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GC Minutes 2024-05-06

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GRADUATE COUNCIL MINUTES
APPROVED
684thMeeting
May 6th, 2024

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

MEMBERS ABSENT: Bedeau, Contreras, Gordon, Scherer, Swingley

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

Called to Order
- Dean Wilks calls the meeting to order at 10:02am.

Approval of Minutes
- A motion to approve the minutes from the April 1st, 2024, meeting made by Floyd seconded by
  Notebaert. Minutes Approved unanimously.

Announcements
- The meeting to Vote on Minutes from the 5.6.2024 Graduate Council Meeting is set for May 10th
  at 9 am-9:15am. This will take place in Hybrid format: virtual option with teams or in person in
  Williston 100.

Committee Reports
- Criminal Disclosure Report by Executive Director Laudick
  o No cases to review last month.
  o Summer meetings have been established.
- Graduate Faculty Membership Committee Report by Dean Wilks
  o Late materials from departments were received last week and are currently being
    reviewed by the committee.
  o School of Art and Design Criteria Change (attached)
    ▪ Motion to approve Art and Design Criteria Change by Floyd seconded by
      Garver. Approved unanimously.
- Motion to amend the agenda to add an informal update on Colloquium committee from Associate
  Dean Reyman by Klis second by Floyd. Approved unanimously.
- Colloquium Committee Report by Associate Dean Reyman
  o Met to review proposals last week, formal report to follow in the fall. Will be able to fund
    all 22 proposals with leftover funds to potentially fund additional proposals if they are
    submitted.
  o Reyman provides an overview of changes to the colloquium review proposal process.
    Revised guidelines went out to faculty members this spring.
  o Dean Wilks thanks the committee members for their work on the colloquium committee.
New Business
- Curriculum Agenda led by Graduate Council Executive Committee Chair Garver.
  o Garver Summarizes Curriculum changes proposed by each college, all motions were
    passed unanimously.
- Community Engaged Courses-Alicia Schatteman
  o Schatteman outlines proposal for community engaged courses.

- - - Please reference the proposal for details (attached).
    - A motion by Klis and seconded by Garver is made that Graduate Council recommends academic affairs moves forward to create catalog language and forms for community engagement designation for courses. Motion passed unanimously.
- Graduate Program Modality Designation Process
  - Overview of Graduate Program Modality Designation Process by Executive Director Laudick and Dean Wilks.
  - Formal processes to be brought forth to council during the Fall 2024 semester.

Old Business
- Graduate Assistantship Policy Update by Dean Wilks
  - The comment period for the edited policy expired and the policy is moving forward for approval.
  - The graduate school is partnering with HRS to make sure all changes are implemented and communicated accurately.
  - The exception process is being drafted and spearheaded by Associate Dean Reyman.
- Slate Implementation by Executive Director Laudick
  - The first admission term (spring 2025) in Slate is live.
- Graduate Program Director Trainings (& University goals)
  - Dean Wilks provides an overview of graduate program director training.
    - Training and lunches will continue to be offered moving forward into the academic year 2024-2025.
    - A Microsoft Teams site will go live during the next academic year for graduate program directors where information will be available. This will help to continue to further streamline communication, increase access to information, and increase the sense of community for those doing this great work.

As May Arise
- Dean Wilks discusses the potential for international student enrollment decline with the council and its impact. Visa appointment wait times at consulates in India have exceeded a year, which could cause a decline in international student enrollment for Fall since this is the country from which we receive the majority of our international students.
- Dean Wilks asks faculty and staff to continue recruitment, yield, and retention efforts.
- Dean Wilks thanks the council for their service on graduate council this year.

Adjournment
- Adjourned at 11:08 a.m.

Next Meeting
- Next meeting is scheduled for September 9th, 2024, 10:00 am.

Minutes
- Minutes respectfully submitted: Kayla Doane, The Graduate School

April 15th, 2024

To: Graduate Council Members

From: Chair of Criminal Disclosure Committee

Re: Committee Report

Date of the meeting: Monday April 15th, 2024

Led By: Executive Director Laudick

Cases Reviewed: No Cases to review

Other Information:

Choosing dates for summer to meet:

May 20th 10am

June 18th 10am

August 5th 10am

Attendance:

Present: Janelle Laudick, Jessica Reyman, Joy Mitchell, Tom O'Grady, Jennifer Manning, Rebecca Hunt, and Wayne Finley

Absent: Annahi Contreras, Chris Hill, and Matt Wilson

2023-24 Committee Representatives:
Chair: Janelle Laudick, executive director of graduate enrollment (The Graduate School, non-voting)
Jessica Reyman, associate dean (The Graduate School, non-voting)
Chris Hill, assistant professor (College of Education)
Rebecca Hunt, associate professor (College of Education)
Wayne Finley, professor (NIU Libraries)
Matt Wilson, associate professor (College of Health and Human Sciences)
Annahi Contreras (Graduate Student Representative)
Tom O'Grady (NIU General Counsel, non-voting)
Jennifer Manning, executive director of Holmes Student Center (Division of Student Affairs)
Joy Mitchell, director of Student Conduct (Division of Student Affairs)

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NORTHERN ILLINOIS UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION.

