric Swallowing Disorders Credits: 3
- AHCD 698 - Directed Individual Study Credits: 1-6
A maximum of 3 semester hours by consent of adviser.
- COMD 699 - Master's Thesis Credits: 1-6
A maximum of 3 semester hours.

Students are required to complete the following practicum courses:

- COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic Credits: 1-3
Students must take 8 semester hours in this course.
- COMD 691 - Advanced Practicum: Educational Speech-Language Pathology Credits: 1-12
Students must take 5 semester hours in this course.

- COMD 692 - Advanced Practicum: Clinical Speech-Language Pathology Credits: 1-12
Students must take 5 semester hours in this course.

Special Clinical/Practicum Requirements

To be engaged in any clinical practicum experience, students will be required to meet program requirements. See Clinical Requirements HERE.

Grading Policies

Students must make satisfactory progress in communicative disorders graduate courses and meet Professional Dispositions and Essential Functions necessary for clinical practice. Students who earn two grades of C or lower in communicative disorders courses or fail to meet the Professional Dispositions and Essential Functions specified in the Speech-Language Pathology Graduate Student Handbook will be dismissed from the communicative disorders graduate program.

Thesis Option

The student must earn a minimum of 58 semester hours of graduate credit at least 39 of which must be earned in nonpracticum courses. A thesis must be submitted and approved. A maximum of 3 semester hours may be allotted to thesis research and writing.

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

Non-thesis Option

The student must earn a minimum of 58 semester hours of graduate credit and pass an examination which will assess knowledge and ability in the specialization of graduate study. The examination typically consists of both written and oral components; however, the oral component may be waived at the discretion of the written-examination committee.

Doctoral Programs

Doctor of Audiology

The Doctor of Audiology (Au.D.) is an entry-level degree that prepares individuals for professional practice in the area of audiology. The program of study is designed to meet the minimum academic and clinical requirements for the Certificate of Clinical Competence in Audiology awarded by the American Speech-Language-Hearing Association and state licensure, expose students to basic and applied

research, provide practical and research experience, and develop skills in the use of evidence-based practice.

Check departmental information for any additional requirements.

The student learning outcomes for this degree are located at

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

Admission

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

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

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

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

Requirements

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

- COUN 525 - Counseling Skills and Strategies Credits: 3
- OR REHB 605X - Counseling Skills and Strategies Credits: 3
- AUD 606 - Noise and Its Effects on Humans Credits: 3
- AUD 612A - Professional Issues I: Foundations of Practice Credits: 2
- AUD 612B - Professional Issues II: Practice Management Credits: 3
- AUD 620 - Instrumentation in Audiology Credits: 1
- AUD 625 - Acoustics and Psychoacoustics Credits: 3
- AUD 627 - Anatomy and Physiology of the Ear Credits: 3
- AUD 629 - Amplification I Credits: 4
- AUD 630 - Auditory and Tinnitus Rehabilitation Credits: 4
- AUD 675 - Pediatric Audiology Treatment and Case Management Credits: 3
- AUD 677 - Adult Audiological Assessment Credits: 4
- AUD 678 - Pediatric Audiological Assessment Credits: 3
- AUD 679 - Electrophysiologic Assessment of the Auditory System Credits: 4
- AUD 680 - Introduction to the Evaluation and Treatment of Balance Disorders Credits: 3
- AUD 681 - Advanced Evaluation and Treatment of Balance Disorders Credits: 3
- AUD 683 - Clinical Observation in Audiology Credits: 1
- AUD 684 - Introduction to Clerkship in Audiology Credits: 1
- AUD 685 - Clinical Clerkship in Audiology Credits: 1
Students must take 3 semester hours in this course.
- AUD 686 - Clinical Internship in Audiology Credits: 1
Students must take 2 semester hours in this course.
- AUD 692 - External Rotation in Audiology Credits: 1-2
Students must take 2 semester hours in this course.
- AUD 693 - Externship in Audiology Credits: 3-9
Students must take 21 semester hours in this course.
- AUD 700 - Research Seminar Credits: 3
- OR ETR 520 - Introduction to Research Methods in Education Credits: 3
- AUD 727 - Auditory and Vestibular Pathology Credits: 3
- AUD 729 - Amplification II Credits: 3
- AUD 730 - Advanced Topics in Audiology Credits: 3
- AUD 775 - Cochlear Implants Credits: 3

- AUD 779 - Advanced Electrophysiologic Assessment of the Auditory System Credits: 4
- AUD 780 - Medical Audiology Credits: 3
- 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.
- Statistics (3-4)
- Graduate-level elective subject to approval by program (3)

Special Clinical/Practicum Requirements

To be engaged in any clinical practicum experience, students will be required to meet program requirements. See the Clinical Requirements [HERE](#).

Grading Policies

Students must make satisfactory progress in audiology graduate courses. Retention in the program requires adherence to Graduate School and audiology program requirements and regulations. Please refer to the Graduate School "General Regulations" and the NIU Audiology Student Handbook and Clinical Education Manual.

Doctor of Physical Therapy

The Doctor of Physical Therapy (D.P.T.) program prepares individuals to function as entry-level physical therapists. Successful completion of this accredited academic program in physical therapy will meet one of the eligibility requirements for state licensure.

The faculty of the physical therapy program has determined that for students to successfully complete the professional physical therapy program, they must have abilities and skills in observation, communication, motor function, intellectual performance, and professional behavior. A student must, with or without reasonable accommodation, possess and maintain technical skills upon admission to the physical therapy program. A copy of these technical standards for the physical therapy program can be obtained from the Physical Therapy Student Handbook.

In addition to the usual costs for a university student, physical therapy majors are responsible for the costs involved with

- appropriate clinical attire
- transportation to and from, and room and board at, clinical facilities
- Meet and maintain clinical requirements
- clinical site specific requirements
- maintenance of American Heart Association BLS Provider Certification

- professional textbooks and supplies

Full-time clinical experiences are an integral part of the curriculum, providing the student opportunities to apply academic knowledge under the supervision of skilled physical therapists. These clinical experiences are located regionally and nationally, and provide depth and breadth to each student's unique educational experience. The clinical experiences are scheduled by NIU-DPT program faculty.

To be engaged in any clinical practicum experience, students will be required to meet program requirements. See the Clinical Requirements [HERE](#).

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

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 September 15 for the following 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:

Admission to the professional physical therapy program is based on the following criteria:

- Completion of a Bachelor's degree from an accredited institution prior to matriculation
- Completion of all prerequisite course work with a minimum 3.00 GPA prior to matriculation
- Completion of a minimum of 50 hours of observation/volunteer/paid work in a physical therapy setting. These hours must be obtained in at least two different settings within four years of the time of application
- Competitive scores on the GRE General Test
- Professional essay
- Letters of reference
- An interview may be required as part of the admission process

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

Program Requirements

Students must complete a minimum of 107 semester hours from the following:

- AHPT 601 - Introduction to Physical Therapy Practice Credits: 2
- AHPT 602 - Communication and Education Skills for Physical Therapists Credits: 3
- AHPT 603 - Psychosocial Aspects of Physical Therapy Credits: 3
- AHPT 604 - Movement Systems in Physical Therapy Credits: 2
- AHPT 608 - Physical Therapy: Evidence-Based Practice Credits: 2
- AHPT 609 - Research Methods in Physical Therapy Credits: 3
- AHPT 610 - Foundations of Physical Therapy I Credits: 2
- AHPT 611 - Foundations of Physical Therapy II Credits: 2
- AHPT 612 - Foundations of Physical Therapy III Credits: 2
- AHPT 613 - Foundations of Physical Therapy IV Credits: 2
- AHPT 614 - Foundations of Physical Therapy V Credits: 3
- AHPT 615 - Neurological Basis of Human Movement Credits: 3
- AHPT 616 - Motor Development for Physical Therapists Credits: 3
- AHPT 617 - Pathology for Physical Therapists Credits: 3
- AHPT 618 - Pharmacology for Physical Therapists Credits: 2
- AHPT 619 - Internal Clinical Experience I Credits: 1
- AHPT 620 - Topics in Clinical Education Credits: 1
- AHPT 621 - Internal Clinical Experience II Credits: 1
- AHPT 622 - External Clinical Experience I Credits: 3
- AHPT 623 - Internal Clinical Experience III Credits: 1
- AHPT 636 - Physical Therapy Management of Individuals with Acute Medical Problems Credits: 3
- AHPT 637 - Cardiopulmonary Physical Therapy Credits: 3
- AHPT 639 - Evaluation and Treatment of Musculoskeletal Disorders Credits: 3
- AHPT 641 - Physical Therapy Management of Complex Musculoskeletal Disorders Credits: 4
- AHPT 642 - Differential Diagnosis in Physical Therapy Credits: 3
- AHPT 651 - Medical Issues in Neurological Physical Therapy Credits: 2
- AHPT 652 - Neurological Rehabilitation Credits: 5
- AHPT 657 - Pediatric Physical Therapy Credits: 3
- AHPT 660 - External Clinical Experience II Credits: 1-4
- AHPT 700 - Physical Therapy Administration Credits: 3
- AHPT 701 - Internal Clinical Experience IV Credits: 1

- AHPT 702 - Physical Therapy Management of Aging and Complex Patients Credits: 3
- AHPT 703 - Orthotics and Prosthetics in Physical Therapy Credits: 3
- AHPT 709 - Applied Research Methods in Physical Therapy I Credits: 1-2
Students must take 3 semester hours in this course.
- AHPT 730 - Diagnostic Imaging for Physical Therapists Credits: 3
- AHPT 760 - External Clinical Experience III Credits: 5
- AHPT 761 - External Clinical Experience IV Credits: 5
- AHPT 798 - Comprehensive Examination in Physical Therapy Credits: 1
- AHPT 799 - Applied Research Methods in Physical Therapy II Credits: 1-3
Students must take 3 semester hours in this course.
- BIOS 546 - Gross Human Anatomy Credits: 6

Grading Policies

Students must make satisfactory progress in physical therapy graduate courses and meet all defined benchmarks for clinical practice. Retention in the program requires adherence to Graduate School and DPT Program Requirements and Regulations. Please refer to the Graduate School "General Regulations" and the NIU DPT Student Handbook and Clinical Education Manual.

AHCD 600 - Introduction to Research in Communicative Disorders

AHCD 620 - Mindfulness: Meditation Skills and Practice

AHCD 698 - Directed Individual Study

AHPT 601 - Introduction to Physical Therapy Practice

AHPT 602 - Communication and Education Skills for Physical Therapists

AHPT 603 - Psychosocial Aspects of Physical Therapy

AHPT 604 - Movement Systems in Physical Therapy

AHPT 608 - Physical Therapy: Evidence-Based Practice

AHPT 609 - Research Methods in Physical Therapy

AHPT 610 - Foundations of Physical Therapy I

AHPT 611 - Foundations of Physical Therapy II

AHPT 612 - Foundations of Physical Therapy III

AHPT 613 - Foundations of Physical Therapy IV

AHPT 614 - Foundations of Physical Therapy V

AHPT 615 - Neurological Basis of Human Movement

AHPT 616 - Motor Development for Physical Therapists

AHPT 617 - Pathology for Physical Therapists

AHPT 618 - Pharmacology for Physical Therapists

AHPT 619 - Internal Clinical Experience I

AHPT 620 - Topics in Clinical Education

AHPT 621 - Internal Clinical Experience II

AHPT 622 - External Clinical Experience I

AHPT 623 - Internal Clinical Experience III

AHPT 636 - Physical Therapy Management of Individuals with Acute Medical Problems

AHPT 637 - Cardiopulmonary Physical Therapy

AHPT 639 - Evaluation and Treatment of Musculoskeletal Disorders

AHPT 641 - Physical Therapy Management of Complex Musculoskeletal Disorders

AHPT 642 - Differential Diagnosis in Physical Therapy

AHPT 651 - Medical Issues in Neurological Physical Therapy

AHPT 652 - Neurological Rehabilitation

AHPT 657 - Pediatric Physical Therapy

AHPT 660 - External Clinical Experience II

AHPT 700 - Physical Therapy Administration

AHPT 701 - Internal Clinical Experience IV

AHPT 702 - Physical Therapy Management of Aging and Complex Patients

AHPT 703 - Orthotics and Prosthetics in Physical Therapy

AHPT 709 - Applied Research Methods in Physical Therapy I

AHPT 710 - Practice Issues in Physical Therapy

AHPT 730 - Diagnostic Imaging for Physical Therapists

AHPT 744 - Independent Study in Physical Therapy

AHPT 760 - External Clinical Experience III

AHPT 761 - External Clinical Experience IV

AHPT 798 - Comprehensive Examination in Physical Therapy

AHPT 799 - Applied Research Methods in Physical Therapy II

AUD 606 - Noise and Its Effects on Humans

AUD 612A - Professional Issues I: Foundations of Practice

AUD 612B - Professional Issues II: Practice Management

AUD 620 - Instrumentation in Audiology

AUD 625 - Acoustics and Psychoacoustics

AUD 627 - Anatomy and Physiology of the Ear

AUD 629 - Amplification I

AUD 630 - Auditory and Tinnitus Rehabilitation

AUD 675 - Pediatric Audiology Treatment and Case Management

AUD 677 - Adult Audiological Assessment

AUD 678 - Pediatric Audiological Assessment

AUD 679 - Electrophysiologic Assessment of the Auditory System

AUD 680 - Introduction to the Evaluation and Treatment of Balance Disorders

AUD 681 - Advanced Evaluation and Treatment of Balance Disorders

AUD 683 - Clinical Observation in Audiology

AUD 684 - Introduction to Clerkship in Audiology

AUD 685 - Clinical Clerkship in Audiology

AUD 686 - Clinical Internship in Audiology

AUD 692 - External Rotation in Audiology

AUD 693 - Externship in Audiology

AUD 700 - Research Seminar

AUD 727 - Auditory and Vestibular Pathology

AUD 729 - Amplification II

AUD 730 - Advanced Topics in Audiology

AUD 773 - Seminar in Audiology

AUD 775 - Cochlear Implants

AUD 779 - Advanced Electrophysiologic Assessment of the Auditory System

AUD 780 - Medical Audiology

AUD 798 - Au.D. Research

COMD 601 - Principles of Assessment in Communicative Disorders

COMD 602 - Motor Speech Disorders: Assessment and Treatment

COMD 603 - Communication Disorders in Early Childhood

COMD 604 - Child Language Disorders: Special Populations

COMD 605 - Fundamentals of Augmentative and Alternative Communication in Speech-Language Pathology

COMD 607 - Language Disorders in School-age Populations

COMD 608 - Speech-Language Pathologist's Role in Developing Reading and Writing Skills in Exceptional Children

COMD 610 - Multicultural Aspects of Speech-Language Pathology

COMD 618 - Autism and Social Communication Disorders

COMD 624 - Supervisory Techniques in Speech and Hearing Services

COMD 635 - Family Based Treatment in Communicative Disorders

COMD 644 - Stuttering Management and Remediation

COMD 670 - Voice Disorders: Research and Therapy

COMD 671 - Speech Sound Disorders

COMD 672 - Craniofacial Anomalies

COMD 673 - Instrumentation for Voice Analysis

COMD 674 - Cognitive-Linguistic Disorders of Neurologically Impaired Adults

COMD 676 - Organization and Planning of Speech, Language, and Hearing Services

COMD 680 - Medical Aspects of Speech-Language Pathology

COMD 684 - Swallowing Disorders

COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic

COMD 688 - Treatment of Cognitive-Communication Disorders Associated with Acquired Brain Injury

COMD 690 - Intermediate Speech-Language Practicum: External

COMD 691 - Advanced Practicum: Educational Speech-Language Pathology

COMD 692 - Advanced Practicum: Clinical Speech-Language Pathology

COMD 699 - Master's Thesis

COMD 772 - Seminar in Language

COMD 773 - Advanced Professional Issues in Speech-Language Pathology

COMD 775 - Seminar: Speech-Language Pathology

COMD 784 - Pediatric Swallowing Disorders

Family and Consumer Sciences

Chair: Thomas Pavkov

Graduate Faculty

Susan P. Bowers, associate professor, Ph.D., Ohio State University

Sarah L. Cosbey, associate professor, Ph.D., Iowa State University

Shi-Ruei Sherry Fang, professor, Ph.D., Michigan State University

DeAnna Harris-McKoy, associate professor, Ph.D., Florida State

Lindsey Hawkins, Ph.D., Texas Tech University, assistant professor

Nicholas Hryhorczuk, assistant professor, Ph.D., University of Illinois at Urbana-Champaign

Hyun-Mee Joung, associate professor, Ph.D., Iowa State University

Lan Li, professor, Ph.D., Virginia Polytechnic Institute and State University

Xiaohui (Sophie) Li, associate professor, Ph.D., University of Minnesota, Twin Cities

Yujun Liu, assistant professor, Ph.D., Virginia Tech

Bette Montgomery, associate professor, Ph.D., University of Wisconsin

Eunha Myung, professor, Ph.D., University of Nevada-Las Vegas

Jane Rose Njue, associate professor, Ph.D., Iowa State University

Thomas Pavkov, professor, Ph.D., Northwestern University

Lin Shi, professor, Ph.D., Texas Tech University

D. Scott Sibley, assistant professor, Ph.D., Kansas State University

Florensia Flora Surjadi, associate professor, Ph.D., Iowa State University

Melissa Walter, assistant professor, Ph.D., Iowa State

Charline Xie, professor, Ph.D., University of Nebraska at Lincoln

The School of Family and Consumer Sciences offers a graduate program leading to the M.S. degree: the M.S. in applied human development and family sciences (with the option of specializations in marriage and family therapy or leadership in aging studies). The school prepares professionals who support families and individuals in meeting their basic human needs. The programs are based on an interdisciplinary approach, drawing on the behavioral sciences, natural sciences, and the humanities. Students learn theories and their application to professions in nonprofit organizations, private practice, government, education, and business. Graduates have the necessary foundation for a career as well as further study.

A student pursuing an advanced degree in the School of Family and Consumer Sciences is expected to meet the requirements of a major area. Deficiencies in the major area at the undergraduate level will be determined by a committee of graduate faculty and must be removed as directed by the

committee. Transcripts of all post-secondary course work should accompany the Graduate School application.

Students-at-large intending to take courses required by the programs in applied human development and family sciences should meet with the appropriate program coordinator.

Admission requirements and information regarding notification of a decision on admission are indicated below for each area of study. Prior to initial registration, each student planning a major in family and consumer sciences should confer with the graduate adviser.

Policy on Dismissal

Students must make satisfactory progress in college programs to be allowed to continue and can be dismissed from the program or a class for academic reasons, behavior not accepted in the profession, or actions that threaten the health and safety of others. It is the responsibility of students to secure a copy of the dismissal policy from the program. The Graduate Student Handbook contains additional policies related to dismissal from the program.

Comprehensive Examination

Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination or an oral examination, depending upon the academic program. Students either choosing the thesis option or who are in a program with a required thesis fulfill the comprehensive examination requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled in the term in which the comprehensive examination is taken.

Master of Science

Applied Human Development and Family Sciences
With or without a specialization in
Leadership in Aging Services
Marriage and Family Therapy

Certificates of Graduate Study

Family and Child Development
Gerontology
Leadership in Aging Studies

Post Master's Certificate

Medical Family Therapy and Counseling

Master's Programs

Master of Science in Applied Human Development and Family Sciences

This major provides professional career enhancement for advanced graduate work and research, college teaching, and programming and administration in family social services and child development settings in community and government agencies, including youth work, gerontological programming, child life programs in hospitals, infant and child care programs, family support services, and family life and parenting education.

A program of courses is developed cooperatively by the student and an adviser. In addition to taking the required courses, the student may focus on an individualized area of interest through the selection of courses within and outside the school.

Students-at-large intending to take courses required by this program should meet with the program coordinator.

Within the major, there is also the opportunity to specialize in marriage and family therapy and leadership in aging studies.

Check departmental information for any additional requirements.

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

Admission

Upon admission into the program, students are required, within 30 days, to notify the area coordinator in writing of their intention to register for classes in the term for which they were admitted. Failure to do so may result in cancellation of admission.

An applicant is required to have a minimum of 9 semester hours of undergraduate courses in human development and family sciences, or the equivalent including a course in family relations and one in child or lifespan development. Three of the 9 hours must be an upper-division family theories or child development theories course. A student may be required to remove deficiencies in the area of applied human development and family sciences by successfully completing designated courses. These deficiency courses should be completed during the first semester after admission to the major. Graduate students' undergraduate deficiencies have to be met with a grade of B or better. Failure to do so may result in removal from the program.

The maximum combined total of student-at-large hours plus transfer credit used in the degree program may not exceed 12 semester hours. For course work taken while a student-at-large, no more than 6 semester hours taken in the school and 6 hours outside of the school may be used in the degree program. Exceptions to these limits may be approved in special cases by the coordinator of the applied human development and family sciences faculty, provided that the Graduate School limit of transfer credit is not exceeded.

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

Thesis Option Requirements

Students choosing the thesis option must take a total of 6 semester hours of FCNS 699A, and must be continually enrolled for at least one (1) credit hour for every semester once they begin their thesis study. Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination

Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken.

Requirements

This program requires a minimum of 30 semester hours.

- Additional courses with approval of the adviser (6)
- 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
- HDFS 601 - Seminar in Human Development and Family Studies Credits: 3
- HDFS 604 - Research Methods Credits: 3

Course work from the following (3-12)

- HDFS 631 - Internship in Community Programs: Child Development Credits: 1-9
Students must take 3 semester hours in this course. See "Special Requirements for FCNS 631" below.
- HDFS 632 - Internship in Community Programs: Family Social Services Credits: 1-9
See "Special Requirements for FCNS 632" below. Students must take 3 semester hours in this course.
- HDFS 638 - Internship in Community Programs: Parent Education Credits: 1-6

See "Special Requirements for FCNS 638" below. Students must take 3 semester hours in this course.

- HDFS 639 - Practicum: Family Therapy Credits: 1-12
(Enrollment limited to students admitted to the specialization in marriage and family therapy) Students must take 12 semester hours in this course.
- HDFS 699A - Thesis Credits: 1-6
Students must take 6 semester hours in this course.
- HDFS 710 - Teaching College-Level Applied Human Development and Family Sciences Credits: 1-3
Students must take 3 semester hours in this course.
- A 3-semester-hour 600-level course on social science research methodology, or statistics

Three or four of the following including at least one 600-/700- level course (9-15)

- HDFS 532 - Theories of Child Development Credits: 3
- HDFS 533 - Introduction to Child Life Theory and Practice Credits: 3
- HDFS 534 - Administration and Supervision of Quality Programs for Young Children from Diverse Backgrounds Credits: 3
- HDFS 537 - Parent-Child Interaction Credits: 3
- HDFS 538 - Parent Education Credits: 3
- HDFS 539 - Infant Development in the Family: Typical and Atypical Credits: 3
- 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 565 - Theories and Issues in Aging Studies Credits: 3
- HDFS 577 - Domestic Violence and Trauma in the Family Credits: 3
- HDFS 582 - Child Abuse and Neglect Credits: 3
- HDFS 583 - Social Policy, Children and Families Credits: 3
- HDFS 584 - Family Theories Credits: 3
- HDFS 585 - Methodology in Family Life Education Credits: 3
- 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
- HDFS 594 - Practicum in Administration of Quality Programs for Young Children Credits: 5-6
- HDFS 635 - Behavior Assessment of the Infant and Young Child Credits: 3
- HDFS 637 - The Child in the Family Credits: 3

- HDFS 684 - The Family with Adolescents Credits: 3
- HDFS 685 - Family Stress and Structural Diversity Credits: 3
- HDFS 689 - Readings in Human Development and Family Sciences Credits: 3
- HDFS 784 - Theoretical Foundations of Family Therapy Credits: 3
- PHHE 510 - Coping with Death, Dying, and Loss Credits: 3

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.

Special Requirements for HDFS 631

Prerequisites for enrollment in the child development internship in community programs (HDFS 631) 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 internship (HDFS 590), both guidance and planning courses (HDFS 330 and HDFS 331/HDFS 331A), a parent-child interaction course (HDFS 537), and an early childhood professional programs course (HDFS 534); (3) HDFS 637; (4) provide written proof of a fingerprint-based criminal background check in compliance with DCFS' policies; (5) proof of Illinois Network of Childcare Resource and Referral Agencies' Gateway Registry; and (6) consent of school.

Special Requirements for HDFS 632

Prerequisites for enrollment in the family services internship in community programs (HDFS 632) 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 social services program or family therapy setting or the equivalent of all of the following: (a) 50 hours of approved volunteer work, (b) a group process class (HDFS 382 or COUN 540), and (c) a professional issues class (HDFS 581 or HDFS 692); (3) provide written proof of a fingerprint-based criminal

background check in compliance with DCFS' policies; and (4) consent of school.

Special Requirements for HDFS 638

Prerequisites for enrollment in the parent education internship (HDFS 638) are (1) undergraduate course work in child or adolescent development, including principles of guidance (HDFS 330 or equivalent) and course content in ethics (HDFS 534, HDFS 581, HDFS 692, or equivalent); (2) completion of a minimum of 9 graduate semester hours in applied human development and family sciences, including HDFS 538 and one other content course related to the focus of the practicum; (3) completion of or co-enrollment in HDFS 637 or HDFS 684; and (4) consent of school.

Specialization in Leadership in Aging Studies (33)

The specialization in leadership in aging studies is intended for those interested in pursuing leadership positions in aging, including, but not limited to, long-term care, social services, service management, and research and evaluation. The program is designed to meet competencies outlined by the Association for Gerontology in Higher Education as well as the needs of those intending to sit for the Illinois Nursing Home Administrator's License. The foundation for the program is the systemic study of the development of individuals and families within an ecological and global framework. Note: The Illinois Nursing Home Administrators License also has specific experience requirements. See state of Illinois codes for further details.

Application Process

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

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

Admission

Upon admission into the program, students are required, within 30 days, to notify the area coordinator in writing of their intention to register for classes in the term for which

they were admitted. Failure to do so may result in cancellation of admission.

An applicant is required to have a minimum of 6 semester hours of undergraduate courses in family relations and lifespan development or an equivalent course. A student may be required to remove deficiencies in the area of family relations and lifespan development by successfully completing designated courses. These deficiency courses should be completed during the first semester after admission to the specialization. Graduate students' undergraduate deficiencies have to be met with a grade of B or better. Failure to do so may result in removal from the program.

A baccalaureate degree from an accredited institution is required prior to formal admission to the AHDFS program. All applicants must first be admitted to the Graduate School at NIU. Applicants must provide evidence of academic competence by a combination of GRE scores, undergraduate GPA, or the equivalent. Students applying for and admitted to the specialization in leadership in aging studies must also meet the requirements for admission and retention in the master of science in applied human development and family sciences.

Special Requirements for Field Work in Gerontology

Prior to supervised field work, a criminal background check is required and other items may be requested by the external site. The leadership in aging studies program may not be able to place students in supervised field work if they have a criminal record or positive drug screen results.

Thesis Option Requirements

Students choosing the thesis option must take a total of 6 semester hours of HDFS 699A, and must be continually enrolled for at least one (1) semester hour for every semester once they begin their thesis study. Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination

Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students choosing the thesis option fulfill the comprehensive examination requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled in the semester in which the comprehensive examination is taken.

Students must complete the following required courses:

Required (33)

- 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
- GERO 568 - Leadership in Aging Services Credits: 3
Course work required to sit for the examination to be licensed as a Nursing Home Administration in Illinois and includes satisfactory completion of an undergraduate course work in accounting.
- HDFS 565 - Theories and Issues in Aging Studies Credits: 3
HDFS 601 and HDFS 565 should be completed in the first year of enrollment in the specialization. Course work required to sit for the examination to be licensed as a Nursing Home Administration in Illinois and includes satisfactory completion of an undergraduate course work in accounting.
- HDFS 600 - Seminar: Contemporary Issues in Applied Human Development and Family Sciences Credits: 1-12
Students take 3 semester hours in this course.
- HDFS 601 - Seminar in Human Development and Family Studies Credits: 3
HDFS 601 and GERO 565 should be completed in the first year of enrollment in the specialization.
- HDFS 604 - Research Methods Credits: 3
- PHHE 533 - Principles of Long-Term Care Administration Credits: 3
Course work required to sit for the examination to be licensed as a Nursing Home Administration in Illinois and includes satisfactory completion of an undergraduate course work in accounting.
- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3
Course work required to sit for the examination to be licensed as a Nursing Home Administration in Illinois and includes satisfactory completion of an undergraduate course work in accounting.

Three of the following (9)

- HDFS 586 - Aging and the Family Credits: 3
- HDFS 685 - Family Stress and Structural Diversity Credits: 3
- PHHE 510 - Coping with Death, Dying, and Loss Credits: 3
- GERO 567 - Fieldwork in Gerontology Credits: 3

Additional course work may be taken from the following:

- HDFS 632 - Internship in Community Programs:
Family Social Services Credits: 1-9
Students must take 3 semester hours in this course.
- HDFS 710 - Teaching College-Level Applied Human Development and Family Sciences Credits: 1-3

Specialization in Marriage and Family Therapy

The specialization in marriage and family therapy, accredited by the Commission on Accreditation for Marriage and Family Therapy Education, emphasizes the practical application of systemic family therapy principles to the diagnosis and treatment of problems in human relationships. Through extensive course work and clinical experience working with couples, families, and individuals under the supervision by Approved Supervisors of the American Association for Marriage and Family Therapy (AAMFT), students learn to integrate theory and research while developing the clinical skills of marriage and family therapists. The specialization prepares students to function in mental health, family service, hospital, business, and social service settings.

Upon graduation, students have completed all requirements for a state associate marriage and family therapy license and for association membership in AAMFT. SMFT students graduate with a Master of Science in Applied Human Development and Family Sciences with a Specialization in Marriage and Family Therapy. Additional information about the specialization may be found on the FACS website.

Application Process

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

- Completed application
- Unofficial transcripts from all undergraduate and graduate institutions
- GRE Scores
- Statement of Purpose
- Three letters of recommendation
- Current resume/curriculum vita

Guidelines for the Statement of Purpose are provided on the website for applicants.

Admission

After a review of the applications, qualified candidates are invited to an interview day in February. Under extraordinary circumstances, faculty may conduct a long-distance interview with a candidate. Admission decisions are made following the interview process. Students are accepted into the graduate major in Applied Human Development and Family Sciences. Graduates of the program receive a Master of Science in Applied Human Development and Family Science with a Specialization in Marriage and Family Therapy.

Students admitted to this graduate major are required to have 9 undergraduate semester hours in human development and family sciences including a course in:

- Child or Lifespan Development
- Family Relations
- Family Theories or Child Development Theories (Upper Division)

Upon acceptance, the coordinator of Human Development and Family Sciences will notify candidates if there is a deficiency with the three required courses. Students are required to complete deficiency courses with a B or better by the end of their first semester in the SMFT Program. Failure to do so may result in removal from the program. Deficient courses may be taken at NIU or another institution.

Special Requirements for Practicum

A fingerprint-based criminal background check, as defined by the Specialization in Marriage and Family Therapy, is required prior to starting practicum. The Specialization in Marriage & Family Therapy faculty may be unable to allow a student to begin practicum if he or she has a criminal record. Therefore, the student may not be able to complete the Specialization in Marriage and Family Therapy.

Thesis Option Requirements

Students choosing the thesis option must take a total of 6 semester hours of FCNS 699A, and must be continually enrolled for at least one (1) credit hour for every semester once they begin their thesis study. Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination

Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken.

Requirements

Students must complete a minimum of 54 semester hours in the program for graduation. This includes 500 supervised clinical contact hours completed within the field of marriage and family therapy. This may be done through required course work and work experience or internship.

- 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
- HDFS 604 - Research Methods Credits: 3
- HDFS 633 - Internship in Community Agencies: Marriage and Family Therapy Credits: 1-6
 - Students must take 3 semester hours in this course.
- HDFS 639 - Practicum: Family Therapy Credits: 1-12
 - Students must take 12 semester hours in this course.
- HDFS 691 - Assessment in Marriage and Family Therapy Credits: 3
- HDFS 692 - Professional Issues in Family Therapy Credits: 3
- HDFS 693 - Addiction and Substance Abuse in Marriage and Family Therapy Credits: 3
- HDFS 694 - Marriage and Family Therapy Strategies: Treatment of Children and Adolescents Credits: 3
- HDFS 695 - Approaches to Marriage and Family Therapy Credits: 3
- HDFS 697 - Marriage and Family Therapy Strategies: Treatment of Couples Credits: 3
- HDFS 784 - Theoretical Foundations of Family Therapy Credits: 3
- HDFS 785 - Sex Therapy Credits: 3

One of the following (3)

- HDFS 538 - Parent Education Credits: 3
- HDFS 582 - Child Abuse and Neglect Credits: 3
- HDFS 583 - Social Policy, Children and Families Credits: 3
- HDFS 584 - Family Theories Credits: 3
- HDFS 586 - Aging and the Family Credits: 3

- HDFS 589 - Topical Issues in Human Development and Family Sciences Credits: 3
- HDFS 637 - The Child in the Family Credits: 3
- HDFS 684 - The Family with Adolescents Credits: 3
- HDFS 685 - Family Stress and Structural Diversity Credits: 3
- HDFS 689 - Readings in Human Development and Family Sciences Credits: 3
- HDFS 705 - Introduction to Medical Family Therapy and Counseling Credits: 3
- PHHE 506 - Dimensions of Human Sexuality Credits: 3

Dual Degree between M.S. AHDFS and J.D.

The area of Human Development and Family Sciences (HDFS) and the College of Law at Northern Illinois University offer an opportunity for qualified students to complete a Master of Sciences in Applied Human Development and Family Sciences (AHDFS) and Juris Doctor (J.D.) in less time than it would take to complete both degrees separately.

The area of HDFS in the School of Family and Consumer Sciences and the College of Law offer the opportunity for simultaneous enrollment in the Master of AHDFS and the J.D. degree programs to qualified graduate students. Students must be admitted to both the M.S. program and the J.D. program. Matriculation in the two programs must be within 18 months of each other.

Since students enroll in two separate degree programs, to receive both degrees students must meet all of the graduation requirements for both degree programs. A student may obtain either degree prior to completing all requirements for the other degree. Under the simultaneous enrollment plan, students are required to take at least 96 total semester hours, 78 from the College of Law and 18 from the HDFS. Up to 12 semester hours of College of Law course work may be applied toward the 30 semester hours required for the M.S. degree, and up to 12 semester hours of M.S. course work with a grade of B or better may be applied toward the 90 semester hours required for the J.D. degree.

Admission

Within 30 days of admission into the program, students are required to notify the area coordinator in writing of their intention to register for classes in the term for which they were admitted. Failure to do so may result in cancellation of admission.

An applicant is required to have a minimum of 9 semester hours of undergraduate courses in HDFS, or the equivalent, including a course in family relations and one in child or lifespan development. Three of the 9 hours must be an upper-division family theories or child development

theories course. A student may be required to remove deficiencies in the area of AHDFS by successfully completing designated courses. These deficiency courses should be completed during the first semester after admission to the major. Graduate students' undergraduate deficiencies have to be met with a grade of B or better. Failure to do so may result in removal from the program.

Admission to College of Law, follow the standard application and admission processes as outlined at <https://www.niu.edu/law/admissions/apply.shtm>. If students score at the 85th percentile or higher on GRE they may have the LSAT waived.

Thesis Option Requirements

Students choosing the thesis option must take a total of 6 semester hours of HDFS 699A, and must be continually enrolled for at least one (1) credit hour for every semester once they begin their thesis study.

Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination

Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken.

Certificates of Graduate Study

Family and Child Development (15)

The Certificate in Family and Child Development is intended for individuals who are working in the field, but who lack specific knowledge about family dynamics and human development, such as professionals employed by social-service agencies, juvenile justice facilities, child welfare programs, educational institutions, or medical fields. It is also intended for students enrolled in graduate degree programs and those in related fields who need to meet continuing education requirements or desire additional academic preparation. This certificate program may be completed online.

Admission to the Graduate School is a prerequisite to admission to the Certificate in Family and Child Development. Students wishing to apply to the Family and

Child Development Certificate must possess a baccalaureate degree from an accredited institution.

A student pursuing the certificate program is expected to have a minimum of 6 semester hours of undergraduate course work in human development and family sciences, or the equivalent, including a course in marriage and family relations (3 semester hours) and one course in child or lifespan development (3 semester hours). If deficient, the deficiency courses should be completed during the first semester after admission to the certificate program. The deficiency courses must be met with a grade of B or better.

Admission to the certificate program requires approval of the Family and Child Development Certificate Admissions Committee. Procedures for admission to this certificate and other detailed information are available from the School of Family and Consumer Sciences office. Application deadlines coincide with Graduate School deadlines.

A minimum of 15 credits are required for the completion of the Graduate Certificate in Family and Child Studies. The curriculum is comprised of 9 credit hours of required course work and 6 additional credits of elective courses. Students must maintain a cumulative minimum 3.00 GPA in all course work to continue in the certificate program. Contact: Shi-Ruei Sherry Fang, Professor.

Required core (9)

- HDFS 532 - Theories of Child Development Credits: 3
- OR HDFS 584 - Family Theories Credits: 3
Or additional courses with approval of the adviser.
- HDFS 637 - The Child in the Family Credits: 3
- OR HDFS 684 - The Family with Adolescents Credits: 3
Or additional courses with approval of the adviser.
- HDFS 685 - Family Stress and Structural Diversity Credits: 3

Additional Requirements (6)

Two of the following content courses (6)

- HDFS 545 - Management of Human and Family Resources Credits: 3
- HDFS 582 - Child Abuse and Neglect Credits: 3
- HDFS 583 - Social Policy, Children and Families Credits: 3
- HDFS 588 - Working with Ethnically Diverse Children and Families in the United States Credits: 3
- HDFS 784 - Theoretical Foundations of Family Therapy Credits: 3

Gerontology (18)

The interdisciplinary gerontology certificate fosters educational, research, and service activities pertinent to aging. It is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A minimum GPA of 3.00 in all certificate courses, and completion of all certificate course work within six calendar years are required. This certificate is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A student wishing to pursue this certificate should consult with their program adviser or School of Family and Consumer Sciences program faculty. Contact: Julie Boggess, Interim Director of Gerontology.

Core Requirements (9)

- HSCI 620 - Research Methods in Health and Human Sciences Credits: 3
- HDFS 565 - Theories and Issues in Aging Studies Credits: 3
- GERO 567 - Fieldwork in Gerontology Credits: 3 OR other appropriate research course

Additional Requirements (9)

Graduate courses focused on aging chosen with the approval of gerontology director.

- ANTH 565 - Medical Anthropology Credits: 3
- HESA 590 - Workshop in Higher Education and Student Affairs Credits: 1-3
When topic is appropriate, and with the approval of the director.
- COUN 767 - Counseling Older Persons Credits: 3
- COMD 674 - Cognitive-Linguistic Disorders of Neurologically Impaired Adults Credits: 3
- EPS 510 - Adult Educational Psychology Credits: 3
- EPS 710 - Seminar in Lifespan Human Development Credits: 3
- GERO 566 - Topics in Gerontology Credits: 3
- GERO 567 - Fieldwork in Gerontology Credits: 3
- HDFS 586 - Aging and the Family Credits: 3
- KNPE 554 - Exercise Gerontology Credits: 3
- KNPE 555 - Clinical Experience in Exercise Gerontology Credits: 1-3
Students must take 3 semester hours in this course.
- NUTR 612 - Geriatric Nutrition Credits: 3
- PHHE 510 - Coping with Death, Dying, and Loss Credits: 3
- PHHE 533 - Principles of Long-Term Care Administration Credits: 3
- PSYC 525 - Adult Development and Aging Credits: 3
- PSYC 565 - Advanced Developmental Psychology Credits: 3

- SOCI 551 - Medical Sociology Credits: 3
- SOCI 560 - Social Structure and the Life Course Credits: 3
- SOCI 582 - Sociology of Death and Dying Credits: 3
- UHHS 501 - Independent Study in Health and Human Sciences Credits: 3

Leadership in Aging Services (18)

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

Primary Content Area (12)

- GERO 568 - Leadership in Aging Services Credits: 3
- HDFS 565 - Theories and Issues in Aging Studies Credits: 3
- PHHE 533 - Principles of Long-Term Care Administration Credits: 3
- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3

Choose two of the following (6)

- GERO 567 - Fieldwork in Gerontology Credits: 3
- HDFS 586 - Aging and the Family Credits: 3
- PHHE 510 - Coping with Death, Dying, and Loss Credits: 3

Medical Family Therapy and Counseling FACS (21)

Post-master's Certificate

This certificate is jointly administered by the College of Education and the College of Health and Human Sciences. The certificate has been designed to provide career enhancement for licensed mental health professionals to enable them to provide, within a variety of medical settings, family therapy and counseling services to patients and their families.

This interdisciplinary post-master's certificate is available for individuals who are currently licensed in a mental health profession. Admission to the certificate program requires approval of the admissions committee.

Procedures for admission to the certificate program are available on the Post-Master's Certificate in Medical Family Therapy and Counseling website. It is required that the student have introductory course work and supervised experience in marriage and family therapy or family counseling.

Requirements

- COUN 707 - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3
OR
- HDFS 707X - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3

- COUN 708 - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3
OR
- HDFS 708X - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3

- COUN 709 - Medical Family Therapy and Counseling Practicum Credits: 3
OR
- HDFS 709X - Medical Family Therapy and Counseling Practicum Credits: 3

- HDFS 705 - Introduction to Medical Family Therapy and Counseling Credits: 3
OR
- COUN 705X - Introduction to Medical Family Therapy and Counseling Credits: 3

- HDFS 706 - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3
OR
- COUN 706X - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3

- HDFS 714 - Medical Family Therapy and Counseling Internship Credits: 6
OR

- COUN 714X - Medical Family Therapy and Counseling Internship Credits: 6

GERO 515 - Financial Dimensions of Aging and the Family

GERO 518 - Social Policy and Advocacy in Aging

GERO 542 - Gerontology: Community Services

GERO 566 - Topics in Gerontology

GERO 567 - Fieldwork in Gerontology

GERO 568 - Leadership in Aging Services

HDFS 507 - Consumer Protection

HDFS 526 - Strategic Management in the Hospitality Industry

HDFS 532 - Theories of Child Development

HDFS 533 - Introduction to Child Life Theory and Practice

HDFS 534 - Administration and Supervision of Quality Programs for Young Children from Diverse Backgrounds

HDFS 537 - Parent-Child Interaction

HDFS 538 - Parent Education

HDFS 539 - Infant Development in the Family: Typical and Atypical

HDFS 540 - Therapeutic Play

HDFS 541 - Infant and Child Mental Health and Resiliency

HDFS 545 - Management of Human and Family Resources

HDFS 565 - Theories and Issues in Aging Studies

HDFS 577 - Domestic Violence and Trauma in the Family

HDFS 581 - Professional Practices in Family Social Services

HDFS 582 - Child Abuse and Neglect

HDFS 583 - Social Policy, Children and Families

HDFS 584 - Family Theories

HDFS 585 - Methodology in Family Life Education

HDFS 586 - Aging and the Family

HDFS 588 - Working with Ethnically Diverse Children and Families in the United States

HDFS 589 - Topical Issues in Human Development and Family Sciences

HDFS 590 - Practicum in Infant and Child Development Laboratories

HDFS 594 - Practicum in Administration of Quality Programs for Young Children

HDFS 600 - Seminar: Contemporary Issues in Applied Human Development and Family Sciences

HDFS 601 - Seminar in Human Development and Family Studies

HDFS 604 - Research Methods

HDFS 631 - Internship in Community Programs: Child Development

HDFS 632 - Internship in Community Programs: Family Social Services

HDFS 633 - Internship in Community Agencies: Marriage and Family Therapy

HDFS 635 - Behavior Assessment of the Infant and Young Child

HDFS 637 - The Child in the Family

HDFS 638 - Internship in Community Programs: Parent Education

HDFS 639 - Practicum: Family Therapy

HDFS 650 - Workshop in Applied Human Development and Family Sciences

HDFS 674 - Clothing and Human Behavior

HDFS 684 - The Family with Adolescents

HDFS 685 - Family Stress and Structural Diversity

HDFS 689 - Readings in Human Development and Family Sciences

HDFS 691 - Assessment in Marriage and Family Therapy

HDFS 692 - Professional Issues in Family Therapy

HDFS 693 - Addiction and Substance Abuse in Marriage and Family Therapy

HDFS 694 - Marriage and Family Therapy Strategies: Treatment of Children and Adolescents

HDFS 695 - Approaches to Marriage and Family Therapy

HDFS 696 - Structural Family Therapy

HDFS 697 - Marriage and Family Therapy Strategies: Treatment of Couples

HDFS 698 - Project

HDFS 699A - Thesis

HDFS 699B - One-Person Show

HDFS 701 - Problems in Applied Human Development and Family Sciences

HDFS 705 - Introduction to Medical Family Therapy and Counseling

HDFS 706 - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness

HDFS 707X - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness

HDFS 708X - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice

HDFS 709X - Medical Family Therapy and Counseling Practicum

HDFS 710 - Teaching College-Level Applied Human Development and Family Sciences

HDFS 714 - Medical Family Therapy and Counseling Internship

HDFS 784 - Theoretical Foundations of Family Therapy

HDFS 785 - Sex Therapy

Health Studies

Chair: Jeanne Isabel, Ed.D.

Graduate Faculty

Sheila Barrett, associate professor, Ph.D., Florida International University

Rouzbeh Chegeni, assistant professor, Ph.D., Tarbiat Modares University

Carolinda Douglass, professor, Ph.D., RAND Graduate School of Policy Studies

Jennifer Gray, associate professor, Ph.D., University of Illinois, Chicago

Lynn Herrmann, associate professor, Ph.D., University of Illinois, Urbana-Champaign

M. Courtney Hughes, associate professor, Ph.D., University of Washington

Jeanne M. Isabel, associate professor, Ed.D., Northern Illinois University

Arlene Keddie, associate professor, Ph.D., University of Texas

Jinsook Kim, professor, Ph.D., University of California-Los Angeles

Judith Lukaszuk, professor, Ph.D., University of Pittsburgh

Henna Muzaffar, assistant professor, Ph.D., University of Illinois

Kunal Patel, assistant professor, DrPH, University of Alabama-Birmingham

Julie Patterson, assistant professor, Ph.D., University of Wisconsin, Madison

Tomoyuki Shibata, associate professor, Ph.D., University of Miami

Masih Shokrani, professor, Ph.D., Meharry Medical College

Ping Yao, associate professor, Ph.D., University of Missouri, Columbia

The School of Health Studies offers programs of graduate study leading to the M.S. in nutrition and dietetics and a Master of Public Health (M.P.H.); and three certificates of graduate study--eating disorders and obesity, health education, and public health.

The M.P.H. curriculum prepares students for leadership positions in health services management and health promotion. Students learn skills in leadership, problem solving, and planning and promoting change in public health and health care systems. The M.P.H. program is fully accredited by the Council on Education for Public Health (CEPH), an independent accrediting agency for schools of public health, as well as community health education and community health/preventive medicine programs located outside of schools of public health. The Council on Education for Public Health is recognized by the U.S. Department of Education.

Master's Programs

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

The M.P.H. program prepares professionals for leadership positions in public health and health-related agencies. Students may specialize in health promotion or health services management. The M.P.H. with a health promotion specialization prepares students to take the Certified Health Education Specialist (C.H.E.S.) examination given by the National Commission for Health Education Credentialing, Inc. Students who complete the M.P.H. with a specialization in health services management are eligible to take the Illinois Nursing Home Administrators Licensing Examination if certain electives have been completed.

Check departmental information for any additional requirements.

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

Admission

Applicants with clearly identified career goals related to public health are encouraged to apply. Preference is given to applicants who have employment or volunteer experience in a public health or related agency. For application and additional information for the Online M.P.H., please visit the online program webpage. For application and additional information for the On-Campus/Hybrid program, please visit the college webpage.

Application Requirements

- A four-year baccalaureate degree.
- Official transcripts. (Unofficial transcripts suffice during the application process, but official ones must be submitted to the Graduate School before students are permitted to register for classes).
- Minimum undergraduate or graduate G.P.A. of 3.00.
- No GRE required, but could be supportive if over 25th percentile.
- Well-written personal statement, which serves as a writing sample.
- Resume.
- 2 letters of recommendation from professors, instructors and/or supervisors. (It is preferable to include at least one academic reference, if possible).
- TOEFL score of 90 or IELTS score of 7.0 for international applicants.

Requirements for Accelerated B.S./M.P.H. Sequence

The accelerated sequence leads to both the B.S. in public health and M.P.H. degrees, and is available to all undergraduate public health majors who have:

- A declared major in Public Health.
- Finished 92 credit hours of undergraduate designated coursework as approved by adviser.
- Minimum GPA of at least 3.25.
- Completed all application requirements, including transcripts, letters of recommendation, statement of purpose, resume/curriculum vitae.

Failure to meet requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met.

Students must complete all the admission requirements for the Public Health B.S. accelerated degree as well as all general education requirements prior to the applicant's final undergraduate year and have earned at least 92 credit hours. Beginning with the first semester of their final undergraduate year, students will start taking classes in the M.P.H. program as well as completing final university requirements. Successful completion of year 4 courses will count towards the final 28 credits of the undergraduate degree.

Students are required to fulfill all requirements for the M.P.H. degree mentioned in the previous section in order to be awarded this degree.

Grading Policy

M.P.H. students must earn a minimum grade of B- in each of the following nine core courses, and in any required specialization courses (PHHE 621 and PHHE 631 for those specializing in Health Promotion, or PHHE 653, PHHE 655, and PHHE 657 for those specializing in Health Services Management):

- PHHE 601 - Introduction to Health Systems Credits: 3
- PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 605 - Biostatistics in Public Health Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- PHHE 609 - Problems and Issues in Environmental Health Credits: 3
- PHHE 611 - Applied Research Methods in Public Health Credits: 3
- PHHE 613 - Principles and Methods of Epidemiology Credits: 3
- PHHE 661 - Public Health Policy and Law Credits: 3
- PHHE 669 - Community Health Planning Credits: 3

Non-Thesis Option

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

Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student-at-large at NIU or in NIU graduate courses taken outside the U.S. or as transfer credit from another institution toward the M.P.H. degree; however, no more than 15 semester hours of combined transfer and study-abroad credit can be used toward this 18 semester hour total.

Requirements

- PHHE 601 - Introduction to Health Systems Credits: 3
- PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 605 - Biostatistics in Public Health Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- PHHE 609 - Problems and Issues in Environmental Health Credits: 3
- PHHE 611 - Applied Research Methods in Public Health Credits: 3
- PHHE 613 - Principles and Methods of Epidemiology Credits: 3
- PHHE 661 - Public Health Policy and Law Credits: 3
- PHHE 669 - Community Health Planning Credits: 3
- PHHE 695 - Internship in Public Health Credits: 1-4 Students take this course for a total of 4 semester hours.
- PHHE 698 - Master of Public Health Integrative Learning Experience Credits: 1
- One of the following specializations with adviser's approval (12)

Specialization in Health Promotion

- PHHE 621 - Theories and Principles in Health Promotion Credits: 3
- PHHE 631 - Community Health Promotion Programs Credits: 3
- Additional course work (6)

Specialization in Health Services Management

- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3
- PHHE 655 - Human Resource Management in the Health Care Setting Credits: 3
- PHHE 657 - Governance, Leadership, and Ethics in Healthcare Quality Improvement. Credits: 3

- Additional course work (3)

Thesis Option

Same requirements as the non-thesis option except that 6 additional semester hours of PHHE 699, Master's Thesis, are required.

- HLTH 699 - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.

Master of Science in Nutrition and Dietetics

The M.S. in nutrition and dietetics is designed to prepare students interested in community nutrition to work as registered dietitians in a variety of public and private health organizations in county, state, and government agencies or as patient-care dietitians in hospitals and other health care settings. The program also prepares students to continue their studies in doctoral programs.

Applicants are required to have completed a Didactic Program in Dietetics (DPD). Post-baccalaureate students who do not have DPD verification may earn this credential by consulting with the NIU undergraduate DPD director to determine the required course work needed to fulfill DPD verification. To earn DPD verification through NIU, post-baccalaureate students must complete a minimum of 9 semester hours at NIU with a grade of B or better. Note that the post-baccalaureate students who complete DPD requirements at NIU may be eligible for a second bachelor of science degree. Consult with the College of Health and Human Sciences undergraduate academic adviser for degree requirements.

Students-at-large intending to take courses required by this program should meet with the nutrition and dietetics program coordinator.

Check departmental information for any additional requirements.

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

Admission

Applicants must have completed a Didactic Program in Dietetics (DPD) and have had courses in general chemistry, organic chemistry, biochemistry, microbiology or bacteriology, human biology, human physiology, science of nutrition, applied nutrition, two semesters of nutrition in clinical care, principles of food preparation, and statistics. A minimum 3.00 GPA in these courses is required. Applicants will be admitted according to the vacancies in the program. Vacancies are determined by the number of graduate

students completing degrees each semester. Applicants with the highest GPA will be given priority for available positions.

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

Requirements

Students must complete the required courses listed here and fulfill the thesis or non-thesis option, with corresponding requirements listed below:

- ETR 521 - Educational Statistics I Credits: 3
- OR ETR 522 - Educational Statistics II Credits: 3
- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- HLTH 600 - Seminar Credits: 1-12
A. Nutrition and Dietetics (3)
Students must take 3 semester hours in this course.
- NUTR 604X - Research Methods Credits: 3
- NUTR 645 - Macronutrients Credits: 3
- NUTR 646 - Micronutrients Credits: 3

One of the following (3)

- NUTR 611 - Maternal and Child Nutrition Credits: 3
- NUTR 612 - Geriatric Nutrition Credits: 3
- NUTR 613 - Advanced Sports Nutrition Credits: 3
- NUTR 616 - Nutritional Factors in Obesity and Eating Disorders Credits: 3
- Three semester hours selected in consultation with the assigned graduate program adviser (3)

One of the following (3)

- COUN 525 - Counseling Skills and Strategies Credits: 3
- NUTR 636 - Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics Credits: 3
- PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 621 - Theories and Principles in Health Promotion Credits: 3
- PSYC 517 - Principles of Behavior Modification Credits: 3

Two to three of the following (5-6)

- HDFS 526 - Strategic Management in the Hospitality Industry Credits: 3
- NUTR 615 - Intensive Nutrition Support Credits: 3

- NUTR 652 - Workshop in Dietetic Practice: Clinical Care Issues Credits: 1
- NUTR 653 - Workshop in Dietetic Practice: Management Issues Credits: 1
- PHHE 535 - Ethical Decision Making for Health Professionals Credits: 3
- PHHE 601 - Introduction to Health Systems Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- PHHE 651 - Health Economics for Health Services Managers Credits: 3
- PHHE 655 - Human Resource Management in the Health Care Setting Credits: 3
- SOCI 575 - Health Organizations and Health Care Systems Credits: 3

Thesis Option Requirements

Requirements

In addition to the requirements listed above:

- HLTH 699 - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.

Graduate Credit

A minimum of 32 semester hours of graduate credit is required for the degree with the thesis option.

Non-Thesis Option Requirements

Requirements

In addition to the requirements listed above, complete:

- HLTH 600 - Seminar Credits: 1-12
A. Nutrition and Dietetics
Students need to take an additional 3 semester hours in HLTH 600A.
- HLTH 698 - Research Project Credits: 1-6

Additional requirements:

3 additional semester hours in consultation with the assigned graduate program adviser.

Students must also pass a comprehensive exam.

Graduate Credit

A minimum of 35 semester hours of graduate credit is required for the degree with the non-thesis option.

Dietetic Internship

The internship is accredited by the Accreditation Council for the Education of Nutrition and Dietetics (ACEND) and is available only to majors enrolled in the M.S. program in nutrition and dietetics. The dietetic internship offers on-site supervised practice experiences in dietetics, nutrition, and food service; completion fulfills the practice requirements to qualify for the Registration Examination of the Commission on Dietetics Registration (CDR).

The combined M.S. and internship program involves six terms: two orientation terms comprised of course work only, and four terms comprised of both on-site supervised practice experience (20-40 hours/week) and graduate study. Students in the internship must have completed at least 15 semester hours toward the degree before they can be placed in a supervised practice site.

Special Requirements

See the Clinical Requirements [HERE](#).

Admission

Admission is limited and competitive; admission to the major does not constitute admission to the internship. Although a student may apply for admission to the internship while acceptance to the major is pending, internship acceptance cannot be finalized until the student is accepted into the major.

Applicants must have completed the academic requirements for the DPD of ACEND. A grade point average of 3.00 or better in key DPD course work is required. These courses are identified in the applications packet.

Applicants must have successfully completed 150 clock hours of paid work or volunteer experience related to the profession.

Students may apply in the spring semester. Applicants should inquire about application deadlines. Applications will be screened and ranked with the highest ranking applicants being invited to interview. Following the interviews, students are matched through the online Dietetics Internship Centralized Application System (DICAS) of the Academy. Late applicants will be considered only if openings are available after computer matching.

Requirements

In addition to the courses required for the M.S. in nutrition and dietetics, including NUTR 652 (1) and NUTR 653 (1), students electing the practicum must complete the following internship courses:

- NUTR 610 - Dietetic Internship: Life Cycle Nutrition Credits: 5

- NUTR 617 - Internship: Food Systems Management Credits: 5
- NUTR 618 - Internship: Introduction to Medical Nutrition Therapy Credits: 3
- NUTR 619 - Internship: Community Nutrition Credits: 5
- NUTR 624 - Internship: Medical Nutrition Therapy Credits: 8
- NUTR 630 - Dietetic Internship: Professional Practice Credits: 3
- HLTH 673 - Special Topics in Health Studies Credits: 1-3
- 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

Program Completion

When all requirements of both the M.S. degree and dietetic internship have been met, students will be issued the ACEND Verification Statement of dietetic internship completion.

Certificates of Graduate Study

Eating Disorders and Obesity (12)

Three certificates of graduate study can be earned as a master's student.

Admission to the certificate requires approval of the Eating Disorders and Obesity Certificate admissions committee. Procedures for admission to this certificate and other detailed information are available from the School of Health Studies office. Application deadlines coincide with Graduate School application deadlines.

Participants must have a Bachelor of Science degree to be eligible to apply. In addition applicants must have introductory course work in nutrition, psychology, and family relationships with grades of C or better to be accepted into the program.

Requirements

- NUTR 602 - Issues in Eating Disorders and Obesity Credits: 3

Course work from the following (9):

- HDFS 637 - The Child in the Family Credits: 3
- HDFS 674 - Clothing and Human Behavior Credits: 3
- HDFS 684 - The Family with Adolescents Credits: 3
- OR EPS 508 - Theories and Research in Adolescent Behavior and Development Credits: 3
- HDFS 685 - Family Stress and Structural Diversity Credits: 3
- HDFS 705 - Introduction to Medical Family Therapy and Counseling Credits: 3

Sports Nutrition (12)

The Certificate of Graduate Study (CGS) in Sports Nutrition is a 12-credit hour program designed to provide graduate students with a set of courses focused on specific areas of sports nutrition, and will enhance a student's understanding of the current issues within sports nutrition. This CGS is suggested for students concurrently pursuing graduate or post-baccalaureate studies in nutrition. However, students from any graduate major at the Northern Illinois University (NIU), any other acceptable graduate degree-granting institution, or Student-at-Large are eligible to apply for and obtain a CGS in Sports Nutrition.

Students wishing to pursue this certificate must be accepted into the Graduate School (as either a degree seeking student or a student-at-large), formally file an enrollment application with the certificate coordinator before completion of 9 semester hours of course work related to this certificate, develop a plan of study for an additional 3-credit-hour course approved by the certificate coordinator, maintain a cumulative 3.00 grade point average or better in all Sports Nutrition certificate courses, and complete all certificate courses within 6 calendar years. Background in anatomy and physiology and nutrition is preferred. Contact certificate coordinator with specific questions.

Requirements (9)

- NUTR 514 - Nutrition as Medicine Credits: 3
- NUTR 613 - Advanced Sports Nutrition Credits: 3
- NUTR 645 - Macronutrients Credits: 3
- OR KNPE 652 - Exercise Bioenergetics Credits: 3

Course work from the following (3)

Certificate Coordinator approved graduate level course.

- NUTR 636 - Motivational Interviewing and Other Behavior Strategies in Nutrition and Dietetics Credits: 3
- PSYC 517 - Principles of Behavior Modification Credits: 3
- Other as approved by certificate coordinator

Master's Certificate of Graduate Study

Health Education (12)

Three certificates of graduate study can be earned as a master's student. This certificate is designed for students who are seeking endorsement on a current educator license, for students who are also seeking initial educator licensure, and for students pursuing continuing education regarding health teaching methods and content. Course work for this certificate may be applied toward state endorsement requirements; however, additional course work may be necessary depending on prior course work. In addition, students who have previously obtained a baccalaureate degree may apply these courses toward initial educator licensure.

Potential applicants for the certificate should consult with a program adviser. Admission to the certificate requires the approval of an admissions committee. Procedures for admission to study toward the certificate and other detailed information are available from the public health and health education programs office.

Requirements

- PHHE 622 - Curriculum Development in School Health Education Credits: 3
- PHHE 624 - School Health Programs: Planning, Managing, and Evaluating Credits: 3

Two of the following (6)

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

- OR TLCI 530 - Teaching Environmental Ethics Credits: 3
- PHHE 626 - Methods and Materials in Middle School and High School Health Education Credits: 3
- SOCI 552 - Women's Health Issues Credits: 3

Public Health (15)

Three certificates of graduate study can be earned as a master's student. Students interested in this certificate should contact the public health and health education programs office as early as possible so they can be assigned an adviser. Admission to the certificate requires approval of the admissions committee. Procedures for admission to the certificate and other detailed information are available from the public health and health education programs office.

Requirements (12)

- PHHE 601 - Introduction to Health Systems Credits: 3
- PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 605 - Biostatistics in Public Health Credits: 3
- PHHE 613 - Principles and Methods of Epidemiology Credits: 3

Course work from the following (3)

- PHHE 533 - Principles of Long-Term Care Administration Credits: 3
- PHHE 535 - Ethical Decision Making for Health Professionals Credits: 3
- PHHE 537 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction Credits: 3
- PHHE 539 - Funding for Programs in Public Health Credits: 3
- PHHE 563 - Public Health Informatics Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- PHHE 609 - Problems and Issues in Environmental Health Credits: 3
- PHHE 611 - Applied Research Methods in Public Health Credits: 3
- PHHE 621 - Theories and Principles in Health Promotion Credits: 3
- PHHE 651 - Health Economics for Health Services Managers Credits: 3
- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3
- PHHE 655 - Human Resource Management in the Health Care Setting Credits: 3

Endorsement Programs

High School Endorsement in Health Education

An endorsement in health education requires 24 semester hours of course work. To be eligible for the endorsement, a student must currently possess educator licensure in another subject area. A student seeking an endorsement in health education should plan a program of study in consultation with the faculty adviser in health education.

Middle School Endorsement in Health Education

A middle school endorsement in health education requires 18 semester hours of course work in health education, 3 semester hours of course work in middle school philosophy, curriculum and instructional methods, and 3 semester hours of course work in educational psychology focusing on early adolescents. To be eligible for the endorsement, a student must currently possess educator licensure in another subject area. A student seeking a middle school endorsement in health education should plan a program of study with the faculty adviser in health education.