MEMBERS PRESENT: Gordon, Scherer, Wu

GUESTS: Doane, Wilks

<u>Graduate Faculty Reviews</u>

History: The committee reviewed the department's recommendations and issued the following decisions: History is to retain 19 as senior faculty and promote 4 to senior status for a total of 23 Senior faculty members. 1 Full member resigned, and 1 scholar member is not being renewed. The department should be commended for the work they did on their review and documents since it was extremely well organized, which made it easy for the committee to review the work.

Economics: The committee approved recommendations for nine renewals and two promotions for senior faculty status. Economics now has 11 senior faculty members. The department should be commended for the work they did on their review and documents since it was extremely well organized, which made it easy for the committee to review the work.

Art and Design: The committee reviewed the department's recommendations and issued the following decisions: ARTD renewed 11 faculty members at Senior status; promoted 7 faculty members to Senior status; and renewed4 faculty members at Full status. This is exclusive to 2 retirement situations. 1 faculty member will submit documents by April 30th for review to the committee.

Music The committee reviewed the department's recommendations and issued the following decisions: Music Renewed 11 members at Full status, and 3 members were renewed at Senior status. 7 members that were to be renewed did not submit proper documents. The committee decided to allow late submissions. The committee issued letters stating the need to provide the candidates supporting documents by April 30th, 2024.

<u>Changes to criteria.</u>
There was one department that proposed criteria changes from the School of Art and Design. The document will be brought to the Graduate Council for final vote.

The committee unanimously approved the above-mentioned recommendations.

NORTHERN ILLINOIS UNIVERSITY
SCHOOL OF ART AND DESIGN
GRADUATE FACULTY MEMBERSHIP CRITERIA

December, 2003
Approved 8/3/04

I.   Provisional Membership

I.1 Graduate School Criteria:

A provisional member has all the privileges of a full membership, except for the right of
membership on the Graduate Council. Provisional membership is for a three-year, non-
renewable term.

A provisional member must have an appropriate terminal degree, or the equivalent, and,
in accordance with approved departmental criteria, must have initiated a program of
personal research or artistry. A provisional member may be proposed for full membership
or senior membership at any time.

I.2 School of Art and Design Criteria:

    I.2.1   Appropriate Terminal Degree or Equivalent:

            The terminal degree appropriate for graduate teaching in the School of Art and
            Design is the Master of Fine Arts, the doctorate, or the equivalency in
            professional and/or academic qualification.

    1.2.2   Criteria for Membership Appointment:

            A person who has been appointed to the faculty of the School of Art and Design
            after a national search, and who has met one of the criteria of 1.2.1, above, shall
            be considered to hold the appropriate research and/or artistic credentials for
            provisional membership.

II.   Full Membership

II.1 Graduate School Criteria

A full member may, with no further Graduate School approval, serve as a member of the
Graduate Council, vote for faculty membership on the Graduate Council, vote in graduate
faculty referenda, teach courses for graduate credit, serve as a graduate student's
academic advisor, and serve as a member of a graduate student's committee. With case-
by-case approval of the department chair, college dean, and the dean of the Graduate
School, a full member may serve as a director of a masters' or sixth-year thesis (or thesis

analogue—such as one person show, recital, or final project) or as co-director (along with a senior member of the graduate faculty) or a doctoral dissertation.

A full member must have an appropriate terminal degree, or the equivalent, and, in accordance with approved departmental criteria, must show evidence of advancing a program of personal research or artistry, the products of which have received positive assessment by independent external experts in the field according to the national standards in the discipline. A full member may be proposed for senior membership at any time.

II.2 School of Art and Design Criteria:

II.2.I   Appropriate Terminal Degree or Equivalent:

The requirements shall be the same as those under I.2.1, above.

II.2.2   Criteria for Membership Appointment:

Consideration for full membership requires evidence that the faculty member is developing regular activity in research or artistry, the products of which have received positive assessment by independent external experts in the field according to the national standards in the discipline.

Such evidence shall be based on submission of a vitae reflecting the Sources of Evidence listing (Section IV), and shall meet or exceed standard performance as defined in Division Review Criteria (appendices to the School of Art and Design Bylaws) during the previous eight years.

If a faculty member receives an average score of 3 or more for the Research and Artistry portion of the merit review over the eight-year period, it shall be considered as additional evidence of quality that meets the standard for faculty within the School of Art and Design.