HLTH 573 - Topics in Health Studies

HLTH 600 - Seminar

HLTH 673 - Special Topics in Health Studies

HLTH 697 - Independent Study in Health Studies

HLTH 698 - Research Project

HLTH 699 - Master's Thesis

NUTR 504 - Nutrition and Community Food Systems

NUTR 508 - Current Problems and Trends in Nutrition and Foods

NUTR 510 - Community Nutrition

NUTR 514 - Nutrition as Medicine

NUTR 524 - Cultural and National Food Patterns

NUTR 528 - Experimental Foods

NUTR 602 - Issues in Eating Disorders and Obesity

NUTR 604X - Research Methods

NUTR 610 - Dietetic Internship: Life Cycle Nutrition

NUTR 611 - Maternal and Child Nutrition

NUTR 612 - Geriatric Nutrition

NUTR 613 - Advanced Sports Nutrition

NUTR 615 - Intensive Nutrition Support

NUTR 616 - Nutritional Factors in Obesity and Eating Disorders

NUTR 617 - Internship: Food Systems Management

NUTR 618 - Internship: Introduction to Medical Nutrition Therapy

NUTR 619 - Internship: Community Nutrition

NUTR 624 - Internship: Medical Nutrition Therapy

NUTR 630 - Dietetic Internship: Professional Practice

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

NUTR 645 - Macronutrients

NUTR 646 - Micronutrients

NUTR 652 - Workshop in Dietetic Practice: Clinical Care Issues

NUTR 653 - Workshop in Dietetic Practice: Management Issues

NUTR 702 - Biopsychosocial Approaches for Eating Disorders and Obesity

PHHE 504 - Drugs in Society

PHHE 506 - Dimensions of Human Sexuality

PHHE 508 - Mental and Emotional Health

PHHE 510 - Coping with Death, Dying, and Loss

PHHE 512 - Consumer Health

PHHE 533 - Principles of Long-Term Care Administration

PHHE 535 - Ethical Decision Making for Health Professionals

PHHE 537 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction

PHHE 539 - Funding for Programs in Public Health

PHHE 563 - Public Health Informatics

PHHE 601 - Introduction to Health Systems

PHHE 603 - Behavioral and Social Aspects of Public Health

PHHE 605 - Biostatistics in Public Health

PHHE 607 - Public Health and Health Services Management

PHHE 609 - Problems and Issues in Environmental Health

PHHE 611 - Applied Research Methods in Public Health

PHHE 613 - Principles and Methods of Epidemiology

PHHE 621 - Theories and Principles in Health Promotion

PHHE 622 - Curriculum Development in School Health Education

PHHE 624 - School Health Programs: Planning, Managing, and Evaluating

PHHE 626 - Methods and Materials in Middle School and High School Health Education

PHHE 631 - Community Health Promotion Programs

PHHE 641 - Health Disparities in the United States

PHHE 651 - Health Economics for Health Services Managers

PHHE 653 - Financial Decision Making for Health Services Managers

PHHE 655 - Human Resource Management in the Health Care Setting

PHHE 657 - Governance, Leadership, and Ethics in Healthcare Quality Improvement.

PHHE 661 - Public Health Policy and Law

PHHE 665 - Public Health Program and Policy Evaluation

PHHE 669 - Community Health Planning

PHHE 695 - Internship in Public Health

PHHE 698 - Master of Public Health Integrative Learning Experience

Interdisciplinary Health Professions

Chair: Paul E. Priester, Ph.D.

Graduate Faculty

Daniel L. Boutin, associate professor, Ph.D., The Pennsylvania State University

Bryan K. Dallas, associate professor, Ph.D., Southern Illinois University Carbondale

Abdoulaye Diallo, associate professor, Ph.D., Michigan State University

Melani Duffrin, professor, Ph.D., Ohio University

Beverly Henry, professor, Ph.D., Loyola University Chicago

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

Kathryn Mazurek, assistant professor, Ph.D., University of Illinois

Paul E. Priester, professor, Ph.D., Loyola University Chicago, chair

Nahal Salimi, assistant professor, Ph.D., Southern Illinois University Carbondale

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

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

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

Master's Programs

Master of Science in Health Sciences

Check departmental information for additional requirements.

This 30-semester-hour program prepares students from a variety of health-related fields to become managers, educators, and leaders in health-related professions or to progress to doctoral studies. Students develop competencies in interdisciplinary communication skills, quality measurement of health services, culturally-aware leadership, and evidence-based analysis to function effectively in professional and academic environments. Courses include core content and a focused area to meet student learning goals developed in discussion with adviser. Core content includes foundational research methods, statistics, management, and systems- or theory-based courses. Requirements for electives can be fulfilled by courses to expand knowledge and skills such as the topics of evidence-based practice, cultural diversity, leadership, policy, and communication or a focused content area. Students can complete the program through online course work and additionally can participate in on-campus offerings as desired.

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

The objectives of the interdisciplinary M.S. in Health Sciences program will be to support student abilities to:

- Critically appraise research to evaluate the level of evidence supporting best practices,
- Demonstrate preparedness for continued development of research and advocacy skills,
- Demonstrate the interdisciplinary communication skills necessary to function effectively in today's professional and academic environments
- Apply in-depth knowledge of content areas to quality measurement of health and human services,
- Become efficient in discerning, implementing, and evaluating new developments and advances in health sciences,
- Evaluate legal and ethical considerations for professional practice,
- Develop strategies for a diverse, culturally-aware work or learning environment,
- Create a professional development plan for enhancing professional competency that includes a personal vision statement, philosophy, mission, and goals.]

Admissions

To be admitted to the M.S. in Health Sciences program students must be admitted to the Graduate School and must have obtained a baccalaureate or higher degree in a field of study related to Health Sciences prior to the start of the NIU term for which the student is admitted. Required application materials include: a minimum of two letters of recommendation, a statement of purpose to demonstrate communication skills and interest in the program, and an official GRE score. Scores on the GRE are waived for applicants who earned a bachelor's degree with a GPA of 3.25 or higher from an accredited institution. The program will assess preparedness and academic potential in the unique context of each student's personal experience and career goals. Admission assessment will consider all achievements, both academic and non-academic, to enroll students with a broad range of characteristics and perspectives. Prospective students may be admitted to begin in the fall or spring semesters.

Requirements

The M.S. in Health Sciences requires a minimum of 30 semester hours of graduate course work, determined jointly by the student and adviser. The approved program of courses includes general requirements in health sciences and electives as follows.

Core Course Work (15)

- HSCI 620 - Research Methods in Health and Human Sciences Credits: 3
- OR ETR 520 - Introduction to Research Methods in Education Credits: 3
- OR HDFS 604 - Research Methods Credits: 3
- OR NUTR 604X - Research Methods Credits: 3
- PHHE 605 - Biostatistics in Public Health Credits: 3
- OR ETR 521 - Educational Statistics I Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- PHHE 601 - Introduction to Health Systems Credits: 3
- OR HDFS 532 - Theories of Child Development Credits: 3
- OR HDFS 584 - Family Theories Credits: 3
- HSCI 600 - Seminar: Topics in Health Sciences Credits: 1-3
Students must take 2 semester hours in this course.
- HSCI 698 - Comprehensive Examination Credits: 1

Select one of the following (3)

- AUD 612B - Professional Issues II: Practice Management Credits: 3
- GERO 568 - Leadership in Aging Services Credits: 3

- HSCI 550 - Administration for Professionals in Health and Human Sciences Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- MGMT 635 - Managing Individuals, Teams, and Organizations Credits: 3
- PHHE 624 - School Health Programs: Planning, Managing, and Evaluating Credits: 3
- PHHE 655 - Human Resource Management in the Health Care Setting Credits: 3
- Three semester hours selected in consultation with the student's program adviser (3)

Elective Course Work

Course work related to a content area or to complete a certificate of graduate study in the major college may apply with approval of the program adviser.

Three of the following including at least one 600-/700-level course (8-9):

- AUD 612A - Professional Issues I: Foundations of Practice Credits: 2
- COMS 672 - Seminar in Organizational Development and Communication Credits: 3
- COMS 680 - Seminar in Conflict Management and Negotiation Credits: 3
- GERO 567 - Fieldwork in Gerontology Credits: 3
- HDFS 583 - Social Policy, Children and Families Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- HDFS 588 - Working with Ethnically Diverse Children and Families in the United States Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- HDFS 685 - Family Stress and Structural Diversity Credits: 3
- HSCI 567 - Internship in Health Sciences Credits: 3-6
Students must take 3 semester hours in this course.
- HSCI 640 - Communication for Health Professionals Credits: 3
- MGMT 505 - Principles of Management Credits: 2
- NURS 704 - Population Health Credits: 3
- PHHE 510 - Coping with Death, Dying, and Loss Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- PHHE 535 - Ethical Decision Making for Health Professionals Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- PHHE 613 - Principles and Methods of Epidemiology Credits: 3

- UHHS 630 - Interdisciplinary Perspectives on Quality and Customer Satisfaction in Healthcare Settings Credits: 3

Additional course work selected in consultation with the student's program adviser (6-7)

Comprehensive Examination

The comprehensive examination requirement is fulfilled by successfully completing and presenting a portfolio of student work that demonstrates competency in the core course work of the program and includes a professional development plan. Students must have completed 21 semester hours toward the M.S. degree in order to participate in the portfolio process.

Limitation of Time

The student must fulfill all requirements for a degree within the six consecutive years immediately preceding the date of graduation for all graduate course work used to satisfy degree requirements consistent with Graduate Degree requirements.

Master of Science in Rehabilitation Counseling

Check departmental information for additional requirements.

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

Admission

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

Prospective students who fail to meet the GPA requirement for admission may request special consideration for their applications. Such requests must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions are made by the program's admissions committee on the basis of a total profile of an applicant's qualifications.

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

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

Requirements

Students must complete a minimum of 56 semester hours to complete the degree. Because this program is fully accredited by CACREP, a student who successfully completes the required curriculum, including a 100-hour practicum and a 600-hour internship under the supervision of a Certified Rehabilitation Counselor, is eligible to sit for the Commission on Rehabilitation Counselor Certification (CRC) Examination. Students are eligible for licensure as a Professional Counselor (LPC) in Illinois after passing the CRC exam and the successful completion of the program.

- COUN 510 - Counseling Interventions Across the Lifespan Credits: 3
- COUN 525 - Counseling Skills and Strategies Credits: 3
- OR REHB 605X - Counseling Skills and Strategies Credits: 3
- COUN 540 - Group Counseling Credits: 3
- COUN 565 - Multicultural and Social Justice Counseling Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- REHB 627 - Medical Aspects of Disability Credits: 3
- REHB 628 - Psychosocial Aspects of Disability Credits: 3
- REHB 660 - Foundations of Vocational Rehabilitation Credits: 3
- REHB 662 - Vocational Analysis and Job Placement Credits: 3
- REHB 682 - Theories and Techniques of Counseling People with Disabilities Credits: 3
- REHB 683 - Psychological and Vocational Assessment with Rehabilitation Populations Credits: 3
- REHB 686 - Pre-Practicum: Rehabilitation Counseling Credits: 1-4
Students must take 4 semester hours in this course.
- REHB 690 - Practicum: Rehabilitation Counseling Credits: 1-4
Students must take 4 semester hours in this course.
- REHB 694 - Internship: Rehabilitation Counseling Credits: 1-12
Students must take 12 semester hours in this course.
- REHB 777 - Seminar: Rehabilitation Counseling Credits: 3

Other Requirements

Students are required to complete a total of 200 approved professional development hours, including direct involvement with supervised counseling, professional meetings, and the disability community.

Clinical and other specific requirements are available in the *Rehabilitation Counseling Student Handbook*.

Thesis Option

A thesis must be submitted and approved. Students selecting this option must also pass a comprehensive examination, which includes a defense of the thesis.

Non-thesis Option

Students selecting this option must pass an oral and written examination, which will assess knowledge and ability in the specialization.

Grading Policies for Clinical Courses

Students must make satisfactory progress in clinical practicum and internship courses. Students who earn two grades of C or lower in clinical practicum courses (i.e., REHB 686, REHB 690, or REHB 694) will be dismissed from the graduate program.

Doctoral Programs

Doctor of Philosophy in Health Sciences

The college-wide Ph.D. program emphasizes an interprofessional orientation to research and practice as students work with graduate faculty members from across the college. The Ph.D. prepares students from a wide range of health and human sciences fields to function effectively as scholars and researchers within academic and practice settings. Doctoral students participate in shared learning across online seminars and research tools courses by making connections to health topics from the perspectives of multiple disciplines. Students complete an individualized program of study that is tailored to individual needs before taking the candidacy examination and conducting a dissertation under the supervision of a dissertation director(s). The residency requirement is fulfilled through limited face-to-face meetings for core program courses. Admission and course requirements are detailed under the School of Interdisciplinary Health Professions.

Check departmental information for additional requirements.

Admission

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

Course requirements

Completion of this degree requires a minimum of 45 semester hours of graduate course work at NIU beyond the graduate credits earned toward the student's master's degree.

Core seminars (8)

- UHHS 710 - Scientific Underpinnings and Seminal Readings in the Health Sciences Credits: 3
- UHHS 720 - Contemporary Health Science Topics Credits: 2
- UHHS 760 - Knowledge Integration in the Health Sciences Credits: 3

Research Tools Requirements (12)

- UHHS 730 - Research Design, Conduct, and Analysis in the Health Sciences I Credits: 3
- UHHS 731 - Research Design, Conduct, and Analysis in the Health Sciences II Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- UHHS 750 - Research Positioning and Grantsmanship Skills Credits: 3

Individualized Program of Study (12)

All students are required to complete an individualized program of study related to their professional areas of interest. Proposed course work must be pre-approved by the student's adviser. Additional course work may be required.

Additional Requirements

All students must complete a research ethics milestone prior to admission to the candidacy examination. Students fulfill the requirement by demonstrating competency with ethical decision-making in the context of designing and implementing research for scientific and clinical communities. The research ethics training and assessment are available online.

Candidacy Examination (1)

A student must receive approval from his or her graduate committee to take the candidacy examination. The candidacy examination is a written examination based on the core courses and the student's individual program of study. Upon satisfactory completion of the candidacy examination the student is admitted to candidacy for the Ph.D. degree. The examining committee may allow a student who fails a candidacy exam to repeat it after a period of time determined by the committee. A student who fails the candidacy examination a second time or is not granted permission for a second attempt will not be permitted to continue work toward the doctorate and admission to the doctoral program is terminated.

- UHHS 798 - Candidacy Examination Credits: 1

Doctoral Research and Dissertation (12)

- UHHS 799 - Doctoral Research and Dissertation Credits: 0.5-12
Students must take 12 semester hours in this course.

Oral Defense of Dissertation

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

Certificates of Graduate Study

Health Professions Education (18)

This interdisciplinary certificate prepares students for college-level and clinical education in the health professions. Coursework supports student understanding of and competencies with communication, research methods, teaching, curriculum development and assessment, and leadership in current academic or health care settings. With satisfactory completion students meet course requirements for knowledge and skills focused on the theory, research, and practice of education as it applies to the health professions. Students can complete the program through online course work and additionally can participate in on-campus offerings as desired. This certificate is open to any NIU graduate student or graduate student-at-large in good academic standing in the university. A student wishing to pursue this certificate should consult with their program advisor or SIHP program faculty.

The objectives of the certificate in Health Professions Education will be to support student abilities to:

Demonstrate the interdisciplinary communication skills necessary to function effectively in today's clinical and academic environments,

Apply in-depth knowledge of content areas to quality measurement of health professions education,

Become efficient in discerning, implementing, and evaluating new developments and advances in health professions education,

Develop strategies for a diverse, culturally-aware workforce or learning environment.

Primary Content Area (8-9)

- HSCI 530 - Working with Diverse Populations in Health and Human Sciences Credits: 3
Students with prior credit in the 400-level option for this course should select an alternative.
- HSCI 620 - Research Methods in Health and Human Sciences Credits: 3
OR ETR 520 Introduction to Research Methods in Education (3)
- HSCI 640 - Communication for Health Professionals Credits: 3
- HSCI 567 - Internship in Health Sciences Credits: 3-6
- HSCI 710 - Teaching in the Health Professions Credits: 1-3

Additional Requirements (9-10)

Select at least one course from each of the following three groups or approved course plan with program advisor consent.

Curriculum Development

- ETT 510 - Instructional Media and Technology Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- TLCI 510 - Critical Perspectives in Curriculum and Instruction Credits: 3
OR ETT 529 Theories of Instructional Design and Technology (3)

Evaluation and Assessment

- HESA 710 - Evaluating Higher Education Programs Credits: 3
OR ETR 531 Program Evaluation in Education (3)
- ETR 528 - Educational Assessment Credits: 3
OR ETR 536 Assessment Design (3)

Leadership and Management

- AHPT 700 - Physical Therapy Administration Credits: 3
- COMS 672 - Seminar in Organizational Development and Communication Credits: 3
- COMS 680 - Seminar in Conflict Management and Negotiation Credits: 3
- COMS 609 - Topics in Communication Theory Credits: 3
When topic is appropriate
- PHHE 624 - School Health Programs: Planning, Managing, and Evaluating Credits: 3
- PHHE 655 - Human Resource Management in the Health Care Setting Credits: 3

HSCI 530 - Working with Diverse Populations in Health and Human Sciences

HSCI 550 - Administration for Professionals in Health and Human Sciences

HSCI 567 - Internship in Health Sciences

HSCI 600 - Seminar: Topics in Health Sciences

HSCI 620 - Research Methods in Health and Human Sciences

HSCI 640 - Communication for Health Professionals

HSCI 660 - Applied Health Disparities Research Methods

HSCI 698 - Comprehensive Examination

HSCI 710 - Teaching in the Health Professions

REHB 605X - Counseling Skills and Strategies

REHB 627 - Medical Aspects of Disability

REHB 628 - Psychosocial Aspects of Disability

REHB 660 - Foundations of Vocational Rehabilitation

REHB 662 - Vocational Analysis and Job Placement

REHB 682 - Theories and Techniques of Counseling People with Disabilities

REHB 683 - Psychological and Vocational Assessment with Rehabilitation Populations

REHB 686 - Pre-Practicum: Rehabilitation Counseling

REHB 690 - Practicum: Rehabilitation Counseling

REHB 694 - Internship: Rehabilitation Counseling

REHB 699 - Master's Thesis

REHB 777 - Seminar: Rehabilitation Counseling

SIHP 697 - Independent Study

UHHS 630 - Interdisciplinary Perspectives on Quality and Customer Satisfaction in Healthcare Settings

UHHS 710 - Scientific Underpinnings and Seminal Readings in the Health Sciences

UHHS 720 - Contemporary Health Science Topics

UHHS 730 - Research Design, Conduct, and Analysis in the Health Sciences I

UHHS 731 - Research Design, Conduct, and Analysis in the Health Sciences II

UHHS 740 - Data Analysis in the Health Sciences

UHHS 750 - Research Positioning and Grantsmanship Skills

UHHS 760 - Knowledge Integration in the Health Sciences

UHHS 770 - Independent Study

UHHS 798 - Candidacy Examination

UHHS 799 - Doctoral Research and Dissertation

Military Science

Chair: Lieutenant Colonel Andrew J. Spring

Faculty

Lieutenant Colonel Andrew J. Spring, M.A., University of Louisville, Higher Education Administration, Professor of Military Science

Master Sergeant Eric Chappel, Senior Military Instructor
Sergeant First Class Chad Kelly, Assistant Professor of Military Science

Mike Mahar, Assistant Professor of Military Science

Ian Gindes, Assistant Professor of Military Science

Staff Sergeant Matthew Oliva, Assistant Professor of Military Science

The Department of Military Science offers graduate students training and experience in the art of organizing, motivating, and leading others, while completing their studies for a degree in an academic discipline of their own choice.

Completion of the program leads to a commission in the U.S. Army. The Reserve Officers' Training Corps is open to all eligible students, both male and female. The curriculum is centered around an applied leadership training program which is designed to develop those personal traits and qualities essential to successful leadership in civilian life, as well as the military environment. Those who complete the advanced program will serve as commissioned officers with National Guard, U.S. Army Reserve, or regular U.S. Army units.

Program

Army ROTC offers a two-year program which meets the needs of most graduate students. To enter this program students usually attend a 28-day leader's training course the summer before entering the advanced courses. Applications are accepted throughout the year. Students are paid while attending the training course. Upon completion of the course students may enter directly into the advanced course and start receiving a monthly stipend.

Veterans' Option

In most cases, prior military service will qualify for placement credit so that veterans may enroll directly in the advanced course. Veterans are permitted to receive G.I. Bill benefits and state benefits as well as the monthly stipend while enrolled in the advanced course.

Eligibility

Interested students should contact the department on enrollment procedures and specific eligibility requirements. Generally, to enroll in the military science program leading to an officer's commission the student must

be a citizen of the United States or have been lawfully admitted to the U.S. for permanent residence under applicable provisions of the Immigration and Naturalization Act and be at least 17 years of age;

be enrolled as a full-time student at NIU with at least four semesters remaining at NIU;

be able to complete the ROTC program prior to reaching 30 years of age (Age requirements may be waived in some cases.);

be physically and mentally qualified and of good moral character; and

be selected by the professor of military science.

Commissioning Requirements

There are four requirements for a graduate student to be commissioned as either a Reserve or Active Duty Second Lieutenant in the U.S. Army. The graduate student must hold

an undergraduate degree in any major, complete or earn credit for the four years of military science undergraduate classes, complete the advanced internship in military science, and complete a military history class.

Leadership Laboratory

A leadership laboratory is required each week for all military science students. Content varies with the student year-group and military science class.

Course List (Advanced Courses)

Credit earned in military science is not applicable toward graduate degree requirements.

For a complete list of Military Science courses, please see the current undergraduate catalog.

301. Training Management and the Warfighting Functions
Credits: 3

302. Applied Leadership in Small Unit Operations Credits: 3

325. Basic Internship in Military Science Credits: 3

350. Advanced Internship in Military Science Credits: 3

401. The Army Officer Credits: 4

402. Company Grade Leadership Credits: 4

495. Independent Study Credits: 3

MILS 301 - Leadership and Problem Solving

MILS 302 - Leadership and Ethics

MILS 325 - Basic Internship in Military Science

MILS 350 - Advanced Internship in Military Science

MILS 401 - Leadership and Management

MILS 402 - Officership

MILS 495 - Independent Study

Nursing

Chair: Susan Caplan, associate professor, Ph.D., Yale University

Graduate Faculty

Derryl Block, professor, Ph.D., University of Pennsylvania
Cathy Carlson, associate professor, Ph.D., Indiana University
Jie Chen, associate professor, Ph.D., University of Cincinnati
Marcia Cooke, assistant professor, DNP, Loyola University

Katherine Coulter, assistant professor, DNP, Chamberlain College of Nursing

Kari Hickey, associate professor, Ph.D., Illinois State University

Mary Hintzsche, clinical assistant professor, DNP, Rush University

Susan Matthew, clinical assistant professor, DNP, Rush University

Juan Mercado, clinical assistant professor, DNP, University of Illinois at Chicago

Elizabeth Moxley, assistant professor, Ph.D., University of Illinois

Nancy Petges, assistant professor, Ed.D., Northern Illinois University

Linda Rood, clinical assistant professor, DNP, Southern Illinois University

Jeanette Rossetti, Presidential Teaching Professor, Ed.D., Northern Illinois University

Anitha Saravanan, assistant professor, Ph.D., Loyola University

Tanya Tanzillo, clinical assistant professor, DNP, Southern Illinois University

The School of Nursing offers programs of graduate study leading to a Doctor of Nursing Practice (D.N.P.), Master of Science (M.S.) in nursing, and two post-master's certificates of graduate study-family nurse practitioner and nursing education.

The M.S. in advanced practice nursing specializations (adult-gerontology clinical nurse specialist, adult-gerontology primary care nurse practitioner, and family nurse practitioner) prepare students to qualify for certification as adult-gerontology primary care nurse practitioners, family nurse practitioners, or adult-gerontology clinical nurse specialists. Both nurse practitioner specializations are focused on primary care not acute care. M.S. students can also select the nursing education specialization to prepare for roles in academic and practice settings. The master's degree in nursing and post-master's certificates at Northern Illinois University are accredited by the Commission on Collegiate Nursing Education.

The D.N.P. degree prepares nurses a) to practice in an advanced nursing role in a particular specialization and b) to lead innovative, evidence-based practice initiatives that impact quality improvements and outcomes in healthcare systems. Both a post-bachelor's degree and post-master's degree D.N.P. program are offered.

Criminal Background Checks and Drug Screening

Students in nursing are required to undergo criminal background checks and drug screening. The nursing program may be unable to place students in a clinical setting if they have a positive drug screen or if the student has a prior criminal record; therefore, the student may not be able to complete the program of required courses.

Clinical Requirements: Graduate Nursing Programs

See the Clinical Requirements [HERE](#).

Grading Policies for Nursing Master's Degree and Certificate Students

Nursing graduate students must earn a minimum grade of B in each required course in the plan of study.

Any required course in which a grade of B- or lower is earned must be repeated and a grade of B or higher earned prior to progressing in the required plan of study course work. Students who accumulate 6 or more hours of B-, C+, C, D, F, U or WF in the same course or in any combination of courses will be dismissed from the graduate and certificate nursing program.

The Graduate Nursing Student Handbook contains additional policies related to admission and progression through the nursing program.

Master's Programs

Master of Science in Nursing

Specialization as an Adult-Gerontology

Clinical Nurse Specialist

Specialization as an Adult-Gerontology

Primary Care Nurse Practitioner

Specialization as an Family Nurse

Practitioner

Specialization in Nursing Education

Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online page.

A minimum of five semesters is required for completion of the M.S. in nursing program. Study in the M.S. program may be full or part time. Graduates are prepared for the nurse educator role or for an advanced practice role as either a nurse practitioner or a clinical nurse specialist in a population-focused area. Students in the advanced practice specializations are qualified to take national examinations for certification as a family nurse practitioner, an adult-gerontology primary care nurse practitioner, or an adult-gerontology clinical nurse specialist by completing the program for the specialization to which admitted.

Current licensure with no encumbrance as a registered nurse in Illinois is prerequisite to enrollment in all nursing courses unless otherwise specified. Enrollment in the internship courses (NURS 603, NURS 623, NURS 633, NURS 653, NURS 663, and NURS 673) requires that planning be

completed with appropriate faculty during the semester preceding each internship experience and that an intent to enroll form is completed one year prior to enrollment in the first internship. All internship courses are permit courses. To obtain a permit for the course, the internship procedures and course pre- and co-requisites must be followed.

All clinical requirements must be maintained as outlined in the *Graduate Nursing Student Handbook*.

The graduate faculty may determine that a student not continue in the master's program in nursing for failure to maintain professional standards.

Graduate students finalize their plan of study in consultation with an assigned adviser. A maximum of 6 semester hours of credit may be transferred from another college or university.

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

Criminal Background Checks and Drug Screening

Students in nursing and the M.A.T. are required to undergo criminal background checks and drug screening. The nursing program and the M.A.T. with a specialization in health education may be unable to place students in a clinical or student teaching settings if they have a positive drug screen or if the student has a prior criminal record; therefore, the student may not be able to complete the program of required courses.

Admission

Admission to the M.S. program in nursing is limited and competitive. Application materials must be submitted to the Graduate School by the published deadline dates on the Graduate School website. Prospective students may be admitted to begin in the fall or spring semester. Admission decisions are usually made within two months of the application deadline.

The Graduate Record Exam (GRE) is not required for admission to the M.S. degree in nursing program.

Eligibility to Apply

Current licensure with no encumbrances as a professional registered nurse in the U.S. Prior to beginning course work, students must hold or have applied for licensure in Illinois.

A baccalaureate degree from a school accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing Education (CCNE), or from a program seeking initial accreditation which includes an upper-division major in nursing equivalent to the undergraduate nursing major at

NIU. If the applicant is a graduate of a nongraded baccalaureate program in nursing, CCNE accreditation is required. The applicant must provide documentation of course work which is essentially equivalent to that required in the nursing major at NIU.

A minimum 3.00 GPA (based on a 4.00 system) for the last 60 hours of the baccalaureate program.

Transcript Evaluation: Applicants who completed their nursing education at a non-U.S. school are required to submit non-U.S. transcripts to the Educational Credential Evaluators, Inc. (ECE; www.ece.org) or the Commission on Graduates of Foreign Nursing Schools (CGFNS; <http://www.cgfns.org/>) or World Education Services (WES; www.wes.org) for evaluation of credentials. The evaluation report must show that the non-U.S. education is equivalent to a U.S. bachelors' degree in nursing to be considered for admission.

Prefer one year experience as a professional Registered Nurse in clinical practice.

Application Components

Online completion of the application to the NIU Graduate School.

A two-page, double-spaced Goal Statement/Writing Sample to address: Professional goals, desired advanced practice or nursing education specialization in the M.S. degree program, and how a graduate degree in the desired specialization will promote goal achievement. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice specialty.

Three professional letters of reference which provide evidence of the applicant's professional qualifications. At least one reference should be from a professor or graduate level-prepared nursing colleague who can address the applicant's potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or preceptor) who can address the applicant's professional qualifications as a licensed professional registered nurse. References should be provided on the Graduate School reference form and indicate the credentials and professional title of the person providing the reference. Ratings and comments should be included. Family members and personal friends are not considered professional references.

The approval of the nursing program Graduate Admissions Committee after review of the application.

Requirements

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

- ETR 521 - Educational Statistics I Credits: 3
- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- NURS 601 - Transition to Graduate-Level Nursing Credits: 2
- NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3
- NURS 604 - Advanced Evidence-based Practice in Nursing Credits: 3
- NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3
- NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2
- NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3

One of the following specializations (15-25)

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

- NURS 608 - Diagnostic Reasoning Credits: 2
- NURS 650 - Primary Care: Women across the Lifespan Credits: 1
- NURS 698 - Capstone: Program Synthesis Credits: 1

Two of the following (1)

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

Specialization as an Adult-Gerontology Clinical Nurse Specialist (20)

- NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan Credits: 3
- NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan Credits: 3
- NURS 664 - Tertiary Care Practice of the Adult-Gerontology Clinical Nurse Specialist Credits: 2

- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4
Students must take 12 semester hours in this course.

Specialization as an Adult-Gerontology Primary Care Nurse Practitioner (18)

- NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan Credits: 3
- NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan Credits: 3
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4
If students take NURS 673 only, they must take for 12 semester hours.
- OR NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4
AND NURS 673 - Internship: Adults across the Lifespan Credits: 8

Specialization as a Family Nurse Practitioner (19)

- NURS 651 - Primary Care: Infant, Child, and Adolescent Credits: 3
- NURS 652 - Primary Care: Adult Credits: 3
- NURS 653 - Internship: Infant, Child, and Adolescent Credits: 1-4
- NURS 654 - Primary Care: Women during Reproduction Credits: 1
- NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4

Specialization in Nursing Education (15)

- NURS 603 - Nursing Education Practicum: Direct Care Credits: 2
- NURS 621 - Foundations in Nursing Education I Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- NURS 623 - Nursing Education Practicum: Classroom Setting Credits: 3
- NURS 633 - Nursing Education Practicum: Clinical Setting Credits: 2
- NURS 698 - Capstone: Program Synthesis Credits: 1

Doctoral Programs

Doctor of Nursing Practice (Post Bachelor's)

The Doctor of Nursing Practice (D.N.P.) is a doctoral degree that prepares nurses a) to practice in an advanced nursing role in a specialization and b) to lead innovative, evidence-based practice initiatives that positively impact quality improvements and outcomes in healthcare systems.

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

Check departmental information for additional requirements.

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

Admission

Admission to the D.N.P. is limited and competitive. To apply to the D.N.P. program, prospective students must submit completed application materials to the Graduate School no later than the application deadline as posted on the D.N.P. program website. Admission decisions will be made within two months from the application deadline.

Prospective students may apply to either the post-bachelor's D.N.P. degree or the post-master's D.N.P. degree program. Study in the post-bachelor's degree D.N.P. program may be full or part time and will focus on education to practice in an advanced nursing role in a particular specialization (i.e., the advanced role component) as well as to lead innovative practice initiatives. Study in the post-master's degree D.N.P. program will be part time for 6 semesters and will focus on education to lead innovative practice initiatives in healthcare systems (i.e., the D.N.P. leadership component).

Students are admitted to the nursing program provisionally until they have provided proof of meeting the clinical requirements outlined in the Nursing Student Handbook. Full admission to the nursing program is required to enroll in nursing courses.

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

Eligibility to Apply

Current licensure with no encumbrances as a professional Registered Nurse (RN) in the U.S. Prior to beginning course work, students must hold or have applied for RN licensure in Illinois.

A baccalaureate degree from a school accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing

Education (CCNE), or from a program seeking initial accreditation which includes an upper-division major in nursing equivalent to the undergraduate nursing major at NIU. If the applicant is a graduate of a non-graded baccalaureate program in nursing, CCNE accreditation is required. The applicant must provide documentation of course work which is essentially equivalent to that required in the baccalaureate nursing major at NIU.

A minimum 3.00 GPA (based on a 4.00 system) for the last 60 hours of the baccalaureate program, or completion of 9 semester hours of graduate course work in nursing at NIU with a GPA of 3.20 or better.

Application Components

A 2-page, double-spaced Goal Statement to address:

Professional goals, desired field of study (for the advanced nursing role component) and how the NIU D.N.P. program will promote goal achievement. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice specialty.

Identification of an issue (i.e., topic or problem) that requires a system-wide change in healthcare services or policies and a general plan for remediating this issue. The topic will serve as the basis for the applicant's D.N.P. Scholarly Project. The statement must include a description of potential sponsors and location for Scholarly Project implementation.

Three professional letters of reference to provide evidence of the applicant's professional qualifications. At least one reference should be from a professor or nursing colleague who can address the applicant's potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or mentor) who can address the applicant's professional qualifications as a licensed professional registered nurse. One professional recommendation of the applicant's choosing (e.g., the sponsor from a potential clinical site for the D.N.P. Scholarly Project). References should be provided on the Graduate School reference form. Ratings and comments must be included. Family members and personal friends are not considered professional references.

Qualified applicants may be contacted by faculty to schedule a pre-admission interview. Not all applicants will be chosen to interview.

Approval will be determined by the nursing program Graduate Admissions Committee upon review of the aforementioned criteria.

The Graduate Record Exam (GRE) is not required for admission to NIU graduate nursing programs.

Course Requirements (74-79)

Post-bachelor's degree D.N.P. students must complete the curriculum for an advanced role as an Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, or Family Nurse Practitioner in addition to completing the 35 credits of D.N.P. courses.

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

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

One of the following specializations (22-24)

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

- NURS 608 - Diagnostic Reasoning Credits: 2
- NURS 650 - Primary Care: Women across the Lifespan Credits: 1

Two of the following (1)

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

Specialization as an Adult-Gerontology Clinical Nurse Specialist (20)

- NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan Credits: 3

- NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan Credits: 3
- NURS 664 - Tertiary Care Practice of the Adult-Gerontology Clinical Nurse Specialist Credits: 2
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4
Students must take 12 semester hours in this course.

Specialization as an Adult-Gerontology Primary Care Nurse Practitioner (18)

- NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan Credits: 3
- NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan Credits: 3
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4
If students take NURS 673 only, they must take for 12 semester hours.
- OR NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4
AND NURS 673 - Internship: Adults Across the Lifespan Credits: 8.

Specialization as a Family Nurse Practitioner (19)

- NURS 651 - Primary Care: Infant, Child, and Adolescent Credits: 3
- NURS 652 - Primary Care: Adult Credits: 3
- NURS 653 - Internship: Infant, Child, and Adolescent Credits: 1-4
- NURS 654 - Primary Care: Women during Reproduction Credits: 1
- NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4

D.N.P. Component Courses (20)

- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - DNP Research: Evidence-Based Practice Methods Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- Cognate/Elective Credits: 3

Scholarly Project Courses for D.N.P. (15-18)

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 713 - DNP Project I: Practicum Credits: 2-3
- NURS 720 - DNP Project II: Seminar Credits: 3
- NURS 723 - DNP Project II: Practicum Credits: 2-3
- NURS 730 - DNP Project III: Project Evaluation Credits: 3
- NURS 733 - DNP Project III: Practicum Credits: 2-3

Doctor of Nursing Practice (Post Master's)

The Doctor of Nursing Practice (D.N.P.) is a doctoral degree that prepares nurses to practice in an advanced nursing role and to lead innovative, evidence-based practice initiatives that positively impact quality improvements and outcomes in healthcare systems.

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

Check departmental information for additional requirements.

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

Admission

Admission to the D.N.P. is limited and competitive. To apply to the D.N.P. program, prospective students must submit completed application materials to the Graduate School no later than the application deadline as posted on the D.N.P. program website.

Study in the post-master's degree D.N.P program will be part time for 6 semesters and will focus on education to lead innovative practice initiatives in healthcare systems (i.e., the D.N.P. leadership component).

Students are admitted to the nursing program provisionally until they have provided proof of meeting the clinical requirements outlined in the Nursing Student Handbook. Full admission to the nursing program is required to enroll in nursing courses.

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

Eligibility to Apply

Master's degree in nursing from a program accredited by an accrediting agency officially recognized by the U.S. Secretary

of Education, such as the Commission on Collegiate Nursing Education (CCNE).

Cumulative GPA of 3.20 or higher in a master's degree program in nursing.

Current licensure with no encumbrances as a professional Registered Nurse (RN) in the U. S.-Prior to beginning course work, students must hold or have applied for RN licensure.

Preferred current national certification as an advanced practice nurse in one of 4 roles: Clinical Nurse Specialist, Nurse Practitioner, Registered Nurse Anesthetist, Nurse Midwife.

Preferred current licensure without encumbrances as an Advanced Practice Nurse (APN) in one of the four roles by the start of course work for the D.N.P.; APN licensure in Illinois preferred.

Preferred one year experience as an Advanced Practice Nurse (APN).

Application Components

Submission of the applicant's curriculum vitae (CV) or resume

Three professional letters of reference to provide evidence of the applicant's professional qualifications. At least one reference should be from a graduate faculty member in the applicant's master's degree program who is able to address the applicant's academic potential in the D.N.P. program. At least one reference must be from a current, professional nurse colleague who can address the applicant's qualifications as a licensed professional RN and APN (if applicable) in a healthcare setting. One professional recommendation of the applicant's choosing (e.g., the sponsor from a potential clinical site for the DNP Scholarly Project). References should be provided on the Graduate School reference form. Ratings and comments must be included. Family members and personal friends are not considered professional references.

A two-page, double-spaced Goal Statement to address:

Professional goals and how the NIU post-master's degree D.N.P. program will promote goal achievement

Identification of an issue (i.e., topic or problem) that requires a system-wide change in healthcare services or policies and a general plan for remediating this issue. The topic will provide the basis for the applicant's D.N.P. Scholarly Project. The statement must include a description of potential sponsors and location for the Scholarly Project implementation.

Qualified applicants may be contacted by faculty to schedule a pre-admission interview. Not all applicants will be chosen to interview.

Verification of 500 hours of supervised clinical practice in an advanced nursing role is required.

A graduate-level statistics course must be completed prior to taking statistics in the D.N.P. program.

Approval will be determined by the nursing program Graduate Admissions Committee upon review of the aforementioned criteria.

The Graduate Record Examination (GRE) is not required for admission to NIU graduate nursing programs.

Course Requirements (35-38)

All students are required to complete the D.N.P. degree leadership component, which is a minimum of 35 semester hours of graduate course work at NIU, beyond the graduate credits earned toward a master's degree. The D.N.P. leadership component courses will be offered on a part-time basis for six semesters over three years.

Core Courses Required for all Post-Master's D.N.P. Students (20)

- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - DNP Research: Evidence-Based Practice Methods Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- Cognate/Elective Credits: 3

Scholarly Project Courses for D.N.P. (15-18)

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 713 - DNP Project I: Practicum Credits: 2-3
- NURS 720 - DNP Project II: Seminar Credits: 3
- NURS 723 - DNP Project II: Practicum Credits: 2-3
- NURS 730 - DNP Project III: Project Evaluation Credits: 3
- NURS 733 - DNP Project III: Practicum Credits: 2-3

Family Nurse Practitioner (22)

Post Master's Certificates of Graduate Study in Nursing

Two post-master's certificates of graduate study in nursing are offered: Family Nurse Practitioner and Nursing Education. The curriculum for each certificate is configured for part-time students and takes a minimum of three semesters to complete. Students may choose to complete the program more slowly or enroll full time if they have prerequisites to complete. Students who have deficiencies in prerequisite courses may be able to take them at the same time they are taking the series of courses. Graduate School policy mandates that all course work toward a graduate certificate program is completed at NIU.

Prerequisite courses for admission

The following courses (or a course equivalent to these) must have been completed within the past three years with an earned grade of B or higher:

- NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3
- NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3
- NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2
- NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1

For admission into all post master's certificate programs, a gap analysis of each applicant's transcript will be done to evaluate the following advanced courses: physiology/pathophysiology, pharmacology, and health assessment. Contingency-based admission to the program could be granted allowing students to complete these classes, if needed, within a designated timeframe from the date of admission.

Admission

Eligibility to Apply

Current licensure with no encumbrance as a registered nurse in the U.S. (Prior to beginning course work, students must hold or have applied for licensure in Illinois.)

Completion of a nursing master's degree program accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing Education (CCNE).

Application Components

Completion of a special application available from the nursing program.

A two-page, double-spaced Goal Statement to address: Professional goals, desired family nurse practitioner or nursing education specialization how a post-master's

certificate in the desired area will promote goal achievement. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice.

Three professional letters of reference from persons who are familiar with the individual's clinical expertise, ability to function in an independent role, and motivation to complete a post-master's certificate course of study.

At least one reference should be from a professor or graduate level-prepared nursing colleague who can address the applicant's potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or preceptor) who can address the applicant's professional qualifications as a licensed professional registered nurse. References should be provided on the Graduate School reference form and indicate the credentials and professional title of the person providing the reference. Ratings and comments should be included. Family members and personal friends are not considered professional references.

The approval of the nursing program Graduate Admissions Committee after review of the application.

All students are admitted to the nursing graduate programs provisionally until they have provided proof of meeting the clinical requirements outlined in the Graduate Nursing Student Handbook and then they will be fully admitted. Full admission to the nursing program is required to enroll in nursing courses.

The Family Nurse Practitioner certificate requires 22 semester hours of post-master's study which includes class lectures, simulated laboratory experiences, and three clinical internships with designated preceptors. The purpose of the course of study is to provide the course work and clinical experience to become family nurse practitioners upon the successful completion of the nationally administered Family Nurse Practitioner Certification Examination.

Introduction

The Family Nurse Practitioner certificate requires 22 semester hours of post-master's study. Course work includes classes, simulated laboratory experiences, and three clinical internships with designated preceptors. The purpose of the course of study is to provide the course work and clinical experience to become qualified to take a nationally-administered Family Nurse Practitioner Certification Examination.

Required Courses

- NURS 608 - Diagnostic Reasoning Credits: 2
- NURS 650 - Primary Care: Women across the Lifespan Credits: 1

- NURS 651 - Primary Care: Infant, Child, and Adolescent Credits: 3
- NURS 652 - Primary Care: Adult Credits: 3
- NURS 653 - Internship: Infant, Child, and Adolescent Credits: 1-4
- NURS 654 - Primary Care: Women during Reproduction Credits: 1
- NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4
- NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4

Nursing Education (10-12)

Post Master's Certificates of Graduate Study in Nursing

Two post-master's certificates of graduate study in nursing are offered: Family Nurse Practitioner and Nursing Education. The curriculum for each certificate is configured for part-time students and takes a minimum of three semesters to complete. Students may choose to complete the program more slowly or enroll full time if they have prerequisites to complete. Students who have deficiencies in prerequisite courses may be able to take them at the same time they are taking the series of courses. Graduate School policy mandates that all course work toward a graduate certificate program is completed at NIU.

Prerequisite courses for admission

The following courses (or a course equivalent to these) must have been completed within the past three years with an earned grade of B or higher:

- NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3
- NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3
- NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2
- NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1

For admission into all post master's certificate programs, a gap analysis of each applicant's transcript will be done to evaluate the following advanced courses: physiology/pathophysiology, pharmacology, and health assessment. Contingency-based admission to the program could be granted allowing students to complete these classes, if needed, within a designated timeframe from the date of admission.

Admission

Eligibility to Apply

Current licensure with no encumbrance as a registered nurse in the U.S. (Prior to beginning course work, students must hold or have applied for licensure in Illinois.)

Completion of a nursing master's degree program accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing Education (CCNE).

Application Components

Completion of a special application available from the nursing program.

A two-page, double-spaced Goal Statement to address: Professional goals, desired family nurse practitioner or nursing education specialization how a post-master's certificate in the desired area will promote goal achievement. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice.

Three professional letters of reference from persons who are familiar with the individual's clinical expertise, ability to function in an independent role, and motivation to complete a post-master's certificate course of study.

At least one reference should be from a professor or graduate level-prepared nursing colleague who can address the applicant's potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or preceptor) who can address the applicant's professional qualifications as a licensed professional registered nurse. References should be provided on the Graduate School reference form and indicate the credentials and professional title of the person providing the reference. Ratings and comments should be included. Family members and personal friends are not considered professional references.

The approval of the nursing program Graduate Admissions Committee after review of the application.

All students are admitted to the nursing graduate programs provisionally until they have provided proof of meeting the clinical requirements outlined in the Graduate Nursing Student Handbook and then they will be fully admitted. Full admission to the nursing program is required to enroll in nursing courses.

The Family Nurse Practitioner certificate requires 22 semester hours of post-master's study which includes class lectures, simulated laboratory experiences, and three clinical internships with designated preceptors. The purpose of the

course of study is to provide the course work and clinical experience to become family nurse practitioners upon the successful completion of the nationally administered Family Nurse Practitioner Certification Examination.

Introduction

This Nursing Education certificate requires 10-12 semester hours of post-master's study. Course work includes classes, simulated laboratory experiences, and two internships focused on supervised teaching experiences. The purpose of the course of study is to provide the course work and the teaching experiences to function as a nurse educator in a variety of educational and clinical settings.

If not taken within the past three years, students are required to take an advanced direct care course equivalent to NURS 603 - Education Practicum: Direct Care (2).

Required Courses

- NURS 603 - Nursing Education Practicum: Direct Care Credits: 2
If not completed within previous three years.
- NURS 621 - Foundations in Nursing Education I Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- NURS 623 - Nursing Education Practicum: Classroom Setting Credits: 3

NURS 580 - Seminar in Clinical Nursing

NURS 601 - Transition to Graduate-Level Nursing

NURS 602 - Advanced Pathophysiology across the Lifespan

NURS 603 - Nursing Education Practicum: Direct Care

NURS 604 - Advanced Evidence-based Practice in Nursing

NURS 605 - Advanced Pharmacology across the Lifespan

NURS 606 - Advanced Physical Assessment across the Lifespan

NURS 607 - Lab: Advanced Physical Assessment across the Lifespan

NURS 608 - Diagnostic Reasoning

NURS 621 - Foundations in Nursing Education I

NURS 622 - Foundations in Nursing Education II

NURS 623 - Nursing Education Practicum: Classroom Setting

NURS 630 - Independent Study

NURS 631 - Practicum in Nursing Education

NURS 632 - Practicum in Nursing Research

NURS 633 - Nursing Education Practicum: Clinical Setting

NURS 650 - Primary Care: Women across the Lifespan

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

NURS 652 - Primary Care: Adult

NURS 653 - Internship: Infant, Child, and Adolescent

NURS 654 - Primary Care: Women during Reproduction

NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan

NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan

NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women

NURS 664 - Tertiary Care Practice of the Adult-Gerontology Clinical Nurse Specialist

NURS 673 - Internship: Adults Across the Lifespan

NURS 681 - X-ray Interpretation

NURS 682 - Suturing

NURS 684 - Electrocardiogram Interpretation

NURS 685 - Orthopedic Skills and Office Procedures

NURS 686 - Billing and Coding Processes

NURS 698 - Capstone: Program Synthesis

NURS 701 - Advanced Nursing Leadership

NURS 702 - DNP Research: Evidence-Based Practice Methods

NURS 704 - Population Health

NURS 705 - Advanced Nursing Ethics

NURS 706 - Informatics for Evidence-Based Nursing

NURS 710 - DNP Project I: Development and Implementation

NURS 713 - DNP Project I: Practicum

NURS 720 - DNP Project II: Seminar

NURS 723 - DNP Project II: Practicum

NURS 730 - DNP Project III: Project Evaluation

NURS 733 - DNP Project III: Practicum

College of Liberal Arts and Sciences

Dean: Robert Brinkman, Ph.D.

**Associate Dean for Undergraduate Affairs:
E. Taylor Atkins, Ph.D.**

**Associate Dean for Research and Graduate
Affairs: Leslie Matuszewich, Ph.D.**

Associate Dean for Academic

Administration: Susan Mini, Ph.D.

School of Public and Global Affairs
Department of Anthropology
Department of Biological Sciences
Department of Chemistry and Biochemistry
Department of Communication
Department of Computer Science
Department of Economics
Department of English
Department of Geographic and Atmospheric Sciences
Department of Geology and Environmental Geosciences
Department of History
Department of Mathematical Sciences
Department of Philosophy
Department of Physics
Department of Political Science
Department of Psychology
Department of Public Administration
Department of Sociology
Department of Statistics and Actuarial Science
Department of World Languages and Cultures

College Mission Statement

The College of Liberal Arts and Sciences fosters the generation, dissemination, and preservation of knowledge as the foundation of a liberal education. The mission of the college is to provide high-quality education that contributes to the intellectual growth, self-discovery, and enhanced expertise of all members of the university community. The college makes available to the widest possible audience the rich cultural and scientific legacy represented by the disciplines that make up the liberal arts and sciences. Because bodies of knowledge do not exist in isolation, the college promotes interdisciplinary inquiry and is committed to the integration of teaching, scholarship, and service. The research and scholarship in the college permeate teaching and service, generating a wide range of opportunities for faculty and students to work together in transmitting, expanding, and applying knowledge. The college programs are designed to serve the university, its students, and the residents of the region, the country, and the world. These programs link basic and applied research and scholarly endeavors to the interests and needs of individuals and society.

Licensure Programs

Secondary Educator Licensure

Several departments in the College of Liberal Arts and Sciences administer programs leading to initial educator licensure. See "Educator Licensure Information" for a complete list of educator licensure entitlement programs offered by NIU. Students interested in teaching in a subject area offered by a department in the College of Liberal Arts and Sciences should see individual department listings in this catalog and seek departmental advisement concerning standards for admission and retention unique to each departmental licensure program.

Requirements Common to All Accredited Educator Licensure Programs in Liberal Arts and Sciences

All of the educator licensure programs offered in the College of Liberal Arts and Sciences meet or exceed minimum requirements of the Illinois State Board of Education (ISBE); consequently, students completing the requirements for any of the programs will be recommended for licensure under ISBE entitlement. Students with a baccalaureate degree from an accredited institution interested in secondary educator licensure in any of the above subject areas must

- be admitted to the university as a postgraduate, student-at-large, or a graduate student. Admission to a degree program does not guarantee admission to the licensure program in any department. (Students should seek transcript evaluation and advisement from the appropriate department licensure adviser concerning departmental requirements for admission to the educator licensure program.)
- meet departmental requirements for the teaching subject-area.
- complete general education course work as mandated by ISBE.
- complete a minimum of 100 clock hours of clinical experiences approved by the department prior to student teaching.
- complete professional education courses as mandated by ISBE. Consult the adviser in the appropriate licensure program (see above list) for information about courses which meet these requirements.
- complete the subject-area department teaching methods course.
- pass both the State of Illinois Basic Skills Examination and the appropriate subject matter examination administered by the Illinois Licensure Testing System.
- complete the student teaching course offered by the subject-area department. Student teaching

assignments and sites must be authorized by the subject-area department. See the appropriate department adviser for information about timely application and regulations governing the student teaching assignment.

A satisfactory academic record is not the only criterion for admission to and retention in a licensure program. Written evaluations of any candidate's performance which demonstrate deficiencies in organizational and communication skills or attitudes and behaviors unsuitable for working with students will result in that candidate not being recommended for licensure.

See department licensure adviser. Also see "Educator Licensure Information."

Certificates of Graduate Study

Law and Women's and Gender Studies

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

Course work leading to the certificate of graduate study in law and women's and gender studies permits study of the intersection of gender and the law through a systematic engagement with feminist theory, scholarship on women and gender, and legal scholarship. Completion of the certificate requirements results in recognition on the student's transcript. The certificate is available to students in good standing in the College of Law or in any graduate program in the university. Students-at-large in good standing may also pursue the certificate. Faculty who regularly teach courses which contribute to the certificate come from a variety of departments and colleges.

Students interested in pursuing this certificate are advised to consult with the director of the Center for the Study of Women, Gender, and Sexuality Studies or the associate dean of the College of Law as early as possible in their graduate program to determine the program of courses to be used toward the certificate.

Requirements (12)

Students must complete one course from each of the following sections I through IV. With the approval of the associate dean of the College of Law and the director of the Center for the Study of Women, Gender, and Sexuality, topics courses in the College of Law may meet the certificate requirements under Section III when substantial treatment of law and women's and gender studies is included in the course.

With the approval of the director of the Center for the Study of Women, Gender, and Sexuality, independent study and topics courses in a variety of departments may meet the

certificate requirements under Section IV when substantial treatment of law and women's and gender studies is included in the course. Non-law students may register for Law courses only with approval of the associate dean of the College of Law.

I. Requirement

- WGSS 605 - Feminist and Queer Theories Credits: 3

II. One of the following (3-4)

- LAW 800 - Externship Credits: 4
(Available only to College of Law students.)
(Topic and placement require advance approval by associate dean of the College of Law and director of the Center for Women, Gender, and Sexuality.)
- LAW 805 - Domestic Abuse Clinic Credits: 4
(Available only to College of Law students.)
- WGSS 602 - Internship in Women, Gender, and Sexuality Studies Credits: 3-6
(Topic and placement require advance approval by director of the Center for Women, Gender, and Sexuality.)

III. One of the following (2-3)

- LAW 610 - Family Law Credits: 3
- LAW 672 - Employment Discrimination Credits: 2
- LAW 685 - Gender and the Law Credits: 3
- LAW 693 - Gender and the Constitution Credits: 3
- LAW 696 - Sexuality and the Law Credits: 3
- LAW 795 - Directed Research Credits: 3
(Topic and placement require advance approval by associate dean of the College of Law and director of the Center for Women, Gender, and Sexuality Studies.)

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

- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 568 - Anthropology of Gender Credits: 3
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3
- COUN 592 - Special Topics in Counseling Credits: 1-3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
(Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- COUN 595 - Career Counseling and Development in a Multicultural Society Credits: 3

- COMS 640 - Seminar in Communication and Gender Credits: 3
- EPFE 590 - Workshop in Education Credits: 1-3 (May meet the certificate requirements when substantial treatment of women's and gender studies is included.) (Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- EPFE 703 - Seminar: Gender Issues in Educational Thought Credits: 3
- HDF5 600 - Seminar: Contemporary Issues in Applied Human Development and Family Sciences Credits: 1-12
Students must take this course for 3 semester hours. (May meet the certificate requirements when substantial treatment of women's and gender studies is included.) (Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- HIST 502 - Gender and Sexuality in History Credits: 3
- HIST 573 - Topics in Women's History Credits: 3
- HIST 610 - Reading Seminar in U.S. History Credits: 3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.) (Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- MGMT 528 - Equal Opportunity and Employment Credits: 3
- PSYC 595 - Seminar in Special Topics Credits: 3 (May meet the certificate requirements when substantial treatment of women's and gender studies is included.) (Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- SOCI 552 - Women's Health Issues Credits: 3
- SOCI 557 - Families in Global Perspective Credits: 3
- SOCI 587 - Gender and Crime Credits: 3
- WGSS 530 - Special Topics in Women, Gender and Sexuality Studies Credits: 3
(Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)
- WGSS 534 - Language and Gender Credits: 3
- WGSS 610 - Research Methods in Women, Gender, and Sexuality Studies Credits: 3
- WGSS 620 - Topics in Women, Gender, and Sexuality Studies Credits: 3
(Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)

- WGSS 625X - Museums: Gender, Race, and Class Credits: 3
- OR ART 625 - Museums: Gender, Race, and Class Credits: 3
- WGSS 639 - Independent Study in Women, Gender, and Sexuality Studies Credits: 1-3
(Requires advance approval of the director of the Center for the Study of Women, Gender, and Sexuality.)

Lesbian, Gay, Bisexual, and Transgender Studies (12)

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

This interdisciplinary certificate fosters research and teaching related to sexual orientation and gender identity. Course work leading to this certificate includes study of sexuality and gender identity and their significance, through a systematic engagement with theories and methods in lesbian, gay, bisexual, transgender, and queer studies and their application in a variety of disciplinary and interdisciplinary contexts. The certificate is recommended for all students interested in examining issues of gender and sexual orientation in order to incorporate such concerns into their scholarly work as well as to function as informed citizens and successful professionals in the 21st century. The certificate is particularly appropriate for students preparing for or currently working in a variety of disciplines or careers in business, communications, the arts, education, health, social sciences, humanities, and human services.

This certificate of graduate study is available to any graduate-level student in good standing. Students interested in pursuing this certificate are advised to consult with the director of the Center for the Study of Women, Gender, and Sexuality or the program adviser as early as possible in their graduate studies to determine the program of courses to be used toward the certificate.

Requirements (12)

- WGSS 605 - Feminist and Queer Theories Credits: 3

One of the following (3)

- WGSS 602 - Internship in Women, Gender, and Sexuality Studies Credits: 3-6
Or an equivalent internship course approved by the coordinator or adviser. The internship experience must include activities related to LGBT Studies. Students must take 3 semester hours in the internship course.
- WGSS 610 - Research Methods in Women, Gender, and Sexuality Studies Credits: 3

Two of the following (6)

Any graduate-level special topics course or independent or directed study course focused on sexual orientation and/or gender identity may be counted toward the certificate with the approval of the coordinator of lesbian, gay, bisexual, and transgender studies.

- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 568 - Anthropology of Gender Credits: 3
- COUN 594 - Counseling the Lesbian, Gay, Bisexual, Transgender, and Queer Community Credits: 3
- COUN 766 - Human Sexuality Counseling Credits: 3
- COMS 640 - Seminar in Communication and Gender Credits: 3
- COMS 760 - Seminar in Rhetoric Credits: 3
(May be counted toward the certificate when topic is appropriate.)
- ENGL 607 - Topics in Literature Credits: 3
(May be counted toward the certificate when topic is appropriate.)
- HIST 502 - Gender and Sexuality in History Credits: 3
- ILAS 602 - Internship Credits: 3-12
- PHHE 506 - Dimensions of Human Sexuality Credits: 3
- WGSS 620 - Topics in Women, Gender, and Sexuality Studies Credits: 3
(May be counted toward the certificate when topic is appropriate.)

Museum Studies (LA&S)

This certificate is jointly administered by the College of Liberal Arts and Sciences, the College of Education, and the College of Visual and Performing Arts. See the section on Inter-College Interdisciplinary Certificates for a complete description of this certificate.

Southeast Asian Studies

This is an interdisciplinary certificate. See the section on Interdisciplinary Academic Centers, Institutes, and Course, under Center for Southeast Asian Studies, for a complete description of this certificate.

Women's and Gender Studies (12)

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

Women's and Gender Studies is an interdisciplinary program which fosters research and teaching related to gender. Course work leading to the certificate of graduate study in women's and gender studies permits study of gender and its significance through a systematic engagement with feminist

theory and criticism, research methods, and scholarship and results in recognition of that study on the student's transcript. Since the Center for the Study of Women, Gender and Sexuality is not a degree-offering unit, all graduate degrees are obtained through the student's major department, whose special requirements must be met. Faculty who regularly teach courses which contribute to the certificate or participate in the core courses come from a variety of departments.

A student who wishes to pursue this certificate should consult early in graduate studies with both her or his major department faculty adviser and the Women's, and Gender Studies coordinator or the program adviser. Students may earn transcript credit for the certificate by completing 12 hours in courses approved by the director of the Center for the Study of Women's, Gender, and Sexuality, including the two required interdisciplinary core courses. For the other 6 required hours, in addition to the approved electives listed below, any graduate-level special topics course or directed study focused on gender may be counted toward the certificate with the approval of the director of the Center for the Study of Women's, Gender, and Sexuality. Students may enroll in internships combining their professional interests with their preparation in women's and gender studies.

The certificate is available to students in good standing in any graduate program in the university. Students-at-large in good standing may also pursue the certificate. Students interested in pursuing this certificate are advised to consult with the director of the Center for the Study of Women, Gender, and Sexuality or the program adviser as early as possible in their graduate studies to determine the program of courses to be used toward the certificate.

Requirements (12)

Independent study and topics courses in a variety of departments may meet the certificate requirements, with the approval of the director of the Center for the Study of Women, Gender, and Sexuality, or the program adviser, when substantial treatment of women, gender, and sexuality studies is included in the course.

- WGSS 605 - Feminist and Queer Theories Credits: 3
- WGSS 610 - Research Methods in Women, Gender, and Sexuality Studies Credits: 3

Two of the following (6)

- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 541 - Sex and Gender in Primates Credits: 3
- ANTH 568 - Anthropology of Gender Credits: 3
- ARTH 785 - Topics in Art History Credits: 3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3

- COUN 592 - Special Topics in Counseling Credits: 1-3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- COUN 594 - Counseling the Lesbian, Gay, Bisexual, Transgender, and Queer Community Credits: 3
- COUN 595 - Career Counseling and Development in a Multicultural Society Credits: 3
- COUN 766 - Human Sexuality Counseling Credits: 3
- COMS 640 - Seminar in Communication and Gender Credits: 3
- COMS 656 - Feminist Media Theory Credits: 3
- ENGL 602 - Literary Theory and Criticism Credits: 3
D. Feminist Literary Theory and Criticism
- ENGL 607 - Topics in Literature Credits: 3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- EPFE 590 - Workshop in Education Credits: 1-3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- EPFE 703 - Seminar: Gender Issues in Educational Thought Credits: 3
- FLFR 545 - French Women Writers Credits: 3
- FLSP 545 - Latin American Women Writers Credits: 3
- HDFS 600 - Seminar: Contemporary Issues in Applied Human Development and Family Sciences Credits: 1-12
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- HDFS 674 - Clothing and Human Behavior Credits: 3
- HIST 502 - Gender and Sexuality in History Credits: 3
- HIST 507 - Medieval Women Credits: 3
- HIST 573 - Topics in Women's History Credits: 3
- HIST 610 - Reading Seminar in U.S. History Credits: 3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- MGMT 528 - Equal Opportunity and Employment Credits: 3
- NUTR 602 - Issues in Eating Disorders and Obesity Credits: 3
- NUTR 616 - Nutritional Factors in Obesity and Eating Disorders Credits: 3
- PSYC 595 - Seminar in Special Topics Credits: 3
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)
- SOCI 550 - Social Inequality Credits: 3
- SOCI 552 - Women's Health Issues Credits: 3
- SOCI 557 - Families in Global Perspective Credits: 3
- SOCI 587 - Gender and Crime Credits: 3
- TLCI 540 - The Gender-Sensitive Curriculum Credits: 3
- WGSS 524 - Topics in Gender and STEM Credits: 3
- WGSS 530 - Special Topics in Women, Gender and Sexuality Studies Credits: 3
- WGSS 534 - Language and Gender Credits: 3
- WGSS 602 - Internship in Women, Gender, and Sexuality Studies Credits: 3-6
- WGSS 620 - Topics in Women, Gender, and Sexuality Studies Credits: 3
- WGSS 625X - Museums: Gender, Race, and Class Credits: 3
OR ART 625 - Museums: Gender, Race, and Class Credits: 3
- WGSS 639 - Independent Study in Women, Gender, and Sexuality Studies Credits: 1-3

Interdisciplinary Concentrations

Concentration in Biochemistry and Biophysics

The center is not a degree-offering unit; consequently, all graduate degrees are obtained through the cooperating departments, whose requirements must be met. A student earning a graduate degree may, with the consent of the department adviser and approval of the center director, also take a graduate concentration of courses in biochemistry and biophysics. Completion of the concentration will be noted on the student's transcript.

At the M.S. level, the student must successfully complete three graduate courses (excluding thesis credit) dealing with biochemistry and biophysics, to be selected from the center's listing of courses. The student must also complete an approved research program dealing with a biochemical or biophysical topic and incorporate the results into a thesis, with the thesis committee to include one member of the graduate faculty of the center who is outside the student's department.

At the Ph.D. level, the student must complete five graduate courses (excluding dissertation credit) dealing with biochemistry and biophysics, to be selected from the center's listing of courses. The student must also complete an approved research program dealing with a biochemical or biophysical topic and incorporate the results into a dissertation, with the dissertation committee to include two members of the graduate faculty of the center who are outside the student's department.

The specific courses dealing with biochemistry and biophysics which the student uses to satisfy the concentration requirements depend on the student's goals. Courses may be chosen from the list below with the approval of the student's

departmental adviser and the director of the center, except that all students are required to earn credit for CHEM 570, General Biological Chemistry, or CHEM 572, Biological Chemistry I. Students may take crosslisted courses in the department of their choice.

All requirements for the concentration must be completed within a period of six consecutive years.

Biochemistry and Biophysics Courses

- BIOS 511 - Plant Physiology Credits: 4
- BIOS 513 - Microbial Physiology Credits: 4
- BIOS 540 - Immunobiology Credits: 3
- BIOS 550 - Molecular Biology of Cancer Credits: 3
- BIOS 555 - Comparative Physiology Credits: 3
- BIOS 561 - Endocrinology Credits: 3
- BIOS 564 - Cell Signalling Credits: 3
- BIOS 565 - Cellular Physiology Credits: 3
- BIOS 567 - Advanced Molecular Biology Credits: 3
- BIOS 632 - Radiation Biology Credits: 3
- BIOS 636 - Experiments in Molecular Genetics of Prokaryotes Credits: 2
- BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3
- BIOS 640 - Advanced Immunology Credits: 3
- BIOS 643 - Bioinformatics Credits: 3
- BIOS 690 - Topics in Molecular and Cellular Control Mechanisms Credits: 3
- BIOS 700 - Special Topics in Biology Credits: 1-9
- CHEM 570 - General Biological Chemistry Credits: 3
- CHEM 571 - Biological Chemistry Laboratory Credits: 3
- CHEM 572 - Biological Chemistry I Credits: 3
- CHEM 573 - Biological Chemistry II Credits: 3
- CHEM 600 - Selected Topics in Chemistry Credits: 3 E. Selected Topics in Chemistry: Biological
- CHEM 622 - Analytical Separations Credits: 3
- CHEM 623 - Mass Spectrometry Credits: 3
- CHEM 624 - Optical Methods in Analytical Chemistry Credits: 3
- CHEM 631 - Organic Synthesis Credits: 3
- CHEM 632 - Physical Organic Chemistry Credits: 3
- CHEM 635 - Spectroscopic Identification of Organic Molecules Credits: 3
- CHEM 644 - Chemical Thermodynamics Credits: 3
- CHEM 645 - Kinetics Credits: 3
- CHEM 646 - Theoretical Chemistry Credits: 3
- CHEM 650 - Nanochemistry Credits: 3
- CHEM 674 - Enzymes Credits: 3
- CHEM 675 - Physical Chemistry of Macromolecules Credits: 3
- NUTR 611 - Maternal and Child Nutrition Credits: 3
- OR NUTR 612 - Geriatric Nutrition Credits: 3

- OR NUTR 613 - Advanced Sports Nutrition Credits: 3
- NUTR 645 - Macronutrients Credits: 3
- NUTR 646 - Micronutrients Credits: 3
- PHYS 531 - Medical Imaging I Credits: 3
- PHYS 659 - Special Problems in Physics Credits: 1-10
- PSYC 581 - Drugs and Behavior Credits: 3
- PSYC 603 - Biopsychology Credits: 3
- PSYC 629 - Neurophysiological Bases of Behavior Credits: 3
- PSYC 630 - Neurochemical Bases of Behavior Credits: 3

ENVS 509 - Water Quality

ENVS 681 - Field Research in Political Economy

ILAS 501 - Clinical Experience in High Schools

ILAS 520 - Institute for Interdisciplinary Instruction of Gifted Children

ILAS 521 - Introduction to the Gifted Education Network

ILAS 544 - Comparative Urbanization

ILAS 602 - Internship

ILAS 655 - Seminar on Comparative Urbanization

LATS 597 - Independent Study in Latino and/or Latin American Studies

SEAS 590 - Advanced Topics in Interdisciplinary Studies

SEAS 625 - Southeast Asia: A Multidisciplinary Perspective

SEAS 690 - Workshop in Teaching Southeast Asian Studies

SEAS 691 - Seminar in Southeast Asian Studies

WGSS 524 - Topics in Gender and STEM

WGSS 530 - Special Topics in Women, Gender and Sexuality Studies

WGSS 534 - Language and Gender

WGSS 602 - Internship in Women, Gender, and Sexuality Studies

WGSS 605 - Feminist and Queer Theories

WGSS 610 - Research Methods in Women, Gender, and Sexuality Studies

WGSS 620 - Topics in Women, Gender, and Sexuality Studies

WGSS 625X - Museums: Gender, Race, and Class

WGSS 639 - Independent Study in Women, Gender, and Sexuality Studies

School of Public and Global Affairs

Director: TBA

The School of Public and Global Affairs spans academic boundaries within the university to foster interdisciplinary programs and collaborative relationships among students, staff, and faculty throughout Northern Illinois University. Membership in the school includes the Department of Economics, the Department of Political Science (POLS), Department of Public Administration (PSPA), the Non-Governmental Leadership and Development Center (NGOLD), and individual memberships, especially faculty engaged with specific interdisciplinary degree programs.

The school is focused on the interdisciplinary nature of governance problems and issues with an emphasis on public, private, and nonprofit collaborative relationships that seek to improve communities and individuals in the United States and around the world. The school fosters and supports collaboration by member units and individuals to address public affairs challenges with interdisciplinary curricula, scholarship, training, and professional and public services with a local, national, and global perspective. The school supports the degrees, minors, and certificates offered by member units.

Anthropology

Chair: Leila Porter

Graduate Faculty

Dana Bardolph, Ph.D. University of California, Santa Barbara, assistant professor
Giovanni Bannardo, Presidential Research Professor; Board of Trustees Professor; Ph.D., University of Illinois
Kristen Borre, instructor, Ph.D., University of North Carolina
Christy DeLair, Ph.D., Brown University, Director Pick Museum of Anthropology
Mitchell Irwin, associate professor, Ph.D., Stony Brook University
Judy L. Ledgerwood, Presidential Engagement Professor, Ph.D., Cornell University
Emily McKee, associate professor, Ph.D., University of

Michigan

Micah Morton, Ph.D. University of Wisconsin, Madison, assistant professor

Leila Porter, presidential engagement and partnership professor, Ph.D., Stony Brook University

Kerry Sagebiel, instructor, Ph.D., University of Arizona

Mark Schuller, associate professor, Ph.D., University of California

Kendall Thu, Presidential Engagement Professor, Ph.D., University of Iowa

The Department of Anthropology offers graduate courses and research opportunities leading to the M.A. degree. Graduate work in this field is designed to prepare students for teaching or research in anthropology, and for advanced study.

Applicants to the Graduate School desiring to pursue the graduate curriculum in anthropology are urged to consult with the departmental graduate adviser prior to admission. Students admitted to the graduate curriculum in anthropology should consult with their appointed departmental graduate advisers in order to insure that the requirements of the department will be met by the program of courses elected.

Master's Programs

Master of Arts in Anthropology

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

Check departmental information for any additional requirements.

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

Requirements (30-36)

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

Archaeology

Cultural-social anthropology

Linguistic anthropology

Physical anthropology

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 must include at least three semester hours of 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.

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

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

Each student in the master's degree program must demonstrate to the satisfaction of their faculty committee proficiency in either statistics or a foreign language useful for the student's research and must choose one of the following options.

Thesis Option

Students choosing this option must register for at least 3 semester hours of credit in ANTH 699, Master's Thesis, and satisfactorily complete the departmental qualifying examination in their primary subfield of anthropology. Approval of a written preliminary thesis proposal is required before registration in ANTH 699. Although the student may seek approval of the preliminary thesis proposal at any time, successful completion of the qualifying examination in the student's major subfield of anthropology is a 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 anthropology, covering all four subfields of anthropology.

ANTH 504 - Peoples and Cultures of the Caribbean

ANTH 507 - Peoples and Cultures of Insular Southeast Asia

ANTH 508 - Peoples and Cultures of Mainland Southeast Asia

ANTH 509 - Cultures and Societies of the Middle East

ANTH 510 - Environmental Archaeology

ANTH 512 - Native North America

ANTH 513 - Illinois Archaeology

ANTH 514 - Aztecs, Olmec, and Maya: The Archaeology of Mesoamerica

ANTH 515 - Archaeology of the American Southwest

ANTH 517 - Archaeology of South America

ANTH 518 - Applied Archaeology

ANTH 519 - Archaeological Ethics

ANTH 521 - Social Organization

ANTH 522 - Gender in Southeast Asia

ANTH 523 - Environmental Anthropology of the Middle East: Cultural and Political Economies

ANTH 524 - Anthropology of Peace and Conflict Resolution

ANTH 525 - Environment and Anthropology

ANTH 526 - Political Anthropology

ANTH 527 - Economic Anthropology

ANTH 528 - Ritual and Myth

ANTH 529 - International NGOs and Globalization

ANTH 532 - Nature and the Environment Across Cultures

ANTH 533 - Fundamentals of Cognitive Anthropology

ANTH 535 - Space in Language and Culture

ANTH 538 - Cultural Models: The Language of Culture

ANTH 540 - Fossil Humans

ANTH 541 - Sex and Gender in Primates

ANTH 543 - Human Adaptation and Variation

ANTH 544 - Primate Ecology and Conservation

ANTH 545 - Primate Evolution

ANTH 546 - The Human Skeleton

ANTH 547 - Primate Anatomy

ANTH 549 - Primates and Food

ANTH 550 - Ethics and Research Design in Anthropology

ANTH 551 - History and Theory of Anthropology

ANTH 552 - Contemporary Culture Theory

ANTH 553 - Archaeological Theory

ANTH 554 - Uses and Abuses of Evolutionary Theory

ANTH 560 - Methods in Ethnography

ANTH 561 - Methods in Archaeology

ANTH 562 - Museum Methods

ANTH 563 - Ethnohistory

ANTH 564 - Disasters without Borders

ANTH 565 - Medical Anthropology

ANTH 566 - Resource Conflicts and Environmental Peacebuilding

ANTH 567 - Applied Anthropology

ANTH 568 - Anthropology of Gender

ANTH 569 - The Archaeology of Empires

ANTH 590 - Anthropological Research Training

ANTH 591 - Current Topics in Anthropology

ANTH 592 - Proseminar in Anthropology

ANTH 593 - Anthropology Field Study

ANTH 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

ANTH 665 - Museum Practicum

ANTH 679X - Cultural Perspectives on Human Development

ANTH 680 - Graduate Internship in Anthropology

ANTH 690 - Independent Study in Anthropology

ANTH 693 - Museum Internship

ANTH 699 - Master's Thesis

ANTH 790 - Seminar in Anthropology

Biological Sciences

Chair: Barrie P. Bode

Graduate Faculty

Heather Bergan-Roller, assistant professor, Ph.D., University of Nebraska at Lincoln

Neil W. Blackstone, professor, Ph.D., Yale University

Barrie P. Bode, professor, Ph.D., University of Florida

Jozef J. Bujarski, Distinguished Research Professor, Ph.D.,

Adam Mickiewicz University (Poznan, Poland)

Ana Calvo, Distinguished Research Professor, Ph.D.,

University of Alcala (Madrid)

Melvin Duvall, professor, Ph.D., University of Minnesota, St. Paul

Holly P. Jones, associate professor, Ph.D., Yale University

Bethia H. King, professor, Ph.D., Purdue University

Richard B. King, Distinguished Research Professor, Ph.D., Purdue University

Jon S. Miller, Presidential Engagement Professor, Ph.D., University of Nebraska at Lincoln

Virginia L. Naples, professor, Ph.D., University of Massachusetts

Daniel Olson, clinical associate professor, Ed.D., Northern Illinois University

Karen Samonds, associate professor, Ph.D., Stony Brook University

Wesley Swingley, associate professor, Ph.D., Arizona State University

Linda S. Yasui, associate professor, Ph.D., Florida State University

Shengde Zhou, associate professor, Ph.D., Auburn University

The Department of Biological Sciences offers graduate programs leading to the M.S. and Ph.D. degrees.

Master's Programs

Master of Science in Biological Sciences

The minimum requirement for admission to the master of science degree program is a baccalaureate degree with a major in an area of biological sciences or in a closely related field such as biochemistry or biophysics. The baccalaureate degree should have courses equivalent to those required for the B.S. degree at NIU, including organismal diversity; two semesters of principles of biology, and genetics; chemistry through one year of organic; one year of physics; and

mathematics through introductory calculus. Such courses not completed before admission to the Graduate School, as well as other undergraduate courses deemed appropriate to the pursuit of the master's degree in a particular specialty in biological sciences, may be required and must be taken early in the student's program. Students with deficiencies may find that the total number of semester hours required exceeds that stated under the requirements for the degree/specialization.

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

Check departmental information for any additional requirements.

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

Requirements for Degree without a Specialization

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

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

One of the following:

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

Choose one of the following two options:

Each student will declare, with the consent of the departmental graduate committee, one of the following two options.

Thesis Option

The thesis option is intended primarily for students wishing to focus on certain areas of biology and for those considering further graduate education. Each student must enroll in BIOS 699, Master's Thesis, and submit a written thesis. A maximum of 12 semester hours of combined credit in BIOS 699 and BIOS 770 may be applied toward the degree. The student's research adviser will serve as chair of the graduate committee that will administer a final oral comprehensive examination including a defense of thesis.

Non-Thesis Option

The non-thesis option is intended primarily for students wishing to become generalists by taking course work in several areas within the biological sciences. This option may be appropriate for students who desire to qualify for careers that require such breadth in biology, for example, teaching in a secondary school or community college, administration, or interpretive work in parks and nature centers.

The student's program will be designed with the advice and approval of the departmental graduate coordinator, with a minimum of 3 semester hours to be earned in each of six of the following seven areas of study. A course may satisfy a requirement in only one area of study.

Animal biology
Cellular, molecular, and developmental biology
Ecology and evolution
Genetics
Microbiology
Physiology
Plant biology

In addition, the student must take a total of 4 semester hours of BIOS 770, Independent Study, under the guidance of a faculty member, and submit an acceptable research paper on a topic approved by the student's final examination committee. This committee shall include the faculty member directing the student's work in BIOS 770. The enrollment in BIOS 770 must begin within the first 15 semester hours that are to be part of the student's program of courses for the degree, and must span at least two terms.

Courses taken for an undergraduate degree may be used to satisfy the non-thesis option distribution requirements, with the consent of the department, providing that a grade of B or better was earned. Such courses, however, cannot be credited toward the master's degree.

Specialization in Bioinformatics

A minimum of 30 semester hours is required for the M.S. degree with a specialization in bioinformatics. The specialization in bioinformatics is designed to teach the skills necessary for the analysis of large amounts of biological information using computer technology. The student must have taken, or take as deficiency course work, BIOS 300, Cell

Biology, BIOS 308, Genetics, CSCI 240, Computer Programming in C, and CSCI 241, Intermediate Programming in C and C++, or the equivalent(s). Deficiency work must be satisfied with a grade of C or better during the first two semesters of enrollment in the program.

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

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

Requirements

- BIOS 567 - Advanced Molecular Biology Credits: 3
- OR BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3
- BIOS 643 - Bioinformatics Credits: 3
- BIOS 646 - Programming for Bioinformatics Credits: 3
- BIOS 699 - Master's Thesis Credits: 1-12
- OR BIOS 790 - Cooperative Education Credits: 1-3
- OR BIOS 770 - Independent Study Credits: 1-9
- BIOS 761 - Seminar Credits: 1

One of the following:

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

Two of the following (6-7)

Alternate courses may be substituted at the discretion of the student's committee.

- BIOS 513 - Microbial Physiology Credits: 4
- BIOS 539 - Molecular Evolution Credits: 3
- BIOS 565 - Cellular Physiology Credits: 3
- BIOS 567 - Advanced Molecular Biology Credits: 3 (If not used to meet requirement above.)
- BIOS 576 - Plant Genetics Credits: 3
- BIOS 587 - Conservation Genetics Credits: 3
- BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3

(If not used to meet requirement above.)

- BIOS 700 - Special Topics in Biology Credits: 1-9
- CHEM 674 - Enzymes Credits: 3
- CHEM 675 - Physical Chemistry of Macromolecules Credits: 3
- CSCI 602 - Design and Analysis of Algorithms Credits: 3
- MATH 560 - Modeling Dynamical Systems Credits: 3
- STAT 535 - Applied Regression Analysis Credits: 3

Specialization in Human Anatomical Sciences

A minimum of 30 semester hours is required for the M.S. degree with a specialization in human anatomical sciences. The nonthesis option is intended to equip the graduate to teach human anatomy and human physiology at the community college level, while the thesis option is directed toward research. The course work is designed to provide students with a solid background in the human anatomical sciences, including skills in the dissection of human cadavers.

Students pursuing this specialization must have previously taken, or must take as deficiency course work, BIOS 355 - Human Physiology (4), and a course in Human Neurobiology.

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

Non-Thesis Option

Students pursuing the non-thesis degree must demonstrate teaching proficiency in Human Anatomical Sciences by either (a) completing a minimum of 4 hours of credit in BIOS 626 - Methods of Teaching Human Anatomy, or (b) by submitting an acceptable teaching portfolio to the student's committee. The teaching portfolio will include a record of courses taken and grades, classes taught or assisted as a Graduate Teaching Assistant, a statement of teaching philosophy and practice, and other evidentiary materials demonstrating teaching experience and competency. The teaching portfolio must be submitted to and approved by the student's advisory committee no later than the date of the final comprehensive examination.

Required Courses

- BIOS 545 - Human Histology Credits: 4
- BIOS 546 - Gross Human Anatomy Credits: 6
- BIOS 626 - Methods of Teaching Human Anatomy Credits: 1-6

- BIOS 629 - Human Embryology Credits: 3
- BIOS 761 - Seminar Credits: 1
Students must take this course for 2 semester hours.
- BIOS 770 - Independent Study Credits: 1-9
Students take this course for 4-9 semester hours.

One of the following:

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

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

- BIOS 540 - Immunobiology Credits: 3
- BIOS 547 - Comparative Vertebrate Anatomy Credits: 4
- BIOS 554 - Developmental Biology Credits: 4
- BIOS 555 - Comparative Physiology Credits: 3
- BIOS 561 - Endocrinology Credits: 3
- BIOS 565 - Cellular Physiology Credits: 3
- BIOS 567 - Advanced Molecular Biology Credits: 3
- BIOS 577 - Human Genetics Credits: 3
- BIOS 626 - Methods of Teaching Human Anatomy Credits: 1-6

Other requirements

Students must take a minimum of 4 semester hours of BIOS 770, Independent Study, under the guidance of an anatomy faculty member in the Department of Biological Sciences, and submit for that course an acceptable teaching project on a topic approved by the student's graduate committee. This committee must be formed within the student's first 9 semester hours of enrollment in the M.S. program and must be chaired by the anatomy faculty member directing the student's work in BIOS 770.

Students must pass a final written and oral comprehensive examination covering course material and the teaching project. Normally, students pursuing full-time graduate study will be required to take the comprehensive examination within two academic years of admission to the Graduate School. A student who fails the examination may, with the permission of the department, repeat it once.

Thesis Option

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

Specialization in Biology Teaching

A minimum of 36 semester hours is required for the M.S. degree with specialization in biology teaching. Students pursuing this specialization must have a B.S. degree in the natural sciences (biology, chemistry, earth and space science, or physics) and a current ISBE educator licensure (Type 09 licensure or a B.S. degree with a Type 03 licensure and a minimum of 32 semester hours of science content). The candidate must have one year or more of teaching experience in science.

The student will be required to take a proficiency examination in biology at the beginning and end of their program. In addition, the student will be required to conduct an approved action research project including submitting a written paper as well as present and defend the project (BIOS 770 or BIOS 699). The action research project will be developed under the supervision of the graduate adviser and conducted in a school setting with district approval.

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

Requirements

- BIOS 603 - The Process and Practices of Science Credits: 3
- BIOS 605 - Institute for Science Teachers in Biology Credits: 1-8
Students must take this course for 3 semester hours.
- BIOS 761 - Seminar Credits: 1
- BIOS 770 - Independent Study Credits: 1-9
Students must take this course for 4-6 semester hours.
- OR BIOS 699 - Master's Thesis Credits: 1-12
Students must take this course for 4-6 semester hours.
- EPS 523 - Application of Psychological Research to Educational Practice Credits: 3

- PHYS 605 - Institute for Science Teachers Credits: 1-8
Students must take this course for 3 semester hours.

One of the following:

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

Biology Electives

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

Doctoral Programs

Doctor of Philosophy in Biological Sciences

A student seeking admission to the Ph.D. program in biological sciences must meet all the requirements for admission to the Graduate School; must have a baccalaureate or master's degree in the biological sciences or a related field; and should have courses equivalent to those required for the B.S. degree at Northern Illinois University, including organismal diversity, two semesters of principles of biology, and genetics; chemistry through one year of organic, one year of physics, and mathematics through introductory calculus. Such courses not completed before admission to the program, as well as other undergraduate courses deemed appropriate to the pursuit of the Ph.D. degree in a particular area of biological sciences, may be required and must be taken early in the student's program.

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

During the admissions process, the student must indicate an area of study in the department and obtain a faculty adviser in that area who will agree to plan the student's first year of study.

Check departmental information for any additional requirements.

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

Requirements

Each student's program must consist of at least 90 semester hours of graduate credit, including successful completion of the following courses.

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

- BIOS 570X - General Biological Chemistry Credits: 3
- OR BIOS 572X - Biological Chemistry I Credits: 3
- AND BIOS 573X - Biological Chemistry II Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- OR ETR 521 - Educational Statistics I Credits: 3
- AND ETR 522 - Educational Statistics II Credits: 3
- BIOS 761 - Seminar Credits: 1
(to be taken for a minimum of 4 hours of credit, at least 2 of which shall be taken after the first 30 graduate-level semester hours in the student's program)
- BIOS 799 - Doctoral Dissertation Credits: 1-12
(enrollment each semester after being admitted to candidacy, until all requirements for the degree are complete)

Additional Requirements

By the end of the student's second semester, the chair of his or her doctoral committee will be selected with the approval of the department chair. The department chair, in consultation with the chair of the doctoral committee and the student, will nominate a doctoral committee to be appointed by the dean of the Graduate School. This committee will consist of no fewer than five members, including at least one person from outside the student's research field. Adjunct graduate faculty may serve on the doctoral committee; a majority of the committee, however, must be regular members of the graduate faculty in the Department of Biological Sciences. Replacements which may be required on the committee will be nominated by the remaining committee members and the department chair from among qualified faculty in consultation with the student.

The doctoral committee will consult with the student in the formulation of a program of courses and research study for the duration of the Ph.D. program. The committee will meet with the student at least once a year to evaluate progress toward completion of the degree requirements. This evaluation may include written and oral presentations required of the student by the committee. This committee assessment of the student's progress will appraise the student's background knowledge and his or her competence

in carrying out original independent research and will determine whether the student will be retained in the Ph.D. program.

The Department of Biological Sciences research-tool requirement is fulfilled by completing BIOS 670 and either BIOS 570X or BIOS 572X and BIOS 573X, which are required for the doctoral program, plus one additional graduate-level course approved by the student's doctoral committee.

The student must pass a candidacy examination consisting of written and oral portions and administered by the doctoral committee. This examination will include a comprehensive coverage of the student's academic background to enable the committee to evaluate the student's potential for successful completion of the Ph.D. degree program. This examination will be taken at a time designated by the doctoral committee, but no sooner than the completion of the first 27 graduate-level semester hours and no later than the completion of the first 60 graduate credit hours, to be applied to the Ph.D. program. A student who fails this examination may, with the permission of the committee, repeat it once; the repeated examination will be at a time designated by the committee, but no sooner than the lapse of one semester and no later than eight months before granting of the degree.

After the student has completed all other requirements for the degree, including the writing of a dissertation on a research topic approved by the student's doctoral committee, an oral defense of the dissertation will be conducted by the doctoral committee.

The doctoral candidate will present a public lecture, based on his or her dissertation.

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

Certificates of Graduate Study

Bioinformatics (16-17)

This certificate is primarily designed for individuals already working in the bioinformatics field who want to improve their skills through formal course work. Credit earned for work on the certificate may be applied toward the specialization in bioinformatics, with permission of the department.

Requirements (16-17)

If the student has completed the equivalent of BIOS 567, BIOS 635, BIOS 643, or BIOS 646 as an undergraduate with a grade of C or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the department. (Alternate courses may be substituted for BIOS 646 at the discretion of the student's committee.)

- BIOS 567 - Advanced Molecular Biology Credits: 3
- OR BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3
- BIOS 643 - Bioinformatics Credits: 3
- BIOS 646 - Programming for Bioinformatics Credits: 3
- BIOS 761 - Seminar Credits: 1

Two of the following (6-7)

Alternate courses may be substituted at the discretion of the student's committee.

- BIOS 513 - Microbial Physiology Credits: 4
- BIOS 539 - Molecular Evolution Credits: 3
- BIOS 565 - Cellular Physiology Credits: 3
- BIOS 567 - Advanced Molecular Biology Credits: 3 (If not used to meet requirement above.)
- BIOS 570X - General Biological Chemistry Credits: 3
- BIOS 576 - Plant Genetics Credits: 3
- BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3 (If not used to meet requirement above.)
- BIOS 587 - Conservation Genetics Credits: 3
- BIOS 700 - Special Topics in Biology Credits: 1-9 M. Research Methods (3)
- CHEM 674 - Enzymes Credits: 3
- CHEM 675 - Physical Chemistry of Macromolecules Credits: 3
- CSCI 602 - Design and Analysis of Algorithms Credits: 3
- MATH 560 - Modeling Dynamical Systems Credits: 3
- STAT 535 - Applied Regression Analysis Credits: 3

BIOS 506 - Conservation Biology

BIOS 507 - Restoration Ecology

BIOS 509X - Water Quality

BIOS 511 - Plant Physiology

BIOS 512 - Mycology

BIOS 513 - Microbial Physiology

BIOS 517 - Pathogenic Microbiology

BIOS 522X - Plant-Soil Interactions

BIOS 523 - Principles of Virology

BIOS 530 - Plant Systematics

BIOS 533 - Behavioral Ecology

BIOS 535X - Primate Evolution

BIOS 537X - Primate Anatomy

BIOS 539 - Molecular Evolution

BIOS 540 - Immunobiology

BIOS 542 - Evolution and the Creationist Challenge

BIOS 544 - Cell and Tissue Culture

BIOS 545 - Human Histology

BIOS 546 - Gross Human Anatomy

BIOS 547 - Comparative Vertebrate Anatomy

BIOS 550 - Molecular Biology of Cancer

BIOS 553 - Entomology

BIOS 554 - Developmental Biology

BIOS 555 - Comparative Physiology

BIOS 556 - Biology of Fishes, Amphibians, and Reptiles

BIOS 557 - Biology of Birds and Mammals

BIOS 558 - Vertebrate Paleontology

BIOS 559 - HUMAN NEUROBIOLOGY

BIOS 561 - Endocrinology

BIOS 564 - Cell Signalling

BIOS 565 - Cellular Physiology

BIOS 567 - Advanced Molecular Biology

BIOS 568X - Geomicrobiology

BIOS 569X - Invertebrate Paleontology

BIOS 570X - General Biological Chemistry

BIOS 571X - Biological Chemistry Laboratory

BIOS 572X - Biological Chemistry I

BIOS 573X - Biological Chemistry II

BIOS 576 - Plant Genetics

BIOS 577 - Human Genetics

BIOS 582 - Biology of Forensic Analysis

BIOS 587 - Conservation Genetics

BIOS 588 - Applied Microbial Biotechnology

BIOS 589 - Madagascar Field Biology

BIOS 603 - The Process and Practices of Science

BIOS 605 - Institute for Science Teachers in Biology

BIOS 610 - Food and Industrial Microbiology

BIOS 619 - Microbial Systematics and Diversity

BIOS 623 - Graduate Teaching and Research Orientation

BIOS 626 - Methods of Teaching Human Anatomy

BIOS 627X - Neuroanatomical Bases of Behavior

BIOS 628X - Neuroanatomical Bases of Behavior: Laboratory

BIOS 629 - Human Embryology

BIOS 630X - Neurochemical Bases of Behavior

BIOS 632 - Radiation Biology

BIOS 636 - Experiments in Molecular Genetics of Prokaryotes

BIOS 638 - Molecular Genetics of Prokaryotes

BIOS 640 - Advanced Immunology

BIOS 641 - Practical Bioinformatics for Biologists

BIOS 643 - Bioinformatics

BIOS 646 - Programming for Bioinformatics

BIOS 670 - Biostatistical Analysis

BIOS 690 - Topics in Molecular and Cellular Control Mechanisms

BIOS 699 - Master's Thesis

BIOS 700 - Special Topics in Biology

BIOS 761 - Seminar

BIOS 770 - Independent Study

BIOS 790 - Cooperative Education

BIOS 799 - Doctoral Dissertation

Chemistry and Biochemistry

Chair: Ralph Wheeler

Graduate Faculty

Marc J. Adler, adjunct assistant professor, Ph.D., Duke University
Gary M. Baker, professor emeritus, Ph.D., Purdue University
David S. Ballantine, Jr., professor emeritus, Ph.D., University of Maryland
Yingwen Cheng, assistant professor, Ph.D., Duke University
Robert F. Cunico, professor emeritus, Ph.D., Purdue University
James E. Erman, Distinguished Research Professor, emeritus, Ph.D., Massachusetts Institute of Technology
Elizabeth R. Gaillard, Distinguished Research Professor, Ph.D., University of Texas
Thomas M. Gilbert, associate professor, Ph.D., University of California, Berkeley
Timothy J. Hagen, associate professor, Ph.D., University of Wisconsin, Milwaukee
Oliver Hofstetter, associate professor, Ph.D., University of Tübingen (Germany)
James R. Horn, associate professor, Ph.D., University of Iowa
Narayan S. Hosmane, Distinguished Research Professor, Board of Trustees Professor, Ph.D., Edinburgh University
Dennis N. Kevill, Distinguished Research Professor, emeritus, Ph.D., University of London
Douglas Klumpp, Presidential Research, Scholarship and Artistry Professor, Ph.D., Iowa State University
Tao Li, assistant professor, Ph.D., University of South Carolina
Evgeni Nesterov, professor, Ph.D., Moscow State University
Irina Nesterova, assistant professor, Ph.D., Moscow State University
Chhiu-Tsu Lin, Distinguished Teaching Professor, Distinguished Research Professor, Board of Trustees Professor, emeritus, Ph.D., University of California, Los Angeles
W. Roy Mason III, professor emeritus, Ph.D., Emory University
Victor Ryzhov, professor, Ph.D., Case Western Reserve University
Lee Sunderlin, associate professor, Ph.D., University of California, Berkeley
Petr Vanýšek, professor emeritus, Ph.D., Czechoslovak Academy of Sciences
Ralph Wheeler, professor, Ph.D., Cornell University
Tao Xu, presidential research, scholarship and artistry

professor, Ph.D., University of Alabama
Chong Zheng, professor emeritus, Ph.D., Cornell University

The Department of Chemistry and Biochemistry offers programs leading to the M.S. and Ph.D. degrees. Bulletins describing graduate programs in chemistry are available from the department chair.

Admission to graduate programs in chemistry requires a baccalaureate degree in chemistry or a related area.

Course Information

Course numbering system. Courses offered by the Department of Chemistry and Biochemistry are divided into different areas as a general guide to students using the following numbering system.

-00, special topics
-15, seminar
-01 to -19, general chemistry
-20 to -29, analytical chemistry
-30 to -39, organic chemistry
-40 to -49, physical chemistry
-50 to -59, nanochemistry
-60 to -69, inorganic chemistry
-70 to -79, biochemistry
-80 to -99, research, dissertation, and miscellaneous

Master's Programs

Master of Science in Chemistry

Students who wish to enter the M.S. program should have a baccalaureate degree in a life, physical, mathematical science, or engineering, including one year of physics; one year of general chemistry; one year of physical chemistry; mathematics consisting of either three semesters of calculus or two semesters of calculus and one semester of differential equations; and four courses in other areas of chemistry at the 300-400 level. Students deficient in these requirements may satisfy them after admission, but the courses may not be taken for graduate credit and must be approved by the Graduate Program Committee after consultation with the department faculty in the student's primary area of interest. These deficiencies must be satisfied with a grade of C or better during the first two semesters of enrollment in the program. University Honors students who graduate from Northern Illinois University with a baccalaureate degree in chemistry or a related area are guaranteed admission into the M.S. or Ph.D. program (with acceptable scores on entry tests for the latter) as space permits.

The background examination in general chemistry is required at the time of entering the program during the orientation weeks in January and August. All students must pass this exam with a normative score of 50% in order to hold a TA appointment in the department. Students failing to pass the exam must attend general chemistry lectures (CHEM 210 or

CHEM 211) during their first semester, then retake the general chemistry examination at its next offering. Failure to pass the exam the second time will result in termination of the student's TA appointment.

The student must fulfill all requirements for the M.S. degree within five consecutive years from entry into the program.

Check departmental information for any additional requirements.

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

Thesis Option

A minimum of 30 semester hours of graduate work is required. The student must successfully complete a minimum of 14 semester hours, of which at least 12 must be from courses worth 3 or more semester hours (acceptable courses include: CHEM 570 to 573; CHEM 600; CHEM 620 to CHEM 689). However, a student's research adviser may require additional course work inside or outside the department course offerings. Other courses can be taken if approved by the Graduate Program Committee. The remaining course hours may be fulfilled from the departmental (CHEM 616, CHEM 691) and university (e.g., UNIV 600) "skills" courses. The Graduate Program Committee will have a final say if a particular university course will qualify as a "skills" course for the program.

Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

CHEM 615, Chemistry Seminar, or CHEM 616, Special Topics Chemistry Seminar, must be taken each semester unless a written waiver is given by the director of graduate studies. CHEM 690, Graduate Seminar, must be taken the first two semesters of enrollment.

A thesis incorporating the results of an approved research problem and successfully defended as part of a comprehensive oral examination is required. CHEM 698, Independent Study, should be taken as soon as possible, with enrollment to continue each term until enrollment in CHEM 699, Master's Thesis, is begun.

Essay Option

A minimum of 36 semester hours of graduate work is required. The student must successfully complete a minimum of 15 semester hours, of which at least 12 hours must be from courses worth 3 or more credit hours. Acceptable courses include: CHEM 570 to 573; CHEM 600; CHEM 620 to CHEM 689. However, a student's research adviser may require additional course work inside or outside the department course offerings. Other courses can be taken if

approved by the Graduate Program Committee. The remaining course hours may be fulfilled from the departmental (CHEM 616, CHEM 691) and university (e.g., UNIV 600) "skills" courses. The Graduate Program Committee will have a final say if a particular university course will qualify as a "skills" course for the program.

Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

CHEM 615, Chemistry Seminar, or CHEM 616, Special Topics Chemistry Seminar, must be taken each semester unless a written waiver is given by the Director of Graduate Studies. CHEM 690, Graduate Seminar, must be taken the first two semesters of enrollment.

Students earning an M.S. degree through the Essay Option must have passed the qualifying examination and the candidacy examination described under the Ph.D. program. In addition, students must submit a paper describing original research (a Master's Essay) to their examining committee. Approval of this research paper by at least three members of the examining committee and deposition of a copy of the research paper in the departmental office is required.

Educator Licensure Option

Students in this option must meet the requirements for educator licensure, in consultation with the discipline coordinator. Retention in the program requires adherence to Graduate School and educator licensure requirements and regulations.

A minimum of 30 semester hours of graduate course work to be determined by the department is required. In most cases, the number of semester hours will exceed 30. The student must successfully complete a minimum of four courses worth a total of 12 semester hours of graduate credit. Acceptable courses include CHEM 505 to CHEM 700, excluding CHEM 590-599, CHEM 615, CHEM 616, CHEM 690, CHEM 691, CHEM 698, and CHEM 699.

CHEM 690, Graduate Seminar, must be taken the first two semesters of enrollment.

The student must pass a comprehensive examination in chemistry and chemistry education. Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

Industrial Chemistry Option

A minimum of 30 semester hours of graduate work is required. The course list must be approved by the faculty adviser. The student must successfully complete a minimum of five courses worth a total of 15 semester hours of graduate

credit, of which at least 9 semester hours must be in chemistry. Acceptable courses include: CHEM 570-573; CHEM 600; CHEM 620 - 689). Many of these courses will be available online during the semesters when they are taught. The remaining course work may be done outside the department.

Only graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

A thesis incorporating the results of this research problem and successfully defended as part of a comprehensive oral examination is required. Research towards this thesis may be carried out at the place of industrial employment. In that case, a faculty co-adviser will be appointed. The co-adviser must approve a research problem and ensure a published product (peer-reviewed publication, patent application, or presentation as part of a national conference proceedings).

CHEM 698, Independent Study, should be taken as soon as possible, with enrollment to continue each term until enrollment in CHEM 699, Master's Thesis, is begun.

Doctoral Programs

Doctor of Philosophy in Chemistry

The prospective candidate for the Ph.D. in chemistry may do advanced study and research in the areas of analytical, biological, inorganic, organic, or physical chemistry; or in interdisciplinary nanotechnology.

Students who wish to enter the Ph.D. program should have a baccalaureate degree in a life, physical, or mathematical science, or engineering, including one year of physics; one year of general chemistry; one year of physical chemistry; and mathematics consisting of either three semesters of calculus or two semesters of calculus and one semester of differential equations. Also required are four courses in other areas of chemistry at the 300-400 level, except for doctoral students in the nanotechnology area, for whom two other courses in other areas of chemistry at the 300-400 level are required. Students deficient in these requirements may satisfy them after admission, but the courses may not be taken for graduate credit and must be approved by the Graduate Program Committee after consultation with department faculty in the student's primary area of interest. These deficiencies must be satisfied with a grade of C or better during the first two semesters of enrollment in the program. University Honors students who graduate from Northern Illinois University with a baccalaureate degree in chemistry or a related area are guaranteed admission into the M.S. or Ph.D. program (with acceptable scores on entry tests for the latter) as space permits.

Check departmental information for any additional requirements.

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

Course Requirements

Graduate students working for a doctoral degree must complete the number of semester hours of graduate work required by the NIU Graduate School (currently 72) with a minimum GPA of 3.00. This includes formal course work, independent study, research, and the dissertation, as specified on the student's program of courses.

A minimum of 19 semester hours of graduate credit must be earned by successfully passing graduate-level courses. At least 15 of the 19 must be from courses worth 3 or more semester hours. At least 12 of the 19 must be from the core courses listed at the department's website. Suitable courses include the following: CHEM 570-573; CHEM 600; courses in the range CHEM 620-689, and CHEM 700. The remaining course hour requirement may be fulfilled from the departmental (CHEM 616, CHEM 691) and university (e.g., UNIV 600) "skills" courses, or by courses inside or outside the department course offerings as required by a student's research adviser. Approval from the Graduate Program Committee is required for a student to earn credit for any such course work. Further requirements for the nanoscience specialization are given in the catalog under "Specialization in Nanoscience."

Graduate courses from accredited institutions in which the student has earned a grade of B or better may be accepted towards an advanced degree, subject to approval of the department and the Graduate School.

CHEM 615, Chemistry Seminar, or CHEM 616, Special Topics Chemistry Seminar, must be taken each semester unless a written waiver is given by the director of graduate studies. As part of CHEM 615 or CHEM 616, students must give an oral presentation of their research once a year. CHEM 690, Graduate Seminar, must be taken during the first two semesters of enrollment.

Within one year after successful completion of their candidacy exam, a student must give a seminar based on a comprehensive literature review of a topic different from their primary research area. This seminar will be the primary activity of CHEM 618 (1 semester hour). The seminar will be observed and evaluated by the members of the student's candidacy examination committee. The candidacy examination committee chair will enter the student's grade for CHEM 618.

There is no general language/research skill requirement. However, a student's research adviser may require that such skills appropriate for the student's research be obtained, and course work to achieve this may also be included in the student's program of courses.

The student must complete the degree requirements with a cumulative GPA of 3.20 or above in all NIU graduate course work included on the doctoral program of courses.

CHEM 799, Doctoral Research and Dissertation, should be taken as soon as possible after passing the qualifying examination, with enrollment to continue each semester until graduate work terminates.

Examinations and Associated Committees

The background examinations in general chemistry is required at the time of entering the program during the orientation weeks in January and August. All students must pass this exam with a normative score of 50% in order to hold a TA appointment in the department. Students failing to pass the exam must attend general chemistry lectures (CHEM 210 or CHEM 211) during their first semester, then retake the general chemistry examination at its next offering. Failure to pass the exam the second time will result in termination of the students's TA appointment.

A written qualifying examination must be satisfactorily completed in the primary area. This examination will test comprehensive knowledge of the area at the graduate level. The examination will be based on three "core" graduate courses (the list is available in the department) that will contribute towards the examination material. If a student desires to substitute a single different graduate course for a core course for the examination, he or she must petition the Graduate Program Committee in writing. The qualifying examination must be taken no later than the first offering after completion of the fourth semester of enrollment as a graduate student. Students must have a GPA of at least 3.20 in previous graduate work to attempt the examination. A prospective doctoral candidate who has received an M.S. degree in chemistry from NIU must take the examination at the first offering following the awarding of the M.S. degree. Qualifying examinations will be given three times a year, in September, January, and May. A student who fails to pass this examination must retake it at the next offering. Failure on the second attempt will terminate further work toward the doctorate but not the M.S. degree.

Within one year of passing the qualifying examination in the primary field, the student must complete a candidacy research examination on the student's field of research encompassing the background literature in the area, the current state of the student's research, and the proposed direction of the research. The candidacy examination committee, in consultation with the student and research adviser, will be formed from at least two faculty in addition to the student's adviser(s) representing the primary area and a secondary area and will constitute be included as part of the student's examining committee for all future examinations. From the committee members, the Graduate Program Committee, in consultation with the research adviser(s), will select the examination committee chair, for which position the student's adviser(s) are ineligible. The candidacy

examination will consist of two parts. The written part will include a detailed survey of the background literature in the area, the current state of the student's research, and the proposed direction of the research. This document must be at least 30 pages in graduate school dissertation format and will serve as the foundation for the future thesis/dissertation. It must be given to the committee at least two weeks prior to the examination date. The oral part will include a 45-minute presentation by the student based on their current and future research followed by questions from the committee. The combined written/oral candidacy examination will have a designed course number, CHEM 617 (1 semester hour). The grade will be entered by the examination committee chair. A student who fails to pass this examination with a grade of B- or above must retake it no earlier than four nor later than six months after the first attempt. Failure on the second attempt will terminate further work toward the doctoral degree.

Within one year after successful completion of their candidacy exam, a student must give a seminar based on a comprehensive literature review of a topic different from their primary research area. This seminar will be the primary activity of CHEM 618 (1 semester hour). The seminar will be observed and evaluated by the members of the student's candidacy examination committee. The candidacy examination committee chair will enter the student's grade for CHEM 618.

Following completion of the literature review, the student must form a Ph. D. examining committee incorporating the candidacy examination committee and additional members as may be required by department or Graduate School policy. The research director(s) shall act as the chair (co-chairs) of the Ph.D. examining committee. Each post-candidacy doctoral candidate must give an oral presentation of her or his research once a year. The student's Ph.D. examining committee will evaluate the presentation and inform the student of its opinion in writing.

Appeals against dismissal for failure to satisfy above examination requirements shall be directed to the Graduate Program Committee, whose recommendation shall be passed on to the faculty. The decision of the latter shall be final.

Dissertation

The student must complete an approved research problem and incorporate the results in a dissertation. The dissertation will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. A successful defense of the dissertation before the student's doctoral committee is required for its final approval.

Limitation of Time

All requirements for the Ph.D. degree in chemistry must be completed within seven consecutive years from entry into an NIU graduate program in chemistry.

Specialization in Nanoscience

Students in the interdisciplinary nanoscience specialization can earn a Ph.D. through the Department of Chemistry and Biochemistry or the Department of Physics. Topics of research in this specialization include design, synthesis, characterization and fabrications of smart nanomaterials and their potential applications, advanced nanoscience theory, and functions and properties of nanofluids.

Students pursuing a graduate specialization in nanoscience complete designated graduate-level courses in a variety of disciplines. This interdisciplinary approach exposes them to diverse physical science and engineering experiences. Successful completion of the specialization will be noted on the student's transcript.

Students interested in pursuing this specialization should apply to the Ph.D. program in chemistry or the Ph.D. program in physics, indicating their preference for nanoscience specialization. Contact the departmental director of graduate studies to determine the set of courses to be used for the specialization.

Requirements for the Specialization in Nanoscience within the Ph.D. in Chemistry

A student can complete a specialization in nanoscience (nanochemistry) within the Ph.D. program in chemistry. A minimum of 19 semester hours of graduate credit must be earned by successfully passing graduate-level courses.

See the Department of Chemistry and Biochemistry section of the Graduate Catalog for further details.

Students must complete:

Core courses (9)

- CHEM 650 - Nanochemistry Credits: 3

And at least one of the following:

- CHEM 600 - Selected Topics in Chemistry Credits: 3
- CHEM 644 - Chemical Thermodynamics Credits: 3
- CHEM 645 - Kinetics Credits: 3
- CHEM 646 - Theoretical Chemistry Credits: 3
- CHEM 700 - Special Topics in Chemistry Credits: 1-3 G. Nanochemistry
Students must take 3 semester hours in this course.

And at least one of the following:

- CHEM 622 - Analytical Separations Credits: 3

- CHEM 623 - Mass Spectrometry Credits: 3
- CHEM 624 - Optical Methods in Analytical Chemistry Credits: 3
- CHEM 631 - Organic Synthesis Credits: 3
- CHEM 632 - Physical Organic Chemistry Credits: 3
- CHEM 675 - Physical Chemistry of Macromolecules Credits: 3

Distribution requirements (6)

At least two of the following (if not used to satisfy core courses):

- CHEM 600 - Selected Topics in Chemistry Credits: 3 G. Nanochemistry
- CHEM 622 - Analytical Separations Credits: 3
- CHEM 623 - Mass Spectrometry Credits: 3
- CHEM 624 - Optical Methods in Analytical Chemistry Credits: 3
- CHEM 631 - Organic Synthesis Credits: 3
- CHEM 632 - Physical Organic Chemistry Credits: 3
- CHEM 644 - Chemical Thermodynamics Credits: 3
- CHEM 645 - Kinetics Credits: 3
- CHEM 646 - Theoretical Chemistry Credits: 3
- CHEM 675 - Physical Chemistry of Macromolecules Credits: 3
- CHEM 700 - Special Topics in Chemistry Credits: 1-3 G. Nanochemistry
Students must take 3 semester hours in this course.
- ELE 632 - VLSI Engineering: Device Design Credits: 3
- ELE 635 - Advanced Electronic Devices Credits: 3
- ELE 636 - Design of Microsystems Credits: 3
- ELE 637 - Thin Film Resistive Sensors Credits: 3
- MEE 611 - Continuum Mechanics Credits: 3
- MEE 634 - Experimental Methods in Materials Science Credits: 3
- MEE 650 - Advanced Thermodynamics Credits: 3
- MEE 692 - Advanced Mechanical Engineering Analysis Credits: 3
- PHYS 600 - Classical Mechanics Credits: 3
- PHYS 660 - Quantum Mechanics I Credits: 3
- PHYS 661 - Quantum Mechanics II Credits: 3
- PHYS 666 - Solid State Physics I Credits: 3
- PHYS 667 - Solid State Physics II Credits: 3
- PHYS 680 - Introduction to Nanophysics Credits: 3
- PHYS 790 - Special Topics in Physics Credits: 1-6 A. Solid State Physics
Students must take 3 semester hours in this course.

The remaining 4 semester-hour-requirement

The remaining 4 semester-hour-requirement may be fulfilled from the departmental (CHEM 616, CHEM 691) and

university (e.g., UNIV 600) "skills" courses, or by courses inside or outside the department course offerings as required by a student's research adviser. Approval from the Graduate Program Committee is required for a student to earn credit for any such course work.

CHEM 505 - Chemical Instrumentation

CHEM 516X - Methods in Teaching Physical Sciences

CHEM 525 - Analytical Chemistry II

CHEM 528 - Student Teaching (Secondary) in Chemistry

CHEM 540 - Physical Chemistry I

CHEM 541 - Physical Chemistry II

CHEM 560 - Inorganic Chemistry of the Transition Metals

CHEM 561 - Inorganic Chemistry Laboratory

CHEM 562 - Inorganic Chemistry of the Main Group Elements

CHEM 570 - General Biological Chemistry

CHEM 571 - Biological Chemistry Laboratory

CHEM 572 - Biological Chemistry I

CHEM 573 - Biological Chemistry II

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

CHEM 596 - Transition to the Professional Chemistry Teacher

CHEM 600 - Selected Topics in Chemistry

CHEM 615 - Chemistry Seminar

CHEM 616 - Special Topics Chemistry Seminar

CHEM 617 - Candidacy

CHEM 618 - Literature Review

CHEM 622 - Analytical Separations

CHEM 623 - Mass Spectrometry

CHEM 624 - Optical Methods in Analytical Chemistry

CHEM 626 - Electroanalytical Chemistry

CHEM 631 - Organic Synthesis

CHEM 632 - Physical Organic Chemistry

CHEM 635 - Spectroscopic Identification of Organic Molecules

CHEM 644 - Chemical Thermodynamics

CHEM 645 - Kinetics

CHEM 646 - Theoretical Chemistry

CHEM 650 - Nanochemistry

CHEM 663 - Inorganic Chemistry III

CHEM 674 - Enzymes

CHEM 675 - Physical Chemistry of Macromolecules

CHEM 690 - Applied Topics in the Chemistry Profession

CHEM 691 - Selected Skills in Chemistry and Biochemistry

CHEM 695 - In-Service Experience in Chemistry

CHEM 698 - Independent Study

CHEM 699 - Master's Thesis

CHEM 700 - Special Topics in Chemistry

CHEM 799 - Doctoral Research and Dissertation

Communication

Chair: Mehdi Semati

Graduate Faculty

Ferald J. Bryan, associate professor, Ph.D., University of Missouri

Gary Burns, professor emeritus, Ph.D., Northwestern University

Kathryn Cady, associate professor, Ph.D., University of Iowa

Randy Caspersen, associate professor, M.F.A., Columbia College

William Cassidy, professor, Ph.D., University of Oregon

Jeffrey Chown, Distinguished Teaching Professor, Board of Trustees Professor, emeritus, Ph.D., University of Michigan

David Gunkel, Distinguished Teaching Professor;

Presidential Research, Scholarship and Artisty Professor;

Ph.D., DePaul University
 Andrea Guzman, assistant professor, Ph.D., University of Illinois at Chicago
 Janice D. Hamlet, associate professor, Ph.D., Ohio State University
 David Henningsen, professor, Ph.D., University of Wisconsin
 Mary Lynn Henningsen, Presidential Teaching Professor, Ph.D., University of Wisconsin
 Richard Holt, professor, Ph.D., University of Illinois
 Betty La France, professor, Ph.D., Michigan State University
 Robert Miller, associate professor emeritus, Ph.D., Northwestern University
 Karla Padrón, assistant professor, Ph.D., University of Minnesota
 Joseph Scudder, Distinguished Teaching Professor, Ph.D., Indiana University
 Mehdi Semati, professor, Ph.D., University of Missouri-Columbia
 Kathleen S. Valde, associate professor, Ph.D., University of Iowa
 Laura Vazquez, Board of Trustees Professor, Ph.D., Northwestern University
 Karen Whedbee, associate professor, Ph.D., University of Wisconsin
 Kerith Woodyard, associate professor, Ph.D., University of Utah
 Shupeiy Yuan, assistant professor, Ph.D., Michigan State University

The Department of Communication offers a graduate program leading to the M.A. degree in communication studies. This graduate program is adapted to the student's individual needs and academic background. Each student plans a program in consultation with an adviser from the graduate faculty of the department. With the approval of the adviser, the student may elect a maximum of 12 semester hours in allied studies in other departments. If approved by the student's supervisory committee, a maximum of 6 hours of credit may be transferred from another institution for inclusion in the student's program of study. A maximum of 9 hours earned at Northern Illinois University as a Student-at-Large may be approved for inclusion in a student's program.

With the adviser's consent, the student may choose to pursue the degree with or without a thesis. The number of credits transferred from another school or taken as a student-at-large to be approved as part of the student's program of courses will be determined by the student's departmental advisory committee.

Master's Programs

Master of Arts in Communication Studies

A student may pursue the primary portion of graduate study for the M.A. in communication studies in interpersonal, organizational, and persuasive communication, rhetorical studies, journalism, or media studies.

Check departmental information for any additional requirements. For application information please visit, <https://www.niu.edu/clas/comm/graduate/how-to-apply.shtml>

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

Requirements

The student must earn a minimum of 36 semester hours of graduate credit and must take at least one 600- or 700-level course in each of the following four areas: journalism, communication theory, rhetorical studies, and media studies. COMS 691, Research in Communication Studies (3), is required of all students and must be taken during the first 12 semester hours of graduate work. Up to 12 semester hours taken at the 500-level may be included in a student's program of study.

With the adviser's advice and consent, the student must fulfill the requirements of either the thesis or non-thesis option.

- COMS 691 - Research in Communication Studies
Credits: 3

Thesis Option

A thesis must be submitted and approved. From 3 to 6 semester hours may be allotted to thesis research and writing. A maximum of 6 semester hours may be taken in a combination of COMS 697, Directed Individual Study, and COMS 699, Master's Thesis.

Prior to the semester in which degree requirements are completed, the student must have a proposal accepted by the members of the student's committee. During the semester in which degree requirements are completed, the student must pass an oral examination on the thesis and course work. The student must submit a copy of the thesis to the members of his or her committee at least two weeks prior to the oral examination.

Non-Thesis Option

A maximum of 3 semester hours may be earned in COMS 697, Directed Individual Study. This course should only be used for unique educational opportunities, new projects, and research endeavors not otherwise available through current course offerings.

During the semester in which degree requirements are completed, the student must pass a written examination and an oral examination, both of which will assess knowledge and ability in the area of special interest.

COMS 503 - Freedom of Speech and Communication Ethics

COMS 519 - Political Communication in America

COMS 526 - Advanced Documentary Field Production

COMS 527 - Advanced Narrative Field Production

COMS 546 - Designing for the Internet

COMS 549 - Audio Production

COMS 554 - Transnational Communication and Media

COMS 555 - Media Law and Ethics

COMS 556 - History of Film

COMS 557 - The Documentary Tradition

COMS 559 - History of Broadcasting

COMS 562 - Film Theory and Criticism

COMS 563 - Advanced Studio Production

COMS 566 - Narrative Scriptwriting

COMS 569 - Interactive Media Production II

COMS 575 - Film Festival Administration

COMS 581 - Communication Ethics in Organizations

COMS 600 - The Classical Tradition in Rhetorical Theory

COMS 602 - Contemporary Rhetorical Theory

COMS 603 - Seminar in Public Rhetoric

COMS 604 - Methods of Rhetorical Criticism

COMS 605 - Theory and Uses of Argument

COMS 606 - Communication Ethics

COMS 607 - Seminar in Small-Group Communication

COMS 608 - Special Topics in Communication Studies

COMS 609 - Topics in Communication Theory

COMS 610 - Symbolic Behavior and Communication

COMS 611 - Interpersonal Influence

COMS 619 - Seminar in Presidential Rhetoric

COMS 620 - Rhetorical Approaches to Social Movements

COMS 630 - Seminar in Communication Education

COMS 639 - Internship in Communication Studies

COMS 640 - Seminar in Communication and Gender

COMS 647 - Communication Technology

COMS 649 - Media and Culture in Ireland

COMS 650 - Seminar in Media Studies

COMS 652 - Advanced Problems of Media Production

COMS 654 - Media and Society

COMS 655 - Theories of Television

COMS 656 - Feminist Media Theory

COMS 657 - Documentary Theory and Practice

COMS 658 - Seminar in Media Criticism

COMS 661 - Seminar in Internal Organizational Communication

COMS 662 - Seminar in Intercultural Communication

COMS 663 - Seminar in Interpersonal Communication

COMS 664 - Seminar in Communication Theory

COMS 671 - Seminar in Organizational Leadership and Communication

COMS 672 - Seminar in Organizational Development and Communication

COMS 673 - Seminar in External Organizational Communication

COMS 680 - Seminar in Conflict Management and Negotiation

COMS 691 - Research in Communication Studies

COMS 697 - Directed Individual Study

COMS 699 - Master's Thesis

COMS 707 - Seminar in Persuasion

COMS 760 - Seminar in Rhetoric

JOUR 602 - Reporting of Public Affairs

JOUR 621 - Seminar in Special Topics in Journalism

JOUR 635 - Public Relations Cases, Concepts, and Campaigns

JOUR 652 - Seminar in Media and Technology

JOUR 682 - The Press and World Affairs

JOUR 683 - Seminar in Press Problems

Computer Science

Chair: Nicholas T. Karonis

Graduate Faculty

Hamed Alhoori, assistant professor, Ph.D., Texas A&M University

Pratool Bharti, Ph.D., University of South Florida, assistant professor

Kirk Duffin, associate professor, Ph.D., Brigham Young University

Raimund K. Ege, associate professor, Ph.D., Oregon Graduate Institute of Science and Technology

Reva Freedman, associate professor, Ph.D., Northwestern University

Minmei Hou, associate professor, Ph.D., Pennsylvania State University

Nicholas T. Karonis, professor, Ph.D., Syracuse University

David Koop, Ph.D., University of Utah, assistant professor

Michael E. Papka, professor, Ph.D., University of Chicago

Mona Rahimi, Ph.D., University of Notre Dame, assistant professor

Maoyuan Sun, Ph.D., Virginia Polytechnic Institute and State University, assistant professor

Jie Zhou, professor, Ph.D., Concordia University

For admission to the graduate program in computer science, students must have a bachelor's degree in computer science or a closely related field. Students without such a background may also be admitted, but may be required to take from one to four deficiency courses and earn a grade of B or higher in each.

Master's Programs

Master of Science in Computer Science

For admission to the master's program in computer science, students must have a bachelor's degree in computer science or a closely related field. Students without such a background may also be admitted, but may be required to take deficiency courses and earn a grade of B or higher in each. Deficiencies should be resolved in the first year and do not normally carry graduate credit toward the degree.

Students pursuing the M.S. in computer science must complete at least 31 semester hours. Students have the option of completing the M.S. degree in computer science by taking only courses or by combining course work with a master's thesis. For students who write a master's thesis, 6 semester hours of CSCI 699 will count as two of the ten courses required.

Students who are planning to continue their studies through the department's doctoral program must choose the thesis option. Students who write a master's thesis, may receive credit for up to 6 semester hours of CSCI 699.

A program of study designed by the student and the adviser must be approved by the Department of Computer Science.

Students must obtain prior departmental approval to apply courses not offered by the Department of Computer Science to their programs of study. No more than 8 credit hours may be taken outside the Department of Computer Science.

Check departmental information for any additional requirements.

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

Requirements (31)

Students must complete the required number of hours in each of the following areas:

- I. Survey (1)
- II. Programming (3)
- III. Systems (3)
- IV. Theory (3)
- V. Specializations (6)
- VI. Electives (15)

Total (31)

Graduate-level courses for which there exists an undergraduate equivalent (typically courses that are offered as 400/500 courses) shall not constitute more than 50% of the hours applied toward a master's degree.

Details for each category are listed below.

I. Survey

Students must complete the following course:

- CSCI 600 - Big Ideas in Computer Science Credits: 1

II. Programming

Students must complete one course from the following or substitute another course with departmental approval.

- CSCI 501 - Programming Principles in C++ Credits: 3
- CSCI 502 - Programming Principles in Java Credits: 3
- CSCI 503 - Programming Principles in Python Credits: 3

III. Systems

Students must complete one course from the following:

- CSCI 511 - Database Concepts Credits: 3
- CSCI 512 - Computer Networks Credits: 3
- CSCI 513 - Software Engineering Credits: 3
- CSCI 514 - Operating Systems Credits: 3
- CSCI 515 - Principles of Compilers Credits: 3

IV. Theory

Students must complete one course from the following:

- CSCI 601 - Theory of Computation Credits: 3
- CSCI 602 - Design and Analysis of Algorithms Credits: 3

V. Specializations

Students must complete two courses from the following:

Data Analytics

- CSCI 636 - Pattern Recognition and Data Mining I Credits: 3
- CSCI 639 - Network Theory Credits: 3
- CSCI 641 - Big Data Analytics Credits: 3
- CSCI 642 - Information Storage and Retrieval Credits: 3
- CSCI 646 - Modeling and Simulation Credits: 3
- CSCI 656 - Artificial Intelligence Credits: 3
- CSCI 657 - Natural Language Processing I Credits: 3

Graphics and Visualization

- CSCI 626 - Human Computer Interaction Credits: 3
- CSCI 627 - Data Visualization Credits: 3
- CSCI 630 - Computer Graphics: Modeling Credits: 3
- CSCI 631 - Computer Graphics: Rendering Credits: 3
- CSCI 633 - Digital Image Processing and Analysis Credits: 3

High Performance Computing

- CSCI 661 - Parallel and Distributed Programming Models Credits: 3
- CSCI 662 - Programming Non-traditional Architectures Credits: 3

Bioinformatics

- CSCI 651 - Applications of Graph Theory Credits: 3
- CSCI 652 - Algorithmic Bioinformatics I Credits: 3

VI. Electives

Students must complete sufficient semester hours of electives to fill out their program. Elective course work includes CSCI courses in the range 500-798 that have not been used to satisfy another requirement. Students may take up to 8 semester hours from other departments in courses relevant to the student's program, subject to department approval.

Students who are planning to continue through the department's doctoral program must take CSCI 701 - Research Methods in Computer Science, as one of their electives of the M.S. in Computer Science, preferably as early as possible.

Doctoral Programs

Doctor of Philosophy in Computer Science

Students seeking admission to the Ph.D. program in computer science must meet all the requirements for admission to the Graduate School; must have a baccalaureate or master's degree in computer science or a related field; and should have a background equal to that required for the B.S. degree at Northern Illinois University.

Requirements

A program of study designed by the student and the adviser to meet the course requirements specified below must be approved by the Department of Computer Science. Each student must complete at least 90 semester hours of graduate course work.

Students must obtain prior departmental approval to apply courses not offered by the Department of Computer Science to their programs of study. No more than 12 credit hours may be outside the Department of Computer Science.

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>.

The requirements for the Ph.D. degree are as follows:

- I. Requirements for the M.S. in Computer Science with thesis option (31)
- II. Research methods course (3)
- III. Advanced course work (12)
- IV. Dissertation (24-44)
- V. Electives (0-20)

Total (90)

Graduate-level courses for which there exists an undergraduate equivalent (typically courses that are offered as 400/500 classes) shall not constitute more than 50% of hours, exclusive of dissertation hours, applied toward a doctoral degree.

Details for each category are listed below.

I. Requirements for the M.S. in Computer Science with thesis option (31)

Students must complete the M.S. program in Computer Science with the thesis option at NIU, or its equivalent elsewhere.

II. Research methods (3)

Students must complete the following course:

- CSCI 701 - Research Methods in Computer Science Credits: 3
A student who has already taken this course as part of the M.S. degree in Computer Science must take 3 additional semesters of electives instead. If a student has taken an equivalent course elsewhere, the student's adviser may recommend to the department that this requirement be waived, in which case the student must take 3 additional semester hours of electives instead.