III.   Senior Membership

III.1 Graduate School Criteria:

A senior member may, with no further Graduate School approval, serve as a member of the Graduate Council, vote for faculty membership on the Graduate Council, vote in graduate faculty referenda, teach courses for graduate credit, serve as a graduate student's academic advisor, and serve as a member of a graduate student's committee, and serve as a director of a master's or sixth-year thesis (or thesis analogue). With case-by-case approval of the department chair, college dean, and dean of the Graduate School, a senior member may serve as director or co-director of a doctoral dissertation.

School of Art and Design Graduate Faculty Membership Criteria, December, 2003

A senior member must have an appropriate terminal degree, or the equivalent, and, in accordance with approved departmental criteria, must show evidence of having established and maintained a program of personal research and artistry, the products of which have received positive assessment by independent external experts in the field according to the national standards in the discipline. A senior member will normally also have a record of active involvement in graduate teaching and in the guidance of scholarly activities of graduate students.

III.2 <u>School of Art and Design Criteria:</u>

III.2.1 <u>Appropriate Terminal Degree or Equivalent:</u>

The requirements shall be the same as those under I.2.1, above.

III.2.2 <u>Criteria for Membership Appointment:</u>

Consideration for senior membership requires evidence that the faculty member has established and maintained a program of personal research or artistry, the products of which have received positive assessment by independent external experts in the field according to the national standards in the discipline.

Such evidence shall be based on submission of a vitae reflecting the Sources of Evidence listing (Section IV), and shall meet or exceed standard performance as defined in Division Review Criteria (appendices to the School of Art and Design Bylaws) during the previous eight years.

If a faculty member receives an average score of 3 or more for the Research and Artistry portion of the merit review over the eight-year period, it shall be considered as additional evidence of quality that meets the standard for faculty within the School of Art and Design.

IV. <u>Sources of Evidence</u>

The sources of evidence listed below are presented without priority. The list is not intended to be exhaustive, nor is it expected that an applicant will have made significant advancements in all criteria. The applicant may use additional sources of evidence when dictated and appropriate.

The following Sources of Evidence are compiled from the School of Art and Design Bylaws, Section 1.92.

Author or editor of a scholarly or professional book

Author or editor of the following:
published essay, book review, book chapter, multi-media publication or presentation, book note, refereed or invited address or paper, refereed or invited

article, refereed or invited presentation at the international, national, regional, or local levels

Creator or designer of work exhibited as the following:
solo exhibition, group exhibition, ~~invited exhibition or juried exhibition~~ invited or juried exhibition or screening at the international, national, regional, or local levels

Creator or designer of commercial product

Curator of exhibition or publication

Recipient of the following:
award, fellowship, grant, prize, or scholarship including work acquired by a museum or professional collection

Subject of the following:
critical review, catalogue essay, scholarly or professional book, reproduction of work

Elected or appointed to leadership position:
professional organization representing professional, scholarly, or artistic achievement at the international, national, regional, or local levels

In the above of evidence of listing, "art" is used to indicate work generated from the individual's own concerns and experience, and "design" is used to indicate work designed to fulfill specific criteria imposed by the project in which the individual is engaged. "Artist" and "designer" are to be defined as inclusive terms, used to represent workers in all media currently available to artists or which may be incorporated into the arts in the future, and/or which are embraced by the various fine and applied arts communities (including but not limited to all forms of painting, drawing, illustration, printmaking, sculpture, artist's writings and artist's books, photography, film, video, computer generated imagery, performance, ceramics, fibers, jewelry, visual communication, architecture, and interior architecture).

V.   The Committee

In accordance with sections 2 and 4 of the "NORTHERN ILLINOIS UNIVERSITY POLICIES AND PROCEDURES FOR GRADUATE FACULTY MEMBERSHIP, Approved May 8, 1989, and modified 1999" the above School of Art and Design criteria for graduate faculty membership, which were approved by the Graduate Faculty of the School of Art on February 25, 1992, were formulated by the then School of Art Graduate Steering Committee. This document was revised by the School of Art Graduate Faculty and approved by the Graduate Faculty on December 11, 2003. It was updated and approved by the School of Art and Design faculty on March 26, 2024.

School of Art and Design Graduate Faculty Membership Criteria, December, 2003

The composition and mandate of the School of Art and Design Graduate Committee, as a committee with Graduate Faculty representation from each of the School division, is elected by the Graduate Faculty of the divisions, and includes provisions to insure that for the purpose of developing Graduate Faculty membership criteria and reviews Graduate Faculty membership materials. It is composed of non-provisional Graduate Faculty with a majority of senior members, is contained in materials developed and adopted by the entire Graduate Faculty of the School of Art on May 3, 1990, by a vote of 26 to 1.