III. Advanced course work (12)

Students must take four courses chosen from the following:

Data Analytics

- CSCI 637 - Pattern Recognition and Data Mining II Credits: 3
- CSCI 647 - Advanced Discrete Simulation Credits: 3
- CSCI 658 - Natural Language Processing II Credits: 3
- CSCI 659 - Intelligent Interactive Systems Credits: 3

Graphics and Visualization

- CSCI 628 - Information Visualization Credits: 3
- CSCI 629 - Scientific Visualization Credits: 3
- CSCI 632 - Advanced Computer Graphics Credits: 3
- CSCI 634 - Computer Vision Credits: 3
- CSCI 635 - Virtual Reality Credits: 3

Bioinformatics

- CSCI 653 - Algorithmic Bioinformatics II Credits: 3

IV. Dissertation (24-44)

Students must complete a minimum of 24 semester hours of the following course:

- CSCI 799 - Doctoral Research and Dissertation Credits: 1-15

V. Elective course work (0-20)

Students must complete sufficient semester hours of electives to fill out their program. Elective course work includes CSCI courses in the range 500-798, excepting 699, that have not been used to satisfy another requirement. Students may take up to 12 semester hours from other departments in courses relevant to the student's dissertation and subject to department approval.

Language/Research Tool Requirements

Students fulfill this requirement by passing the two courses listed below.

Since computer programming is a required tool for a Ph.D. in Computer Science, successful completion of CSCI 501, CSCI 502, or CSCI 503, or departmental approval, as required by the M.S. in Computer Science, counts as one of the research tool courses.

CSCI 701 - Research Methods in Computer Science, counts as the other research tool course.

Qualifying Examination

The qualifying examination for the Ph.D. consists of writing and successfully defending a master's thesis in Computer Science in the department. If a student has written and defended a master's thesis before entering the program, the student's Ph.D. adviser will advise the department on whether the student has satisfied this requirement. Students are generally expected to pass the qualifying examination by the end of their second year in the program. Students who fail the examination may, with permission of the department, repeat it once.

Candidacy Examination

The candidacy examination for the Ph.D. consists of writing a dissertation proposal and successfully passing an oral examination based on that proposal. Students are generally expected to pass the candidacy examination within two years of the completion of the qualifying examination. Students who fail the examination may, with permission of the department, repeat it once.

Dissertation Committee

The department chair, in consultation with the chair of the doctoral committee and the student, will nominate a doctoral committee to be appointed by the dean of the Graduate School. This committee will consist of three to five members. Adjunct graduate faculty may serve on the doctoral committee; a majority of the committee, however, must be regular members of the graduate faculty in the Department of Computer Science.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to Graduate School regulations. Students must be enrolled for at least 2 semester hours of credit in the semester in which the examination is taken. Students who fail the examination may, with permission of the department, repeat it once.

Certificates of Graduate Study

Mobile Programming

This certificate is designed to provide study in programming mobile devices such as the iPhone, iPad, Droid phones, and Microsoft phones. The certificate is open to all graduate students. Students must maintain good academic standing in the university, achieve a minimum grade of B in each certificate course, and complete all certificate course work within six calendar years. All course requirements for the certificate must be completed at NIU. Depending upon a student's prior programming background, successful completion of deficiency courses may be required before the

student is allowed to enroll in any certificate courses. With department approval, some or all of the certificate courses may be applied toward graduate degree requirements in the department. The Department of Computer Science reserves the right to limit enrollment in any of the certificate courses.

Requirements (14)

- CSCI 523 - Advanced iOS Mobile Device Programming Credits: 3
- CSCI 524 - Advanced Android Mobile Device Programming Credits: 3

Choose two of the following (8)

- CSCI 521 - iOS Mobile Device Programming Credits: 4
- CSCI 522 - Android Mobile Device Programming Credits: 4

CSCI 501 - Programming Principles in C++

CSCI 502 - Programming Principles in Java

CSCI 503 - Programming Principles in Python

CSCI 504 - Programming Principles in .Net

CSCI 505 - Programming Principles in Perl

CSCI 511 - Database Concepts

CSCI 512 - Computer Networks

CSCI 513 - Software Engineering

CSCI 514 - Operating Systems

CSCI 515 - Principles of Compilers

CSCI 521 - iOS Mobile Device Programming

CSCI 522 - Android Mobile Device Programming

CSCI 523 - Advanced iOS Mobile Device Programming

CSCI 524 - Advanced Android Mobile Device Programming

CSCI 526 - Introduction to Software Engineering

CSCI 528 - Web Development

CSCI 600 - Big Ideas in Computer Science

CSCI 601 - Theory of Computation

CSCI 602 - Design and Analysis of Algorithms

CSCI 607 - Principles of Computer Security

CSCI 608 - Telecommunications and Networking Security

CSCI 609 - Computer Security Management

CSCI 610 - CISSP Review

CSCI 612 - Network Applications Programming

CSCI 614 - Video Game Design and Development

CSCI 626 - Human Computer Interaction

CSCI 627 - Data Visualization

CSCI 628 - Information Visualization

CSCI 629 - Scientific Visualization

CSCI 630 - Computer Graphics: Modeling

CSCI 631 - Computer Graphics: Rendering

CSCI 632 - Advanced Computer Graphics

CSCI 633 - Digital Image Processing and Analysis

CSCI 634 - Computer Vision

CSCI 635 - Virtual Reality

CSCI 636 - Pattern Recognition and Data Mining I

CSCI 637 - Pattern Recognition and Data Mining II

CSCI 639 - Network Theory

CSCI 641 - Big Data Analytics

CSCI 642 - Information Storage and Retrieval

CSCI 646 - Modeling and Simulation

CSCI 647 - Advanced Discrete Simulation

CSCI 651 - Applications of Graph Theory

CSCI 652 - Algorithmic Bioinformatics I

CSCI 653 - Algorithmic Bioinformatics II

CSCI 656 - Artificial Intelligence

CSCI 657 - Natural Language Processing I

CSCI 658 - Natural Language Processing II

CSCI 659 - Intelligent Interactive Systems

CSCI 661 - Parallel and Distributed Programming Models

CSCI 662 - Programming Non-traditional Architectures

CSCI 680 - Topics in Computer Science

CSCI 690 - Internship

CSCI 695 - Seminar in Computer Science

CSCI 696 - Research and Development Internship

CSCI 697 - Graduate Reading in Computer Science

CSCI 699 - Thesis

CSCI 701 - Research Methods in Computer Science

CSCI 799 - Doctoral Research and Dissertation

Economics

Chair: Carl M. Campbell III

Graduate Faculty

Evan Anderson, professor, Ph.D., University of Chicago
Carl M. Campbell III, professor, Ph.D., Princeton University
Ai-ru Cheng, associate professor, Ph.D., University of North Carolina
Alexander Garivaltis, assistant professor, Ph.D., University of Minnesota
Jeremy Groves, associate professor, director of graduate studies, Ph.D., Washington University
Beth Ingram, professor, Ph.D., University of Minnesota
Anna Klis, assistant professor, Ph.D., University of Texas
Maria Ponomareva, associate professor, Ph.D., Northwestern University
George Slotsve, professor, Ph.D., University of Wisconsin
Norman Walzer, Faculty Affiliate, Ph.D., University of Illinois
Virginia L. Wilcox, professor, Ph.D., Washington University
Wei Zhang, associate professor, Ph.D., University of Wisconsin

The Department of Economics offers graduate programs leading to the M.A. and Ph.D. degrees. A procedures manual describing graduate programs in economics in greater detail

is available from the department chair or the departmental director of graduate studies.

Students who plan to pursue the graduate curriculum in economics should consult the departmental director of graduate studies before enrolling in course work. A student whose background in economics is deficient (in the judgment of the department's graduate committee) may be required to take additional course work at the undergraduate level.

Master's Programs

Master of Arts in Economics

The M.A. in economics is suitable either for students intending to pursue a Ph.D. in economics or for those seeking a practical program of study to prepare them for technical or administrative positions in business or government. For those seeking a career dealing with financial markets, the department offers a concentration in Financial Economics as part of its M.A. program.

The M.A. program in economics requires a minimum of 30 semester hours of graduate credit. The core courses have the prerequisites of ECON 590 - Economic Statistics and Econometrics (3) and ECON 591 - Mathematical Methods for Economics (3). Students are highly encouraged to take those courses as part of their graduate studies regardless of their background.

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>.

Course Requirements

- ECON 660 - Microeconomic Analysis I Credits: 3
- ECON 661 - Macroeconomic Analysis I Credits: 3
- ECON 690 - Econometrics I Credits: 3
- ECON 691 - Research Tools for Economists Credits: 3
- ECON 692 - Methods in Economics Credits: 1-2 A. Econometrics
Students take 1 semester hour in this course.
- ECON 699A - Master's Research Component: Master's Thesis Credits: 1-6
- OR ECON 699B - Master's Research Component: Master's Research Paper Credits: 3
OR a substantial research paper written in a 500- or 600-level economics course and approved by the professor teaching the course.

Electives

Students must choose at least 17 elective semester hours from courses numbered 500 or greater and only 6 of those 17 semester hours may be from outside the department with the approval of the Director of Graduate Studies.

Credits from ECON 590, ECON 591, and ECON 798 cannot be counted toward the 17 semester hours of electives.

Students with an interest in the Concentration in Financial Economics

Students may earn a Concentration in Financial Economics by taking the following courses as part of their 17 hours of electives.

- ECON 584 - Financial Derivatives Credits: 3
- ECON 740 - Financial Economics I Credits: 3
- ECON 743 - Financial Economics II Credits: 3
- ECON 791 - Computational Economics Credits: 3
- STAT 601 - Stochastic Processes Credits: 3

Comprehensive Examinations

Students having a grade below B in ECON 660 will be required to pass a comprehensive examination in microeconomic theory. Those having a grade below B in ECON 661 will be required to pass a comprehensive examination in macroeconomic theory. Comprehensive examinations in microeconomic and macroeconomic analysis will normally be taken by each student in the master's degree program the first time that these examinations are offered following the completion of ECON 660 and ECON 661. A student who fails either of these examinations twice will generally not be permitted to continue in the M.A. program. However, in extenuating circumstances a student may submit a written appeal to the department to take an examination a third and final time.

Doctoral Programs

Doctor of Philosophy in Economics

A person who has earned the doctorate in economics is qualified both to teach economics at the university level and to do original research in academe, government, and the private sector. The doctoral program in economics features a strong core of courses in theory and econometrics and a focus on the four applied fields of labor economics, public finance, financial economics, and econometrics. Other fields may be approved by the department's director of graduate studies, subject to student demand and faculty availability.

The doctoral program in economics also offers a concentration in econometrics and statistics in which a student specializing in econometrics may earn an M.S. in Applied Probability and Statistics while enrolled in the Ph.D. in Economics program.

Check departmental information for any additional requirements.

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

Course Requirements

All doctoral students must satisfactorily complete a minimum of 60 semester hours of graduate course work, and no more than 12 semester hours may be from 500-level courses.

Prerequisites

- ECON 590 - Economic Statistics and Econometrics Credits: 3
- ECON 591 - Mathematical Methods for Economics Credits: 3
- ECON 660 - Microeconomic Analysis I Credits: 3
- ECON 661 - Macroeconomic Analysis I Credits: 3

Core Courses

- ECON 648 - Introduction to Game Theory Credits: 3
- ECON 690 - Econometrics I Credits: 3
- ECON 691 - Research Tools for Economists Credits: 3
- ECON 692 - Methods in Economics Credits: 1-2 A. Econometrics
Students take 1 semester hour in this course.
- ECON 760 - Microeconomic Analysis II Credits: 3
- ECON 761 - Macroeconomic Analysis II Credits: 3
- ECON 796 - Research Seminar in Economics Credits: 3
- ECON 798 - Current Research Colloquium Credits: 1
Students must take 8 semester hours in this course.
- ECON 799 - Doctoral Research and Dissertation Credits: 1-15
Students must take 12 semester hours in this course.

Field Requirements

Student must complete two of the following fields:

Labor Economics

- ECON 700 - Labor Market Analysis I Credits: 3
- ECON 701 - Labor Market Analysis II Credits: 3

Financial Economics

- ECON 740 - Financial Economics I Credits: 3
- ECON 743 - Financial Economics II Credits: 3

Public Sector Economics

- ECON 750 - Public Sector Economics I Credits: 3
- ECON 751 - Public Sector Economics II Credits: 3

Econometrics

- ECON 790 - Econometrics II Credits: 3
- ECON 793 - Financial and Time-Series Econometrics Credits: 3

Course work in other applied fields may be obtained by consulting the department's director of graduate studies.

Research-Tool Requirement

The Department of Economics research-tool requirement is fulfilled by successfully completing ECON 590, ECON 591, ECON 690, ECON 691, and ECON 692A, which are required in the doctoral program.

Joint M.S. in Applied Probability and Statistics

Students in good standing in the Ph.D. in Economics program may request approval by the Division of Statistics to also earn an M.S. in Applied Probability Statistics while they work toward their Ph.D. in Economics. These students must fulfill the requirements for the Econometrics field above in addition to the course work listed below and any thesis or comprehensive exam requirement within the Division of Statistics.

- STAT 515 - Computational Methods in Statistics Credits: 3
- STAT 610 - Theory of Statistics I Credits: 3
- STAT 611 - Theory of Statistics II Credits: 3
- Two STAT courses 500 level or above (6)
- Two STAT courses 600 level or above (6)

Admission to Candidacy

All students are required to take candidacy examinations in microeconomic theory and in macroeconomic theory. Students must take the candidacy examination in microeconomics the first time it is offered after satisfactory completion of ECON 660 and ECON 760 and must take the candidacy examination in macroeconomics the first time it is

offered after satisfactory completion of ECON 661 and ECON 761. A student who fails either of these examinations may, with the permission of the examining committee, repeat it after the lapse of at least one semester. A student who fails either of these examinations a second time will be dismissed from the doctoral program.

After successfully completing the candidacy examinations and two courses in an applied field, a Ph.D. student is required to enroll in the Research Seminar in Economics (ECON 796) to write a professional and original research paper in one of their fields of study under the guidance of a research adviser chosen by the student. The paper will be evaluated by the research adviser and two additional faculty members approved by the research adviser. Upon receiving a satisfactory evaluation, the student will be admitted to candidacy. The Ph.D. research paper must be successfully evaluated within one year of the initial enrollment in ECON 796 and must be presented in the weekly research seminar (ECON 798). Failure to complete the Ph.D. Research Paper within one year after the initial enrollment in ECON 796, will result in dismissal from the doctoral program. Under exceptional circumstances, the student and their research adviser may submit a written request to the department's Graduate Committee requesting an extension of this time limit.

Certificates of Graduate Study

Financial Engineering (15)

Coordinator: Jeremy Groves, Director of Graduate Studies, Department of Economics

The Certificate in Graduate Study in Financial Economics is a non-degree interdisciplinary program with courses in economics, statistics, and computer science for a student seeking a practical program of study to prepare for technical or administrative positions in the financial industry.

The certificate in Financial Engineering is open to all students admitted to degree and non-degree study at Northern Illinois University. All courses for the certificate in Financial Engineering must be completed at NIU. Course work leading to the certificate in Financial Engineering must be completed within six years immediately preceding awarding of the certificate. Students must earn a grade point average of at least 3.00 in courses used toward the certificate in Financial Engineering. Courses completed for the certificate in Financial Engineering may also be used to satisfy requirements for graduate degree programs.

Program prerequisites:

- Familiarity with undergraduate financial economics
- Computer programming in a language such as C, C++, Fortran, or Java

Students not satisfying the above prerequisites may be required to take the following courses:

- ECON 661 - Macroeconomic Analysis I Credits: 3
- CSCI 501 - Programming Principles in C++ Credits: 3

Required Courses (9)

- ECON 584 - Financial Derivatives Credits: 3
- ECON 791 - Computational Economics Credits: 3
(MATH 535 - Numerical Analysis Credits: 3 may be substituted for ECON 791 with consent of department.)
- STAT 601 - Stochastic Processes Credits: 3

Electives (6)

Two courses, including at least one CSCI course, must be chosen from the courses listed below:

- CSCI 661 - Parallel and Distributed Programming Models Credits: 3
- CSCI 662 - Programming Non-traditional Architectures Credits: 3
- ECON 642 - Financial Engineering Credits: 3
- ECON 649 - Algorithmic Trading Credits: 3
- ECON 740 - Financial Economics I Credits: 3
- ECON 743 - Financial Economics II Credits: 3
- ECON 795 - Internship in Economics Credits: 1-6

ECON 503 - Economics of Human Resources

ECON 515 - Sports Economics

ECON 520 - Antitrust Economics

ECON 523 - Public Utilities

ECON 525 - Economic Education

ECON 542 - Introduction to Financial Engineering

ECON 543 - Economic Development

ECON 550 - Public Economics

ECON 552 - Fiscal Policy

ECON 554 - State and Local Finance

ECON 566 - Business Cycles

ECON 570 - History of Economic Thought

ECON 574 - Economic History of the United States

ECON 584 - Financial Derivatives

ECON 585 - Urban Economic Problems and Policies

ECON 589 - Seminar in Economic Analysis

ECON 590 - Economic Statistics and Econometrics

ECON 591 - Mathematical Methods for Economics

ECON 592 - Research Methods in Economics

ECON 595 - Seminar in Current Problems

ECON 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

ECON 597 - Independent Study in Economics

ECON 612 - Monetary Theory

ECON 613 - Monetary Policy

ECON 621 - Structure of Industry

ECON 622 - Industrial Organization

ECON 625 - Topics in Economic Education

ECON 630 - International Trade Theory

ECON 632 - International Monetary Economics

ECON 640 - Theories of Economic Development

ECON 642 - Financial Engineering

ECON 647 - Optimal Portfolio Choice

ECON 648 - Introduction to Game Theory

ECON 649 - Algorithmic Trading

ECON 660 - Microeconomic Analysis I

ECON 661 - Macroeconomic Analysis I

ECON 664 - Survey of Market Economics

ECON 665 - Survey of Income Economics

ECON 670 - History of Economic Analysis I

ECON 671 - History of Economic Analysis II

ECON 685 - Regional Economics

ECON 686 - Urban Economics

ECON 690 - Econometrics I

ECON 691 - Research Tools for Economists

ECON 692 - Methods in Economics

ECON 695 - Special Topics in Economics

ECON 697 - Economic Research Practicum

ECON 698 - Independent Study in Economics

ECON 699A - Master's Research Component: Master's Thesis

ECON 699B - Master's Research Component: Master's Research Paper

ECON 700 - Labor Market Analysis I

ECON 701 - Labor Market Analysis II

ECON 740 - Financial Economics I

ECON 743 - Financial Economics II

ECON 745 - Seminar in Financial Economics

ECON 750 - Public Sector Economics I

ECON 751 - Public Sector Economics II

ECON 760 - Microeconomic Analysis II

ECON 761 - Macroeconomic Analysis II

ECON 790 - Econometrics II

ECON 791 - Computational Economics

ECON 793 - Financial and Time-Series Econometrics

ECON 795 - Internship in Economics

ECON 796 - Research Seminar in Economics

ECON 798 - Current Research Colloquium

ECON 799 - Doctoral Research and Dissertation

English

Chair: Lara Crowley

Graduate Faculty

Melissa M. Adams-Campbell, associate professor, Ph.D., Indiana University
Gülsat Aygen, Distinguished Teaching Professor, Ph.D., Harvard University
William Baker, Distinguished Research Professor, Board of Trustees Professor, professor emeritus, Ph.D., University of London
Scott Balcerzak, associate professor, Ph.D., University of Florida
Alexandra G. Bennett, professor, Ph.D., Brandeis University
Betty J. Birner, professor, Ph.D., Northwestern University
Joseph W. Bonomo, professor, Ph.D., Ohio University
Nicole Clifton, professor, Ph.D., Cornell University
Lara Crowley, associate professor, Ph.D., University of Maryland, chair
Timothy Crowley, associate professor, Ph.D., University of Maryland
Michael J. Day, professor, Ph.D., University of California, Berkeley
Deborah C. De Rosa, associate professor, Ph.D., University of North Carolina, Chapel Hill
Susan E. Deskis, professor emeritus, Ph.D., Harvard University
Jeffrey Einboden, Presidential Research, Scholarship, and Artistry professor, Ph.D., University of Cambridge
Ibis Gómez-Vega, associate professor, Ph.D., University of Houston
David J. Gorman, associate professor, Ph.D., Columbia University
Ryan Hibbett, assistant professor, Ph.D., Southern Illinois University
Elizabeth A. Kahn, associate professor, Ph.D., University of Chicago
John V. Knapp, professor emeritus, Ph.D., University of Illinois, Ph.D., University of Wisconsin
Amy K. Levin, professor emeritus, Ph.D., City University of New York
Doris M. Macdonald, associate professor emeritus, Ph.D., Louisiana State University
Brian T. May, professor, Ph.D., University of Virginia
Thomas McCann, professor, Ph.D., University of Chicago
Amy Newman, Distinguished Research Professor, Board of Trustees Professor, Ph.D., Ohio University
Bradley T. Peters, professor, Ph.D., University of Iowa, interim chair
Kathleen Renk, professor emeritus, Ph.D., University of Iowa
Jessica Reyman, professor, Ph.D., University of Minnesota
Timothy Ryan, professor, Ph.D., University of Nevada, Reno
Diana L. Swanson, professor emeritus, Ph.D., University of Minnesota
Mark W. Van Wienen, professor, Ph.D., University of Illinois

The Department of English offers graduate programs leading to degrees at both the master's and doctoral levels. The scores on the GRE General Test are required as admission

credentials. Well prepared students with baccalaureate degrees may begin work immediately to fulfill the requirements for the doctorate. ENGL 601, Bibliography and Methods of Research, ENGL 608, Research Methods in Linguistics, or ENGL 625, Methods of Research in Professional Writing, is required of all graduate students in English, and should be taken early in a student's program of studies. No more than 15 semester hours of transfer course work may be applied toward a graduate degree in English. No more than 15 semester hours of combined transfer course work and credit earned as a student-at-large may be applied toward a graduate degree in English without the consent of the director of graduate studies and the chair of the department.

Advising

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

Certificates of Graduate Study

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

Master's Programs

Master of Arts in English

The Department of English offers two tracks leading to the M.A. degree, the choice of which depends on the student's academic and professional goals. Track I requires a minimum of 30 semester hours, and track II requires 36 semester hours. Students pursuing the M.A. in English have the option of taking a final comprehensive examination or writing a thesis after completing a minimum of 24 semester hours in the Department of English.

Students pursuing the M.A. in English may choose one of seven areas of study: British and American literature; English education; film and literature; linguistics; literature and rhetoric/composition; rhetoric and writing; and teaching English as a second language/TESOL (for students and educators who wish to study teaching English as a Second Language [ESL], English as a Foreign Language [EFL], bilingual education, or applied linguistics). Substitutions within each area of study may be made at the discretion of the department's director of graduate studies.

Check departmental information for any additional requirements.

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

Track I

Track I requires a minimum of 30 semester hours of graduate credit in the Department of English and is designed to prepare students for graduate work at the doctoral level. Students in this track must pass a proficiency examination in one foreign language. Foreign language proficiency may be demonstrated in French, German, Greek (classical or koine), Italian, Latin (classical or medieval), Russian, or Spanish, or in another language approved by the director of graduate studies on the basis of demonstrated need. The student's graduate adviser may permit limited study in fields closely related to English (subject to the approval of the director of graduate studies).

Track II

Track II requires a minimum of 36 semester hours of credit, including 27 semester hours in the Department of English. This track is designed for students who are currently teaching in secondary schools or community colleges or who plan to teach at one of these levels, whether in literature, composition, or professional, technical writing; students who plan to teach English as a second language; students who seek careers as technical writers, editors, or trainers; students interested in other careers, such as business or public relations, that require strong written communication skills; and practicing professionals in any other professional field seeking to sharpen their written communication skills. A graduate adviser and the student design a program of study (subject to the approval of the director of graduate studies) which must include 9 semester hours of study in subjects other than English and American literature, such as courses within and outside the department in the teaching of English, rhetoric, creative writing and composition, technical writing, linguistics, reading, mass media, public relations, or others that contribute to the student's professional development.

Areas of Study

British and American Literature

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

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

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

- ENGL 602 - Literary Theory and Criticism Credits: 3 A. History of Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3 B. Contemporary Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3 C. Interpretation of Literary Texts
- ENGL 602 - Literary Theory and Criticism Credits: 3 D. Feminist Literary Theory and Criticism
- ENGL 611 - History of the English Language Credits: 3
- ENGL 612 - Old English Credits: 3
- ENGL 613 - Middle English Credits: 3

British Literature 1660-1900 (3)

- ENGL 656 - Restoration and Early 18th Century Literature Credits: 3
- ENGL 657 - Later 18th Century English Literature Credits: 3
- ENGL 658 - English Drama: 1660-1800 Credits: 3
- ENGL 659 - 18th Century English Novel Credits: 3
- ENGL 660 - British Romantic Period Credits: 3
- ENGL 661 - Victorian Poetry: 1830-1880 Credits: 3
- ENGL 662 - 19th Century British Prose Credits: 3
- ENGL 663 - 19th Century British Novel Credits: 3
- ENGL 664 - British Literature: 1880-1920 Credits: 3
- ENGL 756 - Seminar: Restoration and 18th Century English Literature Credits: 3
- ENGL 762 - Seminar: 19th Century British Literature Credits: 3
- ENGL 764 - Seminar: British Literature, 1880-1920 Credits: 3

American Literature to 1900 (3)

- ENGL 676 - American Literature to 1830 Credits: 3
- ENGL 677 - American Literature: 1830-1865 Credits: 3
- ENGL 678 - American Literature: 1865-1910 Credits: 3
- ENGL 679 - 19th Century American Novel Credits: 3
- ENGL 776 - Seminar: American Literature to 1830 Credits: 3
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3

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

British Literature to 1660 (6)

- ENGL 635 - Middle English Literature Credits: 3

- ENGL 636 - Beowulf Credits: 3
- ENGL 637 - Chaucer Credits: 3
- ENGL 638 - 16th Century Prose and Poetry Credits: 3
- ENGL 639 - English Drama to 1600 Credits: 3
- ENGL 640 - English Drama: 1600-1660 Credits: 3
- ENGL 641 - Shakespeare Credits: 3
- ENGL 642 - 17th Century Prose and Poetry Credits: 3
- ENGL 643 - Spenser Credits: 3
- ENGL 644 - Milton Credits: 3
- ENGL 736 - Seminar: Medieval Literature Credits: 3
- ENGL 737 - Seminar: Chaucer Credits: 3
- ENGL 738 - Seminar: 16th Century English Literature Credits: 3
- ENGL 741 - Seminar: Shakespeare Credits: 3
- ENGL 742 - Seminar: 17th Century English Literature Credits: 3
- ENGL 744 - Seminar: Milton Credits: 3

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

- ENGL 665 - British Literature Since 1900 Credits: 3
- ENGL 666 - 20th Century British Poetry Credits: 3
- ENGL 667 - 20th Century British Drama Credits: 3
- ENGL 668 - 20th Century British Fiction Credits: 3
- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 681 - American Literature: 1910-1960 Credits: 3
- ENGL 682 - American Literature Since 1960 Credits: 3
- ENGL 684 - 20th Century American Poetry Credits: 3
- ENGL 685 - 20th Century American Fiction Credits: 3
- ENGL 687 - 20th Century American Drama Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3
A. African American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
D. Special Topics
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

Education in English Language Arts

This area of study is primarily designed for English language arts professionals who are currently teaching in the schools and students interested in educator licensure in secondary English language arts. Those seeking licensure should consult the discipline coordinator as soon as possible.

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

Three of the following (9)

- ENGL 604 - Topics in Materials for the English Language Arts Classroom Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- ENGL 646 - Theory and Research in Literature for English Language Arts Credits: 3
- ENGL 647 - Theory and Research in Written Composition for English Language Arts Credits: 3
- ENGL 648 - Materials and Methods of Teaching English Language Arts Credits: 3
- ENGL 697 - English Institute Credits: 1-6

Additional course work and electives

- Course work in language, literature, and rhetoric chosen in consultation with the adviser, with at least two courses from literature, one course from linguistics, and one course from rhetoric (15-24)
- Electives chosen in consultation with adviser (0-9)

Film and Literature

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

At least one course from the following

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

- ENGL 602 - Literary Theory and Criticism Credits: 3
A. History of Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3
B. Contemporary Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3
C. Interpretation of Literary Texts
- ENGL 602 - Literary Theory and Criticism Credits: 3
D. Feminist Literary Theory and Criticism
- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 611 - History of the English Language Credits: 3

- ENGL 612 - Old English Credits: 3
- ENGL 613 - Middle English Credits: 3

At least one course from the following

British or American Literature to 1900 (3)

- ENGL 635 - Middle English Literature Credits: 3
- ENGL 636 - Beowulf Credits: 3
- ENGL 637 - Chaucer Credits: 3
- ENGL 638 - 16th Century Prose and Poetry Credits: 3
- ENGL 639 - English Drama to 1600 Credits: 3
- ENGL 640 - English Drama: 1600-1660 Credits: 3
- ENGL 641 - Shakespeare Credits: 3
- ENGL 642 - 17th Century Prose and Poetry Credits: 3
- ENGL 643 - Spenser Credits: 3
- ENGL 644 - Milton Credits: 3
- ENGL 656 - Restoration and Early 18th Century Literature Credits: 3
- ENGL 657 - Later 18th Century English Literature Credits: 3
- ENGL 658 - English Drama: 1660-1800 Credits: 3
- ENGL 659 - 18th Century English Novel Credits: 3
- ENGL 660 - British Romantic Period Credits: 3
- ENGL 661 - Victorian Poetry: 1830-1880 Credits: 3
- ENGL 662 - 19th Century British Prose Credits: 3
- ENGL 663 - 19th Century British Novel Credits: 3
- ENGL 664 - British Literature: 1880-1920 Credits: 3
- ENGL 676 - American Literature to 1830 Credits: 3
- ENGL 677 - American Literature: 1830-1865 Credits: 3
- ENGL 678 - American Literature: 1865-1910 Credits: 3
- ENGL 679 - 19th Century American Novel Credits: 3
- ENGL 736 - Seminar: Medieval Literature Credits: 3
- ENGL 737 - Seminar: Chaucer Credits: 3
- ENGL 738 - Seminar: 16th Century English Literature Credits: 3
- ENGL 741 - Seminar: Shakespeare Credits: 3
- ENGL 742 - Seminar: 17th Century English Literature Credits: 3
- ENGL 744 - Seminar: Milton Credits: 3
- ENGL 756 - Seminar: Restoration and 18th Century English Literature Credits: 3
- ENGL 762 - Seminar: 19th Century British Literature Credits: 3
- ENGL 764 - Seminar: British Literature, 1880-1920 Credits: 3
- ENGL 776 - Seminar: American Literature to 1830 Credits: 3
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3

At least two courses from the following

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

- ENGL 665 - British Literature Since 1900 Credits: 3
- ENGL 666 - 20th Century British Poetry Credits: 3
- ENGL 667 - 20th Century British Drama Credits: 3
- ENGL 668 - 20th Century British Fiction Credits: 3
- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 681 - American Literature: 1910-1960 Credits: 3
- ENGL 682 - American Literature Since 1960 Credits: 3
- ENGL 684 - 20th Century American Poetry Credits: 3
- ENGL 685 - 20th Century American Fiction Credits: 3
- ENGL 687 - 20th Century American Drama Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3
A. African American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
D. Special Topics
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

Electives in literature (6)

Non-literature electives

These can include include courses in rhetoric, English education, or theory and criticism within the English Department. If taken outside the English Department, courses can include COMS 556, COMS 562, COMS 656, or other film-related electives with consent of adviser (0-9)

Linguistics

- ENGL 608 - Research Methods in Linguistics Credits: 3
- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 617 - Phonology Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 620 - Semantics Credits: 3
- OR ENGL 633 - Pragmatics and Discourse Credits: 3

At least one course from the following

- ENGL 606 - Morphology Credits: 3
- ENGL 611 - History of the English Language Credits: 3
- ENGL 616 - Pedagogical Grammar Credits: 3
- ENGL 619 - Varieties of English Credits: 3
- ENGL 620 - Semantics Credits: 3
- ENGL 621 - Topics in Linguistics Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3
- ENGL 634 - Linguistics and Literature Credits: 3
- ENGL 714 - Seminar: English Linguistics Credits: 3

Additional course work (12-18)

Course work in anthropology, computer science, English, language, philosophy, and/or psychology, chosen in consultation with the adviser (12-18)

Literature and Rhetoric/Composition

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

Course work in rhetoric and communication (6-9) (If ENGL 601 is chosen, 9 semester hours are required in rhetoric and communication)

- ENGL 600 - Internship in the College Teaching of English Credits: 3
- ENGL 602 - Literary Theory and Criticism Credits: 3
 - A. History of Literary Theory
- ENGL 604 - Topics in Materials for the English Language Arts Classroom Credits: 3
- ENGL 626 - Technical Writing Credits: 3
- ENGL 627 - Technical Editing Credits: 3
- ENGL 629 - Topics in Rhetoric Credits: 3
- ENGL 630 - Theory and Research in Professional Writing Credits: 3
- ENGL 632 - Writing for Digital Media Credits: 3
- ENGL 700 - Topics in the Teaching of College English Credits: 3
- ENGL 703 - Seminar: Rhetorical Studies Credits: 3
- COMS 600 - The Classical Tradition in Rhetorical Theory Credits: 3
- COMS 602 - Contemporary Rhetorical Theory Credits: 3

- COMS 603 - Seminar in Public Rhetoric Credits: 3
- COMS 604 - Methods of Rhetorical Criticism Credits: 3
- COMS 605 - Theory and Uses of Argument Credits: 3
- COMS 606 - Communication Ethics Credits: 3
- COMS 610 - Symbolic Behavior and Communication Credits: 3
- COMS 640 - Seminar in Communication and Gender Credits: 3
- COMS 707 - Seminar in Persuasion Credits: 3
- COMS 760 - Seminar in Rhetoric Credits: 3
When topic is contemporary social movements or political rhetoric.

Course work in literature with at least one course from each of the following groups (12-15) (if ENGL 625 is chosen, 15 semester hours are required in literature).

British Literature to 1660

- ENGL 635 - Middle English Literature Credits: 3
- ENGL 636 - Beowulf Credits: 3
- ENGL 637 - Chaucer Credits: 3
- ENGL 638 - 16th Century Prose and Poetry Credits: 3
- ENGL 639 - English Drama to 1600 Credits: 3
- ENGL 640 - English Drama: 1600-1660 Credits: 3
- ENGL 641 - Shakespeare Credits: 3
- ENGL 642 - 17th Century Prose and Poetry Credits: 3
- ENGL 643 - Spenser Credits: 3
- ENGL 644 - Milton Credits: 3
- ENGL 736 - Seminar: Medieval Literature Credits: 3
- ENGL 737 - Seminar: Chaucer Credits: 3
- ENGL 738 - Seminar: 16th Century English Literature Credits: 3
- ENGL 741 - Seminar: Shakespeare Credits: 3
- ENGL 742 - Seminar: 17th Century English Literature Credits: 3
- ENGL 744 - Seminar: Milton Credits: 3

British Literature 1660-1900 or American Literature to 1900

- ENGL 656 - Restoration and Early 18th Century Literature Credits: 3
- ENGL 657 - Later 18th Century English Literature Credits: 3
- ENGL 658 - English Drama: 1660-1800 Credits: 3
- ENGL 659 - 18th Century English Novel Credits: 3
- ENGL 660 - British Romantic Period Credits: 3
- ENGL 661 - Victorian Poetry: 1830-1880 Credits: 3
- ENGL 662 - 19th Century British Prose Credits: 3

- ENGL 663 - 19th Century British Novel Credits: 3
- ENGL 664 - British Literature: 1880-1920 Credits: 3
- ENGL 676 - American Literature to 1830 Credits: 3
- ENGL 677 - American Literature: 1830-1865 Credits: 3
- ENGL 678 - American Literature: 1865-1910 Credits: 3
- ENGL 679 - 19th Century American Novel Credits: 3
- ENGL 756 - Seminar: Restoration and 18th Century English Literature Credits: 3
- ENGL 762 - Seminar: 19th Century British Literature Credits: 3
- ENGL 764 - Seminar: British Literature, 1880-1920 Credits: 3
- ENGL 776 - Seminar: American Literature to 1830 Credits: 3
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3

Literature in English since 1900: British, American, and/or Postcolonial

- ENGL 665 - British Literature Since 1900 Credits: 3
- ENGL 666 - 20th Century British Poetry Credits: 3
- ENGL 667 - 20th Century British Drama Credits: 3
- ENGL 668 - 20th Century British Fiction Credits: 3
- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 681 - American Literature: 1910-1960 Credits: 3
- ENGL 682 - American Literature Since 1960 Credits: 3
- ENGL 684 - 20th Century American Poetry Credits: 3
- ENGL 685 - 20th Century American Fiction Credits: 3
- ENGL 687 - 20th Century American Drama Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3
A. African American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3
D. Special Topics
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

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

Rhetoric and Writing

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

Course work from the following (9)

- ENGL 609 - Creative Writing Credits: 3
- ENGL 626 - Technical Writing Credits: 3
- ENGL 627 - Technical Editing Credits: 3
- ENGL 628 - Internship in Technical Writing or Editing Credits: 1-12
- ENGL 632 - Writing for Digital Media Credits: 3
- ENGL 692 - Nonfiction Writing Credits: 3

Two of the following (6)

- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 629 - Topics in Rhetoric Credits: 3
- ENGL 630 - Theory and Research in Professional Writing Credits: 3
- ENGL 631 - Topics in Professional Writing Credits: 3
- ENGL 700 - Topics in the Teaching of College English Credits: 3
- ENGL 703 - Seminar: Rhetorical Studies Credits: 3

Two of the following (6)

- ENGL 606 - Morphology Credits: 3
- ENGL 614 - Introduction to Linguistics Credits: 3
- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 620 - Semantics Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3
- ENGL 634 - Linguistics and Literature Credits: 3

And

- Electives (3-9)

Teaching English as a Second Language/ TESOL

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

- ENGL 608 - Research Methods in Linguistics Credits: 3

- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 617 - Phonology Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- Course work in anthropology, education, English, language, philosophy, rhetoric, and/or psychology, chosen in consultation with the adviser (12-18)

Doctoral Programs

Doctor of Philosophy in English

The Ph.D. program in English offers study in such areas as British and American literature, rhetoric and composition, language and linguistics, professional and technical writing, and film and literature. Distribution requirements direct students into applied as well as theoretical course work, preparing them for academic and nonacademic careers.

A graduate faculty member, after analysis of the applicant's background and training, will counsel the student in planning an appropriate program. Small graduate seminars enable the student to develop the critical and investigative skills and insights necessary to perform successful scholarship and teaching. Fellowships and teaching assistantships are available for qualified students. Full-time students should be able to complete all the requirements for the doctoral degree in five years beyond the master's degree.

The doctoral degree in English is granted to candidates who not only satisfactorily complete a definite number of prescribed courses but who also are recognized for their high attainments and ability as shown by passing the required candidacy examinations (as detailed below) and by the preparation and defense of a dissertation.

Check departmental information for any additional requirements.

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

Admission

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

Requirements

English Ph.D. students must normally complete a minimum of 72 semester hours. These include 60 hours of course work (30 of which may be approved M.A. course work) and 12 hours of ENGL 799, Doctoral Dissertation. Students and assigned advisers design a program to prepare students for areas of study leading to field examinations, a dissertation, and professional expertise.

When selecting courses, students must include at least two courses with a pedagogical or other applied component; these must come from two of the fields of language, literature, and rhetoric (e.g., ENGL 600, ENGL 604, ENGL 610, ENGL 616, ENGL 621, ENGL 622, ENGL 628, ENGL 647, ENGL 696, ENGL 697, ENGL 700, ENGL 702, ENGL 703). Students must also include at least three 700-level seminars.

Students should select 700-level courses only if they have studied the period or subject at the undergraduate or master's level. Exceptions may be made at the discretion of the instructor and with the approval of the director of graduate studies.

Core Requirements (15)

One course from each of the following groups

Research Methodology (3):

- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ENGL 608 - Research Methods in Linguistics Credits: 3
- ENGL 625 - Methods of Research in Professional Writing Credits: 3

Issues in Criticism (3):

- ENGL 602 - Literary Theory and Criticism Credits: 3 A. History of Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3 B. Contemporary Literary Theory
- ENGL 602 - Literary Theory and Criticism Credits: 3 C. Interpretation of Literary Texts
- ENGL 602 - Literary Theory and Criticism Credits: 3 D. Feminist Literary Theory and Criticism

History of the Language (3):

- ENGL 611 - History of the English Language Credits: 3
- ENGL 612 - Old English Credits: 3
- ENGL 613 - Middle English Credits: 3

Rhetoric (3):

- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 610 - Rhetoric of Prose Composition Credits: 3
- ENGL 630 - Theory and Research in Professional Writing Credits: 3

Linguistics (3):

- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 617 - Phonology Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 620 - Semantics Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3

Area of Specialization (12)

Courses to be determined by student in consultation with adviser.

Electives (9)

Electives could constitute a secondary area of specialization depending on the individual student's interests.

Foreign Language Requirement

All Ph.D. students must fulfill a Language/Research Tool Requirement before taking the candidacy examinations. Students may fulfill the requirement by demonstrating high proficiency in one foreign language, by demonstrating average proficiency in two foreign languages, or by demonstrating average proficiency in one foreign language and average proficiency in a research tool. The choice of languages is subject to departmental approval. (For means of demonstrating language proficiency, refer to "Language and Research-Tool Requirement" in the Requirements for Graduate Degrees section of this catalog.) Average proficiency in a research tool is shown by completing with a grade of B or higher two courses designated by the English Department to show expertise in one of three fields: Language, Research Methods, or Literary Theory and Criticism. The two courses must be taken in addition to courses taken to fulfill core requirements in the three fields.

Candidacy Examinations

All Ph.D. students must successfully complete three Ph.D. candidacy examinations.

Two of these are written examinations in two fields of study selected from the following.

Rhetoric
Linguistics or philology
Medieval literature (Old English literature and Middle English literature)
English literature from 1500 to 1600
English literature from 1600 to 1660
British literature from 1660 to 1800
British literature from 1800 to 1900
British literature since 1900
American literature to 1865
American literature since 1865
African-American literature
British and American women's literature since 1750
Film and Literature
Writing Studies
A special field as determined by an examination committee and student in consultation

The third is an oral examination which consists of an explanation and defense of the student's dissertation proposal, including its relation to the larger body of relevant knowledge and to the teaching of English or to other professional pursuits.

Students may request permission of the director of graduate studies in English to take the examinations when they have successfully completed 20 semester hours of course work beyond the M.A. degree (or 50 semester hours beyond the baccalaureate degree).

Dissertation

Candidates must write a dissertation that contributes to knowledge of literature, linguistics, rhetoric, or English education, and exhibits original scholarship and the ability to conduct independent research. Candidates must pass an oral defense of the dissertation. Chaired by the dissertation director, who must be a senior member of the graduate faculty in English, the dissertation committee shall consist of at least three members of the graduate faculty. The dean of the Graduate School or a dean's designee may also serve as an ex officio, nonvoting member of the dissertation defense committee.

Licensure Programs

Educator Licensure in Secondary English Language Arts

The educator licensure program in secondary English language arts qualifies students for licensure in grades 9-12. Students interested in middle-school licensure, grades 5-8, must also complete content courses in English and the required licensure courses in English Language Arts (ENGL 646, ENGL 647, and ENGL 648). The state issues educator licenses upon the recommendation of the Department of English and Northern Illinois University. Admission to the program requires formal application by candidates to the

department's coordinator of educator licensure and formal approval by the department's Committee on Educator Licensure in English Language Arts.

Admission Requirements

Application in writing to the coordinator.

A passing score on the Illinois examination for licensure for teaching in English Language Arts and any additional state of Illinois requirements.

Submission of a portfolio demonstrating competence in several written genres. (Consult the coordinator for specific portfolio requirements.)

Completion of the courses in mathematics, speech, and writing required for general education core competency or courses at least equivalent to these.

One of the following

- Admission to a graduate program in English at NIU.
- A graduate or undergraduate degree in English with a cumulative GPA of at least 2.75 and a GPA in English of at least 3.00, and completion of at least 6 semester hours of graduate courses in English at NIU with a GPA of at least 3.00.
- Completion of at least 12 semester hours of graduate courses in English at NIU with a GPA of at least 3.00.

Retention

Good academic standing.

GPA of 3.00 or higher in all work required for licensure taken at NIU.

A grade of B or better in ENGL 647 and ENGL 648, and a GPA of 3.00 or higher in all English courses required for licensure.

A satisfactory review of progress toward the license with the coordinator each semester.

Courses Required for Educator Licensure in English Language Arts (42-45)

- ENGL 207 - Fundamentals of English Grammar (3), unless exempted by examination
- At least 6 semester hours of American literature, ordinarily to include work in American literature before 1865
- At least 12 semester hours of English literature, ordinarily to include Shakespeare

- At least 3 semester hours of linguistics
 - At least 3 semester hours of advanced writing or rhetoric
 - Twelve semester hours in student teaching (ENGL 649)
 - ENGL 646 - Theory and Research in Literature for English Language Arts Credits: 3
 - ENGL 647 - Theory and Research in Written Composition for English Language Arts Credits: 3
 - ENGL 648 - Materials and Methods of Teaching English Language Arts Credits: 3
- ENGL 647, ENGL 646, and ENGL 648 must be taken in that order and in separate semesters.

Additional information

Students who have not satisfied all requirements in English as part of their undergraduate programs may satisfy the remaining requirements, except for student teaching, with graduate-level courses. Upon the approval of the director of graduate studies in English, such courses may also be included in the program of studies for the graduate degree. Students seeking both a degree and educator licensure in English Language Arts should be careful to consult regularly with the director of graduate studies in English and with the coordinator of educator licensure about using courses to satisfy requirements in both programs.

Students are admitted to ENGL 649, Student Teaching in Secondary English Language Arts, only after completing all other work required for the license and upon application to the coordinator. The methods course must be taken in the semester immediately preceding student teaching.

Courses Required outside Department

Clinical Experiences (100 clock hours)

The state of Illinois requires 100 clock hours of substantial, varied, and sequential clinical experience prior to student teaching. This requirement may be satisfied in a variety of ways; it will be met, in most instances, by successfully completing ILAS 201, ILAS 301, and ENGL 645.

Credit for clinical experiences may not be included in the program of studies for a graduate degree in English. Candidates should consult with the coordinator of educator licensure in English language arts about satisfying this requirement as soon as they have been admitted to the licensure program.

Other State Licensure Requirements

Other state requirements include course work in human growth and development, teaching of English Language Learners, and psychology of exceptional children. Students normally satisfy the requirement in human growth and development with EPS 406, Issues in Human Development

and Learning (3). Students should consult with the coordinator of educator licensure in English language arts to determine which courses are approved for satisfying the additional requirements. Students must also pass the state of Illinois examination for licensure in teaching English Language Arts and fulfill any additional state of Illinois requirements.

Foreign Language

Students interested in educator licensure in secondary English language arts must satisfy the foreign language requirement for the B.A. in English at NIU, or the equivalent.

Certificates of Graduate Study

Education in English Language Arts

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

This certificate recognizes the successful completion of a set of courses intended to enhance the professional qualifications of teachers of English language arts in the secondary schools.

At least 9 semester hours from the following

- ENGL 604 - Topics in Materials for the English Language Arts Classroom Credits: 3
- ENGL 607 - Topics in Literature Credits: 3
Must have approved pedagogical topic.
- ENGL 610 - Rhetoric of Prose Composition Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 629 - Topics in Rhetoric Credits: 3
Must have approved pedagogical topic.
- ENGL 646 - Theory and Research in Literature for English Language Arts Credits: 3
(Strongly recommended.)
- ENGL 647 - Theory and Research in Written Composition for English Language Arts Credits: 3
(Strongly recommended.)
- ENGL 648 - Materials and Methods of Teaching English Language Arts Credits: 3
(Strongly recommended.)
- ENGL 697 - English Institute Credits: 1-6

One 600-level Literature course (3)

One course from the following (3)

- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ENGL 602 - Literary Theory and Criticism Credits: 3
- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 609 - Creative Writing Credits: 3
- ENGL 690 - Film and Literature Credits: 3
- ENGL 692 - Nonfiction Writing Credits: 3

One course from the following (3)

- ENGL 611 - History of the English Language Credits: 3
- ENGL 614 - Introduction to Linguistics Credits: 3
- ENGL 616 - Pedagogical Grammar Credits: 3
- ENGL 619 - Varieties of English Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3

Technical Writing (18)

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

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

Requirements (18)

- ENGL 626 - Technical Writing Credits: 3
Students with credit in ENGL 308 must substitute a 3 semester hour elective for ENGL 626.
- ENGL 627 - Technical Editing Credits: 3
Students with credit in ENGL 403 must substitute a 3 semester hour elective for ENGL 627.

Course work from the following (12)

- ENGL 624 - Professional Writing Institute Credits: 1-6
- ENGL 625 - Methods of Research in Professional Writing Credits: 3
- ENGL 628 - Internship in Technical Writing or Editing Credits: 1-12
No more than 6 semester hours of credit in ENGL 628 may be applied to the Certificate of Graduate Study in Technical Writing.
- ENGL 630 - Theory and Research in Professional Writing Credits: 3

- ENGL 631 - Topics in Professional Writing Credits: 3
- ENGL 632 - Writing for Digital Media Credits: 3
- With approval of the certificate adviser, students may select up to 6 semester hours of electives from other English courses in rhetoric, language, linguistics, or writing or from appropriate courses in such other areas as communication, instructional technology, computer science, art, and business.

Categorical course list

English Course List

General

- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ENGL 604 - Topics in Materials for the English Language Arts Classroom Credits: 3
- ENGL 607 - Topics in Literature Credits: 3
- ENGL 609 - Creative Writing Credits: 3
- ENGL 646 - Theory and Research in Literature for English Language Arts Credits: 3
- ENGL 647 - Theory and Research in Written Composition for English Language Arts Credits: 3
- ENGL 648 - Materials and Methods of Teaching English Language Arts Credits: 3
- ENGL 649 - Student Teaching in Secondary English Language Arts Credits: 7-12
- ENGL 692 - Nonfiction Writing Credits: 3
- ENGL 696 - Practicum in the Teaching of College English Credits: 3
- ENGL 697 - English Institute Credits: 1-6
- ENGL 698 - Independent Reading Credits: 1-3
- ENGL 699 - Master's Thesis Credits: 1-3
- ENGL 702 - Seminar: Textual Studies Credits: 3
- ENGL 704 - Publication and Professionalization in English Studies Credits: 3
- ENGL 707 - Seminar: Topics in Literature Credits: 3
- ENGL 799 - Doctoral Dissertation Credits: arranged

Rhetoric and Literary Criticism

- ENGL 600 - Internship in the College Teaching of English Credits: 3
- ENGL 602 - Literary Theory and Criticism Credits: 3
- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 610 - Rhetoric of Prose Composition Credits: 3
- ENGL 624 - Professional Writing Institute Credits: 1-6

- ENGL 625 - Methods of Research in Professional Writing Credits: 3
- ENGL 626 - Technical Writing Credits: 3
- ENGL 627 - Technical Editing Credits: 3
- ENGL 628 - Internship in Technical Writing or Editing Credits: 1-12
- ENGL 629 - Topics in Rhetoric Credits: 3
- ENGL 630 - Theory and Research in Professional Writing Credits: 3
- ENGL 631 - Topics in Professional Writing Credits: 3
- ENGL 632 - Writing for Digital Media Credits: 3
- ENGL 700 - Topics in the Teaching of College English Credits: 3
- ENGL 703 - Seminar: Rhetorical Studies Credits: 3

Language

- ENGL 606 - Morphology Credits: 3
- ENGL 608 - Research Methods in Linguistics Credits: 3
- ENGL 611 - History of the English Language Credits: 3
- ENGL 612 - Old English Credits: 3
- ENGL 613 - Middle English Credits: 3
- ENGL 614 - Introduction to Linguistics Credits: 3
- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 616 - Pedagogical Grammar Credits: 3
- ENGL 617 - Phonology Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 619 - Varieties of English Credits: 3
- ENGL 620 - Semantics Credits: 3
- ENGL 621 - Topics in Linguistics Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3
- ENGL 634 - Linguistics and Literature Credits: 3
- ENGL 714 - Seminar: English Linguistics Credits: 3

English Literature Before 1660

- ENGL 635 - Middle English Literature Credits: 3
- ENGL 636 - Beowulf Credits: 3
- ENGL 637 - Chaucer Credits: 3
- ENGL 638 - 16th Century Prose and Poetry Credits: 3
- ENGL 639 - English Drama to 1600 Credits: 3
- ENGL 640 - English Drama: 1600-1660 Credits: 3
- ENGL 641 - Shakespeare Credits: 3
- ENGL 642 - 17th Century Prose and Poetry Credits: 3
- ENGL 643 - Spenser Credits: 3

- ENGL 644 - Milton Credits: 3
- ENGL 736 - Seminar: Medieval Literature Credits: 3
- ENGL 737 - Seminar: Chaucer Credits: 3
- ENGL 738 - Seminar: 16th Century English Literature Credits: 3
- ENGL 741 - Seminar: Shakespeare Credits: 3
- ENGL 742 - Seminar: 17th Century English Literature Credits: 3
- ENGL 744 - Seminar: Milton Credits: 3

English Literature After 1660

- ENGL 656 - Restoration and Early 18th Century Literature Credits: 3
- ENGL 657 - Later 18th Century English Literature Credits: 3
- ENGL 658 - English Drama: 1660-1800 Credits: 3
- ENGL 659 - 18th Century English Novel Credits: 3
- ENGL 660 - British Romantic Period Credits: 3
- ENGL 661 - Victorian Poetry: 1830-1880 Credits: 3
- ENGL 662 - 19th Century British Prose Credits: 3
- ENGL 663 - 19th Century British Novel Credits: 3
- ENGL 664 - British Literature: 1880-1920 Credits: 3
- ENGL 665 - British Literature Since 1900 Credits: 3
- ENGL 666 - 20th Century British Poetry Credits: 3
- ENGL 667 - 20th Century British Drama Credits: 3
- ENGL 668 - 20th Century British Fiction Credits: 3
- ENGL 756 - Seminar: Restoration and 18th Century English Literature Credits: 3
- ENGL 762 - Seminar: 19th Century British Literature Credits: 3
- ENGL 764 - Seminar: British Literature, 1880-1920 Credits: 3
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3

American Literature

- ENGL 676 - American Literature to 1830 Credits: 3
- ENGL 677 - American Literature: 1830-1865 Credits: 3
- ENGL 678 - American Literature: 1865-1910 Credits: 3
- ENGL 679 - 19th Century American Novel Credits: 3
- ENGL 681 - American Literature: 1910-1960 Credits: 3
- ENGL 682 - American Literature Since 1960 Credits: 3
- ENGL 684 - 20th Century American Poetry Credits: 3
- ENGL 685 - 20th Century American Fiction Credits: 3
- ENGL 687 - 20th Century American Drama Credits: 3

- ENGL 693 - Ethnic American Literature Credits: 3
- ENGL 776 - Seminar: American Literature to 1830 Credits: 3
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

Additional Genres and Literatures

- ENGL 670 - The Short Story Credits: 3
- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 690 - Film and Literature Credits: 3
- ENGL 691 - Topics in Film and Literature Credits: 3

Geographic and Atmospheric Sciences

Acting Chair: Wei Luo

Graduate Faculty

Walker S. Ashley, Presidential Teaching Professor; Presidential Research, Scholarship and Artistry Professor; Ph.D., University of Georgia
 Xuwei Chen, associate professor, Ph.D., Texas State University
 Courtney M. Gallaher, associate professor, Ph.D., Michigan State University
 Vittorio (Victor) Gensini, associate professor, Ph.D., University of Georgia
 Michael E. Konen, associate professor, Ph.D., Iowa State University
 Wei Luo, Distinguished Research Professor, Ph.D., Washington University, acting chair
 Jie Song, professor, Ph.D., University of Delaware
 James L. Wilson, associate professor, Ph.D., University of North

The Department of Geographic and Atmospheric Sciences offers graduate programs leading to the M.S. and Ph.D. degrees.

Master's Programs

Master of Science in Geography

The department welcomes applications from students with interests in geography, earth science, and atmospheric science. All new students who are admitted to a major in geography leading to the M.S. degree are required to consult with the department's graduate studies coordinator before registering for courses. The coordinator will assist students in identifying an appropriate regular adviser who will form a committee to arrange a program of study. A student must

choose either a thesis or a non-thesis option, subject to the consent of the adviser. Students must have the approval of their adviser to register for geography courses each semester and must meet with their committee each year to discuss progress made toward the degree. A student whose background is deficient may be required to take additional course work at the undergraduate level. Deficiencies should be resolved in the first year and do not normally carry graduate credit toward the degree.

Each M.S. graduate student in geography must accumulate 2 semester hours of credit in GEOG 601 prior to graduation. No more than 4 hours may be applied toward semester hour requirements.

The core courses, GEOG 661 and GEOG 663, must each be completed with a grade of B- or better. Students failing to achieve the minimum grade in these courses, or maintain an overall graduate GPA of 3.00, will be dismissed from the program.

Check departmental information for any additional requirements.

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

Requirements

- GEOG 600 - Geography Seminar Credits: .5
To be taken each semester in residence; must accumulate at least 2 semester hours prior to graduation; hours do not count toward required hours for the degree.)
- GEOG 601 - Practice of Geography Credits: .5
(To be taken each semester in residence; must accumulate at least 2 semester hours prior to graduation.)
- GEOG 661 - Advanced Quantitative Methods for Geographic Research Credits: 3
- GEOG 663 - Geographic Research Procedures Credits: 3
- Satisfactory performance on a comprehensive examination.
- Satisfactory completion of the requirements for either the thesis or non-thesis option.
- No more than 6 semester hours of GEOG 602 may be applied to degree requirements.

At least 3 semester hours of topical advanced courses chosen from the following:

- GEOG 622 - Advanced Vegetation Geography Credits: 3
- GEOG 660 - Advanced Spatial Analysis Credits: 3
- GEOG 662 - Advanced Urban Geography Credits: 3

- GEOG 664 - Advanced Economic Geography Credits: 3
- GEOG 665 - Advanced Field Methods Credits: 3-6
Students take 3 semester hours in this course.
- GEOG 670 - Advanced Climatology Credits: 3
- GEOG 702 - Advanced Soil Landscapes Credits: 3
- GEOG 753 - Advanced Human-Environmental Interaction Credits: 3
- GEOG 760 - Advanced Geospatial Science Credits: 3
- GEOG 790 - Advanced Seminar Credits: 3
May be repeated up to 6 semester hours.

Thesis Option

The thesis option consists of a minimum of 30 semester hours, including at least 24 semester hours of course work and a thesis. A thesis proposal must be successfully defended to the committee in a public defense prior to the commencement of thesis work.

Non-Thesis Option

The non-thesis option consists of a minimum of 36 semester hours. Students must submit two major research papers. The first paper must be submitted and accepted prior to completion of 24 semester hours. Papers must be completed under GEOG 672 for a total of six semester hours.

Additional Requirements

Students are required to present findings of the thesis or non-thesis research at the Geography Seminar (GEOG 600) and to present one paper or poster at a state, regional, or national professional meeting. Departmental requirements for the M.S. degree are detailed in the departmental handbook, "Graduate Studies in Geography" available at http://www.niu.edu/geog/gradstudies/Current_Students.shtml.

Doctoral Programs

Doctor of Philosophy in Geography

A student seeking admission to the Ph.D. program in geography must meet all the requirements for admission to the Graduate School; must have a baccalaureate or master's degree in geography, environmental science, meteorology, soil science or related field; and should have a background equivalent to that required for the B.S. degree at Northern Illinois University.

Check departmental information for any additional requirements.

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

Requirements

The Ph.D. program in geography consists of at least 90 semester hours of graduate credit beyond the baccalaureate degree, or 60 semester hours beyond the master's degree. Students who are admitted to the doctoral program without a master's degree must, as part of the doctoral program, complete a master's degree in geography. Continuation in the doctoral program is subject to a recommendation from the department upon completion of the M.S. degree. All students are required to register for GEOG 600, Geography Seminar, and GEOG 601, Practice of Geography, each semester in residence; complete 6 semester hours in core courses (GEOG 661 and GEOG 663), at least 6 semester hours in topical advanced course work, at least 6 hours of applications experience under GEOG 602, and at least 9 semester hours in cognate fields outside the department. GEOG 799, Doctoral Research and Dissertation, should be taken as soon as possible after passing the candidacy examination, with enrollment each semester until completion.

Each Ph.D. graduate student in geography must accumulate 2 semester hours of credit in GEOG 601 prior to graduation. No more than 4 semester hours may be applied toward semester hour requirements.

The department chair, in consultation with the student's adviser, will nominate an advisory committee to be appointed by the dean of the Graduate School. The advisory committee will consist of no fewer than four members, including at least one adjunct or external faculty member. The advisory committee will consult on selection of cognate and elective courses and also serve as the student's candidacy examination, dissertation, and dissertation defense committees.

Core Courses

- GEOG 600 - Geography Seminar Credits: .5
Registration in GEOG 600 is required to be taken each semester in residence; must accumulate at least two semester hours prior to graduation; hours do not count toward required hours for the degree.
- GEOG 601 - Practice of Geography Credits: .5
(to be taken each semester in residence; must accumulate at least 2 semester hours prior to graduation.)
- GEOG 661 - Advanced Quantitative Methods for Geographic Research Credits: 3
- GEOG 663 - Geographic Research Procedures Credits: 3

Advanced Topics Courses

At least 6 semester hours of topical advanced courses chosen from the following:

- GEOG 622 - Advanced Vegetation Geography Credits: 3
- GEOG 660 - Advanced Spatial Analysis Credits: 3
- GEOG 662 - Advanced Urban Geography Credits: 3
- GEOG 664 - Advanced Economic Geography Credits: 3
- GEOG 665 - Advanced Field Methods Credits: 3-6
- GEOG 670 - Advanced Climatology Credits: 3
- GEOG 702 - Advanced Soil Landscapes Credits: 3
- GEOG 753 - Advanced Human-Environmental Interaction Credits: 3
- GEOG 760 - Advanced Geospatial Science Credits: 3
- GEOG 790 - Advanced Seminar Credits: 3
May be repeated up to 6 semester hours.

Cognate Elective Courses

Each student will complete at least 9 semester hours of electives in one or more cognate fields outside the department. Cognate elective courses must be appropriate to the student's program of study and approved by the advisory committee.

Applications Experience

Each student must complete 6-9 semester hours of applications experience in a research setting with industry, a public or private research organization, or a government agency. This experience must be appropriate to the student's program and approved by the advisory committee. Semester hours shall be completed under GEOG 602, Internship.

Dissertation

The student must undertake an approved research problem and incorporate the results in a dissertation. The dissertation will be a substantial contribution to knowledge, exhibiting original scholarship and the ability to conduct independent research. An oral defense of the student's work and dissertation is required in accordance with Graduate School policy. The dissertation should be completed and successfully defended within three years after admission to candidacy.

Candidacy Examination

The candidacy examination is a written examination based on the core courses, advanced topics courses, cognate courses, and other elective graduate courses. The examination is to be taken within one semester of completion of 30 semester hours of course work after the master's. The student will be admitted to candidacy after successful

completion of the candidacy examination and oral presentation of a dissertation research proposal approved by the advisory committee.

Language/Research-Tool Requirements

The research-tool requirement for the Ph.D. in Geography is fulfilled by successfully completing GEOG 661, which is required in the doctoral program. There is no general language requirement; the applicability of a language tool will relate to the student's field of study and will be made in consultation with the student's advisory committee.

Additional Requirements

At least once a year after admission to candidacy, each student will give an oral presentation of progress on dissertation research to the advisory committee. Departmental requirements for the Ph.D. degree are detailed in the departmental handbook, "Graduate Studies in Geography" available at http://www.niu.edu/geog/gradstudies/Current_Students.shtml.

Students in the doctoral program are required to present one or more research papers at national or international scientific conferences. These paper presentations may derive from research conducted with members of the advisory committee, course requirements, the applications experience, or from the dissertation.

Certificates of Graduate Study

Geographic Information Analysis (16-18)

This certificate is designed for graduate students in all disciplines and for professionals seeking advanced education in geographic information systems, mapping science, and applications. Students should consult with the graduate certificate adviser prior to registering for any courses.

Course work from the following (16-18)

- GEOG 503 - Soils and Environmental Land Use Planning Credits: 3
- GEOG 532 - Geographic Analysis for Public and Environmental Health Credits: 3
- GEOG 554 - Fundamentals of Remote Sensing Credits: 3
- GEOG 556 - Fundamentals of Mapping Credits: 3 (Not available for credit to students who have earned the certificate of undergraduate study in geographic information systems; other course work within the certificate should be substituted.)

- GEOG 557 - Fundamentals of GIS Credits: 3 (Not available for credit to students who have earned the certificate of undergraduate study in geographic information systems; other course work within the certificate should be substituted.)
- GEOG 558 - Geovisualization Credits: 3
- GEOG 559 - Geographic Information Systems Credits: 3 (Not available for credit to students who have earned the certificate of undergraduate study in geographic information systems; other course work within the certificate should be substituted.)
- GEOG 560 - Remote Sensing of the Environment Credits: 3
- GEOG 564 - Location Analysis Credits: 3
- GEOG 567 - Workshop in Cartography Credits: 3
- GEOG 568 - Workshop in GIS Credits: 3
- GEOG 570 - Web Mapping Credits: 3
- GEOG 593 - Computer Programming for the Geosciences Credits: 3
- GEOG 602 - Internship Credits: 1-6 J. Methods and Techniques
- GEOG 602 - Internship: Credits: 1-6 K. Mapping/Geovisualization
- GEOG 656 - GIS Design and Data Credits: 3
- GEOG 659 - Regional Planning Credits: 3
- GEOG 660 - Advanced Spatial Analysis Credits: 3
- GEOG 665 - Advanced Field Methods Credits: 3-6
- GEOG 690 - Community Geography Credits: 3
- GEOG 761 - Advanced Spatial Modeling and Regression Techniques Credits: 3
- GEOG 771 - Independent Research Credits: 1-3 J. Methods and Techniques
- GEOG 771 - Independent Research: Credits: 1-3 K. Mapping/Geovisualization
- GEOG 790 - Advanced Seminar Credits: 3 J. Methods and Techniques
- GEOG 790 - Advanced Seminar: Credits: 1-3 K. Mapping/Geovisualization

GEOG 502 - Pedology

GEOG 503 - Soils and Environmental Land Use Planning

GEOG 506 - Natural Hazards and Environmental Risk

GEOG 507 - Technological Hazards

GEOG 513 - Forest Ecology and Management

GEOG 516X - Methods in Teaching Physical Sciences

GEOG 522 - Plant-Soil Interactions

GEOG 525 - Geography of Food and Agriculture

GEOG 530 - Population Geography

GEOG 532 - Geographic Analysis for Public and Environmental Health

GEOG 542X - Geomorphology

GEOG 551 - Political Geography

GEOG 553 - Environmental Management

GEOG 554 - Fundamentals of Remote Sensing

GEOG 555 - Land-Use Planning

GEOG 556 - Fundamentals of Mapping

GEOG 557 - Fundamentals of GIS

GEOG 558 - Geovisualization

GEOG 559 - Geographic Information Systems

GEOG 560 - Remote Sensing of the Environment

GEOG 561 - Applied Statistics in Geographic Research

GEOG 563 - Urban Geography

GEOG 564 - Location Analysis

GEOG 567 - Workshop in Cartography

GEOG 568 - Workshop in GIS

GEOG 570 - Web Mapping

GEOG 592 - Hydrology

GEOG 593 - Computer Programming for the Geosciences

GEOG 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

GEOG 598 - Seminar in Current Problems

GEOG 600 - Geography Seminar

GEOG 601 - Practice of Geography

GEOG 602 - Internship

GEOG 606 - Geography Institute for Teachers

GEOG 622 - Advanced Vegetation Geography

GEOG 651 - Geopolitical Perspectives

GEOG 656 - GIS Design and Data

GEOG 659 - Regional Planning

GEOG 660 - Advanced Spatial Analysis

GEOG 661 - Advanced Quantitative Methods for Geographic Research

GEOG 662 - Advanced Urban Geography

GEOG 663 - Geographic Research Procedures

GEOG 664 - Advanced Economic Geography

GEOG 665 - Advanced Field Methods

GEOG 668 - History of Geographic Thought

GEOG 670 - Advanced Climatology

GEOG 672 - Master's Research Paper

GEOG 690 - Community Geography

GEOG 699 - Master's Thesis

GEOG 702 - Advanced Soil Landscapes

GEOG 753 - Advanced Human-Environmental Interaction

GEOG 758 - Readings in Geography

GEOG 760 - Advanced Geospatial Science

GEOG 761 - Advanced Spatial Modeling and Regression Techniques

GEOG 771 - Independent Research

GEOG 790 - Advanced Seminar

GEOG 799 - Doctoral Research and Dissertation

MET 510 - Weather Dynamics I

MET 511 - Weather Dynamics II

MET 521 - Advanced Synoptic Meteorology

MET 530 - Micrometeorology

MET 531 - Applications in Climatology

MET 540 - Climate Dynamics I

MET 541 - Climate Dynamics II

MET 544 - Mesoscale Meteorology

MET 550 - Numerical Analysis and Forecasting

MET 585 - Atmospheric Physics

Geology and Environmental Geosciences

Chair: Mark P. Fischer

Graduate Faculty

Robert Brinkmann, professor, Ph.D. University of Wisconsin-Milwaukee

Megan R.M. Brown, Ph.D., assistant professor, University of Colorado, Boulder

Philip J. Carpenter, professor, Ph.D., New Mexico Institute of Mining and Technology

Justin P. Dodd, associate professor, Ph.D., University of New Mexico

Mark P. Fischer, professor, Ph.D., The Pennsylvania State University

Mark R. Frank, professor, Ph.D., University of Maryland

Nicole D. LaDue, associate professor, Ph.D., Michigan State University

Melissa E. Lenczewski, Presidential Engagement and Partnerships Professor, Ph.D., University of Tennessee

Ross D. Powell, professor emeritus, Distinguished Research Professor, Board of Trustees Professor, Ph.D., The Ohio State University

Reed P. Scherer, Distinguished Research Professor, Board of Trustees Professor, Ph.D., The Ohio State University

Nathan D. Stansell, associate professor, Ph.D., University of Pittsburgh

The Department of Geology and Environmental Geosciences offers graduate programs leading to the M.S. and Ph.D. degrees.

Because the number of places in the graduate program in geology is limited, the graduate committee may wait to make admission decisions until the majority of applications for a given semester are complete. In the case of an applicant presenting superior credentials for admission, however, a decision may be made immediately upon receipt of the completed application.

Master's Programs

Master of Science in Geology

The M.S. degree prepares one for professional work in geology or environmental geosciences, or for further work leading to a doctorate. It may also be valuable to teachers of earth science in secondary schools and community colleges. Teachers and prospective teachers, if not already licensed, will be expected to obtain the necessary requisites for licensure in Illinois.

Students are normally expected to meet the geology and environmental geosciences, chemistry, physics, and mathematics requirements for the B.S. in geology and environmental geosciences at NIU. However, students whose undergraduate major was in a science other than geology are encouraged to apply. Such students may be required to complete a core sequence of undergraduate geology and environmental geosciences courses in consultation with their adviser and the graduate committee.

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>.

Requirements

A minimum of 34 semester hours of graduate credit taken under either the thesis or non-thesis option is required. At least 25 of the 34 semester hours must be in geology and environmental geosciences.

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.

In or prior to the first semester of course work, the student is required to participate in an oral interview with three faculty chosen by the departmental graduate program director. These interviews are to aid the adviser and student in the preparation of an appropriate course of study.

Thesis Option

At least 25 semester hours of graduate course work, excluding GEOL 699, plus a thesis, which must be successfully defended as part of a comprehensive oral examination. No more than 3 semester hours of independent study courses (GEOL 670 and/or GEOL 770) may be used to meet the requirement of a minimum of 25 non-thesis

semester hours of graduate course work. Additional independent-study hours may be counted toward this total only with the approval of the departmental graduate committee. Each student is required to make a public presentation of the results of the thesis research through a departmental colloquium, as well as a defense of the thesis.

Each M.S. candidate is required to meet with his or her thesis committee at least once each academic year, beginning in the student's second semester. This meeting is to evaluate the progress of the candidate in the thesis research and toward the degree. The committee's assessment will be shared with the candidate and the graduate program director.

Non-Thesis Option

At least 34 semester hours of graduate course work. During the first semester in the program, a student must petition the department's graduate committee to obtain permission to pursue this option. The student is required to pass a written comprehensive examination in his or her final term.

Doctoral Programs

Doctor of Philosophy in Geology

Any student who has earned a baccalaureate or master's degree in geology or environmental geosciences, biology, chemistry, engineering, geography, mathematics, physics, or soil science from an accredited college or university is eligible to apply for admission. Every candidate for the Ph.D. must complete the requirements specified below.

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>.

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.

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 beyond the master's degree 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 doctoral degree requirements.

The complete doctoral program is arranged as follows.

1. Field of study 24-30 semester hours
2. Electives 21-30 semester hours
3. Internship 0-9 semester hours
4. Dissertation(GEOL 799) 30-39 semester hours

90 semester hours minimum

The student should expect to take a significant portion of the elective course work in allied science departments, particularly chemistry, mathematics, and physics, as is appropriate to round out the doctoral program. Entering students with particularly sound preparation in geology and environmental geosciences may, with approval, substitute graduate courses in other departments for required geology and environmental geosciences courses. Conversely, non-majors entering the doctoral program will need to strengthen their background in fundamental geological principles.

The student entering the Ph.D. program with a B.S. or B.A. degree who does not elect to undertake a master's thesis must take the non-thesis option M.S. examination in the semester in which he or she will have completed 30 semester hours of graduate study. The student must complete this examination satisfactorily in order to continue in the Ph.D. program.

Candidacy Examination

No later than the semester in which 30 semester hours of graduate study beyond the M.S. (or beyond satisfactory performance on the non-thesis M.S. examination—see above) are completed, but at least 8 months before the dissertation defense, the student must successfully complete a candidacy examination consisting of both written and oral portions. Details concerning this examination may be obtained from the Department of Geology and Environmental Geosciences.

Language Requirement

There is no general foreign language/research tool requirement for the Ph.D. degree in geology. Each doctoral student's adviser will identify any language/tool

competencies to be required for that student and will decide when satisfactory competence has been achieved.

Internship

Before or during tenure in the Ph.D. program, the student must intern for a minimum period of one semester with industry, a public or private research organization, or a government agency. The internship position and arrangements must be approved by the department. The internship must be in a geoscience setting or organization and appropriate to the candidate's program. This requirement may be waived in special cases where a degree candidate has previous practical experience in the subject matter.

Dissertation

The student must complete an approved research project and prepare a dissertation. It must be a substantial contribution to knowledge, in which the student exhibits original scholarship and the ability to conduct independent research. An oral defense of the student's work and dissertation is required; this will be held before the university community and under the supervision of the student's doctoral committee, in accordance with Graduate School regulations.

Each doctoral candidate is required to make an oral presentation of research progress once each academic year to his or her dissertation director and to a dissertation progress committee chosen by the student and the dissertation director. The committee will evaluate the presentation and will inform the student in writing of its assessment of the progress of the research.

Each doctoral candidate is required to make at least one public presentation of his or her research results through a departmental colloquium.

Licensure Programs

Educator Licensure in Geology and Environmental Geosciences

Students wishing to receive initial licensure in Earth and Space Science to teach in grades 9-12 must schedule an interview with the departmental licensure coordinator to formulate a specific plan of study. Consulting the coordinator before registering for the initial term will facilitate expeditious completion of the program.

The specific plan of study for meeting licensure or endorsement requirements must be approved by the departmental licensure coordinator. Students must consult with the coordinator each semester before registering and are responsible for timely submission of the several required applications and permits.

Students who are also pursuing an advanced degree in geology should consult their academic adviser and the licensure coordinator before registering for their first term at NIU. Students seeking educator licensure or endorsement without enrollment in the degree program should, prior to their first registration, consult the departmental licensure coordinator.

Also see "Educator Licensure Information."

GEOL 501 - Foundations of Graduate Research

GEOL 502 - Sedimentology

GEOL 505 - Sedimentology and Stratigraphy

GEOL 507 - Global Climate Change through Time

GEOL 508 - HAZWOPER Certification

GEOL 509X - Water Quality

GEOL 510 - Structural and Determinative Mineralogy

GEOL 511 - Optical Mineralogy

GEOL 512 - Petrography

GEOL 515 - Igneous and Metamorphic Petrology

GEOL 516X - Methods in Teaching Physical Sciences

GEOL 519 - Elements of Geochemistry and Cosmochemistry

GEOL 520 - Geochemistry of the Earth's Surface

GEOL 521 - Environmental Geochemistry

GEOL 525 - Engineering Geology

GEOL 527 - Planetary Geoscience

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

GEOL 529 - Inquiry-Based Field Experiences for Earth Science Teachers

GEOL 542 - Geomorphology

GEOL 544 - Economic Geology

GEOL 547 - Quantitative Techniques in Geology

GEOL 558X - Vertebrate Paleontology

GEOL 560 - Plate Tectonics

GEOL 564 - Earthquake Geophysics

GEOL 568 - Geomicrobiology

GEOL 570 - Invertebrate Paleontology

GEOL 571 - Introduction to Micropaleontology

GEOL 577 - Field Methods in Environmental Geosciences

GEOL 581 - Sedimentary Petrology

GEOL 582 - Transition to the Professional Earth Science Teacher

GEOL 584X - Use of Technology in Secondary Science Teaching

GEOL 585 - Volcanology

GEOL 586X - Science Teaching in the Elementary, Middle, and Junior High School: Grades K-9

GEOL 588 - Environmental Change

GEOL 590 - Hydrogeology

GEOL 591 - Geophysical Well Logging

GEOL 592X - Hydrology

GEOL 593 - Groundwater Geophysics

GEOL 596 - Geophysics

GEOL 597 - Regional Field Geology

GEOL 600 - Clay Mineralogy

GEOL 601 - Physical Sedimentology

GEOL 602 - Geological Remote Sensing

GEOL 603 - Teaching Assistant Training

GEOL 604 - Institute for Science Teachers

GEOL 605 - Teaching and Learning Undergraduate Science

GEOL 606 - Petroleum Geology

GEOL 610 - Geoscience Fundamentals I: Environments, Life and Global Cycles

GEOL 611 - Geoscience Fundamentals II: The Composition, Dynamics and Structure of the Earth

GEOL 612 - Geoscience Fundamentals III: Field Experiences and Applications

GEOL 613 - Identity Development, Literacy, and Inquiry Methodologies in the Geoscience Classroom I

GEOL 614 - Identity Development, Literacy, and Inquiry Methodologies in the Geoscience Classroom II

GEOL 620 - Geochemistry of Low-Temperature Aqueous Systems

GEOL 624 - Stable Isotope Geology

GEOL 625 - Radioactive Isotope Geology

GEOL 630 - Groundwater Modeling

GEOL 632 - Advanced Groundwater Hydrology

GEOL 635 - Groundwater Geology

GEOL 637 - Contaminant Hydrogeology

GEOL 644 - Glacial Geology

GEOL 647 - Quaternary Stratigraphy

GEOL 648 - Stratigraphy

GEOL 649 - Advanced Structural Geology

GEOL 650 - Applied Geophysics: Gravity and Magnetic Fields

GEOL 651 - Applied Geophysics: Seismic and Electrical

GEOL 652 - Petrology of Clastic Sediments and Rocks

GEOL 653 - Petrology of Precipitated Sediments and Rocks

GEOL 654 - Geophysical Field Methods

GEOL 655 - Advanced Geophysics

GEOL 658 - Potential Theory

GEOL 660 - Geophysical Time Series Analysis

GEOL 665 - Earthquake Seismology

GEOL 670 - Special Problems in Earth Sciences

GEOL 675 - Advanced Igneous Petrology

GEOL 680 - Advanced Metamorphic Petrology

GEOL 690 - Siliceous Micropaleontology

GEOL 691 - Advanced Paleontology

GEOL 699 - Master's Thesis

GEOL 710 - Geodynamics

GEOL 720 - Departmental Seminar

GEOL 725 - Water Resource Geochemistry

GEOL 730 - Advanced Geochemistry

GEOL 735 - Soil Mechanics

GEOL 745 - Ground Vibrations and Instrumentation

GEOL 746 - Geology and Environmental Geosciences Seminar

GEOL 747 - Geochemistry Seminar

GEOL 748 - Geophysics Seminar

GEOL 750 - Interpretation Methods in Potential Fields

GEOL 751 - Reflection Seismology

GEOL 770 - Independent Research in Geology

GEOL 780 - Basin Analysis

GEOL 790 - Geologic Problems of the Midwest

GEOL 795 - Applied Geoscience Internship

GEOL 799 - Doctoral Research and Dissertation

History

Chair: Valerie Garver

Graduate Faculty

Christina D. Abreu, associate professor, Ph.D., Purdue University

Stanley Arnold, associate professor, Ph.D., Temple University

E. Taylor Atkins, Distinguished Teaching Professor, Ph.D., University of Illinois

Bradley Bond, associate professor, Ph.D., Louisiana State University

Andy Bruno, associate professor, Ph.D., University of Illinois

Sundiata Djata, professor, Ph.D., University of Illinois

Sean Farrell, professor, Ph.D., University of Wisconsin

Heide Fehrenbach, Distinguished Research Professor, Board of Trustees Professor, Ph.D., Rutgers University

Damián Fernández, associate professor, Ph.D., Princeton University

Rosemary Feurer, associate professor, Ph.D., Washington University

Aaron S. Fogleman, Presidential Research Professor, Ph.D., University of Michigan

Valerie L. Garver, professor, chair, Ph.D., University of Virginia

Eric Hall, associate professor, Ph.D., Purdue University

Anne G. Hanley, Board of Trustees Professor, Ph.D., Stanford University

Beatrix Hoffman, professor, Ph.D., Rutgers University

Kristin Huffine, associate professor, Ph.D., University of California, Berkeley

Trude Jacobsen, professor, Ph.D., University of Queensland

Eric Jones, associate professor, Ph.D., University of California, Berkeley

Natalie Joy, associate professor, Ph.D., University of California, Los Angeles

Emma Kuby, associate professor, Ph.D., Cornell University

Vera Lind, associate professor, D.Phil., Christian-Albrechts-Universität, Kiel

Amanda Littauer, associate, Ph.D., University of California, Berkeley

Eric W. Mogren, associate professor, Ph.D., University of Michigan

Ismael Montana, associate professor, Ph.D., York University

Brian Sandberg, professor, Ph.D., University of Illinois

James D. Schmidt, Presidential Teaching Professor, Ph.D., Rice University

Andrea Smalley, associate professor, Ph.D., Northern Illinois University

The Department of History offers programs leading to the M.A. and Ph.D. degrees. The department views historical study not only as a scholarly analysis of the past but also as a means of providing sophisticated learning that will be of practical significance to society and the individual. Traditionally graduate work in history, especially at the doctoral level, has led into the world of scholarship and teaching, but it has also led to many other successful careers in the private and public sectors. Historical training provides recognized skills in administration, management, research,

writing, policy analysis, consulting, and editing; and trained historians have been successful in fields ranging from business, education, journalism, and law to government, publishing, and archival or museum work. Graduate study in history also is appropriate for individuals seeking self-fulfillment or a better understanding of the human experience and predicament.

Graduate courses in history are principally of three types: advanced lecture-discussion courses, reading seminars designed to acquaint the student with the literature and problems of a selected field, and research seminars in which intensive research on a particular historical topic provides experience in historical methodology and in the use of primary and secondary source materials.

Admission

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

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

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

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

Advising

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

Foreign Study in History

The Department of History encourages students to take advantage of study-abroad programs, which provide students of history and allied disciplines an opportunity to study at first hand the historical developments and traditions of other peoples and their cultures. Courses carry either undergraduate or graduate credit. Interested students should first consult the Division of International Programs for relevant details of forthcoming offerings and then contact the director of graduate studies in history and appropriate departmental faculty about including study-abroad courses in their NIU program. For further information see "International Programs."

Master's Programs

Master of Arts in History

Students pursuing the M.A. degree in history must satisfactorily complete 30 semester hours of approved credits. A minimum of 24 semester hours must normally be in history courses. The balance may be in history courses or in courses in an approved cognate field or fields. The 30 semester hours required for the M.A. must include a minimum of 18 semester hours in a primary field (of which a minimum of 9 semester hours must be in research credits) and a minimum of 6 semester hours in a secondary field. Within the total of 30 semester hours the student must present a minimum of 9 semester hours in reading seminars. The primary and secondary fields offered in the M.A. program are Asian, ancient, medieval, early modern, modern European (including British), Russian and Eastern European, Latin American, African, United States, and global history. The secondary field may instead be an approved cognate field outside of history.

M.A. students will fulfill the 9 semester hours research requirement of the M.A. degree by satisfactorily completing two formal research seminars. The remainder of the research credits required will be fulfilled through independent

research (HIST 756), culminating in a master's essay or thesis. M.A. students who intend to apply for admission to the Ph.D. program will be expected to submit their master's essay or thesis for review by faculty responsible for approving admission into the Ph.D. program.

All M.A. students, except those majoring in United States or British history who are not planning to continue in the Ph.D. program, must demonstrate at least average proficiency in an approved foreign language or, if appropriate, in quantitative methods. Average proficiency in an approved foreign language can be demonstrated through a translation examination or, in selected languages, through successful completion of one of the special summer courses offered by the Department of World Languages and Cultures. Average proficiency in quantitative methods can be demonstrated by achieving a grade of C or better in an approved course in statistics (STAT 208 or STAT 301) and a grade of B or better in HIST 601.

Students in the M.A. program must satisfactorily complete a written comprehensive examination in their primary field. At the discretion of either the examining committee or the student, the written M.A. comprehensive may be followed by an oral examination about one week after the evaluation of the written examination. There is no examination in the student's secondary field, but students must achieve a grade of B or better in at least 6 semester hours of course work in that field.

If the student receives a recommendation from the comprehensive examining committee for admission to the Ph.D. program and otherwise makes application and qualifies for such admission, the M.A. comprehensive examination will serve as the Ph.D. qualifying examination.

Check departmental information for any additional requirements. For application information, please visit, <https://www.niu.edu/clas/history/graduate/grad-application.shtml>

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

Concentration in Public History

The M.A. with a concentration in public history has been designed to meet the needs of those students seeking special educational preparation for careers in public and private historical agencies, archives, museums and historical societies, and research and consulting firms.

Students pursuing the M.A. concentration in public history must satisfactorily complete 36 semester hours of approved credits. A minimum of 24 semester hours in history courses must be completed to meet the normal requirements for the traditional M.A. degree described above. A secondary field is not required.

The remaining 12 semester hours required for this concentration normally must be distributed as follows.

Course Requirements (12)

- Electives (3-6)
- ART 565 - Introduction to Museum Studies Credits: 3
- OR HIST 592 - Introduction to Public History Credits: 3
- HIST 600 - Internship in Public History Credits: 1-6

Recommended Electives

- ANTH 562 - Museum Methods Credits: 3
- ART 654 - Museum Administration Credits: 3
- ART 655 - Museum Exhibitions and Interpretation Credits: 3
- ART 656 - Advanced Curatorial Practice Credits: 3
- ART 657 - Museum Education Credits: 3
- HIST 594 - Oral History Credits: 3

Other Available Electives

- COMS 557 - The Documentary Tradition Credits: 3

Comprehensive Examination

Students in the M.A. degree program taking the concentration in public history must satisfactorily complete a written comprehensive examination in a traditional primary field area and an internship-related report, project, or research paper.

Doctoral Programs

Doctor of Philosophy in History

The doctoral program in history at NIU is designed to prepare students for the twin vocations of research and teaching. Accordingly, it is awarded only to those who have demonstrated that they have completed rigorous preparation for both of the components of the degree and that through their doctoral dissertation they have made a genuine contribution to scholarship.

The doctorate is offered with course work in a broad range of areas including the history of the United States, East and Southeast Asia, Africa, Western Europe, Eastern Europe and Russia, and of Latin America. Each of these areas, in turn, can be explored under a number of different subheadings (including politics, intellectual life, society, economy, culture, gender, and ethnicity) and through a variety of methodologies.

Check departmental information for any additional requirements.

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

Admission

Admission to the Ph.D. program is subject to the approval of the departmental Graduate Committee. Applicants must already possess a master's degree or equivalent in an appropriate subject and will be judged on the basis of their master's thesis or research paper, their performance in course work at the master's level, and the recommendations of faculty with whom they have worked. The committee always takes into consideration the availability of appropriate faculty in the probable area of the applicant's dissertation.

For additional application information, please visit, <https://www.niu.edu/clas/history/graduate/grad-application.shtml>

Semester-Hour Requirements

Students in the Ph.D. program in history must complete a minimum of 72 semester hours beyond the baccalaureate as part of the degree program. Approved course work from the master's or equivalent may be counted, but all Ph.D. students must satisfactorily complete an additional 6 semester hours of research beyond those required for the master's degree. Students will fulfill research requirement by satisfactorily completing two formal research seminars. A maximum of 18 semester hours may be counted for HIST 799, Doctoral Research and Dissertation.

Language/Research-Skills Requirement

To be admitted to candidacy, Ph.D. students must demonstrate average proficiency in two foreign languages or in one foreign language and in quantitative methods, or high proficiency in one foreign language. In some areas, however, the department may find it appropriate to set higher requirements than this minimum. The means for demonstrating proficiency in the use of a foreign language or languages and/or quantitative methods are set by Graduate School policy, but regardless of how the proficiency requirements are met, they should be fulfilled in their entirety no later than the fifth semester after a full-time student has entered the doctoral program.

Examinations

Qualifying Examination

Students with a master's degree in history from NIU who enter the Ph.D. program may be required to pass an oral qualifying examination on the recommendation of their master's comprehensive examination committee. All Ph.D. students with a master's degree from another university, as well as NIU students who received their master's degree in a discipline other than history, are ordinarily required to pass an oral qualifying examination before the end of their first semester in the Ph.D. program. However, the qualifying examination requirement may be waived by the director of graduate studies after taking into consideration the student's previous academic record, his or her performance in the first semester of doctoral work, and the recommendation of his or her adviser.

Candidacy Examination

Ph.D. students must pass written and oral candidacy examinations. The exact character of each field will be determined on an individual basis, but a provisional list of fields and examiners must be submitted to the Graduate Committee for its review no later than the beginning of the student's second year of full-time Ph.D. study; any subsequent change in examiners or fields must also be reviewed by the committee.

Students may write each of the three field essays whenever they and the field adviser agree that the student is adequately prepared. In addition to the field essays, the student will write a teaching portfolio that includes the design of and supporting materials for a survey-level course in the student's major field of expertise and an upper-division course. When all three field essays have been completed and the teaching portfolio submitted, there will be an oral examination, which should normally be taken no later than the fifth semester after a full-time student has entered the doctoral program. At the conclusion of the oral examination the examination committee will decide whether the student has passed the candidacy examination as a whole.

A student who fails a Ph.D. candidacy field essay will normally be permitted to revise and resubmit the essay. A second failure will ordinarily be final and result in termination of the student from the Ph.D. program in history. There are a limited number of circumstances in which a student who has failed a field essay twice may substitute a different field. Under no circumstances, however, will any student who has failed two different field essays be allowed to continue in the doctoral program.

Doctoral Dissertation

In order for the department to recommend students to the Graduate School for doctoral candidacy in history they must have completed a minimum of 54 semester hours of graduate course work, including any course work from the master's degree counted towards the doctoral requirements. These 54 semester hours should also include the required 6 semester hours of doctoral research. In addition, students admitted to candidacy must have passed their candidacy oral

examination and fulfilled the language/ research skills requirement. An acceptable dissertation proposal must also be submitted to a three-person dissertation-approval committee no later than the end of the semester following the one in which the oral candidacy examination was successfully completed.

The Department of History cannot guarantee a doctoral student a director and cannot necessarily supply the expertise for any topic a student may choose, even a viable one. Rather, it is the responsibility of the student to find a topic that is workable within the resources available in the department and to demonstrate that he or she has the talents to complete it.

Not more than three years after a doctoral candidate's dissertation topic has been approved, he or she must present a public colloquium on the dissertation-in-progress. This colloquium will be evaluated by a faculty committee and must be found satisfactory before the candidate may continue his or her progress towards completion of the doctoral degree requirements. Any student who fails to meet this colloquium requirement will be put on written notice of the deficiency and, if after an additional year the requirement remains unmet, admission to the doctoral program will be terminated. Candidates who are terminated because of this provision may petition the departmental Graduate Committee for reinstatement by submitting an acceptable plan for meeting the colloquium requirement.

When a Ph.D. candidate's dissertation topic and dissertation director have been approved, the candidate and the dissertation director will identify the appropriate faculty to serve on the candidate's dissertation committee. The oral defense of the dissertation will be scheduled when the dissertation has been substantially approved by the director and at least two other members of the committee. Prior to the defense, the dissertation should have been read in a defensible version by all members of the committee and one copy of this version of the dissertation must have been submitted to the Graduate School. The committee to conduct the defense will consist of four or five voting faculty members and will be chaired by the dissertation director. One member must be from an academic department outside the Department of History.

All doctoral students in history must complete and successfully defend their dissertations within six years of admission to candidacy. Failure to meet this requirement will result in the candidate's admission to the doctoral program being terminated. Candidates whose admission to the program is terminated for this reason may petition the departmental Graduate Committee for reinstatement by submitting an acceptable plan for completing the dissertation and by identifying an appropriate dissertation committee, which need not be identical to the original committee but which must meet the same conditions.

HIST 500 - Student Teaching in History/Social Sciences for Secondary Educators

HIST 502 - Gender and Sexuality in History

HIST 507 - Medieval Women

HIST 508 - Medieval Everyday Life

HIST 514 - European Wars of Religion, 1520-1660

HIST 516 - The Age of Enlightenment

HIST 518 - Modern European Cultural History

HIST 520 - The Renaissance

HIST 521 - The Catholic and Protestant Reformations

HIST 522 - Early Modern Europe

HIST 523 - The French Revolution and Napoleon

HIST 525 - World War II

HIST 528 - Gender and War

HIST 529 - Nazi Germany

HIST 534 - The Russian Revolution

HIST 535 - Stalinism

HIST 540 - Islam and Colonialism in Africa

HIST 541 - The African Diaspora

HIST 542 - History of Buddhist Southeast Asia

HIST 543 - History of Islamic Southeast Asia

HIST 544 - The Japanese Empire

HIST 545 - The Chinese Revolution

HIST 546 - History of Thailand

HIST 547 - History of Burma

HIST 548 - History of Indonesia

HIST 549 - History of Malaysia and Singapore

HIST 552 - British Empire

HIST 553 - History of Northern Ireland

HIST 554 - Victorian Britain

HIST 556 - Ancient Mediterranean

HIST 558 - Mediterranean World, 1450-1750

HIST 559 - The Atlantic World, 1492-1860s

HIST 560 - Colonial America

HIST 561 - The American Revolution

HIST 562 - Early American Republic

HIST 563 - Antebellum America

HIST 564 - Civil War Era

HIST 565 - Gilded Age and Progressive Era

HIST 566 - Corporate America: 1900-1929

HIST 567 - The U.S. in Depression and War, 1929-1960

HIST 568 - America Since 1960

HIST 569 - The Vietnam War

HIST 570 - America and Asia

HIST 571 - Workers in U.S. History, 1787-Present

HIST 572 - Topics in African-American History

HIST 573 - Topics in Women's History

HIST 574 - Immigration in the United States

HIST 575 - The United States and Southeast Asia and the Indian Subcontinent

HIST 576 - American Foreign Relations to 1914

HIST 577 - American Foreign Relations Since 1914

HIST 580 - Spies, Lies, and Secret Wars: CIA in the World

HIST 581 - Indigenous Mexico

HIST 582 - Mexico Since 1810

HIST 583 - Africans in Colonial Latin America

HIST 584 - History of Brazil

HIST 585 - Modern Latin American Revolutions

HIST 586 - Inequality in Latin America

HIST 587 - The Latin American City

HIST 591 - Special Topics in History

HIST 592 - Introduction to Public History

HIST 594 - Oral History

HIST 596 - History and Social Science Instruction for Secondary and Middle Grades Educators

HIST 600 - Internship in Public History

HIST 601 - Digital History

HIST 610 - Reading Seminar in U.S. History

HIST 620 - Reading Seminar in Latin American History

HIST 630 - Reading Seminar in Ancient and Medieval History

HIST 640 - Reading Seminar in European History

HIST 650 - Reading Seminar in African History

HIST 660 - Reading Seminar in Asian History

HIST 670 - Reading Seminar in Russian and Eastern European History

HIST 680 - Reading Seminar in Global History

HIST 690 - Reading Seminar in General/Comparative History

HIST 695 - Seminar in College Teaching of History

HIST 699 - Master's Thesis

HIST 710 - Research Seminar in U.S. History

HIST 720 - Research Seminar in Latin American History

HIST 730 - Research Seminar in Ancient and Medieval History

HIST 736 - Independent Study

HIST 740 - Research Seminar in European History

HIST 750 - Research Seminar in African History

HIST 756 - Directed Research

HIST 760 - Research Seminar in Asian History

HIST 770 - Research Seminar in Russian and Eastern European History

HIST 780 - Research Seminar in Global History

HIST 790 - Research Seminar in General/Comparative History

HIST 799 - Doctoral Research and Dissertation

Mathematical Sciences

Chair: Jeffrey Thunder

Graduate Faculty

Douglas Bowman, professor, Ph.D., University of California, Los Angeles

Jose Yunier Bello Cruz, associate professor, Ph.D., Institute of Pure and Applied Mathematics - Brazil

Biswa N. Datta, Distinguished Research Professor, Ph.D., University of Ottawa

Sien Deng, professor, Ph.D., University of Washington

Alastair Fletcher, associate professor, Ph.D., University of Warwick

Michael Geline, associate professor, Ph.D., University of Chicago

Daniel Grubb, associate professor, Ph.D., Kansas State University

Ilya Krishtal, professor, Ph.D., Voronezh State University, Russia

Nathan Krislock, associate professor, Ph.D., University of Waterloo, Canada

Ying C. Kwong, associate professor, Ph.D., University of Wisconsin

Anders Linnér, associate professor, Ph.D., Case Western Reserve University

Maya Mincheva, associate professor, Ph.D., University of Waterloo, Canada

Deepak Naidu, associate professor, Ph.D., University of New Hampshire

Mary Shafer, associate professor, Ph.D., University of Wisconsin

Gleb Sirotkin, associate professor, Ph.D., Indiana University/Purdue University Indianapolis

Joseph B. Stephen, associate professor, Ph.D., University of Nebraska

Jeffrey L. Thunder, chair, professor, Ph.D., University of Colorado

John Wolfskill, assistant chair, associate professor, Ph.D., California Institute of Technology

The Department of Mathematical Sciences offers graduate programs leading to the M.S. in mathematics, and the Ph.D. in mathematical sciences. Applicants to these graduate

programs are normally notified of an admission decision within three weeks of receipt of the complete application.

If a student in an M.S. program has already completed a required 400-level course with a grade of C or better as an undergraduate at NIU, that course requirement will be waived in the student's M.S. program. Other graduate course work will be substituted to complete the required program, with the approval of the student's adviser.

Master's Programs

Master of Science in Mathematics

The Department of Mathematical Sciences offers specializations in pure mathematics, applied mathematics, computational mathematics, and mathematics education within the M.S. degree. Applicants are expected to have completed the equivalent of the requirements for the appropriate emphasis for the B.S. in mathematical sciences at NIU. This requirement may be modified for applicants with promising undergraduate records.

Check departmental information for any additional requirements.

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

Requirements

The student must complete at least 30 semester hours of graduate work. At least 24 of these hours must be in mathematical sciences with at least 15 semester hours in mathematical sciences courses numbered 600 or above. All courses outside the Department of Mathematical Sciences must have departmental approval in advance.

The student must follow a program of study approved by the department. The program will be designed by the student and his or her adviser and will be built on the requirements listed under one of the specializations. Students with inadequate backgrounds may be required to remove specific deficiencies.

The student must pass a comprehensive examination in mathematics. Normally, students pursuing full-time graduate study will be required to take the comprehensive examination within two academic years of admission to the graduate school. A student who fails the examination may, with the permission of the department, repeat it once.

With the consent of the department, a student specializing in pure mathematics, applied mathematics, or mathematics education may include MATH 699, Master's Thesis, for 3 semester hours of credit in the 30 semester hours required for a master's degree. Students specializing in computational mathematics are usually required to complete a thesis.

Specialization in Pure Mathematics

- MATH 550 - Introduction to Topology Credits: 3
- MATH 620 - Algebraic Structures I Credits: 3
- MATH 621 - Algebraic Structures II Credits: 3
- MATH 630 - Real Analysis I Credits: 3
- MATH 631 - Real Analysis II Credits: 3
- MATH 632 - Complex Analysis Credits: 3

Specialization in Applied Mathematics

- MATH 523 - Linear and Multilinear Algebra Credits: 3
- MATH 630 - Real Analysis I Credits: 3
- OR MATH 639 - Computational and Analytical Methods in the Sciences Credits: 3
- MATH 632 - Complex Analysis Credits: 3
- OR MATH 540 - Elements of Complex Analysis Credits: 3
- MATH 636 - Ordinary Differential Equations I Credits: 3
- OR MATH 538 - Theory of Differential Equations Credits: 3
- MATH 642 - Partial Differential Equations I Credits: 3
- OR MATH 542 - Elements of Partial Differential Equations Credits: 3
- MATH 662 - Numerical Analysis Credits: 3

At least one of the following

- MATH 623 - Modern Applied Algebra Credits: 3
- MATH 640 - Applied Mathematics Credits: 3
- MATH 664 - Numerical Linear Algebra Credits: 3
- MATH 666 - Numerical Differential Equations Credits: 3
- MATH 684 - Combinatorial Mathematics I Credits: 3
- MATH 740 - Topics in Applied Mathematics Credits: 3

Specialization in Computational Mathematics

At the time of admission, each student must have completed courses equivalent to CSCI 230 and MATH 444. Students are strongly advised to take MATH 423, MATH 430, and MATH 431 during their first year, if they have not previously taken these or equivalent courses.

- MATH 534 - Numerical Linear Algebra Credits: 3
- MATH 535 - Numerical Analysis Credits: 3
- MATH 636 - Ordinary Differential Equations I Credits: 3

- MATH 642 - Partial Differential Equations I Credits: 3
- MATH 664 - Numerical Linear Algebra Credits: 3
- MATH 666 - Numerical Differential Equations Credits: 3
- MATH 668 - Nonlinear Programming Credits: 3

Thesis Option

The thesis option is usually recommended by the department. Each student pursuing this option must enroll in MATH 699, Master's Thesis, and submit a written thesis. Three semester hours credit in MATH 699 may be applied toward the degree. The student's thesis adviser serves as chair of the graduate committee that administers a defense of the thesis.

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

Non-Thesis Option.

The non-thesis option is primarily for students who intend to pursue doctoral work in the mathematical sciences at NIU, or who wish to acquire breadth in the mathematical sciences by taking additional courses. With departmental consent, the student must complete a 30-semester hour program of courses approved by the department and pass a written comprehensive examination.

Specialization in Mathematics Education

- MATH 521 - Abstract Algebra II Credits: 3
- OR MATH 523 - Linear and Multilinear Algebra Credits: 3
- MATH 530 - Advanced Calculus I Credits: 3
- MATH 610 - Theoretical Foundations of Mathematics Education Credits: 3
- Four courses in the Department of Mathematical Sciences numbered 521-687 (except MATH 602-MATH 617), including at least one course numbered above 600 (12)

Two of the following (6)

- MATH 611 - Introduction to Mathematics Education Research Credits: 3
- MATH 612 - The Learning and Teaching of Mathematics, Grades 6-9 Credits: 3
- MATH 613 - The Learning and Teaching of Algebra Credits: 3
- MATH 614 - The Learning and Teaching of Geometry Credits: 3
- MATH 615 - Using Technology in the Teaching of Mathematics Credits: 3

- OR MATH 617 - Assessment and Evaluation in School Mathematics: Grades K-12 Credits: 3
- One additional course approved by the department in mathematics, mathematics education, statistics, or supporting work from other departments (3)

Master of Science in Teaching

The M.S.T. is designed for licensed teachers seeking teaching endorsements at the master's level in disciplines approved by the university. All students pursuing the degree will be required to complete core experiences in which they demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in their content area.

Check departmental information for any additional requirements.

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

Admission

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

Specialization in Middle School Mathematics Education

The Department of Mathematical Sciences offers a master's degree specialization in middle school mathematics education. Applicants admitted to the program are expected to be licensed to teach secondary school mathematics (6-12) or licensed to teach in the elementary school (K-9). Successful completion of this specialization leads to an endorsement to teach mathematics in the middle school, and to a teacher-leader endorsement.

Requirements

The student must complete at least 34 semester hours of graduate work. At least 22 of the 34 hours must be in mathematical sciences. All courses outside the mathematical sciences must be approved by the department in advance.

The student must follow a program of study approved by the department. The program will be designed by the student and his or her adviser and will be built on the program requirements listed below. Students with inadequate backgrounds in mathematics may be required to remove specific deficiencies.

The student must pass an exit capstone research-based project in MATH 697E in lieu of a comprehensive

examination in middle school mathematics education. A student who fails to pass the capstone project may, with the permission of the faculty member who is directing the project and with the approval of the director of graduate studies, repeat it once.

Requirements in Department (22)

- MATH 526 - Geometry, Numbers, and Algebra Credits: 3
- MATH 527 - Topics in Calculus and Analysis Credits: 3
- MATH 612 - The Learning and Teaching of Mathematics, Grades 6-9 Credits: 3
- OR MATH 509 - Methods of Instruction in the Middle School Mathematics Curriculum Credits: 3
- MATH 613 - The Learning and Teaching of Algebra Credits: 3
- MATH 614 - The Learning and Teaching of Geometry Credits: 3
- MATH 617 - Assessment and Evaluation in School Mathematics: Grades K-12 Credits: 3
- MATH 696 - Topics in Contemporary Mathematics Education Credits: 1-9
Professional Development
Students must take three semester hours in this course.
- MATH 697 - Graduate Reading in Mathematical Sciences Credits: 1-9
E. Mathematics Education
Students must take one semester hour in this course.

Requirements outside Department (6)

- EPS 508 - Theories and Research in Adolescent Behavior and Development Credits: 3
- TLCI 537 - Improvement of Instruction Credits: 3
- Electives in Science, Engineering, or Mathematical Sciences (6-8)

Two of the following:

- ELE 598 - Special Topics in Electrical Engineering Credits: 1-3 K. Digital Signal Processing
Students must take this course for 3 semester hours.
- GEOL 604 - Institute for Science Teachers Credits: 1-8
May be repeated as topic changes.
Students must take this course for 4 semester hours.
- PHYS 605 - Institute for Science Teachers Credits: 1-8
Students must take this course for 3 semester hours.
- Other approved graduate courses in science, engineering, or mathematical sciences.

Doctoral Programs

Doctor of Philosophy in Mathematical Sciences

Check departmental information for any additional requirements.

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

Admission

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

Course Requirements

The Graduate Studies Committee of the department will be responsible for approving each student's program to meet the course requirements specified below. Each student will complete at least 90 hours of course work. In addition, each student should have passed MATH 520, MATH 521, MATH 530, MATH 531, STAT 570, STAT 572, or their equivalents, with a grade B or above before completing the core-course requirement. The committee will assess all work done at other institutions and will grant transfer credit for any graduate work deemed acceptable and subsequently approved by the dean of the Graduate School. The Graduate Studies Committee of the department will also be responsible for the administration of the qualifying and candidacy examinations.

Five of the following (15)

- MATH 620 - Algebraic Structures I Credits: 3
- MATH 630 - Real Analysis I Credits: 3
- MATH 632 - Complex Analysis Credits: 3
- MATH 662 - Numerical Analysis Credits: 3
- STAT 600 - Probability Theory Credits: 3
- STAT 610 - Theory of Statistics I Credits: 3

One of the following groups of courses (12)

Group A—four of the following

- MATH 621 - Algebraic Structures II Credits: 3
- MATH 631 - Real Analysis II Credits: 3
- MATH 636 - Ordinary Differential Equations I Credits: 3
- MATH 642 - Partial Differential Equations I Credits: 3
- MATH 650 - Topology Credits: 3

Group B

- MATH 610 - Theoretical Foundations of Mathematics Education Credits: 3
- MATH 611 - Introduction to Mathematics Education Research Credits: 3
- MATH 613 - The Learning and Teaching of Algebra Credits: 3
- MATH 614 - The Learning and Teaching of Geometry Credits: 3

Group C

- STAT 625 - Bayesian Statistics Credits: 3
- STAT 643 - Linear Models Credits: 3
- STAT 695 - Statistical Consulting Credits: 3

Group D—four of the following

Students who take Group D are expected to fulfill at least 12 semester hours of their elective requirement with a coherent, approved program of courses outside the Department of Mathematical Sciences.

- MATH 636 - Ordinary Differential Equations I Credits: 3
- MATH 642 - Partial Differential Equations I Credits: 3
- MATH 664 - Numerical Linear Algebra Credits: 3
- MATH 666 - Numerical Differential Equations Credits: 3
- MATH 668 - Nonlinear Programming Credits: 3

Topics Courses and Seminars

At least 21 hours of elective topics courses and seminars. One seminar must be elected outside the student's area of study. The topics courses should ordinarily be chosen from the list below. (Elective course work should be chosen so that the program contains a coherent selection of 6 semester hours at the 500-level or above in the mathematical sciences, outside the student's broad area of study, or in a related discipline.) Repetitions of topics courses and seminars are allowed as subjects vary.

- MATH 710 - Topics in Mathematics Education Credits: 3 A. Learning and Teaching
- MATH 710 - Topics in Mathematics Education: Credits: 3 B. Curriculum and Evaluation
- MATH 720 - Topics in Algebra Credits: 3
- MATH 730 - Topics in Analysis Credits: 3
- MATH 740 - Topics in Applied Mathematics Credits: 3
- MATH 750 - Topics in Geometry and Topology Credits: 3
- MATH 760 - Topics in Computational Mathematics Credits: 3
- MATH 770 - Topics in Probability Theory Credits: 3
- MATH 780 - Topics in Number Theory Credits: 3
- STAT 775 - Topics in Statistics Credits: 3

Elective courses

An additional 9-15 semester hours of electives at the graduate level. Elective course work should be chosen so that the program contains a coherent selection of 6 semester hours at the 600-level or above in the mathematical sciences, outside the student's broad area of study, or in a related discipline.

Applications Involvement Component

Three to 9 semester hours in MATH 792 - Applications Experience, or equivalent experience.

Doctoral Research and Dissertation

At least 24 semester hours in MATH 799 - Doctoral Research and Dissertation.

Qualifying Examination

Whether admission to the program follows completion of a baccalaureate or a master's degree, each student is required to pass a written qualifying examination administered by the Graduate Studies Committee of the department.

Candidacy Examination

The candidacy examination is an oral examination in the student's primary area of study and is taken later than the qualifying examination. The committee to hear the candidacy examination will be nominated by the chair of the department and appointed by the dean of the Graduate School.

Applications-Involvement Component

The AIC includes MATH 792, an internship and a final report. Continuous enrollment in MATH 792 is required until

completion of the AIC. The completion is determined by the Graduate Studies Committee in consultation with the AIC director.

Dissertation Committee

The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and be chaired by the dissertation adviser who has been appointed by the chair of the department.

External Examiner

An external examiner for the doctoral dissertation will be nominated by the chair of the department and appointed by the dean of the Graduate School. The examiner shall submit a written report on the dissertation to the chair of the department, the dean of the Graduate School, and the student's dissertation committee prior to the oral dissertation defense.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to the rules of the Graduate School. The oral dissertation defense can only be conducted after the completion of the AIC and the Research Tool requirements. This defense will be open to the university community.

Research Tool Requirement

The Department of Mathematical Sciences requires students in the Ph.D. program to demonstrate proficiency with a research tool appropriate to their area of research.

The arrangement for meeting the research tool requirement is to be approved by the Graduate Director. Satisfactory completion is determined by the Graduate Studies Committee.

Examples of research tools include the following:

Facility with a natural language such as French, German or Russian to the extent necessary to translate a technical article. Students with no prior experience of the language are strongly advised to take the appropriate Summer course from the Department of World Languages and Cultures.

Satisfactory completion of two semesters of MATH 795: Writing in the Mathematical Sciences.

Completion of a coherent sequence of two courses at the 700 level in another unit of the University which contribute significantly to an interdisciplinary aspect of the dissertation.

In no case will defense of a dissertation be permitted until the research tool requirement has been met.

Licensure Programs

Educator Licensure in Grades 6-12 (Math)

Requirements

A graduate student or a student-at-large may pursue educator licensure in mathematics for grades 6-12. Completing the educator licensure requirements and pursuing a graduate degree may be done simultaneously but are independent. Educator licensure candidates must complete requirements which include courses within the Department of Mathematical Sciences and courses outside the department. Obtaining a teaching endorsement in a second teaching area is desirable to enhance placement opportunities.

Requirements for licensure are in three areas: mathematics, professional education, and general education. Forty semester hours of mathematics, beginning with MATH 229 (Calculus I), are required. Professional education requirements total 22 semester hours and can be taken either on the graduate or undergraduate level. General education requirements are usually fulfilled at the undergraduate level. Specific mathematics requirements are listed in the departmental section of the *Undergraduate Catalog*. Also see the section "Educator Licensure Information" in this catalog as well as "Secondary Educator Licensure" in the College of Liberal Arts and Sciences section of this catalog. Graduate-level professional education courses are listed in the departmental advising document. All students who decide to pursue licensure should consult a educator licensure adviser in the Department of Mathematical Sciences as soon as possible. Students completing the licensure program in mathematics will automatically meet the requirements for the middle school endorsement in mathematics.

Certificates of Graduate Study

Elementary Mathematics Teaching (12)

This certificate is for an inservice for elementary teachers.

Requirements (12)

- MATH 603 - Whole Number Sense and Numeration Credits: 3
- MATH 604 - Geometry, Spatial Sense, and Measurement Credits: 3

- MATH 605 - Understanding Rational Numbers Credits: 3
- MATH 606 - Algebraic Thinking Credits: 3

MATH 502 - Methods of Instruction in the Mathematics Curriculum for Elementary School

MATH 509 - Methods of Instruction in the Middle School Mathematics Curriculum

MATH 512 - Methods of Instruction in the Mathematics Curriculum for Secondary School

MATH 515 - Uses of Technology in the Mathematics Curriculum for Grades K-12

MATH 520 - Abstract Algebra I

MATH 521 - Abstract Algebra II

MATH 523 - Linear and Multilinear Algebra

MATH 526 - Geometry, Numbers, and Algebra

MATH 527 - Topics in Calculus and Analysis

MATH 530 - Advanced Calculus I

MATH 531 - Advanced Calculus II

MATH 532 - Advanced Calculus III

MATH 534 - Numerical Linear Algebra

MATH 535 - Numerical Analysis

MATH 538 - Theory of Differential Equations

MATH 540 - Elements of Complex Analysis

MATH 542 - Elements of Partial Differential Equations

MATH 550 - Introduction to Topology

MATH 556 - Linear Geometry

MATH 560 - Modeling Dynamical Systems

MATH 580 - Number Theory

MATH 592 - School Mathematics

MATH 602 - Topics for Teachers of Elementary School Mathematics

MATH 603 - Whole Number Sense and Numeration

MATH 604 - Geometry, Spatial Sense, and Measurement

MATH 605 - Understanding Rational Numbers

MATH 606 - Algebraic Thinking

MATH 610 - Theoretical Foundations of Mathematics Education

MATH 611 - Introduction to Mathematics Education Research

MATH 612 - The Learning and Teaching of Mathematics, Grades 6-9

MATH 613 - The Learning and Teaching of Algebra

MATH 614 - The Learning and Teaching of Geometry

MATH 615 - Using Technology in the Teaching of Mathematics

MATH 617 - Assessment and Evaluation in School Mathematics: Grades K-12

MATH 620 - Algebraic Structures I

MATH 621 - Algebraic Structures II

MATH 622 - Homological Algebra

MATH 623 - Modern Applied Algebra

MATH 630 - Real Analysis I

MATH 631 - Real Analysis II

MATH 632 - Complex Analysis

MATH 636 - Ordinary Differential Equations I

MATH 637 - Ordinary Differential Equations II

MATH 639 - Computational and Analytical Methods in the Sciences

MATH 640 - Applied Mathematics

MATH 641 - Applied Functional Analysis

MATH 642 - Partial Differential Equations I

MATH 643 - Partial Differential Equations II

MATH 648 - Applied Mathematics Modeling

MATH 650 - Topology

MATH 660 - Automata Theory

MATH 662 - Numerical Analysis

MATH 663 - Vector and Parallel Computations in Numerical Linear Algebra

MATH 664 - Numerical Linear Algebra

MATH 666 - Numerical Differential Equations

MATH 668 - Nonlinear Programming

MATH 680 - Analytic Number Theory

MATH 681 - Algebraic Number Theory

MATH 684 - Combinatorial Mathematics I

MATH 685 - Combinatorial Mathematics II

MATH 686 - Recursive Function Theory and Computability

MATH 691 - Curriculum and Instruction in Mathematical Sciences at the College Level

MATH 692 - Internship in Mathematical Sciences

MATH 696 - Topics in Contemporary Mathematics Education

MATH 697 - Graduate Reading in Mathematical Sciences

MATH 698 - Topics in Contemporary Mathematics

MATH 699 - Master's Thesis

MATH 710 - Topics in Mathematics Education

MATH 720 - Topics in Algebra

MATH 730 - Topics in Analysis

MATH 740 - Topics in Applied Mathematics

MATH 750 - Topics in Geometry and Topology

MATH 760 - Topics in Computational Mathematics

MATH 770 - Topics in Probability Theory

MATH 780 - Topics in Number Theory

MATH 790 - Seminar in the Mathematical Sciences

MATH 792 - Applications Experience

MATH 795 - Written and Oral Communication in the Mathematical Sciences

MATH 799 - Doctoral Research and Dissertation

Philosophy

Chair: Jason Hanna

Graduate Faculty

Valia Allori, professor, Ph.D., Rutgers University

Lenny Clapp, professor, Ph.D., Massachusetts Institute of Technology

Steven Daskal, associate professor, Ph.D., University of Michigan

Mylan Engel, Jr., Presidential Teaching Professor, Ph.D., University of Arizona

Alicia Finch, associate professor, Ph.D., University of Notre Dame

Carl Gillett, professor, Ph.D., Rutgers University

Jason Hanna, professor, chair, Ph.D., University of Colorado at Boulder

Craig Warmke, assistant professor, Ph.D., University of North Carolina at Chapel Hill

The Department of Philosophy offers a graduate program leading to the M.A. degree which is designed to prepare students for teaching and research in philosophy and for doctoral-level graduate work in philosophy and in other disciplines, as well as for positions in government and industry where a broad liberal arts background with strong critical training is desired. Students planning to enroll for graduate courses in philosophy should consult their advisers before registering.

Admission requirements are those established for admission to the Graduate School. The Department of Philosophy may require a student to remedy specific deficiencies in preparation by enrolling without graduate credit in certain courses.

Master's Programs

Master of Arts in Philosophy

Check departmental information for any additional requirements.

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

Students are required to pass a comprehensive examination and to complete 30 semester hours of graduate course work, at least 24 of which must be in philosophy. All courses taken toward the completion of the degree are subject to the approval of the graduate adviser, and they must include the following, each of which must be completed with a grade of B or better:

Core requirement

- PHIL 505 - Intermediate Logic Credits: 3

Two courses in each of the following areas (18)

Metaphysics and Epistemology (6)

- PHIL 510 - Topics in Metaphysics or Epistemology Credits: 3
- PHIL 570 - Topics in Philosophy of Religion Credits: 3
- PHIL 611 - Epistemology Credits: 3
- PHIL 612 - Metaphysics Credits: 3

Ethics and Value Theory (6)

- PHIL 530 - Topics in Ethics Credits: 3
- PHIL 550 - Topics in Social and Political Philosophy Credits: 3
- PHIL 631 - Ethical Theory Credits: 3
- PHIL 642 - Aesthetics Credits: 3
- PHIL 651 - Social and Political Philosophy Credits: 3

Philosophy of Science, Language, and Mind (6)

- PHIL 502 - Philosophy of Logic Credits: 3
- PHIL 504 - Philosophy of Language Credits: 3
- PHIL 561 - Metaphysics of Science Credits: 3
- PHIL 564 - Philosophy of Physics Credits: 3
- PHIL 602 - Topics in Philosophy of Logic Credits: 3
- PHIL 604 - Topics in Philosophy of Language Credits: 3
- PHIL 660 - Philosophy of Science Credits: 3
- PHIL 663 - Philosophy of Mind Credits: 3

PHIL 502 - Philosophy of Logic

PHIL 503 - Philosophy of Mathematics

PHIL 504 - Philosophy of Language

PHIL 505 - Intermediate Logic

PHIL 506 - Advanced Logic

PHIL 510 - Topics in Metaphysics or Epistemology

PHIL 520 - Topics in the History of Philosophy

PHIL 521 - Major Philosophers

PHIL 523 - Medieval Philosophy

PHIL 526 - American Philosophy

PHIL 527 - 19th Century Philosophy

PHIL 528 - 20th Century Phenomenology

PHIL 529 - 20th Century Analytic Philosophy

PHIL 530 - Topics in Ethics

PHIL 550 - Topics in Social and Political Philosophy

PHIL 561 - Metaphysics of Science

PHIL 564 - Philosophy of Physics

PHIL 570 - Topics in Philosophy of Religion

PHIL 590 - Topics in Philosophy

PHIL 591 - Directed Readings

PHIL 601 - Graduate Writing Seminar

PHIL 602 - Topics in Philosophy of Logic

PHIL 604 - Topics in Philosophy of Language

PHIL 611 - Epistemology

PHIL 612 - Metaphysics

PHIL 620 - Topics in the History of Philosophy

PHIL 631 - Ethical Theory

PHIL 642 - Aesthetics

PHIL 651 - Social and Political Philosophy

PHIL 660 - Philosophy of Science

PHIL 663 - Philosophy of Mind

PHIL 691 - Special Topics in Recent Philosophy

PHIL 695 - Special Studies and Research

PHIL 698 - Master's Comprehensive Examination

Physics

Chair: Vishnu Zutshi

Graduate Faculty

Jahred Adelman, associate professor, Ph.D., University of Chicago

Stanislav Baturin, assistant professor, Ph.D., St. Petersburg State (Russia)

Gerald Blazey, Distinguished Research Professor, Ph.D., University of Minnesota

Dennis Brown, associate professor, Ph.D., Stanford University

Dhiman Chakraborty, Distinguished Research Professor, Ph.D., State University of New York, Stony Brook

Swapan Chattopadhyay, Presidential Research, Scholarship, and Artistry Professor, Ph.D., University of California, Berkeley

Omar Chmaissem, Presidential Research, Scholarship, and Artistry Professor, Ph.D., Université Joseph Fourier, Grenoble (France)

George Coutrakon, professor, Ph.D., State University of New York, Stony Brook

Michael Eads, associate professor, Ph.D., Northern Illinois University

Bela Erdelyi, professor, Ph.D., Michigan State University

Andreas Glatz, professor, Ph.D., Cologne University (Germany)

David Hedin, Distinguished Research Professor, Board of Trustees Professor, professor emeritus, Ph.D., University of Wisconsin

Yasuo Ito, associate professor, Ph.D., Cambridge University

Xueying Lu, Ph.D., assistant professor, Massachusetts Institute of Technology

Laurence Lurio, Presidential Teaching Professor, Ph.D., Harvard University

Stephen P. Martin, Distinguished Research Professor, Distinguished Teaching Professor, Ph.D., University of California at Santa Barbara

Susan M. Mini, professor, Ph.D., Southern Illinois University

Philippe Piot, Distinguished Research Professor, Board of Trustees Professor, Ph.D., University of Grenoble (France)

Carol Thompson, professor emeritus, Ph.D., University of Houston

Michel van Veenendaal, Distinguished Research Professor, Ph.D., Rijksuniversiteit Groningen (Netherlands)

Roland Winkler, professor, Ph.D., University of Regensburg (Germany)

Zhili Xiao, Distinguished Research Professor, Board of Trustees Professor, Ph.D., University of Konstanz (Germany)

Vishnu Zutshi, Presidential Research, Scholarship, and Artistry Professor, chair, Ph.D., University of Delhi (India)

Master's Programs

Master of Science in Physics

A student pursuing the M.S. in physics must complete a minimum of 30 semester hours and satisfy the requirements in one of the specializations described below.

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

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

Check departmental information for any additional requirements.

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

Specialization in Basic Physics

Completion of 24 semester hours in physics, including:

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

One of the following:

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

Additional requirements

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

Specialization in Applied Physics

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

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

Three of the following (9-11)

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

Two of the following (6)

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

Specialization in Physics Teaching

Completion of 24 semester hours in physics, including at least 12 semester hours at the 600 level or above.

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

Submission of an acceptable thesis and passage of an oral examination thereon; or submission of two papers, one of which may pertain to teaching of physics or history and philosophy of physics.

See also "Teacher Certification Information."

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

Doctoral Programs

Doctor of Philosophy in Physics

Check departmental information for any additional requirements.

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

Admission

Students seeking admission to the Ph.D. program in physics must have a background equivalent to that attained by acquiring the B.S. degree in physics at NIU. Although applicants are not required to submit scores other than the GRE General Test score required for admission to the Graduate School, the submission of scores from the GRE Subject Test in physics could enhance their application.

Course Requirements

The Graduate Studies Committee of the department is responsible for approving each student's program to meet the course requirements specified below. Each student must complete at least 90 semester hours of graduate course work. The committee will assess all work done at other institutions and will recommend acceptance of transfer credit for any graduate work deemed appropriate, subject to the policies of and approval by the Graduate School. The Graduate Studies Committee of the department is also responsible for the administration of the qualifying and candidacy examinations. All Ph.D. students are required to register for PHYS 798, Physics Seminar, for two semesters. In addition, all students are required to complete the following.

Core Courses (15)

All Ph.D. students must successfully complete at least five of the following six courses:

- PHYS 600 - Classical Mechanics Credits: 3
- PHYS 660 - Quantum Mechanics I Credits: 3
- PHYS 661 - Quantum Mechanics II Credits: 3
- PHYS 663 - Statistical Physics I Credits: 3
- PHYS 670 - Electromagnetic Theory I Credits: 3
- PHYS 671 - Electromagnetic Theory II Credits: 3

Distribution Requirements (12)

All students are required to take 12 semester hours in physics at or above the 600 level, excluding PHYS 659, PHYS 699, PHYS 798, and PHYS 799, distributed over two areas of the discipline. Up to 9 semester hours of this requirement can be replaced by courses of comparable level in engineering,

biology, chemistry, or geology. If all six of the core courses are successfully completed, then one of them can be applied to this distribution requirement.

The distribution requirements for the nanoscience concentration are given below. See the Interdisciplinary Academic Centers and Courses section of the Graduate Catalog.

Other areas and the courses chosen to meet the distribution requirement must be approved in each case by the Graduate Studies Committee of the department.

Distribution Requirements for Nanoscience Concentration (12)

- PHYS 680 - Introduction to Nanophysics Credits: 3

And any three of the following (9):

- PHYS 600 - Classical Mechanics Credits: 3
- PHYS 666 - Solid State Physics I Credits: 3
- PHYS 667 - Solid State Physics II Credits: 3
- PHYS 671 - Electromagnetic Theory II Credits: 3
- PHYS 790 - Special Topics in Physics Credits: 1-6 A. Solid State Physics
- CHEM 600 - Selected Topics in Chemistry Credits: 3 G. Nanoscience
- CHEM 644 - Chemical Thermodynamics Credits: 3
- CHEM 645 - Kinetics Credits: 3
- MEE 611 - Continuum Mechanics Credits: 3
- MEE 634 - Experimental Methods in Materials Science Credits: 3
- MEE 650 - Advanced Thermodynamics Credits: 3
- MEE 692 - Advanced Mechanical Engineering Analysis Credits: 3

Dissertation (24)

A minimum of 24 semester hours in PHYS 799, Doctoral Research and Dissertation.