The Graduate Committee also includes one voting graduate student. This graduate student appointee will represent the graduate student body and will serve one year.

Respectively submitted: Charlotte Rollman 12/8/03
Retyped and resubmitted with updates: Ann van Dijk 3/26/2024

Graduate Council Meeting
7th Meeting / Academic year 2023-24
<mark>**TEAMS ONLY**</mark>
10:00 - 12:00 p.m., Monday, May 6, 2024

I.   ANNOUNCEMENTS

- Section E Expedited Curricular Changes –

II.   NEW BUSINESS

- **Community Engaged Courses – Alicia Schatteman**

- **Potential Changes - Deadlines**

III.   DISCUSSION AGENDA

- *Section A – <mark>**For inclusion in the 2025-2026 Catalog**</mark>***. Dates listed after items are when the items were approved at the College level.**

    1. **College of Business** – *No Curricular Items*

    2. **College of Education** – *No Curricular Items*

    3. **College of Engineering** – *No Curricular Items*

    4. **College of Health and Human Sciences** – *No Curricular Items*

    5. **College of Liberal Arts and Sciences** –

        - **Bioinformatics – *Program Deletion – 2/28/2024***

    6. **College of Visual and Performing Arts** – *No Curricular Items*

IV.   UNFINISHED BUSINESS

V.   ADJOURNMENT

2024-2025 Graduate Council Meetings Workflow

GC Meets on the first Monday of the month, 10:00– 12:00 p.m.
Meetings will be held in Altgeld 315 or Teams (hybrid modality)

2024-2025 Meeting Dates:
September 9, October 7, November 4, December 2, February 3, March 3, April 7, May 5

<u>Deadline to make the 2025-2026 academic catalog is December, 2024. Proposals must be
approved by the GC before December 2, 2024 to be for the 2025-2026 academic catalog.</u>

Curricular Submission Deadlines for a proposal to make the upcoming meeting agenda*	GC Executive Committee Meeting	Date of Meeting
August 12	August 19	September 9
September 16	September 23	October 7
October 14	October 21	November 4
November 11	November 18	December 2
January 13	January 20	February 3
February 10	February 17	March 3
March 17	March 24	April 7
April 14	April 21	May 5

GC Executive Committee – Kerry Wilks, Dean of the Graduate School; TBD, GC Faculty Chair; TBD, GC Curriculum Chair; and Curriculum Coordinator/Catalog Editor

* Curricular submission deadlines for each meeting are approximately three weeks before the date of the GC meeting for adequate time for agenda construction, GC Executive Review, department/college responses, and full committee review before the meeting.

Proposal to Designate Graduate-Level Community-Engaged Courses at Northern Illinois University

The Association of American Colleges and Universities has identified community-based learning, or experiential learning, as one of 11 high impact practices.[1] Many universities have designated community-engaged courses to highlight their commitment to these high impact practices.[2] NIU's mission is to empower students through educational excellence and experiential learning as we pursue knowledge, share our research and artistry, and engage communities for the benefit of the region, state, nation and world. One of the university's four values is service and stewardship. In addition, several of NIU's baccalaureate student learning outcomes are addressed in community-engaged courses and our institutional goals reflect this commitment to engagement as essential to NIU's mission. Designating community-engaged courses also aligns with the findings of the Curricular Innovation Task Force and the Transdisciplinary Task Force. Community engagement is clearly at the heart of NIU.

NIU is one of only 368 higher education institutions in the country that has achieved the Carnegie Elective Classification for Community Engagement, achieving designation in 2010 and redesignation in 2020. Since 2011, the university has also recognized faculty committed to community engagement through its Presidential Engagement and Partnerships Professorship.

NIU's Engagement Task Force met throughout 2022 and 2023 resulting in a report "Centering Engagement, Driving Impact Action Plan for 2023-2026". The first action of the Task Force was to develop a definition of community engagement, based largely on the definition used by the Carnegie Foundation for the Advancement of Teaching[3].

> *" Northern Illinois University believes that community engagement is an intentional collaboration between partners who unite their expertise and resources to pursue a shared vision for public good, in a spirit of mutual benefit and reciprocity. Community engagement enriches scholarship, research, and artistry; enhances curriculum, teaching, and learning; address critical societal issues; and strengthens democratic values."*

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[1] American Association of Colleges and Universities, High-Impact Practices https://www.aacu.org/trending-topics/high-impact