Elective Course Work (39)

This may include dissertation work as well as graduate course work in physics and the other natural sciences, engineering, mathematics, and computer science. The courses chosen to meet this requirement are subject to the approval of the Graduate Studies Committee.

Qualifying Examination

A student without a master's degree in physics is required to pass a qualifying examination which will consist of the proficiency examination for one of the specializations in the M.S. physics program. Students admitted to the program

with a master's degree in physics are exempt from the qualifying examination. Students admitted to the Ph.D. program with a master's degree in a related field can be exempted from the qualifying examination with approval of the department.

Candidacy Examination

The candidacy examination is a written examination based on the core courses and other graduate courses. The examination is to be taken within one year of completion of the core courses.

Language/Research-Tool Requirements

There are no foreign-language or extra-departmental research tool requirements. The mathematics prerequisites to undergraduate physics courses constitute a sufficient researchtool requirement.

Dissertation Committee

The dissertation committee for each student will be nominated by the chair of the department and appointed by the dean of the Graduate School. This committee will consist of three to five graduate faculty members and will otherwise meet the specifications of the Graduate School. It will be chaired by the dissertation director, who is appointed by the chair of the department and the deans of the College of Liberal Arts and Sciences and of the Graduate School.

Oral Dissertation Defense

An oral examination on the dissertation will be conducted by the dissertation committee according to Graduate School regulations.

PHYS 500 - Analytical Mechanics II

PHYS 510 - Computational Physics

PHYS 516 - Methods in Teaching Physical Sciences

PHYS 520 - Acoustics I

PHYS 528 - Student Teaching (Secondary) in Physics

PHYS 530 - Optics

PHYS 531 - Medical Imaging I

PHYS 534 - Radiation Physics I

PHYS 560 - Quantum Physics

PHYS 561 - Modern Physics

PHYS 563 - Thermodynamics, Kinetic Theory, and Statistical

PHYS 570 - Electricity and Magnetism II

PHYS 572 - Physical Measurements

PHYS 574 - Methods of Experimental Physics

PHYS 575 - Laboratory Electronics II

PHYS 577 - Astrophysics

PHYS 580 - Introduction to Materials Science

PHYS 585 - Methods of Mathematical Physics II

PHYS 592 - Science Teaching in the Elementary, Middle, and Junior High School: Grades K-9

PHYS 594 - Use of Technology in Secondary Science Teaching

PHYS 600 - Classical Mechanics

PHYS 605 - Institute for Science Teachers

PHYS 621 - Physical and Applied Acoustics

PHYS 624 - Acoustics Laboratory

PHYS 630 - Advanced Optics

PHYS 634 - Radiological Physics and Dosimetry

PHYS 645 - Surface Physics

PHYS 659 - Special Problems in Physics

PHYS 660 - Quantum Mechanics I

PHYS 661 - Quantum Mechanics II

PHYS 663 - Statistical Physics I

PHYS 666 - Solid State Physics I

PHYS 667 - Solid State Physics II

PHYS 670 - Electromagnetic Theory I

PHYS 671 - Electromagnetic Theory II

PHYS 673 - Beam Physics I

PHYS 680 - Introduction to Nanophysics

PHYS 683 - Beam Physics II

PHYS 684 - Introduction to High Energy Physics and Astrophysics

PHYS 686 - Phenomenology of Particle Physics

PHYS 692 - Seminar on College Teaching of Physics

PHYS 699 - Master's Thesis

PHYS 751 - General Relativity

PHYS 790 - Special Topics in Physics

PHYS 798 - Physics Seminar

PHYS 799 - Doctoral Research and Dissertation

Political Science

Chair: Mitch Pickerill

Graduate Faculty

April Clark, associate professor, Ph.D., University of California, Santa Barbara

Michael Clark, associate professor, Ph.D., University of California, Santa Barbara

Aarie Glas, assistant professor, Ph.D., University of Toronto
Kikue Hamayotsu, associate professor, Ph.D., Australian National University

Colin Kuehl, assistant professor, Ph.D., University of California, Santa Barbara

J. Mitchell Pickerill, professor, Ph.D., University of Wisconsin

Alesha Porisky, assistant professor, Ph.D., University of Toronto

Andrea Radasanu, associate professor, Ph.D., University of Toronto

Scot Schraufnagel, professor, Ph.D., Florida State University

Matthew J. Streb, professor, Ph.D., Indiana University

Brendon Swedlow, professor, Ph.D., University of California, Berkeley

Ches Thurber, assistant professor, Ph.D., Tufts University

Kheang Un, associate professor, Ph.D., Northern Illinois University

Artemus Ward, professor, Ph.D., Syracuse University

The Department of Political Science offers graduate programs leading to the M.A. and Ph.D. degrees. Five fields are available in political science: American government and politics, public administration, political theory, comparative politics, and international relations.

Graduate study may lead to careers in government service (federal, state, and local), international business, teaching,

and professional writing and research. Foreign study and overseas internship opportunities also exist. Students' career objectives should be discussed with their departmental advisers.

In addition to the requirements below, students are expected to comply with the regulations contained in the appropriate graduate handbook.

Course Information

Many courses offered by the department relate to more than one field of political science. However, as a general guide to students, the following numbering system is used for political science classes.

-00 to -19, American government

-50 to -59, political theory

-60 to -79, comparative politics

-80 to -89, international relations

The following numbers are for courses not in any of the above fields.

-40 to -49, methodology

-90 to -99, general

Master's Programs

Master of Arts in Political Science

Students interested in pursuing the M.A. in political science normally should have at least 9 undergraduate semester hours in political science or the equivalent. When this is lacking, a student may be required to make up deficiencies by enrolling in and successfully completing designated courses, by auditing designated courses, or by engaging in supervised reading without graduate credit.

Check departmental information for any additional requirements.

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

Requirements

Of the minimum 36 semester hours of graduate credit required for the degree, at least 9 semester hours are to be taken in one of the subfields of political science and at least 6 semester hours have to be taken in a second subfield of political science. In addition, POLS 602 and POLS 603 are required and at least 3 semester hours of POLS 690. PSPA 661 is required for study in the field of public administration leading to the M.A. degree. A maximum of 3 semester hours of POLS 690 may be counted toward the 36 semester hour minimum. No more than 3 semester hours in courses outside the department may be applied to the degree.

Students may apply 3 semester hours to the writing of a thesis. If a thesis is to be written the student must register for a minimum of 3 semester hours of POLS 699, Thesis (1-6). Students not writing a thesis must submit and successfully defend two research papers prepared in graduate courses, one in the student's primary field and the other outside it. Prior to submission to the department for this purpose, each paper must be approved for such submission by the instructor for the course in which it was written. An oral comprehensive examination is required upon completion of all course work, or during the last term of study.

Doctoral Programs

Doctor of Philosophy in Political Science

While the Ph.D. in political science has traditionally been the badge of distinction of college and university teachers, doctoral programs in political science are also designed with other career objectives in mind such as professional research, public service, and university administration. The Department of Political Science is conscious of these several career objectives.

Check departmental information for any additional requirements.

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

Admission

An applicant may be admitted to the Ph.D. program without a prior degree in political science or public administration if the discipline of the prior degree(s) is relevant to his or her primary fields of doctoral study. If the applicant has not completed a prior degree in political science or public administration, he or she must have completed the equivalent of 9 semester hours of undergraduate political science course work or the department may require that introductory political science courses appropriate to his or her fields of study be taken as a condition of admission.

An applicant to the Ph.D. program in political science is usually expected to have completed both a baccalaureate and an M.A. degree; however, an individual with a baccalaureate degree may be admitted directly into the Ph.D. program. Such an applicant must have GRE scores, strong letters of recommendation, and an undergraduate record which present conclusive evidence of an ability to begin high quality work at the doctoral level immediately.

Students with a baccalaureate degree who are admitted directly into the Ph.D. program must complete all requirements for the master's degree in political science with at least a 3.20 GPA in graduate political science courses exclusive of thesis and independent study courses. Having

met the master's degree requirements, they will be strongly encouraged to apply for and receive an M.A. in political science.

Course Requirements

The Department of Political Science requires that 90 semester hours of graduate course work be completed with a cumulative GPA of 3.00 or higher. These hours may include no more than 39 semester hours of credit in POLS 690, Political Science Research, POLS 691, Teaching of Political Science, POLS 799A, Doctoral Research and Dissertation, or any combination thereof.

In completing the remaining required 51 semester hours of course work, students must include POLS 602, Scope and History of Political Science (3); POLS 603, Research Design in Political Science (3); and POLS 692, Teaching and Professional Development (1). Full-time students are required to complete the scope and methods sequence in their first year of doctoral studies. Students with a field in public administration may substitute PSPA 604 for POLS 602 with the approval of the graduate committee.

The department requires the completion of two fields. The fields offered by the department are American government and politics (POLS 600 required), public administration (PSPA 661 required), political theory (POLS 650 and POLS 651 required), comparative politics (POLS 660 required), and international relations (POLS 680 required). Graduate students in the doctoral program must take comprehensive written and oral examinations (candidacy examinations) in both fields.

The student must complete 15 semester hours of course work in a primary field and a minimum of 12 semester hours in the second field, both designated by the student. No more than one course outside of political science may be counted toward the hours required in a field. A minimum of 15 semester hours of POLS 690 must be completed beyond any hours counted toward the M.A. degree. Students who have passed candidacy examinations must register for 3 semester hours of POLS 690 each semester until the dissertation proposal has been formally approved. POLS 690 credit cannot count toward the minimum course requirement in either of the two fields. No more than 15 semester hours may be taken outside of political science. Exceptions to any of these rules must be approved by the department graduate committee, to which such requests must be submitted in writing through faculty in a student's first field of study.

Students will be expected to consult initially with an interim adviser, and subsequently with members of the faculty in their first field of study, regarding a program of studies. Such consultation will help to insure that the student's doctoral work is related to career and professional interests, and conforms to Graduate School and departmental requirements. Registration for courses without the approval of faculty in a student's first field of study might lead to the accumulation of graduate credits in political science and related disciplines, but provides no assurance that the

department will support an application for admission to candidacy for the Ph.D.

Teaching-Skill Requirement

All students in the Ph.D. program will be required to participate in a training program in classroom techniques. The requirement will be met through a one-credit class (POLS 692). In addition, students will be involved in a mentoring relationship for at least one semester under the close supervision of a faculty member. Exceptions are authorized only upon approval of the department graduate committee. The student seeking an exception should submit their request in writing to the department's director of graduate studies.

Language/Research-Tool Requirement

The student working toward a Ph.D. in political science must demonstrate an ability to make use of research tools by showing proficiency in using a foreign language for the purpose of research and/or qualitative or quantitative research tools. The choice of specific language/research tools will relate to the student's fields of study, and will be made with the approval of the faculty in a student's first field of study. Proficiency in any foreign language is determined by the faculty in a student's first field of study. In certain cases, the department's graduate committee may approve the use of a proficiency examination in lieu of course requirements for a research tool. Any one of the following will satisfy the language/research-tool requirement.

- Two foreign languages, average reading proficiency
- One foreign language, high level of reading proficiency
- One foreign language, average reading proficiency, and one research tool, average proficiency
- Two research tools, average proficiency
- One research tool, high level of proficiency

The language/research-tool requirement must be completed before the student takes doctoral candidacy examinations, unless the department grants an exception.

Candidacy Examinations

The student will take candidacy examinations after completing most or all of his or her course work. Written candidacy examinations will be administered in the two fields in a student's program, and may be followed by an oral examination in either or both fields. A student who successfully completes this requirement will be recommended to the Graduate School for admission to candidacy for the doctorate in political science. A student may take examinations in contiguous semesters or in one examination period, based on the recommendation of faculty in his or her first and second field of study. Any student who fails a written examination may, with the permission of the relevant faculty, retake that particular examination in the

next examination period. A student who fails two written examinations in the same field will not be permitted to continue.

POLS 595 - Seminar in Current Problems

POLS 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

POLS 600 - Seminar in American Politics

POLS 601 - Topics in American Politics

POLS 602 - Scope and History of Political Science

POLS 603 - Research Design in Political Science

POLS 605 - Seminar in Political Parties

POLS 606 - Intergovernmental Relations

POLS 607 - Seminar on the Presidency

POLS 608 - Legislative Behavior

POLS 609 - The Roots of Political Behavior

POLS 610 - Seminar in the Judicial Process

POLS 611 - U.S. Regulatory Politics in Comparative Perspective

POLS 612 - Constitutional Politics

POLS 618 - Theories of Legal Justification

POLS 619 - Topics in Public Law

POLS 620 - Study of Public Policy

POLS 630 - Biopolitical Theory

POLS 631 - Biomedical Policy

POLS 632 - Biotechnology and Political Structures

POLS 633 - International Biotechnology Policy

POLS 637 - Evolution and Political Theory

POLS 641 - Introductory Analysis of Political Data

POLS 642 - Intermediate Analysis of Political Data

POLS 643 - Advanced Analysis of Political Data

POLS 645 - Qualitative Research Methods

POLS 650 - Basic Problems in Ancient Political Philosophy

POLS 651 - Topics in Modern Political Philosophy

POLS 652 - Theory of American Democracy I: the Federal Convention

POLS 653 - Theory of American Democracy II: The Federalist

POLS 654 - Principles of Plato's Political Theory

POLS 655 - Democratic Theory

POLS 660 - Seminar in Comparative Political Analysis

POLS 661 - Comparative Historical Analysis of Politics

POLS 662 - Seminar in Political Culture

POLS 663 - Political Economy of the Communist World

POLS 664 - Politics of Identity: Ethnicity, Religion and Conflict

POLS 665 - Origins of Political Order

POLS 666 - Russian Politics and Government

POLS 667 - Seminar in Political Development

POLS 668 - Seminar in the Political Economy of Developing Areas

POLS 669 - The Politics of Economic Policy in Industrialized Countries

POLS 670 - Reading Seminar in Southeast Asian Politics

POLS 672 - Topics in Comparative Politics

POLS 673 - Foreign Area Politics

POLS 675 - Seminar in Comparative Political Institutions and Processes

POLS 680 - Theories of International Relations

POLS 681 - International Security

POLS 682 - Seminar in International Law and Organization

POLS 683 - U.S. Presidential Foreign Policy Management

POLS 684 - Political Economy of International Relations

POLS 685 - American Foreign Policy-Making

POLS 686 - Seminar in International Relations

POLS 687 - Southeast Asia and International Politics

POLS 688 - East Asian Security

POLS 689 - Conflict Management and Processes

POLS 690 - Political Science Research

POLS 691 - Teaching of Political Science

POLS 692 - Teaching and Professional Development

POLS 696 - Independent Study in Political Science

POLS 699 - Thesis

POLS 701 - Research Seminar in American Politics and Policy

POLS 702 - Research Seminar in Comparative and International Politics

POLS 750 - Seminar in Political Theory

POLS 796 - Independent Study in Political Science

POLS 798 - Foreign Study and Internship

POLS 799A - Doctoral Research and Dissertation

POLS 799B - Doctoral Dissertation

Psychology

Chair: Amanda M. Durik

Graduate Faculty

David J. Bridgett, professor, Ph.D., Washington State University

M. Anne Britt, Distinguished Teaching Professor, Presidential Research Professor, Ph.D., University of Pittsburgh

Michelle K. Demaray, Presidential Research, Scholarship and

Artistry Professor, Ph.D., University of Wisconsin
 Amanda M. Durik, professor, Ph.D., University of Wisconsin, Madison
 Lisa M. Finkelstein, Presidential Teaching Professor, Ph.D., Tulane University
 Angela Grippo, professor, Ph.D., University of Iowa
 Michelle M. Lilly, associate professor, Ph.D., University of Michigan
 Christine K. Malecki, Presidential Engagement Professor, Ph.D., University of Wisconsin
 Leslie Matuszewich, associate professor, Ph.D., University of Buffalo
 Randy J. McCarthy, assistant professor, Ph.D., Northern Illinois University
 Keith K. Millis, professor, Ph.D., Memphis State University
 Nina S. Mounts, professor, Ph.D., University of Wisconsin
 Julia A. Ogg, associate professor, Ph.D., Michigan State University
 Holly K. Orcutt, professor, Ph.D., State University of New York, Buffalo
 Bradford H. Pillow, professor, Ph.D., Stanford University
 Laura D. Pittman, associate professor, Ph.D., University of Connecticut
 Alan Rosenbaum, professor, Ph.D., State University of New York at Stony Brook
 Rachel Saef, assistant professor, Ph.D., Purdue University
 Brad J. Sagarin, professor, Ph.D., Arizona State University
 Alecia M. Santuzzi, associate professor, Ph.D., Tulane University
 Elizabeth C. Shelleby, assistant professor, Ph.D., University of Pittsburgh
 Kara M. Stycck, assistant professor, Ph.D., Arizona State University
 David P. Valentiner, professor, Ph.D., University of Texas
 Douglas Wallace, professor, Ph.D., Kent State University
 Karen J. White, director, Psychological Services Center, Ph.D., Florida State University
 Katja Wiemer, associate professor, Ph.D., University of Memphis
 Kevin D. Wu, associate professor, Ph.D., University of Iowa

The Department of Psychology offers programs leading to the M.A. and Ph.D. degrees. Preference will be given to applicants who show potential for doctoral work. The department offers a continuous program leading to the doctorate and the master's thesis is regarded as a part of this training. An entitlement program leading to qualification for state certification as a school psychologist may be completed in conjunction with either the M.A. or the Ph.D. degree.

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

Admission

In considering applicants for admission to its graduate programs, the department evaluates the general undergraduate GPA, preparation in undergraduate psychology courses, background in science and mathematics, GRE General Test scores, and letters of recommendation. An attempt is made to select the best applicants on a combination of indices, recognizing that no index is absolute. While there are no minimum requirements, applicants should have a GPA of at least 3.00 (on a 4.00 scale) during the last two years of undergraduate work. Exceptions may be made under special conditions.

Master's Programs

Master of Arts in Psychology

The M.A. degree program in psychology requires a minimum of 30 semester hours in psychology. 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 M.A. degree may not exceed 15.

Check departmental information for any additional requirements.

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

Course Requirements

- PSYC 604 - Analysis of Variance and Hypothesis Testing in Psychological Research Credits: 3
- PSYC 606 - Correlation and Regression Analysis in Psychological Research Credits: 3
- PSYC 690 - Psychological Research Credits: 1-3

Three of the following (9)

- PSYC 601 - Fundamentals of Learning Credits: 3
- OR PSYC 611 - Cognitive Psychology I Credits: 3
- PSYC 603 - Biopsychology Credits: 3
- PSYC 620 - Experimental Social Psychology Credits: 3
- PSYC 641 - Psychopathology Credits: 3
- (Students in school psychology may substitute the following for PSYC 641) PSYC 645 - Developmental Psychopathology Credits: 3
- PSYC 665 - Behavioral Development Credits: 3

Additional Requirements

PSYC 604 and PSYC 606 must be completed during the first calendar year.

PSYC 690, Psychological Research (1-3), must be taken each fall and spring semester. These hours will not count toward the 30 semester hours required for the master's degree.

Registration for a minimum of 12 semester hours is required each fall and spring semester unless granted permission for a reduced load by the department chair or a leave of absence is obtained from the department chair and the office of the dean of the Graduate School. Registration for fewer than 12 semester hours without permission may result in termination from the program.

In addition, 15 semester hours must be completed in either the thesis or non-thesis option.

Thesis Option

- PSYC 699 - Master's Thesis Credits: 1-6 and other courses in psychology determined by the student and adviser (9).

Non-Thesis Option

- Other courses in psychology determined by the student and adviser (15). Students electing the non-thesis option will not be considered for admission to the doctoral program.

Other Requirements

Students in the M.A. program must maintain at least a 3.00 GPA in graduate psychology courses exclusive of thesis and independent study courses. Failure to meet this requirement will result in academic probation for one semester following which the GPA must be at least 3.00 or the student will be removed from the program.

The student must successfully complete a master's comprehensive examination.

Other special requirements may be determined by the department and the curricular area in which the student chooses to study. The student is responsible for obtaining the *Psychology Department Graduate Student Manual* and for complying with the regulations in that manual.

Doctoral Programs

Doctor of Philosophy in Psychology

The Ph.D. program in psychology is built around the areas of clinical psychology, cognitive-instructional-developmental-school psychology, neuroscience and behavior, and social and

industrial/ organizational psychology. All four areas place strong emphasis on research, teaching, and the development of appropriate applied skills.

The curriculum is designed to fulfill several purposes: development of knowledge of methodologies; acquaintance with basic literature; integration of course work, research experience, and practical experience; in-depth understanding in at least one area; and study in related fields when appropriate.

Check departmental information for any additional requirements.

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

Requirements

As a part of the doctoral program a student must complete a master's degree in psychology with at least a 3.20 GPA in graduate psychology courses exclusive of thesis and independent study courses, including at least a 3.00 GPA in the master's foundation courses and an acceptable research thesis. Continuation in the doctoral program is subject to a recommendation from the department upon completion of the M.A. degree. Students entering NIU with a master's degree in psychology from another institution must complete the master's foundation courses. With departmental approval, students with adequate background may be exempted from individual courses.

The student must complete 90 semester hours beyond the baccalaureate degree, including at least 75 semester hours in psychology, at least 18 of which must be in PSYC 799, Ph.D. Dissertation. Exceptions to the 75-hour requirement may be granted with the consent of the curricular area faculty and approval of the department chair. The total number of semester hours of graduate credit earned at NIU as a student-at-large which can be applied toward the Ph.D. 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 Ph.D. degree may not exceed 45 semester hours beyond the baccalaureate degree.

A minimum of 30 semester hours of graduate course work beyond the master's degree in psychology, exclusive of dissertation, must be completed in the Department of Psychology at NIU.

Registration in PSYC 690, Psychological Research (1-3), each fall and spring semester prior to approval of the dissertation proposal is required. These hours will not count toward the 90 semester hours required for the Ph.D.

The student must register for a minimum of 12 semester hours each fall and spring semester unless granted permission for a reduced load by the department chair or a leave of absence is obtained from the department chair and

the office of the dean of the Graduate School. Registration for fewer than 12 semester hours without permission may result in termination from the program.

Students in clinical or school psychology must complete a year of internship.

Before admission to candidacy for the doctorate in psychology, the student must demonstrate an average proficiency in using two research tools or high proficiency in using one research tool. The selection of these research tools must be approved by the student's adviser. Proficiency is normally demonstrated by the successful completion of such courses as are designated by the department and approved by the Graduate School.

The student must pass an extensive written candidacy examination covering the student's curricular area.

The student must complete a dissertation which will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. Prior to the time the student begins gathering the dissertation research data, a proposal of a dissertation must be approved by a dissertation advisory committee and filed with the department. Normally, an advisory committee will be made up of the dissertation director and at least two additional committee members.

The student is responsible for obtaining the *Psychology Department Graduate Student Manual* and for complying with the regulations in that manual.

After all other requirements for the Ph.D. in psychology have been met, including submission of a complete manuscript that has been tentatively approved by the dissertation advisory committee, a student must successfully defend the dissertation. The defense will be conducted by and in the presence of an oral examining committee made up of the advisory committee plus additional members serving as readers; however, other members of the department and the faculties of other disciplines will be invited to attend and participate. The dean of the Graduate School or a dean's designee may serve as an ex officio, nonvoting member of the dissertation defense committee.

Other special requirements may be determined by the department and the curricular area in which the student chooses to study.

Specialist Degree

Specialist in School Psychology

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.

PSYC 500 - Psychology of Language

PSYC 517 - Principles of Behavior Modification

PSYC 525 - Adult Development and Aging

PSYC 526 - Theories of Personality

PSYC 528 - History of Psychology

PSYC 565 - Advanced Developmental Psychology

PSYC 571 - Industrial-Organizational Psychology

PSYC 573 - Social Judgment

PSYC 581 - Drugs and Behavior

PSYC 595 - Seminar in Special Topics

PSYC 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

PSYC 601 - Fundamentals of Learning

PSYC 602 - Introduction to Experimental Personality

PSYC 603 - Biopsychology

PSYC 604 - Analysis of Variance and Hypothesis Testing in Psychological Research

PSYC 605 - Research Ethics and Professional Issues in Organizations

PSYC 606 - Correlation and Regression Analysis in Psychological Research

PSYC 607 - Psychometric Techniques

PSYC 608 - Clinical Research Methods

PSYC 609 - Fundamentals of Perception

PSYC 611 - Cognitive Psychology I

PSYC 612 - Cognitive Psychology II

PSYC 613 - Evolutionary Psychology

PSYC 614X - Instructional Psychology

PSYC 615 - Personnel Psychology

PSYC 616 - Organizational Psychology

PSYC 617 - Individual Assessment Within Organizational Settings

PSYC 618 - Evaluation Research

PSYC 619 - Psychology of Organizational Development and Training

PSYC 620 - Experimental Social Psychology

PSYC 621 - Small Group Behavior

PSYC 622 - Theories in Social Psychology

PSYC 623 - Occupational Health Psychology

PSYC 624 - Attitude Change

PSYC 625 - Social Cognition

PSYC 626 - The Self from the Perspective of Social Psychology

PSYC 627 - Neuroanatomical Bases of Behavior

PSYC 628 - Neuroanatomical Bases of Behavior: Laboratory

PSYC 629 - Neurophysiological Bases of Behavior

PSYC 630 - Neurochemical Bases of Behavior

PSYC 631 - Motivation from the Perspective of Social Psychology

PSYC 632 - Foundation in Traumatology

PSYC 633 - Assessment and Treatment of Trauma

PSYC 639 - Ethics, Law, and Professional Issues in School Psychology

PSYC 640 - Theory and Assessment of Intellectual Functioning

PSYC 641 - Psychopathology

PSYC 642 - Personality Assessment

PSYC 643 - Theories of Psychotherapy

PSYC 644 - Cognitive-Behavioral Theory and Techniques

PSYC 645 - Developmental Psychopathology

PSYC 646 - Psychological Assessment of Children

PSYC 647 - Psychological Intervention with Children and Their Families

PSYC 648 - Consultative Interventions in School and Community Settings

PSYC 649 - Ethics and Professional Issues in Psychology

PSYC 651 - Externship in Clinical Psychology

PSYC 652 - Practicum in Industrial/Organizational Psychology

PSYC 653 - Practicum in School Psychology

PSYC 654 - Practicum in Clinical Psychology

PSYC 655 - Internship in Clinical Psychology

PSYC 656 - Internship in School Psychology

PSYC 659 - Advanced Professional Issues in Clinical Psychology

PSYC 665 - Behavioral Development

PSYC 670 - Studies in Experimental Psychology

PSYC 671 - Studies in General Psychology

PSYC 672 - Studies in Clinical Psychology

PSYC 675 - Development of Language Acquisition

PSYC 676 - Social-Personality Development

PSYC 677 - Development of Perception and Learning

PSYC 678 - Development of Cognition and Memory

PSYC 679X - Cultural Perspectives on Human Development

PSYC 680 - Seminar in Psychology

PSYC 681A - Practicum in College Teaching of Psychology

PSYC 681B - Practicum in College Teaching of Psychology

PSYC 685 - Independent Study

PSYC 690 - Psychological Research

PSYC 699 - Master's Thesis

PSYC 710 - Multivariate Data Analysis in Psychological Research

PSYC 712 - Structural Equation Modeling in Psychological Research

PSYC 714 - Meta-Analysis in Psychological Research

PSYC 799 - Ph.D. Dissertation

Public Administration

Chair: Kurt Thurmaier

Graduate Faculty

Erica Ceka, visiting assistant professor, Ph.D., Northern Illinois University
 Chris Goodman, assistant professor, Ph.D., University of Georgia
 Jaehee Jong, assistant professor, Ph.D., University of Albany
 Julie Langer, assistant professor, Ph.D, University of Illinois at Chicago
 Eunju Rho, assistant professor, Ph.D., University of Georgia
 Alicia M. Schatteman, associate professor, Ph.D., Rutgers University
 Kurt M. Thurmaier, chair, Distinguished Engagement Professor, Ph.D., Syracuse University

Master's Programs

Master of Public Administration

The mission of the Department of Public Administration is to advance excellence in professional public management through scholarship in teaching, research, and service. The department is committed to strengthening the knowledge and skills that enhance the management and leadership capacity of individuals pursuing public service careers.

Check departmental information for any additional requirements.

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

Admission

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

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

Prerequisites for admission to the program are 9 semester hours in the social sciences, including at least one course in U.S. government, and appropriate undergraduate work in mathematics or statistics. With the approval of the student's

adviser, a maximum combined total of 15 semester hours of graduate credit transferred from other accredited institutions plus graduate credit earned in courses at Northern Illinois University as a student-at-large may be counted toward meeting the requirements of the M.P.A. degree. The limit on student-at-large hours may be waived in special circumstances, with the approval of the director of the Department of Public Administration.

Requirements

The M.P.A. degree normally requires the completion of a minimum of 39 semester hours of approved graduate study in the public management core and a selected specialization. The student must complete a minimum of 39 semester hours of course work exclusive of internship hours.

In addition to credit-hour requirements, students must also prepare and defend a capstone paper while registered for PSPA 699. Every student must complete at least 3 semester hours of PSPA 699 prior to graduation.

Public/Management Core (27)

Students with appropriate previous course work or professional experience may petition program faculty for permission to substitute elective courses for PSPA 609 or PSPA 610. In no case will any semester hours be waived.

- PSPA 600 - Scope and Dynamics of Public Administration Credits: 3
- PSPA 605 - Organization Theory and Behavior Credits: 3
- PSPA 607 - Public Service Performance I: Theory and Management Credits: 3
- PSPA 608 - Public Service Performance II: Management and Data Analysis Credits: 3
- PSPA 609 - Human Resources Management in Public Service Organizations Credits: 3
- PSPA 610 - Public Budgeting and Financial Management Credits: 3
- PSPA 611 - Public Revenue Analysis and Financial Management Credits: 3
- PSPA 612 - Information Technology in Public Service Organizations Credits: 3
- PSPA 699 - Public Service Capstone Project Credits: 3

Specializations

Students must also complete the requirements of one of the following specializations, thus permitting the development of expertise in a particular field of academic and professional interests. Students must enroll in PSPA 695 for at least 4 semesters. The requirements for PSPA 695 may be waived if a student has had appropriate professional experience.

Specialization in Comparative Public Service

Through a study of public administration and management in a global context, students will gain an advanced capacity to assume a leadership role and use management skills to enhance the mission of government agencies and nongovernmental organizations in the U.S. and another country. In addition to learning skills and strategies for leadership and management of U.S. agencies, students will demonstrate an advanced ability to:

- Lead and manage in public governance in a country outside the U.S.,
- Participate in and contribute to the policy process in a country outside the U.S.,
- Analyze, synthesize, think critically, solve problems and make decisions in a country outside the U.S.,
- Articulate and apply a public service perspective in a country outside the U.S.,
- Communicate and interact productively with a diverse and changing workforce and citizenry in a country outside the U.S.

Students must demonstrate ability to advance in one or more of the specialization competencies with a set of four or more courses (equivalent to 12 semester hours) at a university outside the U.S., approved in advance by the department chair, and successful completion of the capstone project (PSPA 699B). Students may enroll in PSPA 693 to earn credit for study abroad courses.

Specialization in Fiscal Administration

The critical examination of techniques and problems in the areas of fiscal management, accountancy, budgetary policy, and political economy.

- Approved graduate course work (6)
- PSPA 653 - Intermediate Public and Nonprofit Financial Management Credits: 3
- PSPA 657X - Accounting for Public Administration Credits: 3
- PSPA 695 - Internship in Public Administration Credits: 1-3
(The requirement for PSPA 695 may be waived if a student has had appropriate professional experience.)

Specialization in Nonprofit Management

A study of the unique challenges posed by the administration of nonprofit organizations in both the domestic and global contexts, including communication and promotion, fundraising and grant writing, and intersectoral collaboration with the public and private sectors.

- PSPA 624 - Resource Development for Nonprofit Organizations Credits: 3

- PSPA 626 - Nongovernmental Organizations and Governance Credits: 3
- PSPA 695 - Internship in Public Administration Credits: 1-3
(The requirement for PSPA 695 may be waived if a student has had appropriate professional experience.)
- Approved graduate course work (3)

One of the following:

- PSPA 634 - New Governance Credits: 3
- PSPA 635 - Local Economic Development Policy Credits: 3
- PSPA 653 - Intermediate Public and Nonprofit Financial Management Credits: 3
- PSPA 656 - Management of Not-For-Profit Agencies Credits: 3
- PSPA 673 - Strategic Planning for Public Service Organizations Credits: 3

Specialization in Strategic Public Management and Leadership

Students will gain an advanced capacity to assume a leadership role and use strategic management and collaborative processes that facilitate the mission of government and nonprofit organizations. Program available in a traditional on-campus format and an online format.

- PSPA 650 - Leadership in Public Sector Organizations Credits: 3
- PSPA 673 - Strategic Planning for Public Service Organizations Credits: 3
- PSPA 695 - Internship in Public Administration Credits: 1-3
(The requirement for PSPA 695 may be waived if a student has had appropriate professional experience.)
- Approved graduate course work (3)

One of the following:

- PSPA 634 - New Governance Credits: 3
- PSPA 655 - Organization Development in the Public Sector Credits: 3
- PSPA 660 - Ethics and Public Service in America Credits: 3
- PSPA 665 - Public Sector Innovation Credits: 3
- PSPA 671 - Public Management in a Globalized Environment Credits: 3

Specialization in Local Government Management

A thorough study of local government administration, focusing on the operations of local governments and the analysis of local government and metropolitan issues. Program available in a traditional on-campus format and an online format.

- PSPA 630 - Local and Metropolitan Government Credits: 3
- PSPA 632 - Local Government Administration Credits: 3
- PSPA 695 - Internship in Public Administration Credits: 1-3
(The requirement for PSPA 695 may be waived if a student has had appropriate professional experience.)
- Approved graduate course work (3)

One of the following:

- PSPA 631 - Urban Planning and Zoning Credits: 3
- PSPA 633 - Citizen Participation Credits: 3
- PSPA 634 - New Governance Credits: 3
- PSPA 635 - Local Economic Development Policy Credits: 3
- PSPA 660 - Ethics and Public Service in America Credits: 3
- PSPA 665 - Public Sector Innovation Credits: 3

Specialization in Public Service Law and Management

Through a study of public administration and management in a legal context, students will gain an advanced capacity to assume a leadership role and use management skills to enhance the mission of government agencies and nongovernmental organizations as it relates to public law and management. In addition to learning skills and strategies for leadership and management, students will demonstrate an advanced ability to:

- Lead and manage in public governance with legal insights;
- Analyze, synthesize, think critically, solve problems, and make decisions related to the legal issues of a public organization;
- Articulate and apply a public service perspective while serving in a public organization or a law firm that serves nonprofit, local, state, and federal government agencies ;
- Communicate, interact, and provide a legal perspective within a diverse and changing citizenry.

Students must demonstrate the ability to advance in one or more of the specialization competencies with a set of four or more law school courses (equivalent to 12 semester hours) approved by the department chair, and successful completion of the capstone project (PSPA 699B). Students enrolled in the Public Service Law and Management specialization must be

enrolled in the NIU Law School or have earned a law degree from an accredited law school.

Combined Master of Public Admin/Juris Doctorate

Simultaneous Enrollment in M.P.A. and J.D. Degree Programs

Requirements

The Department of Public Administration and the College of Law at Northern Illinois University offer the opportunity for simultaneous enrollment in the M.P.A. and J.D. degree programs to qualified graduate students. Students must be admitted to both the M.P.A. program and the J.D. program. Matriculation in the two programs must be within 18 months of each other.

Since students enroll in two separate degree programs, to receive both degrees students must meet all of the graduation requirements for both degree programs. A student may obtain either degree prior to completing all requirements for the other degree. Up to 12 semester hours of College of Law course work may be applied toward the 40 semester hours required for the M.P.A. degree, and up to 12 semester hours of M.P.A. course work with a grade of B or better may be applied toward the 90 semester hours required for the J.D. degree.

Certificates of Graduate Study

Public Management (15)

This certificate should be of interest to public sector employees and professionals as well as students enrolled in other NIU graduate degree programs and individuals who hold a master's degree in a related discipline. Credit earned for a certificate may be applied toward the M.P.A. degree with the advice and approval of the department chair.

Admission to pursue the certificate is based on an overall assessment of the applicant's education needs and career objectives. Each applicant must complete an admissions form furnished by the Department of Public Administration, a written statement describing the applicant's work experience in the public sector, a brief statement indicating how the applicant's career objectives can be enhanced by completing the certificate, a copy of undergraduate and graduate transcripts, and one professional reference from a recent supervisor stating the applicant's ability to perform graduate level work and potential for leadership.

A student's program of study must be reviewed and approved by the department chair or the M.P.A. coordinator. A maximum of 3 semester hours earned in another department

or program may be applied toward the certificate with the consent of the department chair or the M.P.A. coordinator.

Requirements (15)

- Other 600-level PSPA courses with the exception of PSPA 661, PSPA 692, PSPA 695, and PSPA 698 and PSPA 699 (0-6)

At least three of the following (9-15)

- PSPA 600 - Scope and Dynamics of Public Administration Credits: 3
- PSPA 605 - Organization Theory and Behavior Credits: 3
- PSPA 607 - Public Service Performance I: Theory and Management Credits: 3
- PSPA 608 - Public Service Performance II: Management and Data Analysis Credits: 3
- PSPA 609 - Human Resources Management in Public Service Organizations Credits: 3
- PSPA 610 - Public Budgeting and Financial Management Credits: 3
- PSPA 612 - Information Technology in Public Service Organizations Credits: 3

PSPA 600 - Scope and Dynamics of Public Administration

PSPA 601 - Data Analysis in Public Administration

PSPA 604 - Public Program Evaluation Methods

PSPA 605 - Organization Theory and Behavior

PSPA 606X - Intergovernmental Relations

PSPA 607 - Public Service Performance I: Theory and Management

PSPA 608 - Public Service Performance II: Management and Data Analysis

PSPA 609 - Human Resources Management in Public Service Organizations

PSPA 610 - Public Budgeting and Financial Management

PSPA 611 - Public Revenue Analysis and Financial Management

PSPA 612 - Information Technology in Public Service Organizations

PSPA 621 - Grant Writing

PSPA 622 - Fundraising

PSPA 623 - Advocacy for Nonprofit Organizations

PSPA 624 - Resource Development for Nonprofit Organizations

PSPA 625 - Philanthropy and Volunteerism

PSPA 626 - Nongovernmental Organizations and Governance

PSPA 627 - Topics in Health and Mental Health Administration

PSPA 628 - The Role of Nongovernmental Organizations in Development

PSPA 630 - Local and Metropolitan Government

PSPA 631 - Urban Planning and Zoning

PSPA 632 - Local Government Administration

PSPA 633 - Citizen Participation

PSPA 634 - New Governance

PSPA 635 - Local Economic Development Policy

PSPA 636 - Public Administration and Law

PSPA 650 - Leadership in Public Sector Organizations

PSPA 652 - Public Sector Revenue Management

PSPA 653 - Intermediate Public and Nonprofit Financial Management

PSPA 654 - Information Systems and Government

PSPA 655 - Organization Development in the Public Sector

PSPA 656 - Management of Not-For-Profit Agencies

PSPA 657X - Accounting for Public Administration

PSPA 658 - Labor-Management Relations in the Public Sector

PSPA 659 - Topics in Public Administration

PSPA 660 - Ethics and Public Service in America

PSPA 661 - Theory and Analysis in Public Administration

PSPA 664 - Politics of Public Budgeting

PSPA 665 - Public Sector Innovation

PSPA 671 - Public Management in a Globalized Environment

PSPA 672 - Administrative Problems of Less Developed Countries

PSPA 673 - Strategic Planning for Public Service Organizations

PSPA 692 - Independent Study in Public Administration

PSPA 693 - Comparative Public Administration Study Abroad Program

PSPA 695 - Internship in Public Administration

PSPA 698 - Public Service Praxis

PSPA 699 - Public Service Capstone Project

PSPA 720 - Seminar in Public Administration

PSPA 723 - Seminar in Administrative Theory

PSPA 725 - Independent Study in Public Administration

PSPA 735 - Seminar in Community Governance

Sociology

Chair: Michael Ezell

Graduate Faculty

Abu B. Bah, professor, Ph.D., New School for Social Research
 Keri B. Burchfield, professor, Ph.D., Pennsylvania State University
 Cassandra S. Crawford, associate professor, Ph.D., University of California, San Francisco
 Christopher Einolf, associate professor, Ph.D., University of Virginia
 Michael E. Ezell, associate professor, Ph.D., Duke University
 Kerry O. Ferris, associate professor, Ph.D., University of California, Los Angeles
 Laura Heideman, associate professor, Ph.D., University of Wisconsin
 Jeffrey Kidder, associate professor, Ph.D., University of California, San Diego
 Fred E. Markowitz, associate professor, Ph.D., State

University of New York at Albany
Kristopher K. Robison, associate professor, Ph.D., The Ohio State University
Diane M. Rodgers, associate professor, Ph.D., University of Missouri-Columbia
Shane Sharp, associate professor, Ph.D., University of Wisconsin
Carol Walther, associate professor, Ph.D., Texas A&M University
Simón E. Weffer, associate professor, Ph.D., Stanford University

The Department of Sociology offers graduate courses and research opportunities leading to the M.A. degree. Graduate work in sociology is designed to prepare students for teaching and research in sociology, for positions in public and private agencies, and for further advanced study.

Course Information

Students-at-large may enroll in graduate courses in sociology only by consent of the department.

Master's Programs

Master of Arts in Sociology

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

The Department of Sociology has reserved seats in the M.A. program exclusively for University Honors students majoring in Sociology at NIU. To take advantage of this admission program, students must graduate with a Sociology undergraduate degree and must complete University Honors requirements. The Graduate Record Examination (GRE) application requirement will be waived for University Honors students meeting these requirements. Conditional upon sufficient available funding, competitive Graduate Assistantships with tuition remission and stipends may be available for well-qualified University Honors students

Graduate courses are classified into six fields: theory; research methods and statistics; social organization and institutions; social psychology; race, gender, and social inequality; and criminology.

Students must earn an overall GPA of 3.00 or higher and a minimum grade of B- in SOCI 670, SOCI 671, SOCI 674, SOCI 676, and SOCI 677.

The M.A. degree requires the successful completion of 33 credits, including 6 credits of a capstone experience: either

SOCI 602 (Internship) or SOCI 699 (Thesis). All new master's students are required to consult with the departmental graduate adviser before being admitted to courses.

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

The total credit from courses taken for graduate credit at other accredited institutions that are accepted in transfer plus credit earned at NIU as a student-at-large may not exceed 9 semester hours.

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

Check departmental information for any additional requirements.

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

General Sociology (33)

- SOCI 670 - Classical Sociological Theory Credits: 3
- SOCI 671 - Contemporary Sociological Theory Credits: 3
- SOCI 674 - The Research Process in Sociology Credits: 3
- SOCI 675 - Quantitative Analysis Credits: 3
- SOCI 677 - Qualitative Research Methods in Sociology Credits: 3
- SOCI 699 - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.
- OR SOCI 602 - Internship Credits: 3-6
Students must take 6 semester hours in this course.
- Four elective courses in one or two of the following areas: theory; research methods and statistics; social organization and institutions; social psychology; race, gender, and social inequality; criminology; or another area approved by the graduate adviser (12).

Specialization in Criminology (33)

- SOCI 670 - Classical Sociological Theory Credits: 3
- SOCI 671 - Contemporary Sociological Theory Credits: 3
- SOCI 674 - The Research Process in Sociology Credits: 3
- SOCI 675 - Quantitative Analysis Credits: 3
- SOCI 677 - Qualitative Research Methods in Sociology Credits: 3

- SOCI 681 - Theories of Delinquency and Crime Credits: 3
- SOCI 689 - Criminal Justice in Society Credits: 3
- SOCI 699 - Master's Thesis Credits: 1-6
Students must take 6 semester hours in this course.
- OR SOCI 602 - Internship Credits: 3-6
Students must take 6 semester hours in this course.
- Two electives in criminology selected from graduate offerings in consultation with the graduate adviser (6)

SOCI 541 - The Urban Community

SOCI 550 - Social Inequality

SOCI 551 - Medical Sociology

SOCI 552 - Women's Health Issues

SOCI 557 - Families in Global Perspective

SOCI 558 - Sociology of Work

SOCI 559 - Political Sociology

SOCI 560 - Social Structure and the Life Course

SOCI 563 - Topics in Social Psychology

SOCI 564 - Sociology of Mental Health and Illness

SOCI 565 - Sociology of Everyday Life

SOCI 575 - Health Organizations and Health Care Systems

SOCI 576 - Seminar in Sociological Research Methods

SOCI 580 - Communities and Crime

SOCI 582 - Sociology of Death and Dying

SOCI 585 - Law and Society

SOCI 587 - Gender and Crime

SOCI 588 - Juvenile Delinquency

SOCI 592 - Comparative Criminology

SOCI 595 - Proseminar in Sociology

SOCI 596X - History and Social Science Instruction for Secondary and Middle Grades Educators

SOCI 602 - Internship

SOCI 650 - Complex Organizations

SOCI 652 - Community Analysis

SOCI 659 - Social Structure and Development

SOCI 664 - Research Fields and Problems in Social Psychology

SOCI 670 - Classical Sociological Theory

SOCI 671 - Contemporary Sociological Theory

SOCI 672 - Advanced Topics in Sociology

SOCI 674 - The Research Process in Sociology

SOCI 675 - Quantitative Analysis

SOCI 676 - Advanced Quantitative Analysis

SOCI 677 - Qualitative Research Methods in Sociology

SOCI 681 - Theories of Delinquency and Crime

SOCI 682 - Law and Social Control

SOCI 683 - Race, Class, Gender, and Crime

SOCI 687 - Penology and Penal Institutions

SOCI 689 - Criminal Justice in Society

SOCI 690 - Independent Study in Sociology

SOCI 699 - Master's Thesis

SOCI 751 - Seminar in Social Institutions and Social Organization

SOCI 761 - Seminar in Social Psychology

SOCI 762 - Seminar in Sociology of Health/Aging

SOCI 770 - Seminar in Sociological Theory

SOCI 775 - Seminar in Research Methods

SOCI 781 - Seminar in Social Disorganization/Criminology

Statistics and Actuarial Science

Chair: Bárbara González

Graduate Faculty

Bárbara González, chair, associate professor, Ph.D., Cornell University

Lei Hua, associate professor, Ph.D., University of British Columbia

Alan Polansky, associate professor, Ph.D., Southern Methodist University

Duchwan Ryu, associate professor, Ph.D., Texas A&M

Yunran Wei, assistant professor, Ph.D., University of Waterloo

Michelle Xia, associate professor, Ph.D., University of British Columbia

Haiming Zhou, assistant professor, Ph.D., University of South Carolina,

The Department of Statistics and Actuarial Science offers graduate programs leading to the M.S. in statistics and the Ph.D. in mathematical sciences. Applicants to these graduate programs are normally notified of an admission decision within three weeks of receipt of the complete application.

If a student in an M.S. program has already completed a required 400-level course with a grade of C or better as an undergraduate at NIU, that course requirement will be waived in the student's M.S. program. Other graduate course work will be substituted to complete the required program, with the approval of the student's adviser.

Doctor of Philosophy in Mathematical Sciences

Please refer to the Department of Mathematical Sciences catalog entry for this degree.

Master's Programs

Master of Science in Statistics

At the time of admission each student is expected to have completed a standard three-course sequence in calculus and a course in elementary linear algebra. Courses equivalent to CSCI 230 and one from STAT 400 and STAT 435, must also have been completed. Any deficiencies should be removed at the beginning of the student's program.

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>.

Requirements

Complete at least 33 semester hours of graduate work, with at least 21 semester hours completed in STAT courses numbered 600 and above. At most, six semester hours can be

courses offered outside of the Department of Statistics and Actuarial Science. These courses might only be taken with prior permission of the student's adviser.

Follow a program of study approved by the Department of Statistics and Actuarial Science.

Write a master's thesis or pass a comprehensive examination based upon student's plan of study. Usually, a student pursuing full-time graduate study will be required to write a master's thesis or take the comprehensive examination within two academic years of admission to the Graduate School. A student who fails the examination may, with the permission of the department, repeat it once.

Thesis Option

The thesis option is usually recommended by the department. Each student pursuing this option must enroll in STAT 699, Master's Thesis, for at least two semesters, and submit a written thesis. Up to three semester hours credit in STAT 699 may be applied toward the degree. The student's thesis adviser serves as chair of the graduate committee that administers a defense of the thesis.

Non-Thesis Option

The non-thesis option is primarily for students who intend to pursue doctoral work in the mathematical sciences at NIU. With departmental consent, the student must complete a 33-semester hour program of courses approved by the department and pass a written comprehensive examination.

Course Requirements

With the consent of the department, a student may include STAT 699, Master's Thesis, for 3 semester hours of credit, in the 33 semester hours required for a master's degree.

- STAT 515 - Computational Methods in Statistics Credits: 3
- STAT 610 - Theory of Statistics I Credits: 3
- STAT 611 - Theory of Statistics II Credits: 3
- STAT 695 - Statistical Consulting Credits: 3
- Four STAT courses numbered 600 or above (12)
- Three STAT courses numbered 500 or above (9).
With consent of the department, up to two of these may be graduate level courses offered outside of the Department of Statistics and Actuarial Science.

With the consent of the department, a student may include STAT 699, Master's Thesis, for up to 3 semester hours of credit, in the 33 semester hours required for a master's degree.

STAT 500 - Introduction to Probability Theory

STAT 510 - Mathematical Statistics I

STAT 511 - Mathematical Statistics II

STAT 515 - Computational Methods in Statistics

STAT 517 - Applied Statistical Learning

STAT 535 - Applied Regression Analysis

STAT 536 - Design and Analysis of Experiments

STAT 537 - Categorical Data Analysis

STAT 538 - Applied Time Series Analysis

STAT 600 - Probability Theory

STAT 601 - Stochastic Processes

STAT 610 - Theory of Statistics I

STAT 611 - Theory of Statistics II

STAT 617 - Statistical Learning

STAT 625 - Bayesian Statistics

STAT 635 - Regression Analysis

STAT 637 - Models for Discrete Data

STAT 638 - Time Series Analysis

STAT 639 - Survival Analysis

STAT 640 - Longitudinal Data Analysis

STAT 642 - Quantitative Risk Management

STAT 643 - Linear Models

STAT 644 - Generalized Linear Models

STAT 645 - Multivariate Statistics

STAT 646 - Nonparametric Statistics

STAT 667 - Reliability and Life Testing

STAT 695 - Statistical Consulting

STAT 697 - Independent Study

STAT 699 - Master's Thesis

STAT 775 - Topics in Statistics

STAT 790 - Seminar in Statistics

World Languages and Cultures (FL--)

Chair: John R. Bentley

Graduate Faculty

Shannon Becker, assistant professor, Ph.D., Purdue University

John R. Bentley, professor, Ph.D., University of Hawaii, chair

Dennis E. Brain, associate professor, Ph.D., University of Texas at Austin

Jessamine Cooke-Plagwitz, associate professor, Ph.D., Queen's University, Kingston, Ontario

Mandy Faretta-Stutenberg, assistant professor, Ph.D., University of Illinois at Chicago

Frances Jaeger, associate professor, Ph.D., University of Illinois

Joanna Kot, associate professor, Ph.D., University of Chicago

Karen Lichtman, associate professor, Ph.D., University of Illinois at Urbana-Champaign

Linda K. Saborio, associate professor, Ph.D., University of North Carolina, Chapel Hill

Matthew B. Smith, assistant professor, Ph.D., University of California, Berkeley

Francisco Solares-Larrave, associate professor, Ph.D., University of Illinois

Tharaphi Than, associate professor, Ph.D., University of London

Kanjana H. Thepboriruk, assistant professor, Ph.D., University of Hawai'i

Stephen Vilaseca, associate professor, Ph.D., University of Minnesota, Twin Cities

The Department of World Languages and Cultures offers a graduate program leading to the M.A. degree in Spanish. The program permits selective enhancement of particular skills, such as translation, linguistics, or cultural and literary analysis. The curriculum provides a core experience consisting of courses in linguistics, culture, and literature culminating in a practicum (applied project or internship) or thesis. It also allows for the exploration of related interdisciplinary fields.

After admission to the program, in consultation with the graduate coordinator, each student will select three graduate faculty members who will serve as members of the defense committee. The defense committee will be chaired by a graduate faculty member chosen by the student. Responsibility for approving the student's program of courses rests with the graduate coordinator, who will also assess any work done at other institutions and grant up to 6 semester hours of transfer credit for graduate work deemed acceptable, subject to subsequent approval by the Graduate School. Student-at-large hours may not exceed 9 semester hours for students pursuing a master's degree in world languages, except in special circumstances with consent of department. The committee will be responsible for the administration of

the thesis or practicum and for the supervision of an exit examination to test oral proficiency.

Students seeking admission to the M.A. program in Spanish should have completed an undergraduate major in Spanish or have a demonstrated proficiency at an equivalent level. Students also must possess a practical command of the target language (determined by interview) and be able to follow lectures in it. Admission to the program is on a competitive basis.

Master's Programs

Master of Arts in World Languages and Cultures -- Spanish and Hispanic Studies

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>.

Requirements

Students are required to complete a minimum of 30 semester hours of graduate credit. A student's program of courses should be formally approved by the graduate coordinator early in the program of study.

Students fulfill the requirements of the M.A. by choosing one of two options:

- Option 1. Successful completion of 10 regular courses and a two-part comprehensive examination based on course work and the graduate reading list. The examination consists of a written and an oral exam.
- Option 2. Successful completion of nine regular courses, a written thesis (FLSP 699) and an oral defense that includes a comprehensive examination based on course work.

Choose among the following courses:

Linguistics (3-9)

- FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- FLSP 580 - Introduction to Hispanic Linguistics Credits: 3
- FLSP 581 - Spanish Phonology Credits: 3
- FLSP 585 - Spanish Syntax Credits: 3
- FLSP 586 - Contrastive Grammatical Structures in Spanish and English Credits: 3
- FLSP 587 - Hispanic Dialectology Credits: 3

- FLSP 591 - History of the Spanish Language Credits: 3

Translation and Business (6-9)

- FLAL 515 - Internship in World Languages and Cultures Credits: 3
- FLAL 520 - Introduction to Translation Theory Credits: 3
- FLSP 514 - Spanish Business Communications Credits: 3
- FLSP 583 - Techniques of Spanish Translation Credits: 3
- FLSP 584 - Advanced Spanish Translation Credits: 3
- FLSP 589 - Consecutive Interpretation: Theory and Practice Credits: 3

Culture and Literature (9-15)

- FLSP 531 - Spanish Golden Age Poetry Credits: 3
- FLSP 532 - Medieval Spanish Literature Credits: 3
- FLSP 533 - Classical Spanish Drama Credits: 3
- FLSP 534 - Cervantes: The Quixote Credits: 3
- FLSP 535 - Spanish Golden Age Prose Credits: 3
- FLSP 536 - Spanish Romanticism and Realism Credits: 3
- FLSP 537 - The Generation of 1898/Fin de Siglo Credits: 3
- FLSP 538 - Contemporary Spanish Literature Credits: 3
- FLSP 539 - Women Authors in Hispanic Literature Credits: 3
- FLSP 540 - Spanish American Poetry and Theater Credits: 3
- FLSP 541 - Spanish American Novel Credits: 3
- FLSP 545 - Latin American Women Writers Credits: 3
- FLSP 552 - Literature of the Caribbean Credits: 3
- FLSP 554 - Mexican Literature, Culture, and Film Credits: 3
- FLSP 555 - Spanish-American Short Story Credits: 3
- FLSP 556 - Colonial Latin American Literature Credits: 3
- FLSP 557 - 19th Century Spanish American Literature Credits: 3
- FLSP 558 - Spanish American Modernismo and Vanguardias: 1880-1945 Credits: 3
- FLSP 559 - Spanish American Historical Novels Credits: 3
- FLSP 560 - Contemporary Spanish American Literature Credits: 3
- FLSP 561 - Seminar on the Cultures of Spain Credits: 3
- FLSP 562 - Seminar on the Cultures of Latin America Credits: 3

- FLSP 563 - Hispanic Culture through Film Credits: 3

Elective (0-3)

With the consent of their graduate advisory committee, students may select from the following language-related courses, or they may select other graduate-level courses which have a direct bearing on their program of study.

- COMS 554 - Transnational Communication and Media Credits: 3
- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ENGL 602 - Literary Theory and Criticism Credits: 3
A-D
- ENGL 614 - Introduction to Linguistics Credits: 3
- HIST 518 - Modern European Cultural History Credits: 3

Thesis (3)

- FLSP 699 - Master's Thesis in Spanish Credits: 1-3
Students need to take 3 semester hours altogether in this course. During the first semester of writing the thesis, students should sign up for 1 semester hour.

Certificates of Graduate Study

Foreign Language Instructional Technology (18)

This certificate is designed to combine foreign language study with the development of proficiency in the use of technology to allow the candidates to integrate technology into their foreign language pedagogy. Students who wish to pursue this certificate must have a B.A. or M.A. degree in a foreign language (preferably a language taught at NIU). Previous experience with computers is highly recommended.

Requirements

- FLTE 591 - Integrating Technology into the Foreign Language Curriculum Credits: 3
- FLTE 592 - Development of Technology-Based Materials for the Foreign Language Classroom Credits: 3
- FLTE 593 - Foreign Language Learning Center Administration Credits: 3
- FLTE 594 - Implementation of Technology-Enhanced Language Learning Credits: 3

At least two of the following (6)

- ETT 510 - Instructional Media and Technology Credits: 3
- ETT 535 - Distance Education: Design and Delivery Credits: 3
- ETT 538 - Developing Educational Software Credits: 3
- ETT 539 - Courseware Systems Development Credits: 3
- ETT 590 - Workshop in Instructional Technology Credits: 1-3
- ETT 592 - Special Topics in Instructional Technology Credits: 1-3
(Topic must be on software tools for instruction.)

World Languages and Cultures -- French and Francophone Studies (18)

This certificate is designed to enhance individuals' knowledge of French language, language teaching, literature, and culture and to be of interest not only to teachers who desire continuing professional education, but also to post-baccalaureate students with general or business/translation interests.

Requirements (18)

Choose six of the following courses:

- FLAL 520 - Introduction to Translation Theory Credits: 3
- FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- FLFR 500 - Special Topics in French Language, Literature, Linguistics or Culture Credits: 3
- FLFR 512 - French for Business Credits: 3
- FLFR 530 - French and Francophone Film Credits: 3
- FLFR 537 - Authors in Context Credits: 3
- FLFR 540 - Postcolonial Studies and Francophone Culture Credits: 3
- FLFR 545 - French Women Writers Credits: 3
- FLFR 546 - Studies in French Genres Credits: 3
- FLFR 563 - La France Contemporaine Credits: 3
- FLFR 564 - Paris: City of Lights Credits: 3
- FLFR 565 - Experiments in Autobiography Credits: 3
- FLFR 580 - French Publishing Atelier Credits: 3
- FLFR 581 - Advanced French Phonetics and Phonology Credits: 3
- FLFR 582 - History of the French Language Credits: 3

- FLFR 583 - Translation Theory and Practice Credits: 3
- FLFR 584 - Advanced Translation Credits: 3

World Languages and Cultures -- German Studies (18)

This certificate is designed to enhance individuals' knowledge of German language, language teaching, literature, and culture and to be of interest not only to teachers who desire continuing professional education, but also to post-baccalaureate students with general or business/translation interests.

Choose six of the following (18)

- FLAL 520 - Introduction to Translation Theory Credits: 3
- FLGE 511 - Communicating in Modern German Credits: 3
- FLGE 512 - Practical Business German Credits: 3
- FLGE 514 - German Business Communication Credits: 3
- FLGE 532 - German Literary Genres Credits: 3
- FLGE 533 - German Cinema Credits: 3
- FLGE 534 - Popular Literature in German-Speaking Countries Credits: 3
- FLGE 535 - Autobiographies Credits: 3
- FLGE 537 - Authors in Context Credits: 3
- FLGE 561 - German Cultural Studies: Reading Texts in Contexts Credits: 3
- FLGE 563 - Deutschland Heute Credits: 3
- FLGE 581 - Breaking it Down: The Structure of Modern German Credits: 3
- FLGE 582 - Approaches to Translation Credits: 3
- FLGE 584 - Translation Practice Credits: 3
- FLIS 581 - Independent Study in a Foreign Language Credits: 1-6
Must be taken for 3 semester hours with work done in German.

World Languages and Cultures -- Spanish and Hispanic Studies (18)

This certificate is designed to enhance individuals' knowledge of the Spanish language, literature, and culture and should be of interest not only to teachers who desire continuing education, but who do not wish to commit to the M.A. program, and also to post-baccalaureate students with general or business/translation interests. This certificate may be of particular interest to graduate students in business or the social sciences.

Requirements

- FLSP 580 - Introduction to Hispanic Linguistics Credits: 3
- One 500-level Spanish or Spanish-American culture and/or literature course (3)

Four of the following (12)

- FLAL 520 - Introduction to Translation Theory Credits: 3
- FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- 500-level FLSP courses

FLAL 515 - Internship in World Languages and Cultures

FLAL 520 - Introduction to Translation Theory

FLAL 583 - Applied Linguistics and the Romance Languages

FLBU 500 - Special Topics in Burmese Language, Literature, Linguistics or Culture

FLCL 583 - Directed Readings in Classical Languages

FLFR 500 - Special Topics in French Language, Literature, Linguistics or Culture

FLFR 501 - French for Reading Knowledge I

FLFR 502 - French for Reading Knowledge II

FLFR 512 - French for Business

FLFR 530 - French and Francophone Film

FLFR 537 - Authors in Context

FLFR 540 - Postcolonial Studies and Francophone Culture

FLFR 545 - French Women Writers

FLFR 546 - Studies in French Genres

FLFR 563 - La France Contemporaine

FLFR 564 - Paris: City of Lights

FLFR 565 - Experiments in Autobiography

FLFR 580 - French Publishing Atelier

FLFR 581 - Advanced French Phonetics and Phonology

FLFR 582 - History of the French Language

FLFR 583 - Translation Theory and Practice

FLFR 584 - Advanced Translation

FLFR 590 - Practicum in French

FLFR 699 - Master's Thesis in French

FLGE 500 - Special Topics in German Language, Literature, Linguistics or Culture

FLGE 501 - German for Reading Knowledge I

FLGE 502 - German for Reading Knowledge II

FLGE 511 - Communicating in Modern German

FLGE 512 - Practical Business German

FLGE 514 - German Business Communication

FLGE 532 - German Literary Genres

FLGE 533 - German Cinema

FLGE 534 - Popular Literature in German-Speaking Countries

FLGE 535 - Autobiographies

FLGE 537 - Authors in Context

FLGE 561 - German Cultural Studies: Reading Texts in Contexts

FLGE 563 - Deutschland Heute

FLGE 581 - Breaking it Down: The Structure of Modern German

FLGE 582 - Approaches to Translation

FLGE 584 - Translation Practice

FLGE 585 - History of the German Language

FLIN 500 - Special Topics in Indonesian Language, Literature, Linguistics or Culture

FLIN 521 - Introduction to Indonesian Literature

FLIS 581 - Independent Study in a Foreign Language

FLIT 501 - Italian for Reading Knowledge I

FLIT 502 - Italian for Reading Knowledge II

FLIT 581 - Special Topics in Italian Literature

FLIT 582 - Special Topics in Italian Linguistics

FLMT 501 - Clinical Middle or Secondary School Experience in Foreign Languages

FLMT 590 - Teaching Methodologies for the Elementary School Foreign Language Classroom

FLMT 591 - Methods of Foreign Language Teaching in Middle and High Schools

FLMT 597 - Methodologies for the Teaching of Foreign Languages at the University Level

FLPO 561 - Brazilian Civilization

FLPT 585 - Student Teaching (Secondary) in Foreign Languages

FLRU 512 - Business Russian

FLRU 531 - 19th Century Russian Literature

FLRU 532 - Russian Literature and Culture

FLRU 533 - Russian Modernist Literature: 1881-1930

FLRU 534 - 20th Century Russian Literature

FLRU 561 - Contemporary Russian Culture

FLRU 580 - Modern Russian

FLSP 500 - Special Topics in Spanish Language, Literature, Linguistics or Culture

FLSP 501 - Spanish for Reading Knowledge I

FLSP 502 - Spanish for Reading Knowledge II

FLSP 514 - Spanish Business Communications

FLSP 531 - Spanish Golden Age Poetry

FLSP 532 - Medieval Spanish Literature

FLSP 533 - Classical Spanish Drama

FLSP 534 - Cervantes: The Quixote

FLSP 535 - Spanish Golden Age Prose

FLSP 536 - Spanish Romanticism and Realism

FLSP 537 - The Generation of 1898/Fin de Siglo

FLSP 538 - Contemporary Spanish Literature

FLSP 539 - Women Authors in Hispanic Literature

FLSP 540 - Spanish American Poetry and Theater

FLSP 541 - Spanish American Novel

FLSP 545 - Latin American Women Writers

FLSP 552 - Literature of the Caribbean

FLSP 554 - Mexican Literature, Culture, and Film

FLSP 555 - Spanish-American Short Story

FLSP 556 - Colonial Latin American Literature

FLSP 557 - 19th Century Spanish American Literature

FLSP 558 - Spanish American Modernismo and Vanguardias: 1880-1945

FLSP 559 - Spanish American Historical Novels

FLSP 560 - Contemporary Spanish American Literature

FLSP 561 - Seminar on the Cultures of Spain

FLSP 562 - Seminar on the Cultures of Latin America

FLSP 563 - Hispanic Culture through Film

FLSP 580 - Introduction to Hispanic Linguistics

FLSP 581 - Spanish Phonology

FLSP 582 - Foundations in Spanish Sociolinguistics

FLSP 583 - Techniques of Spanish Translation

FLSP 584 - Advanced Spanish Translation

FLSP 585 - Spanish Syntax

FLSP 586 - Contrastive Grammatical Structures in Spanish and English

FLSP 587 - Hispanic Dialectology

FLSP 589 - Consecutive Interpretation: Theory and Practice

FLSP 591 - History of the Spanish Language

FLSP 699 - Master's Thesis in Spanish

FLST 581 - Special Topics in Literature I

FLST 582 - Special Topics in Literature II

FLST 583 - Special Topics in Linguistics

FLST 640 - Research Seminar in Literature

FLST 661 - Research Seminar in Civilization and Culture

FLST 683 - Research Seminar in Languages and Linguistics

FLST 684 - Research Seminar in Translation

FLTA 500 - Special Topics in Tagalog Language, Literature, Linguistics or Culture

FLTE 591 - Integrating Technology into the Foreign Language Curriculum

FLTE 592 - Development of Technology-Based Materials for the Foreign Language Classroom

FLTE 593 - Foreign Language Learning Center Administration

FLTE 594 - Implementation of Technology-Enhanced Language Learning

FLTH 500 - Special Topics in Thai Language, Literature, Linguistics or Culture

College of Visual and Performing Arts

Dean: Paul Kassel, M.F.A.

Acting Associate Dean: Ed Klonoski, Ph.D.

School of Art and Design
School of Music
School of Theatre and Dance

Certificates of Graduate Study

Museum Studies (V&PA)

This certificate is jointly administered by the College of Visual and Performing Arts, the College of Education, and the College of Liberal Arts and Sciences. See the section on Inter-College Interdisciplinary Certificates for a complete description of this certificate.

Art and Design

Acting Director: Douglas G. Boughton

Graduate Faculty

Michael Barnes, professor, M.F.A., University of Iowa
Sinclair Bell, Presidential Teaching Professor, Ph.D., University of Edinburgh
Douglas G. Boughton, professor, Ph.D., University of Alberta, Canada
Todd Buck, professor, M.A.M.S., University of Illinois, Chicago
Sarah Evans, associate professor, Ph.D., University of California, Berkeley
Kerry Freedman, professor, Ph.D., University of Wisconsin
Billie Giese, associate professor, M.F.A., University of Kansas
Aleksandra Giza, associate professor, Ph.D., Silesian University (Katowice, Poland)
Kelly Gross, assistant professor, Ph.D., Northern Illinois University
Cynthia Hellyer-Heinz, associate professor, M.F.A., Northern Illinois University
Rebecca Houze, professor, Ph.D., University of Chicago
Joseph Insley, research associate professor, M.F.A., M.S., University of Illinois, Chicago
Yih-Wen Kuo, professor, M.F.A., Southern Illinois University
Jessica Labatte, associate professor, M.F.A., School of the Art Institute of Chicago
Kimberly Martens, professor, M.A.M.S., University of Illinois, Chicago
Helen Nagata, associate professor, Ph.D., Stanford University
James Obermeier, associate professor, M.F.A., Indiana University
Mary Quinlan, professor, Ph.D., University of Chicago
Catherine Raymond, Presidential Engagement Professor, Ph.D., Sorbonne, Paris, France

Michael Rea, associate professor, M.F.A., University of Wisconsin, Madison
Nina Rizzo, associate professor, M.F.A., University of Texas, Austin
John Siblik, associate professor, M.F.A., Southern Illinois University
Kryssi Staikidis, professor, Ed.D., Columbia University, New York
Perrin Stamatis, assistant professor, M.F.A., University of Illinois, Chicago
Frank Trankina, professor, M.F.A., School of the Art Institute of Chicago
Ann van Dijk, associate professor, Ph.D., Johns Hopkins University
Amanda VanValkenburg, assistant professor, M.F.A., School of the Art Institute of Chicago
Shei-Chau Wang, associate professor, Ed.D., Northern Illinois University

The School of Art and Design offers graduate programs leading to the M.A., M.S., and M.F.A. degrees. Its programs are accredited by the National Association of Schools of Art and Design.

The M.S. in art with a specialization in art education is designed for those students who wish to prepare for a specialist role in art education in addition to classroom teaching. The M.A. is designed for those students who wish to pursue a specialization in studio art, preliminary study for the doctoral degree in art history (for those intending to become professional scholars and researchers in art history including teaching at the 4-year college or university level) or preparation for teaching art history at the two-year college level. The M.F.A. is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in a discipline related to the visual arts or design. The M.F.A. is a terminal degree in the field of art.

Admission to graduate programs in the School of Art and Design usually requires a baccalaureate degree in a field of art related to the program for which the student is applying. Applicants who do not have a major in art or in their field of study may be assigned deficiencies by faculty in the program area to which the student is admitted based upon review of admissions materials. Deficiencies will be listed in the letter of admission from the Graduate School or in the student's program of courses.

A faculty adviser in the student's area of interest is assigned upon acceptance into the Graduate School. The student must establish contact with the adviser immediately. The adviser will assist in forming the three-member (minimum) graduate advisory committee which will guide the student in all subsequent activities required for the completion of the respective degree.

With the consent of the School of Art and Design and the dean of the Graduate School, a maximum of 9 semester hours of graduate transfer credit may be accepted from other accredited colleges or universities toward an M.A. or M.S. in art. A maximum of 15 semester hours of graduate credit from an M.A. program completed at another institution may be

accepted toward the M.F.A. degree. A maximum of 15 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.A., M.S., or M.F.A. degree. However, in meeting the requirements for a graduate degree in art, the credit transferred from other accredited institutions plus that earned at NIU as a student-at-large may not exceed 15 semester hours.

A graduate student admitted to any M.A. or M.F.A. program in the School of Art and Design may take up to 6 elective credits outside the school, subject to prior approval of the student's graduate advisory committee. Courses in this category must be entered on the official program of courses; subject to prior approval of the student's graduate advisory committee or for those enrolled in an M.S. in art, up to 9 semester hours outside the school.

The School of Art and Design may retain reproductions of any work produced in classes or presented for the one-person exhibition or presentation.

Comprehensive examinations are typically scheduled to occur during the student's last academic year. The nature of the comprehensive examination is determined by the student's graduate advisory committee.

Other information concerning the various programs can be obtained upon request from the graduate coordinator in the School of Art and Design.

Special Requirements for Studio Degrees

The GRE is not required for admission to the M.F.A. or the M.A. specialization in studio art. The School of Art and Design requires a portfolio from all applicants for admission to the Graduate School who wish to pursue a studio degree in art (M.A. or M.F.A.). A prospective student must submit a CD containing 15-20 images of his or her work as it relates to the intended course of graduate study. Time based media may be submitted as a DVD-Video (NTSC), CD-ROM, audio DC, URL. An identification sheet with the name of applicant, title of work, date of execution, medium, running time (if applicable), and size must be included. The images on the CD should be at least 1100 pixels at the longest dimension with a resolution of 72 ppi. All images need to be in jpg format. No power point presentations.

Applicants may substitute film and/or electronic media in lieu of slides where applicable to the field of study. The materials must be submitted in reusable containers acceptable for the U.S. postal service mailing requirements, return postage included. All materials must be clearly identified with the name of the applicant, title of work, date of execution, medium, and return address. Although all possible care is taken, the School of Art and Design cannot assume responsibility in case of loss or damage.

February 1 is the primary date for receiving all application materials for summer, fall, or spring admission to any graduate studio degree program including portfolio, a listing

of works in the portfolio, and all materials required by the Graduate School. Applicants meeting the February deadline are eligible for consideration for both graduate admissions and graduate assistantships. April 1 is the final application date for those not applying for assistantships.

CDs and/or other appropriate visual documentation to be considered for admission purposes should be sent to the graduate coordinator in the School of Art and Design; other application materials are to be submitted to the Graduate School.

Foreign Study Programs

The School of Art and Design sponsors a foreign study program designed to investigate, experience and analyze the art and culture of other parts of the world. This program was initiated in 1960 and has featured study tours to all the countries of Western Europe, to Russia, China, and Japan, as well as to many of the Middle and Near Eastern countries. Residence programs have been sponsored in Italy, France, Austria, and Mexico.

A varied foreign study program is planned for the future. Interested students should contact the director of the School of Art and Design for current information.

Course Information

All art courses designated with the phrase "may be repeated" are repeatable to a maximum number of semester hours to be determined by the student's major adviser. Credit-hour limitations for other art courses are cited in their descriptions. Course enrollment of more than 6 credit hours per semester in one course requires consent of the School of Art and Design.

Master's Programs

Master of Arts in Art

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

Check departmental information for any additional requirements.

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

Specialization in Studio Art

Students who select the specialization in studio art must elect an area of study in studio (ARTS) and/or design (ARTD)

courses and must pass a portfolio examination during the first academic year or prior to the completion of 15 graduate semester hours for continuance in their M.A. degree program.

Students who choose to change the field of study to which they have been admitted must do so prior to the portfolio examination and with the approval of the faculty in the new field.

Requirements

- Art history electives (6)
- Studio art electives (18)
- ART 680 - Seminar Credits: 3
- OR ARTS 615 - Introduction to Studio Practices Credits: 3
- OR ARTS 715 - Professional Studio Practices Credits: 3
- ART 699 - One-Person Exhibition or Presentation and Documentation for the M.A. Studio Degree Credits: 1-3
Students must take 3 semester hours in this course.

Additional Requirements

- Students must register for ART 699 during the term of the one person exhibition or presentation and documentation. Continuous enrollment in ART 699 is required until the work is completed.
- Documentation of the one-person exhibition or presentation and documentation (the format of the show and one copy of the documentation as approved by the student's graduate advisory committee) and the approval of documentation form must be returned to the graduate coordinator's office by the end of the term.
- Approval of the M.A. one-person exhibition or presentation and documentation is by a majority of the student's graduate advisory committee consisting of at least three members. The majority of the committee members must be regular faculty members at NIU; a majority should be members of the graduate faculty in the School of Art and Design; and the chair should be a graduate faculty member in the School of Art and Design and an appropriate specialist in the specific discipline.

Specialization in Art History Research

The specialization in art history research offers preliminary study for the doctoral degree for students intending to be professional art historical researchers and educators. Applicants with little background in art history but who have done exceptionally well as undergraduates in other disciplines will also be considered. Students in the specialization in art history research must: complete a minimum of 30 semester-hours of graduate work; complete a

thesis or master's research project; pass a comprehensive exam; and demonstrate a reading knowledge of one modern foreign language (traditionally, French, German, or Italian is the language chosen by students interested in pursuing doctoral study; however, another language may be substituted with the approval of the student's graduate advisory committee). Students who have not taken ARTH 486 as an undergraduate must take ARTH 586.

Requirements

- Art history electives (minimum--18)
- ARTH 701 - Seminar in Art History Credits: 3
Students must take 6 semester hours in this course.
- ARTH 699A - Art History Master's Thesis Credits: 1-3
- OR ARTH 699B - Art History Master's Research Project Credits: 1-3
Continuous enrollment in ARTH 699A or ARTH 699B is required until the work is completed.

Specialization in Art History Teaching at the Two-Year College Level

The specialization in art history teaching at the two-year college level provides preparation for teaching at the two-year college level where the doctoral degree is not required. Applicants with little background in art history but who have done exceptionally well as undergraduates in other disciplines will also be considered. Students in the specialization in art history teaching at the two-year college level must: complete a minimum of 30 semester-hours of graduate work; complete two qualifying essays; pass a comprehensive exam; and demonstrate a reading knowledge of one modern foreign language. Students who have not taken ARTH 486 as an undergraduate must take ARTH 586.

Requirements

- ARTH 701 - Seminar in Art History Credits: 3
Students must take 6 semester hours in this course.
- ART 780 - Teaching Art at the College Level: Internship Credits: 1-3
Students must take 3 semester hours in this course.

Art history electives (21)

Art history electives (21) Including two courses from each of the following areas:

- Ancient, Middle Eastern, Medieval, and Early Modern Europe
- American, Modern, Contemporary, and Design
- Asian, African, Oceanian, Native American, Pre-Columbian, and Latin American

Master of Fine Arts in Art and Design

The M.F.A. degree in the School of Art and Design is primarily designed for and directed toward students who desire to achieve a current, high-level professional mastery in an art or design discipline. The M.F.A. is a terminal degree in the fields of studio art and design.

Check departmental information for any additional requirements.

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

Admission

The basic requirements for admission after the completion of the baccalaureate degree are those indicated in the section "General Requirements for Admission to the Graduate School." A baccalaureate degree in a field of art related to the student's intended area of study is usually required. Students with an M.A. degree who wish to continue in an M.F.A. program must have a minimum 3.20 GPA in graduate work to be admitted.

Students seeking admission to the M.F.A. program in the School of Art and Design should send slides or appropriate media to the graduate coordinator in the School of Art and Design. Other application materials are to be submitted to the Graduate School.

Limitation of Time

All requirements for the degree Master of Fine Arts must be completed within the seven consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed.

At the discretion of the student's major division, the seven-year limit need not apply to some or all for the earliest 30 semester hours of credit included in the student's M.F.A. program of courses.

The time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed. If any such NIU course does not fall within the time limit defined above, the student's major division may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be

substituted in, the program of courses. Hours from a complete M.A. degree in art from another institution do not fall into the seven-year time limitation.

Courses for Which Graduate Credit is Allowed

At NIU only courses which are numbered 500-798 carry credit toward the master's degree. At least 50 percent of the minimum number of semester hours required for the M.F.A. degree must be earned in courses numbered 600 and above.

Student-at-Large and Transfer Credit

For a student pursuing the M.F.A. degree in art, up to 30 semester hours of course work from the M.A. program in art at NIU may be counted toward meeting the requirements of the M.F.A. degree, with the consent of the student's M.F.A. advisory committee. With the consent of the School of Art and Design and the office of the dean of the Graduate School, a maximum of 15 semester hours of graduate credit from an M.A. in art program completed at another institution may be accepted toward the M.F.A. degree in art. A maximum of 15 semester hours of graduate credit earned at NIU as a student-at-large may be accepted toward an M.F.A. degree in art. However, in meeting the requirements for a graduate degree in art, the combined total of graduate credit accepted in transfer from other accredited institutions, plus that earned at NIU as a student-at-large may not exceed 15 semester hours.

Requirements

Students in the M.F.A. program must complete a minimum of 60 semester hours of graduate work beyond a baccalaureate degree, exclusive of work taken to remove deficiencies, with a GPA of at least 3.00 in all graduate courses (excluding deficiency courses taken for graduate credit) as well as in all graduate course work taken at NIU. Students must choose an area of study in design (ARTD) and/or studio art (ARTS) courses early in their work toward the degree. Students must pass a portfolio examination during their first academic year or prior to the completion of 24 graduate semester hours and a second one during their second year or prior to the completion of 48 graduate semester hours for continuance in their M.F.A. degree program.

Students who choose to change the area of study to which they have been admitted must do so prior to the portfolio examination and with the approval of the faculty in the new area.

- ARTS 615 - Introduction to Studio Practices Credits: 3
- ARTS 715 - Professional Studio Practices Credits: 3

- ART 799 - One-Person Exhibition or Presentation and Documentation for the M.F.A. in Art and Design Degree Credits: 1-3
Students must take 3 semester hours in this course. Students must register for ART 799 during the term of the one-person exhibition or presentation. Continuous enrollment in ART 799 is required until the work is completed.

Art history electives (9)

Art and Design electives (ART, ARTD, ARTS) (36)

Other university electives (6)

Documentation

Documentation of the one-person exhibition or presentation (the format of the show and one copy of the documentation as approved by the student's graduate advisory committee) and the approval of documentation form must be returned to the graduate coordinator's office by the end of the term.

One-Person Exhibition or Presentation

In the M.F.A. program in the School of Art and Design, the student's work must culminate in a one-person exhibition or presentation. Instructions for documentation of the exhibition or presentation are available from the School of Art and Design, graduate office.

In special situations, and only with the approval of the graduate advisory committee(s), students may collaborate on some aspects of the work contributing to their one-person exhibition or presentation. However, each exhibition or presentation documentation submitted to the Graduate School for approval must be a unique product with the degree candidate as the sole author and with due acknowledgment of the contributions of collaborators; and the author must demonstrate to his or her committee satisfactory command of all aspects of the work presented.

The student's graduate advisory committee will judge the acceptability of the work in meeting degree requirements. Approval of the M.F.A. one-person exhibition or presentation is by a majority of the student's graduate advisory committee consisting of at least three members. The majority of the committee members must be regular faculty members at Northern Illinois University, a majority must be members of the graduate faculty in the School of Art and Design, and the chair must be a senior graduate faculty member in the School of Art and Design and an appropriate specialist in the specific discipline.

Application for Graduation

During the term prior to the one in which a student plans to graduate, the student must submit an application for graduation to the Graduate School. See "Graduation."

Master of Science in Art and Design Education

The M.S. in Art and Design Education requires a minimum of 30 semester hours of graduate work and successfully passing a comprehensive examination.

Check departmental information for any additional requirements.

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

Specialization in Art and Design Education (30)

Applicants for the M.S. degree with a specialization in art and design education should have an undergraduate degree in art, art education, or other related field approved by the School of Art and Design. Students must complete 30 semester hours in one of the following tracks.

A maximum of 9 semester hours may be taken outside the School of Art and Design. Any program requires the written approval of the major adviser.

Students may complete their 30 semester hours by taking these courses online.

Professional or Educator In-Service: Blended - Track 1 Requirements

For application information please visit the College of Visual and Performing page.

- ARTE 543 - Art and Technology in the K-12 Classroom Credits: 3
- ARTE 683 - Seminar in Art Education Credits: 3
- ART 680 - Seminar Credits: 3
OR ARTE 683 - Seminar in Art Education Credits: 3
- ARTE 684 - History and Philosophy of Art Education Credits: 3
- ARTE 685 - Research Readings in Art Education Credits: 3
- Electives in art education (6)
- Additional electives in art education and/or electives in art history, studio art, or related professional courses as approved by the School of Art and Design: Credits: 9

Professional or Educator In-Service: Online - Track 2 Requirements

For application information, please visit the Online page.

- ARTE 543 - Art and Technology in the K-12 Classroom Credits: 3
- ARTE 682 - Curriculum Development in Art and Design Education Credits: 3
- ARTE 684 - History and Philosophy of Art Education Credits: 3
- ARTE 685 - Research Readings in Art Education Credits: 3
- ARTE 687 - Evaluation and Assessment in Art Education Credits: 3
- ARTE 780 - Research Development and Writing Credits: 3

Students must take 9 semester hours in this course.

Seminar courses consisting of any combination of the following (6)

- ART 680 - Seminar Credits: 3
Students can take 3 or 6 semester hours in this course.
- ARTE 683 - Seminar in Art Education Credits: 3
Students can take 3 or 6 semester hours in this course.

Educator Licensure

Students with an undergraduate degree must be admitted to the M.S. program in art and design education with a specialization in art and design education to enter the licensure program.

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Standard Special (K-12) License through the art and design education division of the School of Art and Design as part of the degree program for the M.S. in art and design education with a specialization in art and design education. With adviser approval, graduate-level requirements for licensure can be part of the 30 semester hours required for this specialization. Additional course work is required to complete the master's degree requirements.

Candidates who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without licensure.

Admission Requirements

- Successful completion of the Illinois Test of Basic Skills, Test of Academic Proficiency or ACT substitution.
- Completion of ARTE 542 with a grade of at least C.
- Admission to the School of Art and Design.

Retention

Students must remain in good standing in the Graduate School. In addition students must maintain an average 3.00 GPA or higher, and receive no final grade lower than C in art education methods courses (ARTE 542, ARTE 544, ARTE 545, and ARTE 563).

Admission to Student Teaching

In addition to meeting retention requirements, during the semester prior to student teaching or earlier, students must pass the final portfolio review per the art education division's portfolio review procedures. Also see "Educator Licensure Information."

Requirements

Studio and art history courses may be assigned as deficiencies if not taken as part of an undergraduate degree. Subject to approval by the chair of the graduate advisory committee, courses in art history, ceramics, design, drawing, fiber arts, metal work or jewelry, painting, printmaking, and/or sculpture may be taken at the graduate or undergraduate level, in NIU's School of Art and Design or at other recognized institutions.

Also see "Educator Licensure Information."

- ARTE 500 - Studio Foundations for Art and Design Educators Credits: 3
- ARTE 542 - Introduction to Art Education Credits: 4
- ARTE 543 - Art and Technology in the K-12 Classroom Credits: 3
- ARTE 544 - Resources and Methods in Art Education: Content and Clinical Experience at the Middle Level Credits: 4
- ARTE 545 - Curriculum Development in Art and Design Education Credits: 4
- ARTE 563 - Reading and Writing in Art and Design Education: Critical Approaches Credits: 3
- ARTE 588A - Student Teaching in Elementary Art Credits: 6
- ARTE 588B - Student Teaching in Secondary Art Credits: 6
- ARTE 679 - Art Education for Special Needs Populations Credits: 3
- OR SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom Credits: 3

- ARTE 684 - History and Philosophy of Art Education Credits: 3
- ARTE 687 - Evaluation and Assessment in Art Education Credits: 3
- EPS 501 - Psychological Foundations of Education Credits: 3
- EPS 508 - Theories and Research in Adolescent Behavior and Development Credits: 3
- LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas Credits: 3

Doctoral Programs

Doctor of Philosophy in Art and Design Education

The Ph.D. program emphasizes research, theory and philosophical development, and applications of new knowledge in art and visual culture. The Ph.D. prepares students to be researchers, scholars, and leaders in the field of art education, including education in K-12 schools, colleges and universities, museums and community art centers, and other cultural institutions.

Check departmental information for any additional requirements.

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

Admission

A student seeking admission to the Ph.D. program in art and design education in the School of Art and Design must meet all requirements for admission to the Graduate School and have satisfied the requirements (or equivalent) for the M.S., M.A., or M.F.A. degree in Art at NIU. The student must also submit acceptable scores for the General Test of the Graduate Record Examinations and show evidence of writing and English-language proficiency as defined by NIU Graduate School criteria.

Course Requirements

Completion of this degree requires a minimum of 60 semester hours of graduate course work at NIU beyond the graduate credits earned toward the student's master's degree.

Core Courses (15)

- ARTE 780 - Research Development and Writing Credits: 3
- ARTE 783 - Doctoral Seminar in Art and Design Education Credits: 1

Students must take 3 semester hours in this course.

- ARTE 790 - Curriculum Theory and Evaluation of Visual Arts Programs Credits: 3
- ARTE 791 - New Ideas in Art and Design Education Credits: 3
- ARTE 792 - Philosophies of Art and Aesthetics Credits: 3

Research Methodology Requirements (9)

- ARTE 784 - Research Methods in Art Education Credits: 3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3

Cognate Requirements (12-15)

All students are required to complete a cognate of 12-15 semester hours in art or related fields such as education, anthropology, museum studies, visual culture, computer imaging, women's studies, or statistical analysis, at or above the 600 level. These must be in addition to the core and tool courses. The student's graduate committee in the School of Art and Design must approve the area(s) and the courses chosen to meet this cognate requirement in each case.

Elective Course Work (12-15)

Graduate course work may be taken in art and related areas of studies. The courses chosen to meet this requirement are subject to the approval of the student's graduate committee.

Dissertation (12)

- ARTE 799 - Doctoral Research and Dissertation Credits: 1-100

Candidacy Examination

A student must receive approval from his/her graduate committee to take the candidacy examination. The candidacy examination is a written examination based on the core courses and other graduate courses and may consist of cases, queries, or research problems. The examination is to be taken within one year of completion of the core courses. The assessment criteria and procedures are outlined below. Upon satisfactory completion of the candidacy examination the student is admitted to candidacy for the Ph.D. degree. A student who fails the candidacy examination may be granted the opportunity to take a second examination. Failure on the second examination denies the student admission to candidacy.

Dissertation Committee

Upon successful completion of the candidacy examination, a dissertation committee for the student will be nominated by the Art and Design Education Division of the School of Art and Design in consultation with the student, and appointed by the Dean of the Graduate School. This committee will consist of three to five graduate faculty members, one of whom will be designated as the dissertation director, and will meet the specifications of the Graduate School.

Oral Dissertation Defense

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

Certificates of Graduate Study

Art History (18)

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

Requirements (18)

- ARTH 586 - Art Historical Methodology Credits: 3

Five of the following (15)

Courses may be repeated with different subjects.

Multiple enrollments in the same course with different subjects are allowed in the same semester.

- ARTH 510 - Studies in Ancient and Middle-Eastern Art Credits: 3
- ARTH 520 - Studies in Medieval Art Credits: 3
- ARTH 530 - Studies in Early Modern European Art Credits: 3
- ARTH 540 - Studies in Modern Art Credits: 3
- ARTH 550 - Studies in Contemporary Art Credits: 3
- ARTH 560 - Studies in Design Credits: 3
- ARTH 570 - Studies in Asian Art Credits: 3

- ARTH 580 - Studies in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art Credits: 3
- ARTH 651 - Topics in Ancient and Middle-Eastern Art Credits: 3
- ARTH 652 - Topics in Medieval Art Credits: 3
- ARTH 653 - Topics in Early Modern European Art Credits: 3
- ARTH 654 - Topics in Modern Art Credits: 3
- ARTH 655 - Topics in Contemporary Art Credits: 3
- ARTH 656 - Topics in Design Credits: 3
- ARTH 657 - Topics in Asian Art Credits: 3
- ARTH 658 - Topics in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art Credits: 3
- ARTH 701 - Seminar in Art History Credits: 3
- ARTH 703 - Independent Study in the History of Art Credits: 3
- ARTH 785 - Topics in Art History Credits: 3

Other requirements

Successful completion of two Qualifying Papers (research papers supervised by a course instructor). There is no foreign language, thesis, or comprehensive exam requirement for the certificate.

ART 565 - Introduction to Museum Studies

ART 600 - Art Pedagogy: Theory and Practice

ART 625 - Museums: Gender, Race, and Class

ART 654 - Museum Administration

ART 655 - Museum Exhibitions and Interpretation

ART 656 - Advanced Curatorial Practice

ART 657 - Museum Education

ART 658 - Preventive Conservation Seminar

ART 665 - Museum Practicum

ART 680 - Seminar

ART 689 - Topics in Art

ART 690 - Independent Study

ART 699 - One-Person Exhibition or Presentation and Documentation for the M.A. Studio Degree

ART 765 - Museum Internship

ART 780 - Teaching Art at the College Level: Internship

ART 799 - One-Person Exhibition or Presentation and Documentation for the M.F.A. in Art and Design Degree

ARTD 509 - Advanced Interactivity

ARTD 510 - Studies in Interactive Media

ARTD 520 - Design Field Experience

ARTD 573 - Advanced Animation

ARTD 609 - New Media Design I

ARTD 610 - Design

ARTD 611 - Visual Communication

ARTD 612 - Studies in Design

ARTD 613 - Photography I

ARTD 666 - Time Arts I

ARTD 675 - Time Arts: Special Topics

ARTD 709 - New Media Design II

ARTD 712 - Research and Visual Communication

ARTD 713 - Photography II

ARTD 766 - Time Arts II

ARTE 500 - Studio Foundations for Art and Design Educators

ARTE 542 - Introduction to Art Education

ARTE 543 - Art and Technology in the K-12 Classroom

ARTE 544 - Resources and Methods in Art Education: Content and Clinical Experience at the Middle Level

ARTE 545 - Curriculum Development in Art and Design Education

ARTE 563 - Reading and Writing in Art and Design Education: Critical Approaches

ARTE 580 - Alternative Teaching Experiences

ARTE 583 - Art in Elementary Classrooms

ARTE 584 - Interrelated Arts Education

ARTE 588A - Student Teaching in Elementary Art

ARTE 588B - Student Teaching in Secondary Art

ARTE 679 - Art Education for Special Needs Populations

ARTE 681 - Creativity and Learning

ARTE 682 - Curriculum Development in Art and Design Education

ARTE 683 - Seminar in Art Education

ARTE 684 - History and Philosophy of Art Education

ARTE 685 - Research Readings in Art Education

ARTE 686 - Leadership in Art Education

ARTE 687 - Evaluation and Assessment in Art Education

ARTE 688 - Alternative Methods of Instruction in Art

ARTE 689 - Internship in Art and Design Education

ARTE 780 - Research Development and Writing

ARTE 781 - Research Topics: Independent Study

ARTE 783 - Doctoral Seminar in Art and Design Education

ARTE 784 - Research Methods in Art Education

ARTE 790 - Curriculum Theory and Evaluation of Visual Arts Programs

ARTE 791 - New Ideas in Art and Design Education

ARTE 792 - Philosophies of Art and Aesthetics

ARTE 799 - Doctoral Research and Dissertation

ARTH 510 - Studies in Ancient and Middle-Eastern Art

ARTH 520 - Studies in Medieval Art

ARTH 530 - Studies in Early Modern European Art

ARTH 540 - Studies in Modern Art

ARTH 550 - Studies in Contemporary Art

ARTH 560 - Studies in Design

ARTH 570 - Studies in Asian Art

ARTH 580 - Studies in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art

ARTH 586 - Art Historical Methodology

ARTH 651 - Topics in Ancient and Middle-Eastern Art

ARTH 652 - Topics in Medieval Art

ARTH 653 - Topics in Early Modern European Art

ARTH 654 - Topics in Modern Art

ARTH 655 - Topics in Contemporary Art

ARTH 656 - Topics in Design

ARTH 657 - Topics in Asian Art

ARTH 658 - Topics in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art

ARTH 699A - Art History Master's Thesis

ARTH 699B - Art History Master's Research Project

ARTH 701 - Seminar in Art History

ARTH 703 - Independent Study in the History of Art

ARTH 785 - Topics in Art History

ARTS 524 - Atelier Drawing

ARTS 525 - Atelier Painting

ARTS 551 - Beginning Metalwork Jewelry Design, and Digital Fabrication

ARTS 615 - Introduction to Studio Practices

ARTS 620 - Drawing I

ARTS 623 - Painting I

ARTS 630 - Printmaking I

ARTS 641 - Ceramics I

ARTS 649 - 3D Digital Sculpting

ARTS 650 - Digital Fabrication Workshop

ARTS 651 - Metalwork, Jewelry Design, and Digital Fabrication

ARTS 661 - Sculpture I

ARTS 670 - Special Topics in Fiber

ARTS 715 - Professional Studio Practices

ARTS 720 - Drawing II

ARTS 723 - Painting II

ARTS 728 - Technical and Historical Resources of the Artist: Painting, Drawing, Printmaking

ARTS 729 - Technical and Historical Resources of the Artist: Advanced Independent Study

ARTS 730 - Printmaking Workshop

ARTS 741 - Ceramics II

ARTS 751 - Advanced Research in Metalwork, Jewelry Design, and Digital Fabrication

ARTS 761 - Sculpture II

ARTS 770 - Fiber/Interdisciplinary

Music

Director: Andrew Glendening

Graduate Faculty

Orna Arania, associate professor, D.M., Northwestern University

Gregory Barrett, professor, D.Mus., Indiana University

Gregory Beyer, professor, D.M.A., Manhattan School of Music

Thomas Bough, professor, D.M.A., Arizona State University

Geof Bradfield, professor, M.F.A., California Institute of the Arts

Bobby Broom, assistant professor, M.M., Northwestern University

James Russell Brown, instructor, M.M., New England Conservatory

Robert Chappell, Distinguished Teaching Professor, visiting professor, M.M., University of North Texas

Christine D'Alexander, assistant professor, D.M.A., University of Southern California

Anthony Devroye, professor, Performance Diploma, Curtis Institute of Music
 Mary Lynn Doherty, associate professor, Ph.D., University of Wisconsin
 Emily Fagan, M.M., instructor, University of Houston
 Tom Garling, instructor, M.M., University of Miami
 John Gaudette, instructor, Diploma, Curtis Institute of Music
 Andrew Glendening, professor, D. Mus., Indiana University
 William Goldenberg, Distinguished Teaching Professor, D.Mus., Indiana University
 Brian Hart, professor, Ph.D., Indiana University
 Eric Johnson, professor, D.M.A., University of Illinois
 JeongSoo Kim, associate professor, D.M.A., Eastman School of Music
 Edward Klonoski, associate professor, Ph.D., Ohio State University
 Kelly Langenberg, instructor, M.M., DePaul University
 Cheng-Hou Lee, professor, D.M.A., New England Conservatory
 Blaise Magnière, professor, M.M., Cleveland Institute of Music
 David Maki, professor, D.M.A., University of Michigan
 Ella Marchment, instructor, B.A. Honours, King's College London
 Lucia Matos, associate professor, D.M.A., University of Iowa
 Scott Metlicka, instructor, M.M., Northwestern University
 Ann Montzka-Smelser, instructor, M.M., Northern Illinois University
 Dan Nichols, instructor, M.M., Northern Illinois University
 John K. Novak, professor, Ph.D., University of Texas
 Elinor Olin, instructor, Ph.D., Northwestern University
 Brian Penkrot, instructor, Ph.D., University of Iowa
 Marlene Rosenberg, instructor, M.M., Northwestern University
 Christopher Scanlon, assistant professor, D.M.A., Stony Brook University, The State University of New York
 Faye Seeman, instructor, M.M., Boston University
 Robert L. Sims, associate professor, Artistic Diploma, Northwestern University
 Linc Smelser, instructor, M.M., Northern Illinois University
 Thomas Snyderacker, instructor, M.M., Arizona State University
 Mathias J. Tacke, professor, Diploma, Northwest German Music Academy
 Liam Teague, Presidential Research, Scholarship and Artistry Professor, M.M., Northern Illinois University
 Scott Tegge, instructor, Professional Diploma, Roosevelt University
 An Tran, M.M., instructor, Yale University
 Reggie Thomas, professor, M.M., Southern Illinois University
 Rodrigo Villanueva, professor, M.M., University of North Texas
 Ben Wahlund, instructor, M.M., Northern Illinois University
 Jui-Ching Wang, professor, D.M.A., Arizona State University
 Marie Wang, professor, M.M., Northern Illinois University
 Pharez Whitted, instructor, M.M., Indiana University
 Ronnie Wooten, professor, D.M.A., Michigan State University

The School of Music offers the M.M. degree and a Performer's Certificate in music. The School of Music is fully accredited by the National Association of Schools of Music.

Master's Programs

Master of Music

The M.M. degree is a 32-semester hour program consisting of 13 semester hours of core requirements plus 19 semester hours taken within one of three specializations: music education, music performance, or individualized study.

Check departmental information for any additional requirements.

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

Admission

Normally, a baccalaureate degree in music or a diploma from an accredited conservatory or music school is required for admission to the M.M. program. In special circumstances, applicants whose undergraduate degree is in a field other than music may be admitted to a specific specialization within the M.M. program. Other admission requirements will vary, depending upon the specialization that is selected.

Music Education: Applicants are admitted to this specialization only upon the recommendation of a committee of the music education faculty after an interview and transcript evaluation. Students accepted in music education must take the School of Music diagnostic examinations in music theory and history administered immediately prior to the term for which they are admitted.

Performance: Applicants are admitted to this specialization only upon the recommendation of a committee of the performance faculty after an audition and transcript evaluation. Students accepted in performance must take the School of Music diagnostic examinations in music theory and history administered immediately prior to the term for which they are admitted.

Individualized Study: Applicants are admitted to this specialization only upon the recommendation of a committee of the music faculty after an in-depth examination for competence in music and/or other applicable fields. Depending upon the nature of the proposed course for study, the evaluation committee may require an applicant to take all or part of the School of Music diagnostic examinations in music theory and history, and/or other specialized diagnostic examinations, administered immediately prior to the term for which he or she is admitted.

Applicants for admission to the M.M. program are not required to take the General Test of the GRE. Applicants

whose current preparation for advanced study is found to be deficient may be granted admission to the M.M. program with stipulations, and they will be required to make up all such deficiencies. Applicants who are admitted to the M.M. program in a specific specialization and who then wish to change to another specialization must meet all admission requirements for the new specialization before the change is approved. Applicants for admission to the M.M. program are normally notified of an admission decision as soon as administratively feasible following completion of all Graduate School and School of Music entrance requirements.

Requirements

In partial fulfillment of graduate requirements, a student pursuing the M.M. degree in the performance specialization must prepare and perform a full-length public recital. Students pursuing the M.M. degree within the music education or individualized specializations may present a formal public recital, write a thesis, or complete a final project.

Students in the specializations of music education and performance are permitted to take 6 semester hours of selected studies in music (MUTC 798, MUHL 798, MUSP 798, MUED 798) as part of their program of courses. Students in the individualized specialization may take 12 semester hours of selected studies in music (MUTC 798, MUHL 798, MUSP 798, MUED 798) as part of their program of courses.

All students pursuing the M.M. degree must fulfill the following core requirements.

Core Requirements (13)

Each student must also fulfill the requirements of one of the following specializations.

- A course in music history approved by the music history area coordinator in consultation with the music history faculty (3)
- A course in music theory approved by the music theory area coordinator in consultation with the music theory faculty (3)
- MUHL 633 - Seminar in Musical Research Credits: 3
- OR MUED 684 - Techniques of Research in Music Credits: 3
as appropriate to the specialization and as approved by the student's adviser, in consultation with the coordinator of graduate studies

Choose from the following (4)

- MUSC 699A - Final Recital Credits: 1-99
- OR MUSC 699B - Thesis Credits: 1-99
- OR MUSC 699C - Composition Credits: 1-99
- OR MUSC 699D - Final Project Credits: 1-99

Specialization in Music Education (19)

See also "Educator Licensure" in this section and "Educator Licensure Information" in the Educator Licensure page.

- Music education course work (6-9)
- Music performance course work chosen from private keyboard, voice, or instrumental study (primary or secondary); music performance (including conducting); and/or ensembles (3)
- Electives (4-7)
- MUED 685 - Foundations of Music Education Credits: 3

Specialization in Performance (19)

One of the following tracks

1. Band and Orchestral Instruments

- Private instrumental study (8)

Ensembles (3)

One of the following:

- MUSE 615 - String Ensemble Credits: 1
- MUSE 616 - Woodwind Ensemble Credits: 1
- MUSE 617 - Brass Ensemble Credits: 1
- MUSE 618 - Percussion Ensemble Credits: 1
- MUSE 619 - Guitar Ensemble Credits: 1
- MUSE 620 - Keyboard Ensemble Credits: 1
- MUSE 621 - Mixed Ensemble Credits: 1
- MUSE 622 - New Music Ensemble Credits: 1
- MUSE 623 - Early Music Ensemble Credits: 1
- MUSE 624 - Jazz Combo Credits: 1
- MUSE 625 - Latin Jazz Ensemble Credits: 1

Additional ensemble courses (2)

Course work from the following (2):

- MUED 670 - Pedagogy: Woodwinds Credits: 2
- MUED 671 - Pedagogy: Brass Credits: 2
- MUED 672 - Pedagogy: Percussion Credits: 2
- MUED 674 - Pedagogy: Strings Credits: 2

2. Piano

- MUSE 620 - Keyboard Ensemble Credits: 1
- MUSP 639 - Accompanying Credits: 1
- MUSP 710 - Piano: Primary Credits: 2 or 4
Students must take 6 semester hours in this course.

One of the Following (11)

Solo Performance

- Private keyboard study (2)
- Electives (4)
- MUHL 638 - Seminar in Piano Literature Credits: 2
- MUED 675 - Piano Methods and Materials Credits: 3

Keyboard collaborative arts

- Electives (6)
- MUHL 637 - Chamber Music Studies Credits: 3
- MUSE 620 - Keyboard Ensemble Credits: 1
- MUSP 639 - Accompanying Credits: 1

3. Voice

- Private voice study (8)
- Electives (6)
- MUED 681 - Pedagogy of Singing Credits: 3
- MUSE 643 - Opera Theatre Credits: 1
- MUSE 641 - Chamber Choir Credits: 1
- OR MUSE 645 - Concert Choir Credits: 1
OR MUSE 643 - Opera Workshop Credits: 1

Individualized Specialization (19)

A student may design an individualized specialization with course work selected from existing courses, seminars, independent study, internships, or special projects, offered both on and off campus. While this individual specialization may share some features of other specializations, its thrust should be distinctive. Individualized specialization may consist in part of interdisciplinary or multidisciplinary courses which combine music study with such areas as anthropology, art, business, computer science, dance, theater, electronics, ethnic studies, mental health, or special education; or they may concentrate entirely on music. Examples of individualized specializations pursued by M.M. students include music history, music theory, composition, world music, jazz, recording techniques, and computer music and new media technology.

After acceptance, each student will be assigned an adviser with whom he or she will prepare an individualized proposal. This proposal must be approved by a committee representing the School of Music, which may in turn seek the advice of another department whose courses are included in the proposal. Normally, at least one half of the individualized specialization will be in the School of Music. At the conclusion of study, the student must substantiate to the committee that the specified goals have been met.

Sixth-year Degree Programs

Performer's Certificate

The Performer's Certificate is not a graduate degree. The purpose of the Performer's Certificate program is to permit students to attain greater mastery of their chosen fields than they can achieve in formal study through the master's degree level. This 24-semester-hour program includes private instruction, research related to performance, and performance experience designed to develop fully independent professional musicians.

Check departmental information for any additional requirements.

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

Admission

Applicants for the Performer's Certificate program should consult with the School of Music director or coordinator of graduate studies. To be eligible for admission, students must normally have completed work equivalent to that required for the M.M. degree at NIU. Applicants are not required to take the GRE general test; however, they will be required either to perform an audition, or submit an audio recording representative of their performance ability.

In some cases, students who demonstrate exceptional performing abilities, equivalent to a Master of Music level or beyond, and who have completed a baccalaureate degree from an accredited institution or appropriate diploma from a recognized conservatory or music school, may be recommended by the faculty of the School of Music for admission directly into the Performer's Certificate program. However, persons admitted to the Performer's Certificate program in this manner must reapply to the Graduate School if they seek entry into a graduate degree program.

Credit Requirements

The Performer's Certificate program requires a minimum of 24 semester hours of credit with a GPA of at least 3.00. The minimum GPA of 3.00 must be earned over all courses required in the student's program of courses as well as over all graduate courses taken at NIU.

Limitation of Time

The student must fulfill all of the requirements of the Performer's Certificate program within the six consecutive years immediately preceding the date of the student's graduation from that program.

If a course taken to complete the requirements for the Performer's Certificate does not fall within this time limitation, the School of Music may require the student to retake the course for credit or may allow the student to

demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses.

Student-at-Large and Transfer Credit

No student-at-large or transfer credit is accepted as part of the program of courses required for the Performer's Certificate.

Dual Credit for Course Work

Students pursuing the Master of Music degree and the Performer's Certificate, either simultaneously or consecutively, may have up to 6 semester hours of graduate course work accepted for credit in both programs.

Requirements

- Private applied study (8)
- Ensembles (2)
- Electives in music performance (6)
- MUSC 790 - Internship in Music Credits: 1-4
Students take this course for 0-4 semester hours.
- MUSC 797 - Performer's Certificate Research and Performance Credits: 1-4
Students take this course for 4-8 semester hours.

Other requirements:

A series of at least four performances and presentations is required, consisting of at least two full-length recitals and such other presentations or performance experiences as master classes, lecture recitals, professional internships, and concerto performances, as determined by the adviser and program committee. Normally, only one full-length recital may be presented in a single semester. Because the program is highly specialized and concentrated, students are expected to enroll in a full course load during each term they attend. (See "Course Load.")

Final Recital

Each student must successfully present a final recital and should consult with the School of Music concerning applicable procedures and deadlines for this recital.

A student must be enrolled and must be in good academic standing, both overall and in the Performer's Certificate program, in the term of the final recital to be eligible for its presentation. A student who fails to perform the final recital successfully may, with the permission of the School of Music, repeat it no sooner than the following academic term. A

student who fails a second time, or is not granted approval for a second attempt, will not be permitted to continue work toward the Performer's Certificate, and admission to that program will be terminated.

Composition of Final Recital Committee

The Performer's Certificate final recital committee must consist of at least three members. The majority of the committee must be regular faculty members at NIU; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the School of Music.

Application for Graduation

When nearing completion of requirements for a graduate degree, a student must submit an application for graduation to the Graduate School. See "Graduation" in the General Regulations section of this catalog.

Licensure Programs

Educator Licensure in Music

Graduate students may complete NIU requirements for the State of Illinois Standard Special (K-12) License through the music education area of the School of Music as part of the program for the M.M. in music with an area of study in music education. With adviser approval, graduate-level requirements for licensure can be part of the 32 semester hours required for the degree.

Also see "Educator Licensure Information."

Admission to Educator Licensure

To be admitted to the educator licensure program, the student must obtain program recommendations from the music education graduate licensure coordinator, successfully complete the State of Illinois Test of Academic Proficiency, complete MUED 150 and MUED 250 with grade of C or better, and be admitted to the Master of Music program with an area of study in music education.

Retention

To be retained in the educator licensure program, students must remain in good standing in the Graduate School. In addition, students can receive no final grade lower than C in music education courses (MUED 250, MUED 350, MUED 352, MUED 490), and must have and maintain an overall minimum GPA of 2.50 in all undergraduate course work required for licensure. Students who fall below the required GPA in undergraduate licensure course work may request

one probationary term by filing a written appeal with the music education area coordinator. Students may not student teach if minimum GPA requirements are not met.

Admission to Student Teaching

At the end of the semester prior to student teaching, students will be screened to determine readiness for student teaching. The screening will consist of a review of academic records, the completion of all pre-student-teaching requirements, the presentation of an up-to-date professional folio, and an interview with the coordinator of educator licensure for the College of Visual and Performing Arts.

Cooperative Education/Internship Program

Master of Music candidates are eligible to submit an application for cooperative education/internship experience. Those students selected may participate in full- or part-time assignments with approved organizations whose functions are complementary to the students' career goals. Variable S/U credit hours are assigned on the basis of the length and/or nature of the experience. Credit applies towards music elective credit requirements. Students are limited to a maximum of 4 semester hours of cooperative education/internship credit in the School of Music. Students in any M.M. program (including those in the individualized major) may apply for the Cooperative Education/Internship Program.

Interested students must consult with a faculty member closely associated with the appropriate field. The student then applies to the School of Music for participation in Northern's Cooperative Education/Internship Program. Applications must be approved by the director of the School of Music and the graduate coordinator. Enrollment in this program must be reflected in the student's program of courses by enrollment in MUSC 790. Applications will be reviewed on the basis of GPA, instructor recommendation(s), professional promise, and demonstrated interest and competence in the area of study. The student must possess a minimum 3.00 overall GPA. All students (including transfer students) must have completed a minimum of 9 semester hours of graduate-level course work in the NIU School of Music.

Although academically supervised by School of Music faculty, all internships are coordinated by the Cooperative Education/ Internship Program. The latter office requires completion of an application and resume.

MUED 577 - Jazz Pedagogy

MUED 582 - The Music Education Approaches of Dalcroze, Orff, and Kodály

MUED 583 - Computer Technology in the P-12 Music Program

MUED 590 - Student Teaching K-8

MUED 595 - Student Teaching 6-12

MUED 670 - Pedagogy: Woodwinds

MUED 671 - Pedagogy: Brass

MUED 672 - Pedagogy: Percussion

MUED 673 - Pedagogy: Special Topics

MUED 674 - Pedagogy: Strings

MUED 675 - Piano Methods and Materials

MUED 676 - World Music Pedagogy

MUED 677 - Seminar in Suzuki Pedagogy

MUED 678 - Current Trends in Elementary Music Education

MUED 680 - Workshop in Music

MUED 681 - Pedagogy of Singing

MUED 682 - Diverse Populations in Music Education

MUED 683 - Supervision and Administration of the Music Program

MUED 684 - Techniques of Research in Music

MUED 685 - Foundations of Music Education

MUED 689 - Seminar in Music Education

MUED 775 - Psychology of Music

MUED 798 - Selected Studies in Music Education

MUHL 521 - Topic Studies in Ethnomusicology

MUHL 522 - Jazz History

MUHL 526 - American Music

MUHL 531 - Music of Southeast Asia

MUHL 532 - Music of China

MUHL 533 - Choral Literature I

MUHL 534 - Choral Literature II

MUHL 535 - Organ Literature I	MUSE 616 - Woodwind Ensemble
MUHL 536 - Organ Literature II	MUSE 617 - Brass Ensemble
MUHL 537 - Piano Literature I	MUSE 618 - Percussion Ensemble
MUHL 538 - Piano Literature II	MUSE 619 - Guitar Ensemble
MUHL 539 - Guitar Literature	MUSE 620 - Keyboard Ensemble
MUHL 580 - Wind Instrument Literature	MUSE 621 - Mixed Ensemble
MUHL 623 - Music from 1900 to 1945	MUSE 622 - New Music Ensemble
MUHL 626 - Survey of World Music	MUSE 623 - Early Music Ensemble
MUHL 627 - The Renaissance	MUSE 624 - Jazz Combo
MUHL 628 - Baroque Idioms and Styles	MUSE 625 - Latin Jazz Ensemble
MUHL 629 - The Classic Era	MUSE 630 - Wind Symphony
MUHL 630 - The Romantic Era	MUSE 631 - Wind Ensemble
MUHL 631 - Music since 1945	MUSE 632 - All-University Band
MUHL 633 - Seminar in Musical Research	MUSE 640 - Women's Chorus
MUHL 634 - Seminar in Music History and Literature	MUSE 641 - Chamber Choir
MUHL 637 - Chamber Music Studies	MUSE 642 - University Chorus
MUHL 638 - Seminar in Piano Literature	MUSE 643 - Opera Theatre
MUHL 721 - History of Opera	MUSE 644 - Jazzvox
MUHL 722 - History of Symphonic Music	MUSE 645 - Concert Choir
MUHL 798 - Selected Studies in Music History and Literature	MUSE 650 - Jazz Ensemble
MUSC 699A - Final Recital	MUSE 660 - NIU Philharmonic
MUSC 699B - Thesis	MUSE 665 - Campus String Orchestra
MUSC 699C - Composition	MUSE 670 - Gamelan
MUSC 699D - Final Project	MUSE 671 - African Ensemble
MUSC 790 - Internship in Music	MUSE 672 - Steel Band
MUSC 797 - Performer's Certificate Research and Performance	MUSE 673 - All University Steel Band
MUSE 615 - String Ensemble	MUSE 674 - Tabla
	MUSE 675 - Chinese Music Ensemble

MUSP 562 - Survey of the Music Industry

MUSP 606 - Diction for Pianists I

MUSP 607 - Diction for Pianists II

MUSP 610 - Piano: Secondary

MUSP 611 - Organ: Secondary

MUSP 612 - Harpsichord: Secondary

MUSP 613 - Harp: Secondary

MUSP 614 - Voice: Secondary

MUSP 615 - Violin: Secondary

MUSP 616 - Viola: Secondary

MUSP 617 - Violoncello: Secondary

MUSP 618 - Contrabass: Secondary

MUSP 619 - Guitar: Secondary

MUSP 620 - Flute: Secondary

MUSP 621 - Oboe: Secondary

MUSP 622 - Clarinet: Secondary

MUSP 623 - Saxophone: Secondary

MUSP 624 - Bassoon: Secondary

MUSP 625 - Trumpet: Secondary

MUSP 626 - French Horn: Secondary

MUSP 627 - Trombone: Secondary

MUSP 628 - Tuba and Euphonium: Secondary

MUSP 629 - Percussion: Secondary

MUSP 630 - Steelpan: Secondary

MUSP 637 - Advanced Choral Techniques and Conducting

MUSP 639 - Accompanying

MUSP 640 - African Instruments

MUSP 641 - Study of Caribbean Instruments

MUSP 642 - Study of Renaissance and Baroque Instruments

MUSP 643 - Study of Indian Instruments

MUSP 644 - Afro-Cuban Percussion

MUSP 645 - Survey of Orchestral Brass Music

MUSP 646 - Afro-Brazilian Percussion

MUSP 710 - Piano: Primary

MUSP 711 - Organ: Primary

MUSP 712 - Harpsichord: Primary

MUSP 713 - Harp: Primary

MUSP 714 - Voice: Primary

MUSP 715 - Violin: Primary

MUSP 716 - Viola: Primary

MUSP 717 - Violoncello: Primary

MUSP 718 - Contrabass: Primary

MUSP 719 - Guitar: Primary

MUSP 720 - Flute: Primary

MUSP 721 - Oboe: Primary

MUSP 722 - Clarinet: Primary

MUSP 723 - Saxophone: Primary

MUSP 724 - Bassoon: Primary

MUSP 725 - Trumpet: Primary

MUSP 726 - French Horn: Primary

MUSP 727 - Trombone: Primary

MUSP 728 - Tuba and Euphonium: Primary

MUSP 729 - Percussion: Primary

MUSP 730 - Steelpan: Primary

MUSP 735 - Advanced Choral Conducting

MUSP 736 - Advanced Wind Conducting

MUSP 737 - Advanced Orchestral Conducting

MUSP 798 - Selected Studies in Musical Performance

MUTC 500 - Recording Techniques

MUTC 501 - Advanced Digital Audio Workstations Operation

MUTC 503 - Applied Recording Techniques

MUTC 507 - Modal Counterpoint

MUTC 509 - Tonal Counterpoint

MUTC 512 - Development and Practice of Electronic Music

MUTC 520 - Fundamentals of Studio Design

MUTC 600 - Composition: Secondary

MUTC 604 - Seminar in Theory and Composition

MUTC 605 - Orchestration

MUTC 607 - Wind and Percussion Scoring

MUTC 609 - Jazz Arranging I

MUTC 610 - Jazz Arranging II

MUTC 611 - Introduction to Electronic and Computer Music I

MUTC 612 - Introduction to Electronic and Computer Music II

MUTC 614 - Audio, Video, and Networking for the Working Musician

MUTC 615 - Applied Editing Techniques

MUTC 616 - Aural Skills for the Audio Professional

MUTC 617 - Music Theory Pedagogy

MUTC 618 - Tonal Analytical Techniques

MUTC 619 - Post-Tonal Analytical Techniques

MUTC 623 - Applied Mixing Techniques

MUTC 624 - Live Sound Theory, Techniques, and Practicum

MUTC 700 - Composition: Primary

MUTC 711 - Electronic and Computer Music III

MUTC 712 - Electronic and Computer Music IV

MUTC 713 - Software Synthesis and Digital Audio Processing

MUTC 798 - Selected Studies in Music Theory

Theatre and Dance

Director: Alexander Gelman

Graduate Faculty

Judith Q. Chitwood, professor, M.A. University of Cincinnati
Gibson A. Cima, assistant professor, Ph.D. University of Washington

Stanton Davis, associate professor, M.F.A., University of Delaware

Jeremy Floyd, assistant professor, M.F.A., Northwestern University

Paula Frasz, Presidential Engagement and Partnerships Professor, M.F.A., University of Illinois

Kathryn Gately-Poole, professor emerita, M.F.A., Mason Gross School of the Arts

Alexander Gelman, Presidential Engagement professor, M.F.A., Boston University

Rich Grund, associate professor, B.F.A., Northern Illinois University

Lori Hartenhoff, professor, M.F.A., University of Wisconsin
Kendra Holton, assistant professor, M.F.A., Northern Illinois University

Marc Macaranas, M.F.A., assistant professor, University of Iowa

Kay Martinovich, associate professor, Ph.D., University of Minnesota

Terrence McClellan, professor, M.F.A., University of Massachusetts

Tracy Nunnally, professor, M.F.A., The Florida State University

Melanie Parks, professor, M.F.A., University of Illinois
Patricia L. Ridge, professor emerita, Ph.D., University of Colorado, Boulder

Deborah Robertson, professor emerita, M.F.A., Smith College
Sahin Sahinoglu, professor, M.F.A., Northern Illinois University

Robert Schneider, associate professor, D.F.A., Yale University
Patricia Skarbinski, associate professor, M.F.A., Northern Illinois University

Brandon Wardell, associate professor, M.F.A., Northwestern University

The School of Theatre and Dance offers a graduate program leading to an M.F.A. degree with specializations in acting, design and technology, and directing. The school is a member of the University/Resident Theatre Association, and its

programs are accredited by the National Association of Schools of Theatre.

Master's Programs

Master of Fine Arts in Theatre Arts

The M.F.A. program is designed to provide intensive artistic training in theatre arts for careers in theatre and theatre-related areas. Students will graduate with a specialization in acting or design and technology (the latter with areas of study in costume design, lighting design, scene design, and theatre technology).

Check departmental information for any additional requirements.

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

Admission

Admission to the M.F.A. program requires a baccalaureate degree, preferably with a major in theatre, or master's degree in theatre arts with adequate experience in the specialization the applicant wishes to pursue as an M.F.A. candidate as well as basic knowledge and skills in both the performance and the production aspects of theatre. Students holding the baccalaureate degree in other fields may be eligible for admission to the program if they can demonstrate their ability to proceed at an advanced level.

Applicants for the specialization in design and technology must submit a portfolio of their work. Applicants for the acting specialization are required to audition and interview as part of the admission process. For candidates living 500 miles or more from campus, a videotaped audition and telephone interview are acceptable. Applicants for the directing specialization must submit a director's analysis of a play they have directed. Applicants for the acting and the design and technology specializations are not required to take the General Test of the GRE.

All applicants must submit a statement of their reasons for seeking admission to the program.

Applicants who appear qualified on the basis of the above qualifications will be invited to a personal interview with admission representatives from the School of Theatre and Dance. Favorable recommendation by the representatives is required for admission.

Candidacy

Upon admission, students embark on a probationary year, during which they must successfully complete course work

and a major artistic project. In order to achieve candidacy, they must receive positive faculty evaluation for the work completed during this period.

Limitation of Time

All requirements for the degree Master of Fine Arts must be completed within the seven consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed.

If an NIU course taken to complete the requirements for an M.F.A. degree does not fall within the seven-year period indicated in the preceding paragraph, the School of Theatre and Dance may require the student to retake the course for credit or may allow the student to demonstrate current knowledge of the subject matter. In the latter case, currency must be demonstrated to the satisfaction of the department offering the course through successful completion of an appropriate examination or other assessment if available from the department. Otherwise, the outdated course work must be deleted from, and other course work must be substituted in, the program of courses. Transfer courses falling outside the limitation of time cannot be used in a graduate program.

Courses for Which Graduate Credit is Allowed

At NIU only courses which are numbered 500-798 carry credit toward the master's degree. At least 50 percent of the minimum number of semester hours required for the M.F.A. degree must be earned in courses numbered 600 and above.

Student-at-Large and Transfer Credit

With the approval of the School of Theatre and Dance and the office of the dean of the Graduate School, a combined total of up to 21 graduate semester hours either accepted in transfer from other accredited institutions or earned at NIU as a student-at-large may be applied toward the requirements for the M.F.A. degree in theatre arts.

Requirements

Students in the M.F.A. program must earn a minimum of 72 semester hours beyond a baccalaureate degree, exclusive of work taken to remove deficiencies, with a GPA of at least 3.00 in all graduate courses required in the student's program of courses (excluding deficiency courses taken for graduate credit) as well as in all graduate course work taken at NIU. Study may be interrupted for an approved internship, although not before the first three semesters of study in the acting specialization. The program requires the following.

Three major artistic projects in an area of study or specialization, including a final project.

An internship or an equivalent experience prior to graduation. Students in the M.F.A. acting specialization must participate in SummerNite, if available, to satisfy this requirement.

A final project (requiring enrollment in THEA 799), supported by a project documentation that is reviewed and approved by a committee of the faculty. The project may be done in conjunction with an internship.

Satisfactory completion of a final examination in the nature of an oral defense of the final project.

Completion of a minimum of 61 semester hours in consultation with the school in one of the following specializations.

Completion of the following core program of study (11)

- THEA 619 - Performance and Production Credits: 1
Students must take this course for 5 semester hours.
- THEA 676 - Script Laboratory Credits: 3
- THEA 799 - Final Project Credits: 1-6
Students must take this course for 3 semester hours.

Specialization in Acting

Students in the acting specialization are required each semester to audition for and participate in departmental productions. Students failing to maintain a 3.00 GPA in their acting, voice, and movement courses will not be permitted to perform in any production sponsored by the school. Private individual interviews, followed by written synopses of such reviews, will be held at least once a year to monitor the progress of the student. The performance faculty review committee reserves the right to place on casting probation or discontinue the candidacy of any M.F.A. acting candidate who shows unsatisfactory progress as determined by the committee.

- THEA 515 - On-Camera Lab Credits: 1
- THEA 516 - Acting Studio: On-Camera Credits: 3
- THEA 563 - Professional Development for the Actor Credits: 3
- THEA 564 - Audition Lab Credits: 1
- THEA 566 - The Business of Theatre Credits: 1-3
Students must take this course for 3 semester hours.
- THEA 601 - Research Techniques in Theatre Arts Credits: 3
- THEA 605 - Period Style for Actors: Physicality Credits: 2
- THEA 607 - Period Style for Actors: Text Analysis Credits: 3
- THEA 608 - Acting: Presence and Connection Credits: 3

- THEA 609 - Voice for the Actor Credits: 2
- THEA 610 - Acting: Emotional Agility and Dramatic Imagination Credits: 3
- THEA 611 - Movement: Sensory Connection and Experiential Behavior Credits: 2
- THEA 614 - Building a Role Credits: 3
- THEA 615 - Acting: Authenticity and Characterization Credits: 3
- THEA 621 - Movement: Specificity and Expansion Credits: 2
- THEA 629 - Advanced Voice for the Actor Credits: 2
- THEA 631 - Movement: Physical Transformation Credits: 2
- THEA 639 - Speech for the Actor Credits: 2
- THEA 649 - Advanced Speech for the Actor Credits: 2
- THEA 676 - Script Laboratory Credits: 3
Students must take 6 semester hours in this course.
- THEA 695 - Internship in Theatre Arts Credits: 1-9
Students must take this course for 3 semester hours.
- THEA 706 - Physicality and Rhetoric for Heightened Language Credits: 2
- THEA 708 - Verse Drama Credits: 3
- Electives by advisement (2)

Specialization in Design and Technology

Course work from one of the areas of study selected by advisement (61)

Costume Design

- THEA 535 - Pattern Development Credits: 3
- THEA 536 - Millinery and Accessories Credits: 3
- THEA 537 - Dyeing and Fabric Modification for the Theatre Credits: 3
- THEA 552 - Drawing for the Theatre Credits: 2
Students must take this course for 6 semester hours.
- THEA 553 - Rendering Techniques Credits: 3
Students must take 6 semester hours in this course.
- THEA 566 - The Business of Theatre Credits: 1-3
Students must take this course for 1 semester hour.
- THEA 578 - Period Style for the Theatre I Credits: 3
- THEA 579 - Period Style for the Theatre II Credits: 3
- THEA 676 - Script Laboratory Credits: 3
- OR THEA 674 - Script Laboratory: Visual Interpretation Credits: 3
- THEA 749 - Design Studio Credits: 5
Students must take this course for 30 semester hours.