[2] Binghamton University, Community-Engaged Learning courses; Metropolitan State University, Community Engaged courses; University of Iowa, Community Engaged courses; University of Northern Iowa, Service-Learning courses; University of Northern Colorado, Community-Engaged Learning courses; University of Washington, Community-Engaged Learning and Research courses; University of Texas at San Antonio, Service-Learning courses; University of Massachusetts Amherst, Service-Learning courses; Northeastern Illinois University, Engaged Learning Experiences courses; Grand Valley State University, Community Based Learning courses; University of Nebraska Omaha, Service-Learning courses; Utah State University, Community-Engaged Learning courses; George Washington University, Community Engaged Scholarship courses; University of Pittsburg, Civic Learning courses; Kent State University, Experiential Learning Requirement courses; Western Michigan University, Service Learning courses

[3] Carnegie Classification of Institutions of Higher Education https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/

Continuing that work, an [Engagement Roundtable](#) was constituted and began meeting in fall 2023 using a shared leadership model for centering engagement at NIU. The roundtable is working on a number of strategies and action steps, particularly the application for redesignation for the [Carnegie Elective Classification for Community Engagement](#). This classification has now moved to a six-year reclassification cycle so NIU will be applying for the 2026 cycle.

Community engagement at NIU takes place inside and outside the classroom, across campus and around the world. Designation of community-engaged courses raises awareness of the significant effort being made by faculty and departments to enhance student learning and deepen university-community engagement. Having designated community-engaged courses also allows the university to document community engaged experiences taking place in our graduate and undergraduate courses, to support our mission, and to ensure that community engagement is held to a meaningful standard of practice.

For students, community engaged courses present an opportunity to apply what they are learning and help to build professional networks. In addition, working on community engagement projects demonstrates to future employers their specific career readiness competencies including critical thinking, leadership, professionalism, equity and inclusion, teamwork, and communication[4].

While we currently do not know exactly how many community-engaged courses we have at NIU, many graduate courses across the university including words like internship, clinical, field experience, experiential learning, service learning, and community-based. See appendix for a sample of these courses.

Designation of community-engaged courses could be identified during registration through searching on this designation.

Designating Community-Engaged (CE) Courses

Using the definition of community engagement, the collaboration between the university and a community partner is intentional and has mutual benefit. A community partner can be any nonprofit organization, business, campus partner, or an organized group of people interested in and working on a particular issue.[5]

To be designated, the course must include all course components listed below, include at least one learning outcome in two of the following categories (and how they will be assessed), and the collection of data from students and community partners.

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[4] National Association of Colleges and Employers, Career Readiness Competencies
https://www.naceweb.org/career-readiness/competencies/career-readiness-defined
[5] Grand Valley State University, Community-Based Learning https://www.gvsu.edu/cbl/

1) Components:

The instructor needs to describe how the course meets all four of the following components[6].

1. <u>Community engagement</u>: Identify the community partner(s) that students in this course section will directly interact and engage with. Please include evidence of communication with the community partner.

2. <u>Application and integration</u>: Explain how students will engage with issues relevant to the community partner(s). Describe how students will apply theory and practice throughout this experience.

3. <u>Reciprocity</u>: Using examples, describe how this course offers value or measurable impact to society or the community partner(s), students and, if applicable, the instructor.

4. <u>Reflection</u>: Identify and explain how students will utilize guided reflection for their learning and growth throughout this experience.

2) Learning Outcomes

Ten learning outcomes for community-engaged courses are grouped into four broad categories[7]. To be designated, the course needs to include at least one learning outcome in two of the following categories and the instructor needs to describe how each learning outcome will be assessed in the course. The American Association of Colleges and Universities provide rubrics for each learning outcome.[8]

Knowledge:

- Understands the complexity of a community/social issue
- Examines organizations that address a community/social issue
- Analyzes actions/processes to be taken and systems in place to address a community/social issue

Skills:

- Questions and critically analyzes a community/social issue
- Applies discipline-specific knowledge to address a community/social issue
- Collaborates with people with diverse perspectives and social identities to address a community/social issue

Disposition:

- Considers personal attitudes, values, and/or beliefs when considering a community/social issue
- Acknowledges one's own civic responsibility

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[6] Grand Valley State University, Community-Based Learning course criteria https://www.gvsu.edu/cbl/designation-and-criteria-3.htm
[7] Illinois State University, Civically Engaged Learning Goals
https://civicengagement.illinoisstate.edu/downloads/faculty-staff/Civically-Engaged-Learning-Goals.pdf
[8] American Association of Colleges and Universities, Value Rubrics https://www.aacu.org/initiatives/value-initiative/value-rubrics

Participation:

- Leads/coordinates efforts in addressing a community/social issue
- Engages with the community in multiple ways

3) Evaluation

All designated community-engaged courses will gather student evaluation for the specific learning outcomes chosen. When submitting a course for designation, the instructor will provide details about how feedback will be gathered from students and the community partner(s). For course-designation, evaluation of community-engaged courses would be done on a three-year cycle. Upon review of materials, the course would receive redesignation for three years. Community partner feedback will be requested annually and reported to the Baccalaureate Council in an online form. Student evaluation data would be gathered by the addition of a question(s) related on the learning outcome(s) chosen to the existing course evaluation.