Lighting Design

- THEA 552 - Drawing for the Theatre Credits: 2
Students must take this course for 6 semester hours.
- THEA 560 - Vectorworks Drafting Credits: 3
- THEA 561 - Light Board Programming and Automated Fixtures Credits: 3
- THEA 562 - Portfolio Development Credits: 3
- THEA 566 - The Business of Theatre Credits: 1-3
Students must take this course for 1 semester hour.
- THEA 578 - Period Style for the Theatre I Credits: 3
- THEA 579 - Period Style for the Theatre II Credits: 3
- THEA 676 - Script Laboratory Credits: 3
- OR THEA 674 - Script Laboratory: Visual Interpretation Credits: 3
- THEA 749 - Design Studio Credits: 5
Students must take this course for 30 semester hours.
- Electives by advisement (6)

Scene Design

- THEA 552 - Drawing for the Theatre Credits: 2
Students must take this course for 6 semester hours.
- THEA 566 - The Business of Theatre Credits: 1-3
Students must take this course for 1 semester hour.
- THEA 578 - Period Style for the Theatre I Credits: 3
- THEA 579 - Period Style for the Theatre II Credits: 3
- THEA 676 - Script Laboratory Credits: 3
- OR THEA 674 - Script Laboratory: Visual Interpretation Credits: 3
- THEA 749 - Design Studio Credits: 5
Students must take this course for 30 semester hours.

Course work from the following (15)

- THEA 550 - Advanced Drafting Credits: 3
- THEA 551 - Electronic Visualization Credits: 3
- THEA 553 - Rendering Techniques Credits: 3
- THEA 555 - Scene Painting Credits: 3
- THEA 556 - Rigging for the Performing Arts Credits: 3
- THEA 558 - Structural Design for the Stage Credits: 3

Theatre Technology

- THEA 550 - Advanced Drafting Credits: 3
Students must take this course for 6 semester hours.
- THEA 556 - Rigging for the Performing Arts Credits: 3
- THEA 557 - Automation and Stage Machinery Credits: 3
- THEA 558 - Structural Design for the Stage Credits: 3
- THEA 566 - The Business of Theatre Credits: 1-3

Students must take this course for 1 semester hour.

- THEA 748 - Technology Studio Credits: 5
Students must take this course for 30 semester hours.
- Electives by advisement (12)
- THEA 676 - Script Laboratory Credits: 3
- OR THEA 674 - Script Laboratory: Visual Interpretation Credits: 3

Final Project

A student's work in the Master of Fine Arts program in the School of Theatre and Dance culminates in a final project, the final examination on which serves in lieu of a final comprehensive examination. The project and a project paper must be reviewed and approved by a committee of the faculty consisting of at least three members. The majority of the committee members must be regular faculty members at Northern Illinois University; a majority must be members of the graduate faculty in the School of Theatre and Dance; and the chair must be a graduate faculty member in the School of Theatre and Dance.

In special situations, and only with the approval of the faculty director(s) and committee(s), students may collaborate on some aspects of the work contributing to their final projects. However, each project documentation submitted to the Graduate School for approval must be a unique product with the degree candidate as the sole author and with due acknowledgment of the contributions of collaborators; and the author must demonstrate to his or her committee satisfactory command of all aspects of the work presented.

A student intending to prepare a final project should identify a prospective project director, who must be willing to serve as director, meet Graduate School qualifications, and be approved by the school. The director and committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular final project, in which case the school will assist the student in seeking a director. If a student, with department approval, changes director, the student may need to undertake additional work, or to change projects, in accordance with the expectations and expertise of the new director.

The project may be done in conjunction with an internship. To undertake the project, the student must register for THEA 799. Registration for this purpose may be in absentia. If circumstances prohibit continuing progress on the work, the student may request a leave of absence from the dean of the Graduate School. If a student interrupts registration in course number THEA 799 without obtaining a leave of absence, then upon recommendation of the School of Theatre and Dance, the student's admission to the degree program will be terminated. After a student's first enrollment in THEA 799, he or she should register as an auditor in THEA 799 each term until the project receives final approval from the school. Additional instructions about the project and the written documentation are available from the School of Theatre and Dance.

Application for Graduation

When nearing completion of requirements for a graduate degree, a student must submit an application for graduation to the Graduate School. See "Graduation" in the General Regulations section of this catalog.

TH-D 505 - Ballet

TH-D 506 - Modern Dance

TH-D 508 - Pointe II

TH-D 509 - Pas De Deux

TH-D 520 - The Business of Dance

TH-D 574 - Dance Philosophy and Aesthetics

TH-D 577 - Special Studies in Dance

TH-D 588 - Choreography

TH-D 596 - Tutorial in Dance

THEA 504 - Stage Combat

THEA 515 - On-Camera Lab

THEA 516 - Acting Studio: On-Camera

THEA 535 - Pattern Development

THEA 536 - Millinery and Accessories

THEA 537 - Dyeing and Fabric Modification for the Theatre

THEA 549 - Design and Technology

THEA 550 - Advanced Drafting

THEA 551 - Electronic Visualization

THEA 552 - Drawing for the Theatre

THEA 553 - Rendering Techniques

THEA 555 - Scene Painting

THEA 556 - Rigging for the Performing Arts

THEA 557 - Automation and Stage Machinery

THEA 558 - Structural Design for the Stage

THEA 560 - Vectorworks Drafting

THEA 561 - Light Board Programming and Automated Fixtures

THEA 562 - Portfolio Development

THEA 563 - Professional Development for the Actor

THEA 564 - Audition Lab

THEA 565 - Managing the Performing Arts

THEA 566 - The Business of Theatre

THEA 575 - Contemporary Theatre

THEA 576 - Theatre History

THEA 577 - African-American Theatre

THEA 578 - Period Style for the Theatre I

THEA 579 - Period Style for the Theatre II

THEA 581 - Playwriting I

THEA 582 - Playwriting Studio

THEA 590 - Summer Repertory Practicum

THEA 591 - Topics in Theatrical Performance

THEA 601 - Research Techniques in Theatre Arts

THEA 605 - Period Style for Actors: Physicality

THEA 607 - Period Style for Actors: Text Analysis

THEA 608 - Acting: Presence and Connection

THEA 609 - Voice for the Actor

THEA 610 - Acting: Emotional Agility and Dramatic Imagination

THEA 611 - Movement: Sensory Connection and Experiential Behavior

THEA 612 - Directing Techniques

THEA 613 - Advanced Stage Management

THEA 614 - Building a Role

THEA 615 - Acting: Authenticity and Characterization

THEA 619 - Performance and Production

THEA 621 - Movement: Specificity and Expansion

THEA 629 - Advanced Voice for the Actor

THEA 631 - Movement: Physical Transformation

THEA 636 - Advanced Costume Design I

THEA 639 - Speech for the Actor

THEA 641 - Advanced Lighting I

THEA 646 - Advanced Scene Design I

THEA 649 - Advanced Speech for the Actor

THEA 670 - Seminar: Theatre History

THEA 674 - Script Laboratory: Visual Interpretation

THEA 676 - Script Laboratory

THEA 677 - Seminar in Theatre Research

THEA 680 - Theatrical Criticism

THEA 695 - Internship in Theatre Arts

THEA 697 - Directed Individual Study in Theatre Arts

THEA 699 - Thesis

THEA 706 - Physicality and Rhetoric for Heightened Language

THEA 708 - Verse Drama

THEA 712 - Directing Studio

THEA 713 - Directing Laboratory

THEA 716 - Advanced Acting Laboratory

THEA 748 - Technology Studio

THEA 749 - Design Studio

THEA 799 - Final Project

Interdisciplinary Academic Centers, Institutes, and Courses

Center for Burma Studies

Director: Catherine Raymond

Faculty Associates

Catherine Raymond, professor of art history, Ph.D.

Tharaphi Than, assistant professor of world languages and cultures, Ph.D.

The Center for Burma Studies was established in 1986 as a repository for multivarious materials on Burma (Myanmar). The purpose of the Center for Burma Studies is to encourage and promote the scholarly study of Burma. The establishment of the center was made possible by the selection of NIU as the national repository for valuable Birmanica items and the appointment of a director to oversee the collections and to organize national and international gatherings.

Since its inauguration the bibliographic and art holdings have quadrupled with a bequest from the private collection of Jerry Paul Bennett. Among the over 12,000 items in various Burmese collections are an impressive map series, located in the Rare Books and Special Collection at Founders Memorial Library on the second and fourth floors.

A selection of the Burma Art Collection is exhibited in the NIU Museum exhibits selections from the permanent collection on a continuous basis as well as hosting visiting exhibitions. The center publishes *The Journal of Burma Studies* and distributes other relevant material including the *Burma Studies Group Bulletin*. The biennial International Burma Studies Conference brings international scholars and Burma watchers to NIU. The center also collaborates with the (national) Association for Asian Studies to hold conjunctive annual meetings.

The Southeast Asian Collection located in Founders Memorial Library contains published works, periodicals, microfilm, and microfiche concerning Burma. These volumes offer the researcher considerable intellectual challenge and opportunity from their broad base of subject matter, time span, and cultural perspective. The center works in coordination with the Center for Southeast Asian Studies in assisting those students who wish to include Burma Studies as part of a certificate of graduate study in Southeast Asian studies which may then be listed on the student's transcript.

The center supports 28 courses at NIU which offer significant opportunity to understand more of the anthropology, art history, economics, geography, history, linguistic origin,

literature, music, political science, public health, and cultural development of Burma. In addition, the center supports the acquisition of funds for graduate students including Fulbright, FLAS, Luce, and private foundation grants. Northern Illinois University also employs a Burmese historian assistant professor who teaches language and literature, and a Burmese cataloger at the Founders Memorial Library.

The work of the center and the significance of its bequests have brought international recognition to NIU.

Center for Governmental Studies

Director: Diana L. Robinson

The Center for Governmental Studies (CGS) is a public service, technical assistance, and public policy development organization. Its mission is to provide services contributing to the economic well being of the region and the State of Illinois and enhance the capacities of governments and not-for-profit organizations to develop policies and to manage and evaluate their own programs and services. The CGS is part of the university's Division of Outreach, Engagement, and Regional Development.

The CGS provides technical assistance to a variety of local governments, state and federal agencies, regional councils, not-for-profit organizations, and professional associations. This involves conducting economic development studies, including fiscal impact analysis and labor market analysis; engaging in strategic planning; building, managing, and mining large administrative databases; conducting applied research studies in a number of public policy areas; providing data and analytical studies, including the mapping of data; and conducting community surveys.

The CGS is not a degree-granting unit, but cooperates closely with a number of academic departments throughout the university. It does offer non-credit professional certificates through its Civic Leadership Academy. Through externally funded projects, the center provides unique opportunities for graduate students from a wide variety of disciplines to become involved with interdisciplinary research and technical assistance programs.

Center for Latino and Latin American Studies

Director: Christina D. Abreu, Ph.D.

Faculty Associates

Dana Bardolph, Assistant Professor of Anthropology, Ph.D.
Gregory Beyer, Professor of Music and Director of Percussion Studies, D.M.A.
Ximena Burgin, Assistant Professor of Educational Technology, Research and Assessment, Ph.D.

James Cohen, Associate Professor of ESL/Bilingual Education, Ph.D.
 Christine D'Alexander, Assistant Professor of Music, D.M.A
 Mayra C. Daniel, Professor of Literacy Education, Ed.D.
 Ricela Feliciano-Semidei, Assistant Professor of Mathematical Sciences, Ph.D.
 Aaron Fogleman, Presidential Research Professor of History, Ph.D.
 Ibis Gómez-Vega, Associate Professor of English, Ph.D.
 Anne Hanley, Professor of History, Ph.D.
 Beatrix Hoffman, Professor of History, Ph.D.
 Kristin Huffine, Associate Professor of History, Ph.D.
 Frances Jaeger, Associate Professor of World Languages and Cultures, Ph.D.
 Jorge Jeria, Professor of Adult and Higher Education, Ph.D.
 Laura Ruth Johnson, Associate Professor of Educational Technology, Research and Assessment, Ph.D.
 Melissa Lenczewski, Professor of Geology and Director of the Institute for the Study of Environment, Sustainability, and Energy, Ph.D.
 Anita Maddali, Director of Clinics and Associate Professor of Law, J.D.
 Leila Porter, Presidential Engagement and Partnership Professor and Chair of Anthropology, Ph.D.
 Linda Saborío, Associate Professor of World Languages and Cultures, Ph.D.
 Kerry L. Sagebiel, Instructor of Anthropology, Ph.D.
 Mark Schuller, Associate Professor of Anthropology and Nonprofit and NGO Studies, Ph.D.
 Francisco Solares-Larrave, Associate Professor of World Languages and Cultures, Ph.D.
 John Evar Strid, Assistant Professor of Curriculum and Instruction, Ph.D.
 Mandy Faretta-Stutenberg, Assistant Professor of World Languages and Cultures, Ph.D.
 Stephen Vilaseca, Associate Professor of World Languages and Cultures, Ph.D.
 Rodrigo Villanueva, Professor of Music, M.M.
 Simón Weffer-Elizondo, Associate Professor of Sociology and Latino and Latin American Studies, Ph.D.

Certificates of Graduate Study

Latin American Studies (12)

Coordinator: Christina D. Abreu (Center for Latino and Latin American Studies)

This graduate certificate is designed to enhance students' knowledge of Latin American history, literature, and culture. The graduate certificate is recommended for students who want to demonstrate, whether to a scholarly or professional audience, an advanced, interdisciplinary understanding of Latin America. The interdisciplinary approach exposes them to diverse texts, different ways of analyzing evidence, and comparative perspectives.

Since the Center for Latino and Latin American Studies is not a degree-offering unit, all graduate degrees are obtained

through the student's major department, whose specific requirements must be met. The certificate is available to students in good standing in any graduate program in the university. Students-at-large in good standing may also pursue the certificate. Faculty who regularly teach courses which contribute to the certificate come from a variety of departments.

Students who wish to pursue this certificate should consult early in their graduate studies with both their major department faculty adviser and the director of the Center for Latino and Latin American Studies. Students may earn transcript credit for the certificate by completing 12 hours of coursework. Students must take courses from at least two disciplines to earn the graduate certificate in Latin American Studies. In addition to the courses listed, students can enroll in any graduate-level special topics course or directed study focused on Latin America with the approval of the director of the Center for Latino and Latin American Studies.

Requirements (12 credits)

One of the following (3)

- ANTH 504 - Peoples and Cultures of the Caribbean Credits: 3
- FLSP 556 - Colonial Latin American Literature Credits: 3
- FLSP 562 - Seminar on the Cultures of Latin America Credits: 3
- HIST 586 - Inequality in Latin America Credits: 3
- HIST 620 - Reading Seminar in Latin American History Credits: 3
- HIST 720 - Research Seminar in Latin American History Credits: 3

Three of the following (9)

- ANTH 504 - Peoples and Cultures of the Caribbean Credits: 3
- ANTH 514 - Aztecs, Olmec, and Maya: The Archaeology of Mesoamerica Credits: 3
- ANTH 515 - Archaeology of the American Southwest Credits: 3
- ANTH 517 - Archaeology of South America Credits: 3
- ARTH 580 - Studies in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art Credits: 3
- ARTH 658 - Topics in African, Oceanian, Native American, Pre-Columbian, and Latin-American Art Credits: 3
- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3
C. Latina/Latino American Literature
- FLPO 561 - Brazilian Civilization Credits: 3

- FLSP 539 - Women Authors in Hispanic Literature Credits: 3
- FLSP 540 - Spanish American Poetry and Theater Credits: 3
- FLSP 541 - Spanish American Novel Credits: 3
- FLSP 545 - Latin American Women Writers Credits: 3
- FLSP 552 - Literature of the Caribbean Credits: 3
- FLSP 554 - Mexican Literature, Culture, and Film Credits: 3
- FLSP 555 - Spanish-American Short Story Credits: 3
- FLSP 556 - Colonial Latin American Literature Credits: 3
- FLSP 557 - 19th Century Spanish American Literature Credits: 3
- FLSP 558 - Spanish American Modernismo and Vanguardias: 1880-1945 Credits: 3
- FLSP 559 - Spanish American Historical Novels Credits: 3
- FLSP 560 - Contemporary Spanish American Literature Credits: 3
- FLSP 562 - Seminar on the Cultures of Latin America Credits: 3
- FLSP 591 - History of the Spanish Language Credits: 3
- HIST 541 - The African Diaspora Credits: 3
- HIST 559 - The Atlantic World, 1492-1860s Credits: 3
- HIST 581 - Indigenous Mexico Credits: 3
- HIST 582 - Mexico Since 1810 Credits: 3
- HIST 583 - Africans in Colonial Latin America Credits: 3
- HIST 584 - History of Brazil Credits: 3
- HIST 585 - Modern Latin American Revolutions Credits: 3
- HIST 586 - Inequality in Latin America Credits: 3
- HIST 587 - The Latin American City Credits: 3
- HIST 620 - Reading Seminar in Latin American History Credits: 3
- HIST 720 - Research Seminar in Latin American History Credits: 3
- MUHL 626 - Survey of World Music Credits: 3
- MUSP 641 - Study of Caribbean Instruments Credits: 1
- MUSP 644 - Afro-Cuban Percussion Credits: 1
- POLS 673 - Foreign Area Politics Credits: 3
K. Latin America

Center for Southeast Asian Studies

Acting Director: Eric Jones

Faculty Associates

Aarie Glas, assistant professor of political science, Ph.D.
 Kikue Hamayotsu, associate professor of political science, Ph.D.
 Trude Jacobsen, professor of history, Ph.D.
 Eric Jones, associate professor of history, Ph.D.
 Judy Ledgerwood, Presidential Engagement Professor, professor of anthropology, Ph.D.
 Melissa Lenczewski, associate professor of geology and environmental studies, Ph.D.
 Wei Luo, Presidential Research Professor, professor of geographic and atmospheric sciences, Ph.D.
 Micah Morton, assistant professor of anthropology, Ph.D.
 Catherine Raymond, professor of art, Ph.D.
 Scot Schraufnagel, professor of political science, Ph.D.
 Tomoyuki Shibata, associate professor of public health, Ph.D.
 Florensia Surjadi, associate professor of family and consumer studies, Ph.D.
 Tharaphi Than, associate professor of world languages and cultures, Ph.D.
 Kanjana Thepboriruk, assistant professor of world languages and cultures, Ph.D.
 Kurt Thurmaier, Distinguished Engagement Professor, professor of public administration, Ph.D.
 Kheang Un, associate professor of political science, Ph.D.
 Jui-Ching Wang, professor of world music and music education, D.M.A.
 Shei-Chau Wang, associate professor of art and design education, M.F.A., Ed.D.
 James Wilson, associate professor of geographic and atmospheric sciences, Ph.D.

The Center for Southeast Asian Studies, established in 1963, provides leadership, focus, and coordination for Southeast Asian Studies at NIU. It is responsible for addressing student needs, coordinating undergraduate and graduate courses dealing with Southeast Asia, and developing and administering other programs concerned with this region of the world. Formal and informal exchange relationships exist with universities and programs in Brunei, Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam which offer qualified students opportunities and facilities for graduate research and training in these countries. The center is an active member of SEASSI (Southeast Asian Studies Summer Institute), a national consortium of Southeast Asian studies centers, and works closely with the Center for Burma Studies at NIU.

Certificates of Graduate Study

Southeast Asian Studies (12-22)

Acting Director: Eric Jones (Center for Southeast Asian Studies)

The Center for Southeast Asian Studies offers a certificate program designed for graduate students completing master's or doctoral programs at NIU as well as for individuals for whom knowledge of the region would further their professional and intellectual development (school teachers,

mid-career managers, government employees, and non-governmental/non-profit agency staff). The certificate can serve as an important professional credential for employment in an increasingly globalized world. The certificate is available to students in good academic standing in any NIU graduate program or in the graduate-level classification of student-at-large.

The certificate incorporates an interdisciplinary approach to the study of Southeast Asia offering students an opportunity to conceptualize Southeast Asia from diverse perspectives including: anthropology, linguistics and literature, history, political science, arts and music.

The certificate requires proficiency in a Southeast Asian language (equivalent to one year of language courses [10 hours]). Students may test out of the language requirement; native speakers from Southeast Asia may have the language requirement waived. In addition to the language, the certificate requires a series of four courses offered, on-campus or on-line, by the center's affiliated academic units including one core course and three elective courses selected from the three categories below—one from each category.

Requirements (12-22)

- SEAS 625 - Southeast Asia: A Multidisciplinary Perspective Credits: 3

One of the following--Culture and Arts (3)

- ANTH 507 - Peoples and Cultures of Insular Southeast Asia Credits: 3
- ANTH 508 - Peoples and Cultures of Mainland Southeast Asia Credits: 3
- ANTH 521 - Social Organization Credits: 3
- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 526 - Political Anthropology Credits: 3
- ANTH 528 - Ritual and Myth Credits: 3
- ANTH 590 - Anthropological Research Training Credits: 3-6
A-J. Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- ANTH 593 - Anthropology Field Study Credits: 1-6
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- 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.
- ANTH 790 - Seminar in Anthropology Credits: 3
A-J. Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.

- ARTH 570 - Studies in Asian Art Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- ARTH 657 - Topics in Asian Art Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- ARTH 701 - Seminar in Art History Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- ARTH 703 - Independent Study in the History of Art Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- FLIN 521 - Introduction to Indonesian Literature Credits: 3
- FLIS 581 - Independent Study in a Foreign Language Credits: 1-6
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- FLST 581 - Special Topics in Literature I Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- FLST 582 - Special Topics in Literature II Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- FLST 583 - Special Topics in Linguistics Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- MUHL 531 - Music of Southeast Asia Credits: 3
- MUHL 634 - Seminar in Music History and Literature Credits: 3
- MUSE 670 - Gamelan Credits: 1

One of the following--Geography and History (3)

- GEOG 758 - Readings in Geography Credits: 1-3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- GEOG 771 - Independent Research Credits: 1-3
A-J. Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 542 - History of Buddhist Southeast Asia Credits: 3
- HIST 543 - History of Islamic Southeast Asia Credits: 3
- HIST 546 - History of Thailand Credits: 3

- HIST 547 - History of Burma Credits: 3
- HIST 548 - History of Indonesia Credits: 3
- HIST 549 - History of Malaysia and Singapore Credits: 3
- HIST 569 - The Vietnam War Credits: 3
- HIST 570 - America and Asia Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 575 - The United States and Southeast Asia and the Indian Subcontinent Credits: 3
- HIST 580 - Spies, Lies, and Secret Wars: CIA in the World Credits: 3
- HIST 591 - Special Topics in History Credits: 3
J. Asian
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 660 - Reading Seminar in Asian History Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 680 - Reading Seminar in Global History Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 736 - Independent Study Credits: 1-3
J. Asian
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 756 - Directed Research Credits: 3-6
J. Asian
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- HIST 760 - Research Seminar in Asian History Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.

One of the following--Politics and Southeast Asian Studies (3)

- POLS 595 - Seminar in Current Problems Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 662 - Seminar in Political Culture Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 667 - Seminar in Political Development Credits: 3

- POLS 668 - Seminar in the Political Economy of Developing Areas Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 670 - Reading Seminar in Southeast Asian Politics Credits: 3
- POLS 672 - Topics in Comparative Politics Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 673 - Foreign Area Politics Credits: 3 N. Thailand.
- POLS 673 - Foreign Area Politics Credits: 3 R. Indonesia
- POLS 687 - Southeast Asia and International Politics Credits: 3
- POLS 690 - Political Science Research Credits: 1-3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 696 - Independent Study in Political Science Credits: 1-6
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 702 - Research Seminar in Comparative and International Politics Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- POLS 796 - Independent Study in Political Science Credits: 1-6
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- PSPA 672 - Administrative Problems of Less Developed Countries Credits: 3
Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.
- SEAS 590 - Advanced Topics in Interdisciplinary Studies Credits: 3
- SEAS 690 - Workshop in Teaching Southeast Asian Studies Credits: 1-3
- SEAS 691 - Seminar in Southeast Asian Studies Credits: 1-3

Plant Molecular Biology Center

Director: Jozef J. Bujarski

Faculty Associates

Gary M. Baker, associate professor of chemistry and biochemistry, Ph.D.

Jozef J. Bujarski, Distinguished Research Professor of biological sciences, Ph.D.

Richard B. King, associate professor of biological sciences, Ph.D.

Linda S. Yasui, associate professor of biological sciences, Ph.D.

The Plant Molecular Biology Center promotes and coordinates graduate study and research in plant molecular biology. Interaction among faculty members enhances the development of interdisciplinary approaches to the solution of specific research objectives. Faculty in the center utilize state-of-the-art equipment in elucidating molecular mechanisms influencing gene expression in plants. Activities of the center link the university's biotechnology research to the needs of local and national businesses and industries. The transfer of technology from the laboratory into industrial and commercial applications constitutes the conclusion of the center's research process. An autonomous unit, the center is affiliated with the Department of Biological Sciences and the Department of Chemistry and Biochemistry; graduate degrees are obtained through the affiliated instructional departments.

Inter-College Interdisciplinary Certificates

Homeland Security (15-18)

This certificate offers a set of courses designed to enhance students' knowledge of several aspects of homeland security including origins of terrorism; disaster preparation; disaster response, recovery, and follow-up. The certificate prepares students to develop and implement systems for homeland security planning and management at the local, state, and federal levels. They will be able to identify hazards due to human-made and natural disasters; advise public and private organizations of best-practice risk management preparation, response, and recovery strategies; and use appropriate technologies. They will have an understanding of the conditions that may lead to terrorist activity as well as how to prepare for and deal with human-made and natural disasters.

The certificate of graduate study in homeland security is open to all students admitted to NIU. Students must maintain good academic standing, achieve a minimum grade of B in each course applied toward the certificate, and complete all certificate work within a period of six calendar years. All course requirements for the certificate must be completed at NIU. Some courses may have prerequisites that are not part of the certificate curriculum. Students are strongly encouraged to complete the core courses early in the certificate curriculum. Students pursuing the certificate of undergraduate studies in homeland security should meet with the certificate coordinator early in their career.

Core Course (3)

- TECH 532 - Disaster Preparedness Credits: 3
OR
- UNIV 510X - Foundations in Homeland Security and Disaster Preparedness Credits: 3

Biochemical Sciences Track (15-16)

Coordinators: Jozef Bujarski, Department of Biology; Victor Ryzhov, Department of Chemistry and Biochemistry

Three of the following: (9-10)

- BIOS 517 - Pathogenic Microbiology Credits: 4
- BIOS 523 - Principles of Virology Credits: 3
- BIOS 632 - Radiation Biology Credits: 3
- BIOS 643 - Bioinformatics Credits: 3
- CHEM 525 - Analytical Chemistry II Credits: 4
- CHEM 572 - Biological Chemistry I Credits: 3
- CHEM 573 - Biological Chemistry II Credits: 3

- CHEM 600 - Selected Topics in Chemistry Credits: 3
E. Biological
Students must take this course for 3 semester hours.
- CHEM 623 - Mass Spectrometry Credits: 3
- CHEM 626 - Electroanalytical Chemistry Credits: 3

Two of the following: (6)

- HSCI 550 - Administration for Professionals in Health and Human Sciences Credits: 3
- POLS 632 - Biotechnology and Political Structures Credits: 3
- POLS 633 - International Biotechnology Policy Credits: 3

Cybersecurity Track (15)

Coordinator: Raimund Ege, Department of Computer Science

- CSCI 607 - Principles of Computer Security Credits: 3

Two of the following (6)

- CSCI 608 - Telecommunications and Networking Security Credits: 3
- CSCI 609 - Computer Security Management Credits: 3
- CSCI 610 - CISSP Review Credits: 3

Two of the following (6)

- BIOS 643 - Bioinformatics Credits: 3
- GEOG 656 - GIS Design and Data Credits: 3
- ISYE 575 - Decision Analysis for Engineering Credits: 3
- OMIS 679 - Business Geographics Credits: 3
- OMIS 682 - Advanced Networking and Network Security Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- HSCI 550 - Administration for Professionals in Health and Human Sciences Credits: 3

Emergency Management and Response Track (15)

Coordinator: Theodore Hogan, Department of Technology

Five of the following: (15)

- CSCI 607 - Principles of Computer Security Credits: 3
- IEET 590 - Topics in Engineering and Engineering Technology Credits: 1-3
- ISYE 575 - Decision Analysis for Engineering Credits: 3
- TECH 533 - Chemical Hazards in Industry Credits: 3
- TECH 537 - Fundamentals of Industrial Hygiene Credits: 3
- TECH 540 - Monitoring and Evaluating Exposures to Hazardous Materials Credits: 3
- TECH 582 - Industrial Safety Engineering Analysis Credits: 3
- TECH 638 - Risk Management Credits: 3

Environmental and Hazards Risk Assessment Track (15-18)

Coordinators: Wei Luo, Department of Geographic and Atmospheric Sciences; Department of Statistics and Actuarial Science

- STAT 500 - Introduction to Probability Theory Credits: 3

Four of the following with at least one chosen from outside the division of statistics (12-15)

- CSCI 607 - Principles of Computer Security Credits: 3
- GEOG 506 - Natural Hazards and Environmental Risk Credits: 3
- GEOG 602 - Internship Credits: 1-6
E. Geographic Information Systems
Students should take this course for 3 to 6 semester hours.
- GEOG 656 - GIS Design and Data Credits: 3
- STAT 538 - Applied Time Series Analysis Credits: 3
- STAT 635 - Regression Analysis Credits: 3

Health Sciences Track (16)

Coordinator: Dr. Michael Kushnick, College of Health and Human Sciences

Five of the following: (15)

- COUN 593 - Crisis Intervention Credits: 3
- HSCI 550 - Administration for Professionals in Health and Human Sciences Credits: 3
- PHHE 603 - Behavioral and Social Aspects of Public Health Credits: 3

- PHHE 605 - Biostatistics in Public Health Credits: 3
- PHHE 607 - Public Health and Health Services Management Credits: 3
- PHHE 609 - Problems and Issues in Environmental Health Credits: 3
- PHHE 613 - Principles and Methods of Epidemiology Credits: 3
- PHHE 621 - Theories and Principles in Health Promotion Credits: 3
- UNIV 590 - Internship Credits: 0-9

Interdisciplinary Study of Language and Literacy

This certificate is designed to enhance graduate students' understanding of contemporary issues in the study of language and literacy. This certificate will be of value to students who plan to pursue careers in research, academic and applied settings. The certificate incorporates courses from the College of Education, College of Health and Human Sciences, and College of Liberal Arts and Sciences in order to provide a broad perspective on this area of study. Students who complete this certificate will gain the necessary theoretical and methodological knowledge to effectively conduct and interpret research studies concerning language and literacy. Students will also develop a broad, interdisciplinary understanding of language and literacy theory, research, and practice, which will enable them to engage in cutting-edge research and practical applications in educational and community contexts.

The Certificate of Graduate Study in Interdisciplinary Study of Language and Literacy is open to all students admitted to NIU. Students must maintain good academic standing, achieve a minimum grade of B in each course applied toward the certificate, and complete all certificate work within a period of six calendar years. All course requirements for the certificate must be completed at NIU. Some courses may have prerequisites that are not part of the certificate curriculum. Students are strongly encouraged to complete the core courses early in the certificate curriculum. Students pursuing the Certificate of Graduate Study in Interdisciplinary Study of Language and Literacy should meet with the certificate coordinator early in their academic program of study to ensure adequate time for planning and scheduling of courses.

Participants will take 18 credit hours to complete the Certificate. They will take six credit hours of IDSP 596, at least one three-credit hour course in the methods strand, and at least one course from three of the other strands listed below. Courses must be taken from at least three different program areas (e.g., PSYC, ETR, and LTIC).

Requirements (18)

Seminar Course (6 semester hours required, ideally completed in the same academic year)

- IDSP 596 - Seminar in Interdisciplinary Studies of Language and Literacy Credits: 3

Methods Strand (3)

- ENGL 608 - Research Methods in Linguistics Credits: 3
- EPS 523 - Application of Psychological Research to Educational Practice Credits: 3
- ETR 522 - Educational Statistics II Credits: 3
- ETR 562 - Applied Categorical Data Analysis Credits: 3
- ETR 722 - Methods of Multivariate Analysis Credits: 3
- ETR 739X - Fieldwork Methods in Educational Research Credits: 3
- ETR 745X - Interpretive Methods in Educational Research Credits: 3
- PSYC 671 - Studies in General Psychology Credits: 1-6
D. Quantitative Methods (when the course covers hierarchical linear modeling)
Students must take 3 semester hours in this course.

At least one course from three of the strands listed below (9)

Acquisitions and Transitions

- ENGL 623 - Second Language Acquisition Credits: 3
- FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- LTLA 537 - Acquisition of Spoken and Written Language Credits: 3
- LTRE 718 - Adult, Family, and Community Literacies Credits: 3
- LTRE 719 - Principles and Methods of Teaching Postsecondary Reading Credits: 3
- PSYC 675 - Development of Language Acquisition Credits: 3

Processes

- ENGL 614 - Introduction to Linguistics Credits: 3
Either ENGL 614 or ENGL 615 may be applied towards the certificate, but not both.
- ENGL 615 - Descriptive English Linguistics Credits: 3
Either ENGL 614 or ENGL 615 may be applied towards the certificate, but not both.

- LTRE 711 - Seminar in Research Studies in the Field of Reading Credits: 3
- LTRE 712 - Correlates of Effective Reading Credits: 3
- PSYC 500 - Psychology of Language Credits: 3

Influences

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3
- LTIC 501 - Multicultural Education: Methods and Materials Credits: 3
- LTIC 515 - Bilingualism and Reading Credits: 3
- LTIC 550 - Teaching Oral Skills to Adult English Language Learners: Methods and Materials Credits: 3
- LTIC 551 - Teaching Literacy Skills to Adult English Language Learners: Methods and Materials Credits: 3
- LTIC 553 - Crosscultural Issues in the Adult ESL Classroom Credits: 3

Assessment

- ETR 529 - Principles of Educational Measurement Credits: 3
- LTIC 547 - Assessment of Language-Minority Students Credits: 3
- LTRE 520 - Diagnosis and Treatment of Reading Difficulties Credits: 3

Special Topics Courses

The following special topics courses may be used to fulfill a requirement in place of a course from the Acquisitions and Transitions, Processes, Influences, or Assessment strand, depending on topic and approval of the certificate coordinator.

- COMD 772 - Seminar in Language Credits: 3
- ETR 592 - Special Topics in Research and Assessment Credits: 1-3
- FLST 583 - Special Topics in Linguistics Credits: 3
- LTRE 714 - Seminar in Reading Credits: 1-3
- PSYC 680 - Seminar in Psychology Credits: 1-3

Medical Family Therapy and Counseling (21)

Post-master's Certificate

This certificate is jointly administered by the College of Education and the College of Health and Human Sciences. The certificate has been designed to provide career enhancement for licensed mental health professionals to enable them to provide, within a variety of medical settings, family therapy and counseling services to patients and their families.

This interdisciplinary post-master's certificate is available for individuals who are currently licensed in a mental health profession. Admission to the certificate program requires approval of the admissions committee.

Procedures for admission to the certificate program are available on the Post-Master's Certificate in Medical Family Therapy and Counseling website. It is required that the student have introductory course work and supervised experience in marriage and family therapy or family counseling.

Requirements

- COUN 707 - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3
OR
- HDFS 707X - Medical Family Therapy and Counseling: Families Staying Well and Coping with Illness Credits: 3

- COUN 708 - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3
OR
- HDFS 708X - Cultural and Spiritual Dimensions of Medical Family Therapy and Counseling Practice Credits: 3

- COUN 709 - Medical Family Therapy and Counseling Practicum Credits: 3
OR
- HDFS 709X - Medical Family Therapy and Counseling Practicum Credits: 3

- HDFS 705 - Introduction to Medical Family Therapy and Counseling Credits: 3
OR
- COUN 705X - Introduction to Medical Family Therapy and Counseling Credits: 3

- HDFS 706 - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3
OR

- COUN 706X - Medical Family Therapy and Counseling: Families, Disability and Chronic Illness Credits: 3

- HDFS 714 - Medical Family Therapy and Counseling Internship Credits: 6
OR
- COUN 714X - Medical Family Therapy and Counseling Internship Credits: 6

Museum Studies (15-18)

This certificate is jointly administered by the College of Education, the College of Liberal Arts and Sciences, and the College of Visual and Performing Arts. The certificate has been designed to prepare students for careers in public and private museums and related historical societies, archives, or other agencies or institutions that work with artistic, cultural, or historical materials.

Internship (3)

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

Students who already possess extensive professional experience in museums or related sites may petition the Museum Studies Program Committee for a waiver of the internship requirement.

All of the following (12)

- ANTH 562 - Museum Methods Credits: 3
- ART 654 - Museum Administration Credits: 3
OR PSPA 656 - Management of Not-For-Profit Agencies Credits: 3
- ART 655 - Museum Exhibitions and Interpretation Credits: 3
- TLCI 657 - Museum Education Credits: 3

Additional elective (3) chosen from the following, in consultation with the Museum Studies program coordinator:

- ART 625 - Museums: Gender, Race, and Class Credits: 3
OR WGSS 625X - Museums: Gender, Race, and Class Credits: 3
- ART 656 - Advanced Curatorial Practice Credits: 3

- ART 658 - Preventive Conservation Seminar
Credits: 3
- ETT 531 - Visual Literacy Credits: 3
- HIST 592 - Introduction to Public History Credits: 3
- Elective course substitution is possible with the approval of the Museum Studies program coordinator.

Other Academic Units

University Libraries

Dean: Frederick Barnhart
Associate Dean: T. J. Lusher
Associate Dean: Jana Brubaker
Associate Dean: Leanne VandeCreek

Faculty

Meredith Ayers, M.S., Northern Illinois University, M.L.S., Kent State University, associate professor
Frederick Barnhart, M.L.I.S., Indiana University, J.D., Chicago-Kent College of Law, Illinois Institute of Technology, professor
Jana Brubaker, M.L.S., Indiana University, M.A., Northern Illinois University, associate professor
Mary Burns, M.A., Case Western Reserve University, M.L.S., Kent State University, assistant professor
Sarah Cain, M.L.I.S., University of Illinois, Urbana-Campaign; M.P.A., Southern Illinois University, Carbondale, assistant professor
Wayne E. Finley, M.L.I.S., University of Illinois; M.B.A., Western Illinois University, Quad Cities, associate professor
Larissa García, M.A., Northern Illinois University, M.A.L.S., Dominican University, assistant professor
Sarah Holmes, M.A., University of Hartford, M.L.I.S., Kent State University, assistant professor
Karen Hovde, M.A., Western Washington University, M.A., Northern Illinois University, associate professor
Wendell G. Johnson, M. Div. Trinity Evangelical Divinity School, M.A., Ph.D., Rice University M.L.S., Ed.D., Northern Illinois University, associate professor
Kathleen M. Ladell, M.A. & M.L.S., Indiana University, assistant professor
T. J. Lusher, Ed.D., Northern Illinois University, M.L.I.S., University of Iowa, M.A., Iowa State University, associate professor
Beth McGowan, Ph.D., University of Pennsylvania, M.L.I.S., University of Wisconsin, associate professor
Sarah McHone-Chase, M.S.L.I.S., University of Illinois, M.A., Illinois State University, associate professor
James Millhorn, M.A.L.S., University of Iowa, M.A., University of Oklahoma, associate professor
Nestor L. Osorio, M.A. & M.L.S., State University of New York, Geneseo, professor
Junlin Pan, M.A.L.S. & Ph.D., University of Arizona, M.S., Southwest Missouri State University, professor
Hao Phan, M.A., Northern Illinois University, M.L.I.S., University of California, Los Angeles, associate professor
Robert B. Marks Ridinger, M.L.S., University of Pittsburgh, M.A., Case Western Reserve University, professor
Matthew Short, C.A.S.D.L., University of Illinois, M.L.I.S., University of Illinois, assistant professor
Leanne VandeCreek, M.S.L.S., Catholic University, M.S.W., Fordham University, Tarrytown, associate professor

The Northern Illinois University Libraries system consists of Founders Memorial Library, Faraday Library, and the Music

Library. The University Libraries contain over 2 million physical and electronic volumes as well as periodicals, government publications, microforms, maps, recordings, audiovisual materials, electronic databases, and over 26,000 electronic journals.

NIU Libraries are participants in the I-Share System, a network involving 145 academic institutions throughout Illinois. Access is via the World Wide Web and allows users to immediately determine which of the 86 libraries own desired research materials. Materials not owned by NIU can be obtained quickly from other I-Share member libraries.

Founders Memorial Library, the main library, has six levels with 327,000 square feet of space and seating capacity for 1600 students. The first floor houses key library services including the circulation desk, the reference desk, services to students with disabilities, library instruction, document delivery services, the reserves collection, periodicals collection, media collection, and the Scholars' Den. Microforms, the map collection, and government publications are located on the second floor; the Digital Convergence Lab and the Reading Assistance Center are housed on the third floor; and the Regional History Center/University Archives, Rare Books and Special Collections and the Southeast Asia collection are on the fourth floor. The upper three floors house circulating books.

Faraday Library serves faculty and students in the disciplines of chemistry and physics. Similarly, the Music Library serves the music curriculum. Regular, interim, and holiday hours are posted near the entrance to each library and on the libraries' web site at www.library.niu.edu.

NIU libraries provide a variety of guides to collections and services. These materials are available online at library.niu.edu/ulib. Instruction in the use of the library is given to classes by librarians as part of the University Libraries library instruction program. Library instruction covers both basic information literacy and, for upper-level classes, in-depth instruction related to materials in particular subject areas. A for-credit library research class, UNIV 105, is also offered at the undergraduate level.

Regional History Center and University Archives

Cindy S. Ditzler, director, M.A., Western Illinois University

College of Law

Dean: Cassandra L. Hill, J.D., Howard University School of Law
Associate Dean for Academic Affairs: Yolanda King, J.D., Harvard Law School
Associate Dean for Student Affairs: Kathleen Coles, J.D., University of Chicago

The College of Law offers a three-year, full-time day program and limited enrollment, part-time study leading to the J.D. degree. The College of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools. Student enrollment is approximately 300. For additional information please visit, <https://law.niu.edu/law/about/index.shtml>

The College of Law is housed in Swen Parson Hall. The facilities as well as the student/faculty ratio promote a community atmosphere and maximize interaction between students and their law professors. The law library provides ample space for intensive study and reflection in quiet privacy and the latest in electronic legal research tools. A multipurpose moot courtroom, equipped with up-to-date technology, serves as a realistic setting for practical exercises in courtroom proceedings. In addition to academics, law students are involved in a wide variety of scholarly and cocurricular activities such as Law Review, several moot court and trial advocacy teams, and a foreign study program in France.

Application for admission is made through the College of Law, not through the Graduate School. Information regarding degree programs, academic requirements, application procedures, and tuition and fees is available from the College of Law Office of Admission and Financial Aid, Room 151, Swen Parson Hall (815-753-8595) or at <http://law.niu.edu/law/>. In addition, NIU undergraduates in selected majors may be eligible to apply to the College of Law under one of the NIU "accelerated" programs. Students accepted into the College of Law pursuant to an "accelerated" program can start law school immediately after their junior year and can complete both their undergraduate degree and a law degree in a total of six years. See also current undergraduate catalog.

International Affairs

Interim Associate Vice-President: Purushothaman Damodaran

The Division of International Programs supervises and coordinates the international activities of the university in order to encourage greater internationalization for programs, curricula, faculty, staff, and students. Division staff bring the perspectives of the world to NIU and the expertise of NIU to the world through international mobility for faculty, students, and ideas.

The division also supervises graduate student applications for Fulbright-Hays Doctoral Dissertation Research Abroad Program grants (administered by the U.S. Department of Education), the Fulbright Graduate Study and Research Program grants (administered by the Institute of International Education), and the National Security Education Program grants (administered by the Academy for Educational Development). The office conducts the screening processes for these programs on behalf of the university and

also provides information to faculty on research abroad as well as overseas teaching opportunities.

International Student and Scholar Services

Associate Director: Stephanie Brown

The International Student and Scholar Services assists all nonimmigrant students, scholars, faculty, and staff at Northern Illinois University. The office follows up with all immigration-regulation-related matters of the university as required and necessary; processes immigration documents for all nonimmigrant students, scholars, faculty, and staff; coordinates all admission efforts for incoming international undergraduate students; and advises all international students, scholars, faculty, and staff in immigration-related issues.

The office provides ongoing support for all nonimmigrant population on campus with their academic, cultural, and social adjustment, with such programs as comprehensive orientation programs, workshops in various topics, and other activities as necessary. Through these efforts, the office makes continuing efforts to help international students, scholars, faculty, and staff to gain the maximum benefits from the many opportunities that the university offers, and also to increase international understanding and appreciation for diversity on campus.

Study Abroad Office

Director: Anne Seitzinger

Throughout the year the Study Abroad Office, in association with various university departments and colleges, sponsors specialized study abroad programs overseas for academic credit. Opportunities are available in a wide range of subject areas and in many countries. Advisers regularly assist NIU faculty in developing new programs; such faculty directed programs are conducted primarily in English. Programs offered by outside consortia supplement the study and research opportunities available on the DeKalb campus.

International Training Office

Director: Lina Davide-Ong

The International Training Office (ITO) develops and implements training programs for international audiences, using NIU resources, facilities, and services. As a training resource unit, ITO undertakes as its mission the development of meaningful programs that benefit professionals, especially those from developing countries. Its programs and activities provide varied opportunities for NIU faculty and graduate students to share their knowledge and expertise with training participants from diverse cultural backgrounds. Over the years, faculty specialists in a wide variety of disciplines have

served as resource persons in ITO's programs. The office also collaborates with faculty members and academic units interested in developing appropriate training programs for international professionals. ITO provides all the necessary assistance in the design, planning, and implementation of such programs.

University Administration

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Catherine Squires, CFRE, Vice President for University Advancement

Deans

Purushothaman Damodaran, Ph.D., Interim Dean, Graduate School, Interim Associate Vice President for Graduate Studies
Balaji Rajagopalan, Ph.D., Dean, College of Business
Laurie Elish-Piper, Ph.D., Dean, College of Education
Donald Peterson, Ph.D., Dean, College of Engineering and Engineering Technology
Beverly W. Henry, Ph.D., RDN, Interim Dean, College of Health and Human Sciences
Cassandra Hill, J.D., Dean, College of Law
Robert Brinkmann, Ph.D., Dean, College of Liberal Arts and Sciences
Paul Kassel, M.F.A, Dean, College of Visual and Performing Arts
Frederick Barnhart, M.L.S., J.D., Dean, University Libraries

Notices

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes take precedence over catalog statements. While reasonable effort is made to publicize such changes, the student should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student.

Although the university attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Nothing in this catalog may be construed to promise or guarantee registration in any course, course of study (whether required or elective) or course modality nor may anything be construed to promise or guarantee the completion of an academic program within a specified length of time.

Student Responsibility

See "General Regulations."

Human Rights Statement

Northern Illinois University ("NIU" or "the university") is an equal employment opportunity institution and does not unlawfully discriminate against its students, faculty and staff on the basis of race, color, national origin, ancestry, sex, pregnancy, religion, age, physical and/or mental disability, marital status, veteran/military status, sexual orientation, gender identity, gender expression, political affiliation, order of protection status, victim of domestic or sexual violence status, citizenship status, arrest record in employment/personnel matters, genetic information, and/or other protected categories in compliance with applicable federal and state statutes, regulations and orders pertaining to nondiscrimination, equal opportunity and affirmative action that violate university policy. Additionally, conduct that results in sexual misconduct, sexual harassment and/or retaliation is also considered unlawful and prohibited by university policy.

The following persons are designed to handle inquiries regarding Title IX, Section 504, or Title II:

- Title IX Coordinator, Health Services 230, TitleIXCoordinator@niu.edu, 815-753-5560
- ADA Coordinator, Health Services 427, ADA@niu.edu, 815-753-6038
- Assistant Vice President of Student Affairs, Altgeld Hall 208, Student_Affairs@niu.edu, 815-753-1573

Language of Instruction at NIU

Northern Illinois University recognizes the richness that students of diverse cultures bring to the university community, and likewise hopes to instill in its students an appreciation of such diversity. The university also recognizes the importance of assuring all of its students access to its

educational benefits, and of fair and equitable treatment in the delivery of its academic programs, as well as its obligation to employers and other institutions that may assume competence in communication in English on the part of NIU graduates. English is the language of instruction at Northern Illinois University and the only common language of the university's faculty and students. Therefore, academic activities relating to graduate degree requirements or course credit, including presentations, examinations, and theses and dissertations, are to be in English. Appropriate exceptions include classes, examinations, theses, and other academic activities within the Department of World Languages and Cultures, which may be wholly or partially in another language as applicable; other examinations designed specifically to evaluate students' proficiency in languages other than English; any courses for which competency in a foreign language has been established as a prerequisite; foreign-language citations and quotations; and multicultural activities designed to expose students to the experience of other languages and cultures, when relevant to the nature of particular courses.

Immigration Reform and Control Act Regulations Affecting Employment by the University

The 1986 Immigration Reform and Control Act mandates that any person employed by Northern Illinois University after November 6, 1986, must be either a U.S. citizen or possess current employment authorization from the U.S. Immigration and Naturalization Service. All such employees, including graduate assistants, must be prepared to present original documentation to the employing department/cost center within three days of the start date of their employment contract or risk cancellation of the contract.

Conflict of Interest Policy for All University Employees

All employees of the university must conform with the university's ethics policies, including the Conflict of Interest policy, which is available in the Academic Policies and Procedures Manual. All employees of the university, including students employed on a part-time basis or as graduate assistants, are subject to the policy.

Leave of Absence

A leave of absence, which relieves students from the continuous enrollment requirement, may be granted to any student who has been enrolled in a course numbered 699 or 799. Graduate students who are ineligible for a leave of absence because they have not enrolled in thesis or dissertation hours may cease to enroll for up to three terms (Fall, Spring, Summer) before their admission is revoked.

To request a leave of absence, students must complete the form available at the Graduate School website. Students may request a leave of absence for up to six terms. The request should be received and approved before the end of the first term for which the student plans not to enroll.

When a leave of absence is granted, the leave does not exempt a student from the Limitation on Time policy. (See "General Requirements section of this Catalog.)

Leaves of Absence for Employees

Military leaves of absence will be granted in accordance with applicable Illinois statutes and executive orders issued by the State of Illinois in response to emergency situations and military operations.

Leaves of absence will be granted for volunteer services related to disaster relief in accordance with applicable Illinois statutes or executive orders issued by the State of Illinois in response to emergency situations.

Storage in University Buildings

Students electing to utilize university buildings and/or facilities for the storage of personal property owned by them, thereby accept the responsibility for such storage and waive any and all responsibility and liability on the part of the university and its employees for loss of or damage to such personal property by any cause whatsoever including, but not limited to fire, water, windstorm, or other casualty, theft, or improper or inadequate humidity control.

Conduct and Discipline Regulations

It is expected that all enrolled students intend to engage in serious educational pursuits. When students accept admission to Northern Illinois University, the university assumes that they thereby agree to conduct themselves in accordance with its standards.

The university expects all of its students, both on and off the campus, to conduct themselves in accordance with the usual standards of society and law-abiding citizenship. Every organization affiliated with the university or using its name is expected to conduct all its affairs in a manner creditable to the university.

While enrolled, students are subject to university authority. The university has the prerogative, in the interest of all of its students, to suspend or require the withdrawal of a student or group of students for acting in such a manner as to make it apparent that the student or group of students are not desirable members of the university. See also "Disruption of Instruction." Copies of the most current Student Code of Conduct may be obtained at the university's Student Conduct.

General Regulations

Students at Northern Illinois University are expected to abide by the university regulations set forth below, the Student Code of Conduct and the policies, rules and regulations of the university, as well as by applicable federal, state, and local laws. While the university will normally apply disciplinary sanctions only for violations of its Student Code of Conduct, policies, rules and regulations, a student is subject to public laws at all times, including the Illinois Compiled Statutes

which contain provisions specifically directed at maintaining the orderly operation of state colleges and universities.

Failure to abide by the following regulations may result, after a hearing by one of the Student Conduct Boards or a representative of Student Conduct, in disciplinary sanctions including, but not limited to warning, disciplinary probation, suspension, and dismissal from the university.

Sanctions may result from:

academic dishonesty. Plagiarism, cheating, knowingly supplying false or misleading information to university officials or on official university records, forgery, and alteration or misuse of university documents, records, or identification cards all are prohibited.

obstruction or disruption of university activities. A student or students may not knowingly or willfully interfere with the normal educational activities of the university including teaching, research, administration, disciplinary procedures, or other university activities, including its public service functions. Disruption of university activities includes but is not limited to obstruction of access to the facilities of the university including corridors and doorways; interference with classroom activities or other scheduled events; interference with the performance of the duties of any institutional employee. Picketing may be permitted pursuant to applicable university policy, but only under the following conditions: Students who picket on university premises must do so in peaceful and orderly fashion. Picketing should not involve invasion of the rights of others, interference with the operations of the university, or jeopardy to public order and safety. Specifically, the following conditions must be met.

- Automobile, bicycle, and pedestrian traffic must not be obstructed.
- Entrances to buildings and driveways must not be blocked or traffic interfered with.
- Picketing inside university buildings is prohibited, unless permitted by applicable university policy.
- There will be no disturbing of classes by noise or by other means.
- There will be no harassing of passers-by or other interference with their activities.
- There will be no damage to property, including lawns and shrubs, nor littering of premises with signs, leaflets, or other materials.

failure to abide by regulations governing the use of university premises and facilities. No student shall remain alone or with others in a university building beyond its normal closing hours unless duly authorized by a university official nor shall an individual remain in a university building after being notified to depart there from by an authorized university official. Unauthorized entry to or use of university facilities is also prohibited.

theft or damage. A student or students may take no action or actions which damages or which as a probable

consequence could damage property of the university or private property.

physical abuse of persons. A student or students may take no action or actions which disrupts or which as a probable consequence could disrupt the public peace or which endangers the safety, health, physical or mental well-being, or life of any person.

dangerous and narcotic drugs. A student may not use, possess, sell, or distribute any of the narcotic, dangerous, or hallucinogenic drugs in any form except under the direction of a licensed physician and as expressly permitted by law.

firearms. Students may not have or keep any firearm on their persons, in their quarters, or in their motor vehicles at any time while on university property except with the permission of the chief security officer of the university, or pursuant to applicable law or policy.

alcoholic beverages. Delivery and sale of alcoholic beverages on university property is prohibited, unless expressly authorized under applicable policy. Possession and use of alcoholic beverages on university property is restricted by the laws of the state of Illinois as to age and by the regulations of the university as to physical location.

instructions from university officials. A student must follow the oral or written instructions regarding university regulations or state law given by any university official whom the Board of Trustees or the President has vested with the authority to give such instructions.

university regulations. Students are responsible for knowing and abiding by university regulations and policies, including those not specifically enumerated in these general regulations, concerning such matters as the meeting of financial obligations to the university, university motor vehicle and parking regulations, registration of student organizations, as well as specific rules governing the use of particular facilities such as the residence halls, the libraries, and the Holmes Student Center.

Disruption of Instruction

Graduate education is a privilege accorded to those students deemed able to profit from the associated intellectual experiences. When a student's behavior within a classroom, laboratory, or other formal instructional setting is such that the rights of other students to an effective learning environment are being violated, that student may lose the privilege of attending the class or receiving credit for the course in that term.

In any case of the disruption of instruction by a graduate student or student-at-large, the instructor may require that student to leave the class for the balance of that class session. Whether or not the student is immediately removed from the class, the instructor may file a statement of the incident with the department chair, providing the student with a copy, and may ask that the chair suspend that student from further

participation in the course. The chair of the department may, upon recommendation of the instructor and after investigating the incident, suspend that student from class attendance and recommend to the dean of the Graduate School that the student be permanently barred from the class for the remainder of that academic term. The student must be notified in writing of such a recommendation and may submit a written appeal of the department's recommendation to the dean within one week of the notification. Upon such an appeal, the dean or dean's designee shall conduct a hearing, providing for a presentation of the facts relative to the disturbance. The decision of the dean's office shall be final. If the recommendation to bar the student from class is upheld, the student will be officially withdrawn from the course following regular withdrawal procedures, with the date upon which the student was initially suspended as the effective date of the withdrawal.

Extreme and/or repeated disruptive behavior constitutes grounds for dismissal from the university. Student Conduct handles such dismissals; the policies and procedures of that office are outlined in the Student Code of Conduct.

*In addition, the Criminal Code in the Illinois Compiled Statutes contains provisions relating to disorderly conduct, theft, inflicting bodily harm, arson, property damage, gambling, the use of drugs, mob action, and sex offenses.

Student Information and Records

Documents submitted in support of an application for admission to the Graduate School or for student-at-large status become the property of Northern Illinois University and will not be returned to the applicant or transmitted to another institution. Such documents will be retained by the Graduate School for a minimum period of one year; retention beyond that minimum cannot be assured.

Information and data concerning individual students are collected, maintained, and used by the university only as needed in relation to its basic educational purposes and requirements. Presently, relevant policy and procedures are designed and operated to be in compliance with federal legislation, specifically, the Family Educational Rights and Privacy Act (FERPA). The official university procedures and a directory of educational materials maintained by Northern Illinois University are available for review in the Office of Registration and Records. All questions about interpretations or clarifications involving university policy and procedures regarding students' records are to be directed to the university Office of General Counsel or the Office of Registration and Records.

There are four primary types of student records: academic, financial, medical, and placement. However, there are other types of student records that may be maintained by NIU. The official academic record is established and kept current by the Office of Registration and Records. It is a cumulative history of the student's enrollment and educational participation and performance. Maintained in connection with the academic record is certain biographical and personal identification information as needed for enrollment

purposes. In addition to certain elements of this record, the Graduate School maintains the student's graduate admissions record and a record of progress toward meeting requirements (Graduate School as well as departmental) of the student's graduate program(s). The Graduate School also maintains records relating to the academic progress of students-at-large. Some or all of these student data are provided by the Office of Registration and Records and the Graduate School as needed to the university's academic offices, colleges, schools, and departments for academic administration and advisement, and to other university administrative units as necessary for the functioning of various student and support services.

Student financial records are the responsibility of the Office of the Bursar, with respect to the billing, payment, and accounting of tuition and fees; the Student Financial Aid and Scholarship Office for operation of the university's student financial assistance program; and the Graduate School for graduate fellowships and assistantships. The Bursar keeps a complete record of the student's financial transactions relative to payment of the university charges accrued.

For those students who require medical assistance and care from the Student Health Service, at the time of their first contact with the service a medical history record is created and maintained by Northwestern Medicine, through an agreement with the University.

Career Services, with the student's voluntary participation, provides a mechanism through which students can choose to share their self-completed resume and various personal references and career-related documents with potential employers.

Certain records within the university community are exempt from the above-cited federal legislation: records of instructional, supervisory, and administrative personnel which are the possession only of the maker and not accessible nor revealed to any other person except a substitute; law enforcement records within the university's Department of Police and Public Safety; and medical records used in connection with the provision of treatment for a student. Access to these is strictly limited to the university staff immediately involved with their creation and maintenance except for certain specific qualifications.

Further, the university is not required to make available to the student the financial records of his or her parents or confidential letters and confidential statements of recommendation which were placed in the student's files prior to January 1, 1975, if such are used only for the purpose specifically intended.

Access to or release of each of the above types of records or their respective parts, or of any personally identifiable information, with the previous exceptions noted, is restricted to the following: the student or former student; parents of a legally defined dependent student (reference Section 152 of the Internal Revenue Code of 1954); university officials who have a legitimate university related educational or administrative interest and need to review an education

record in order to fulfill their professional responsibility; certain authorized state and federal representatives primarily as concerns the evaluation and auditing of government funded programs in which the university participates; officials of other colleges, universities, or schools in which the student intends to enroll, provided the student is informed of this type of request in advance of the information being released; individuals, agencies, and organizations in connection with the student's application for or receipt of financial aid; state and local officials as directed by State Statute adopted prior to November 19, 1974; with certain restrictions, organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction; accrediting organizations; and appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other person. A university official for the purposes of this section is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. In all other instances, access or release may be granted only with the student's written authorization, or as otherwise allowed by law. In cases where such records are to be furnished in compliance with a judicial order or pursuant to a lawfully issued subpoena, the University shall make a reasonable attempt to notify students prior to their release, unless notification is prohibited by law. Such attempts at notice will normally be by personal service, first-class mail to their last known address, or via e-mail.

In accordance with the privacy rights afforded to students under FERPA, the student has the right to personally review his or her education records in the presence of a university representative at an appropriate convenient campus location. This right pertains separately to each status to which the student has been in attendance at the university (i.e., undergraduate, student-at-large, law, graduate). The student should submit a written request to the appropriate university office identifying the record(s) he or she wishes to inspect. The university office will make arrangements for access and notify the student of the time and place where the records may be inspected within 45 days following receipt of such request. Where necessary, interpretation of the record shall be provided by qualified university personnel. Original records cannot be removed from university premises. A copy may be provided where failure to provide such copy would effectively prevent a student from exercising the right to inspect and review the educational records. While a charge may be made to cover costs of reproduction, in most instances this is not done. However, normal operational fees exist with respect to record reproduction within Career Service dependent upon the number of copies requested, and the Office of Registration and Records.

A student has the right to challenge the content of a record on the grounds that it is inaccurate, misleading, or otherwise in violation of privacy or other rights and to have inserted in the record his or her written explanation of its contents. (Academic grade review procedures are covered elsewhere.) To initiate such a challenge, the student shall, within 60 days after he or she has inspected and reviewed the record in question for the first time, file with the university office responsible for maintaining such records a written request for a hearing, in a form specified by the university. Within 30 days following receipt of such request the head of such office, or a designated representative, shall review the record in question with the student and either order the correction or amendment of such alleged inaccurate, misleading, or otherwise inappropriate portions of the record as specified in the request or notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the portions of the record specified in the request are inaccurate, misleading, or otherwise inappropriate. The student shall be given written notice of the time and place of such hearing no fewer than 10 working days in advance. The hearing will be conducted by a university representative who does not have a direct interest in the outcome. The student shall have the right to attend the hearing, to be represented and advised by other persons, and to call witnesses in his or her behalf. The student shall be notified in writing of the decision within 10 working days following the hearing or within 10 working days of a decision without a hearing. Such decision is final.

The student may waive the right of access to confidential statements submitted with respect to application for admission to the Graduate School or to another educational institution, an application for employment, or receipt of an honor or honorary recognition. However, the student is not required to do so. Further, the student who does waive right of access will be provided, upon request, with the names of all persons making confidential recommendations.

Directory information pertaining to students, as defined below, may be released by the university at any time provided that it publishes this definition at least once each academic year in the campus student newspaper and the individual student is given a reasonable period of time to inform the university that such information is not to be released without his or her prior consent.

Directory information includes the student's name, address, telephone listing, e-mail address and photographic or electronic picture or image, date and place of birth, major field of study, classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and full- or part-time status, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable

information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when the University objects to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Students who believe that their privacy rights under the Family Educational Rights and Privacy Act of 1974 have been violated, have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202-4605.