Paths for Designation of Community-Engaged (CE) Courses

There are two paths for designation. A course can achieve designation at the section-level or the course-level. Each designation is explained in further detail below. A course can achieve section-level designation while pursuing course-level designation. Once course-level designation is received, then there is no need for section-level designation since all sections would have course-level designation.

✓ Path 1: Section-Level Designation

This type of designation is a one-time submission by the instructor who submits the course section for designation. This designation would be for a particular section in a particular semester, similar to the [Low/Zero Cost Textbooks](#) class attribute in MyNIU. Section-level designation does not oblige other instructors of the same course to be a community-engaged course. While still having to meet the criteria, section-level designation is a streamlined process that can occur more quickly than course designation which would go through the standard curriculum approval process.

Instructors would apply to designate their course section as a community-engaged course through an online self-evaluation form and the inclusion of a course syllabus. The application would be routed to the chair of that department for approval, with a notification to the college curriculum committee, and then to the Baccalaureate Council for final approval.

Submissions for section-level designation would be accepted up until one month prior to the deadline for courses to be entered into MyNIU for the upcoming semester for example, by January 15 for summer and fall courses and by September 15 for spring courses.

If approved as a community-engaged course at the section level, the department would select the community-engaged attribute when scheduling that section in a particular semester.

Case Example: PSPA 609 Human Resources in Public Service Organizations

> A small local government in northern Illinois is looking for some assistance in revamping their human resource website to include the most up-to-date human resource requirements, policies, and procedures. They do not have a human resource department so they reached out to the instructor of this course to see if a class may be interested in reviewing the current website and then making recommendations to improve it.

✓ Path 2: Course-level Designation

Course-level designation would require that all instructors who teach that course meet the criteria as a community-engaged course. It would remain designated in MyNIU for three years when the course would be evaluated for redesignation. The department could request to remove the designation through the curricular process or the designation would be removed if evaluation information is not received for the three-year review.

Faculty members would apply to designate an existing or new course as a community-engaged course through an online form in our new Curriculog system, including the attachment of a proposed syllabus with learning outcomes and assessments. The proposal would then be routed through the regular curriculum approval channels to the department chair, college curriculum committee and then the Baccalaureate Council for final approval, at which point, the course would be designated and the designation added to the catalog and MyNIU for the next catalog year. Submissions for course-level designation would follow the same deadlines for curriculum approvals.

Case Example: NNGO 592 Grant Proposal Seminar

> Every semester, the class works with several nonprofit organizations to develop grant proposals. The class is divided into teams and works with the nonprofit to decide which grant to pursue, develop a budget, write the case for support, and create a program evaluation.

Recognition

In addition to being visible to students through MyNIU, and in the undergraduate catalog for course-designated community-engaged courses, all community-engaged courses would be highlighted on the NIU website.

Future Opportunities

- Instructional staff (tenure and tenure track, clinical, instructors etc.) teaching a community-engaged course (section-level or course-level) could be eligible for an annual award such as Outstanding Faculty Community Engagement Teaching Award
- Support for software platforms to help manage community engaged projects
- Award for community partners
- Student scholarships
- Faculty funding for community-engaged courses
- Funding for peer mentors
- Faculty instructional support for development of community-engaged courses
- Community engagement certificates/minors (see Montclair State University minor in Leadership Development through Civic Engagement[9] or the Co-Curricular Leadership Certificate at the University of Illinois Chicago[10])
- Curricular and co-curricular community engagement bundling and recognition (see Community Engaged Scholars Transcript Designation at the University of Nebraska Omaha[11] or Civic Learning Distinction at the University of Pittsburg[12]).
- Showcase of community-engaged courses and community partners
- Becoming a campus partner of the Bonner Program[13]

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[9] Montclair State University https://www.montclair.edu/center-for-community-engagement/programs-and-initiatives/leadership-development-through-civic-engagement-minor/
[10] University of Illinois Chicago https://slce.uic.edu/leadership/leadership-certificate/
[11] University of Nebraska Omaha https://www.unomaha.edu/office-of-engagement/teaching-and-learning/transcript-designation.php
[12] University of Pittsburg https://www.studentsuccess.pitt.edu/civic-learning-distinction
[13] The Bonner Program https://www.bonner.org/the-bonner-program

Appendix A: Sample of Possible Courses

AHPT 622 External Clinical Experience I "Full-time clinical experience that provides the opportunity to apply previously learned skills under the guidance of qualified physical therapists."

ANTH 680 Graduate Internship in Anthropology "Supervised internship off-campus in anthropology-related field, with graduate-level tasks.

ARTE 544 Resources and Methods in Art Education "Foundation for using arts as an active process for learning at the middle school level, including experiential and theoretical tools."

EAE 690 Community Geography "Team research project focusing on an issue of practical concern to the northern Illinois community."

HDFS 631 Internship in Community Programs: Child Development "Supervised participation in professional settings".

HIST 600 Internship in Public History "Work experience in history-related institutions".

KNPE 544 Field Experience in the Elementary School "Practicum in supervised experiences that include observations, small group teaching, and large group teaching."

MEE 554 Alternative and Renewal Energy "Engineering design projects analyze performance, scalability, and sustainability of alternative and renewable energy."

MGMT 690 Integrative Leadership in Business "Integration of concepts and insights gained from the study of teams, talent, change, and self-leadership through project-based experiential learning and assessment/feedback."

MKTG 567 Global Marketing Management "Examination of the strategic aspects of global marketing, with focus on developing and analyzing marketing strategies for multinational corporations using an experiential learning approach.

NNGO 592 Grant Proposal Seminar "The semester-long project would be to develop a grant proposal in partnership with a nonprofit organization".

NURS 630 Nursing Education Practicum: Direct Care "Experience in an identified area of nursing practice with opportunities to integrate advanced knowledge and skills through a guided, multi-disciplinary, scholarly project to address a clinically based issue or question".

NUTR 510 Community Nutrition "Examination of nutrition needs of populations, intervention services, and public policy issues for community-based nutrition programs".

PHHE 631 Community Health Promotion Programs "Includes experiential involvement in health promotion programming, community assessment, material development, community capacity building, and preparation of health promotion activities."

PSPA 699 Public Service Capstone Project "The capstone paper must demonstrate the connection of theory to a relevant public service issue or problem".

UBUS 585 Business Consulting Project "Supervised student team projects conducted with selected business organization".

Expedited Graduate Proposals – May 6, 2024

For 2025-2026 catalog.

<mark>CHHS</mark>

<mark>3/8/2024</mark>

Graduate Catalog-Expedited-

SCHOOL OF NURSING

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

~~NURS 580: Seminar in Clinical Nursing (1-3)~~

~~Exploration of solutions to the development of nursing services in meeting current modern health needs. May include experimentation with new formats for communicating relevant information in fields requiring nursing expertise. May be repeated to a maximum of 9 semester hours if topic changes.~~

RATIONALE:

The motion is to delete NURS 580: Seminar in Clinical Nursing from the catalog. This course has not been taught since Spring 2013 and it is not a requirement for any of the graduate programs.

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

~~NURS 631 - Practicum in Nursing Education (1-3)~~

~~Independent experience in nursing education under faculty supervision. May be repeated to a maximum of 9 semester hours. Credit not applicable toward the M.S. in nursing. PRQ: Consent of school.~~

RATIONALE:

The motion is to delete NURS 631 - Practicum in Nursing Education from the catalog. This course has not been taught since Spring 2013 and it is not a requirement for any of the graduate programs.

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

~~NURS 632 - Practicum in Nursing Research 1-3~~

~~Independent experience under faculty supervision in selected components of the nursing research process. Activities may include proposal development, literature review, data collection, computer data entry, data analysis, and report writing. May be repeated to a~~

maximum of 9 semester hours. Credit not applicable toward the M.S. in nursing. PRQ: Consent of school.

RATIONALE:

This course has not been taught since Fall 2011 and it is not a requirement for any of the graduate programs.

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan 3

Principles underlying the primary care management of common health and illness issues across the adult lifespan (including young adults, adults, and older adults). Emphasis on the impact of health and illness on the individual within the context of culturally diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.

RATIONALE:

This course has never been taught. It was a requirement for the specialization as an Adult- Gerontology Primary Care Nurse Practitioner however, this specialization has been approved to be removed from catalog for 2024-2025 Catalog.

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan (3)

Principles underlying the primary care management of common health and illness issues across the adult lifespan (including young adults, adults, and older adults). Emphasis on the impact of health and illness on the individual within the context of culturally diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent or school.

RATIONALE:

The motion is to delete NURS 662: Adult-Gerontology Primary Care II: Adults across the Lifespan from the catalog. This course has never been taught. It was a requirement for the specialization as an Adult-Gerontology Primary Care Nurse Practitioner however, this specialization has been approved to be removed from catalog for 2024-2025 Catalog.

Course Deletion   **Course Catalog: LINK**   2025-2026 Undergraduate Catalog

NURS 664 - Tertiary Care Practice of the Adult-Gerontology Clinical Nurse Specialist (2)

Adult-Gerontology Clinical Nurse Specialist tertiary care practice in health promotion and management of human responses to health alterations across the adult lifespan (including young adults, adults, and older adults). Focus on epidemiology, symptomatology, interventions, and management. Emphasis on selected alterations that result in need for critical care interventions. PRQ: NURS 605 and NURS 606 and NURS

~~607 and NURS 608, or consent of school. CRQ: NURS 661 or NURS 662; or consent of school.~~

RATIONALE:

This course has never been taught. It was a requirement for the specialization as an Adult- Gerontology Primary Care Clinical Nurse Specialist however, this specialization has been approved to be removed from catalog for 2024-2025 Catalog.

<mark>CHHS</mark>

<mark>3/22/2024</mark>

SCHOOL OF HEALTH STUDIES

<u>Course Revision</u>   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 603. Behavioral and Social Aspects of Public Health (3)

Examination of the ways in which psychological, social, cultural, and political structures impact the health of populations. Discussion of the types and distributions of health problems within communities. Introduction to strategies for health promotion including an overview of needs assessment, public health-related theories and models, and the design of culturally relevant solutions such as policies, programs or interventions for public health practice. Discussion of the relationships among concepts of health, disease, and values. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
•   Students will benefit from a faster enrollment process by removing the pre-requisites.
•   Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
•   Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
•   The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

<u>Course Revision</u>   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 605. Biostatistics in Public Health (3)

Introduction to the use of biostatistical analysis of health indicators, vital statistics, population and demographic variables, and other data important to the practice of public health. Includes basic descriptive and analytical statistical concepts, visual presentation of data, and use of public access data sets with emphasis on the use of biostatistics in designing, implementing, and evaluating public health programs, measures that complement epidemiological techniques, and statistical methods commonly used in biomedical and health research. Includes an introduction to the use of a computer-based statistical software program. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
- Students will benefit from a faster enrollment process by removing the pre-requisites.
- Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
- Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
- The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 607. Public Health and Health Services Management (3)

Analysis of techniques in leadership and management applicable to public health and health care fields. Topics include budgeting and resource management problem solving and decision making, strategic planning, negotiation and mediation, marketing, and leadership and communication styles. Case studies demonstrate application of concepts. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
- Students will benefit from a faster enrollment process by removing the pre-requisite.
- Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
- Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
-
- The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 609. Problems and Issues in Environmental Health (3)
Analysis of contemporary national and international environmental problems and issues related to public health. Topics include principles of environmental toxicology, environmental risk assessment and risk communication, food safety, air quality, water contamination, solid and hazardous waste management, occupational injuries and diseases, and environmental health legislation and policy. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
- Students will benefit from a faster enrollment process by removing the pre-requisite.
- Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
- Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.

- The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 615. Health Systems & Policy (3)
An overview of the structure, function, and evolution of the U.S. health system and introduction to the policymaking and legal processes that underpin the individual health care and public health systems. Key topics include health system structure, health services financing, uninsured health coverage, prescription drug coverage, health care costs, quality of care, and long-term care services. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
- Students will benefit from a faster enrollment process by removing the pre-requisites.
- Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
- Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
- The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 651. Health Economics for Health Services Managers (3)
Study of principles, concepts, and methods of economic analysis applicable to the U. S. health sector. Applications include special characteristics of health care as a commodity and of the patient as a consumer; health insurance; determinants of cost and utilization; and effects on performance of different market structures, regulatory policies, and payment mechanisms. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
- Students will benefit from a faster enrollment process by removing the pre-requisites.
- Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
- Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
-
- The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 653. Financial Decision Making for Health Services Managers (3)

Theory, principles, concepts, and tools necessary to participate in the financial management process of health services organizations. Emphasis on assisting line managers to make informed decisions regarding the financial resources of any health

services organization. Discussion of health care financing via third-party payers, cash flow, capital projects, analysis and forecasting, budgeting, and other relevant topics. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
• Students will benefit from a faster enrollment process by removing the pre-requisite.
• Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
• Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
• The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

Course Revision   **Online Catalog: LINK**   2025-2026 Graduate Catalog

PHHE 655. Human Resource Management in the Health Care Setting (3)
Reading, discussion, and practice of techniques in the field of human resource management. Organizational practices to improve employee morale, health, motivation, and productivity. ~~PRQ: Admitted MPH students or consent of school.~~

RATIONALE:
• Students will benefit from a faster enrollment process by removing the pre-requisites.
• Improved clarity regarding prerequisites that are necessary for students to be successful in the course.
• Enrollment in the course could increase as a result of not having prerequisites prohibiting outside students from enrolling.
• The department/school will utilize reserve capacity to ensure admitted MPH students have access to required courses.

COLLEGE OF BUSINESS 4/09/2024

Other catalog change   2023-2024 Online Graduate Catalog LINK

College of Business
↓
Graduate Study in Business
The College of Business offers the Master of Business Administration ~~(M.B.A.)~~ (MBA), the Master of Accountancy ~~(M.A.C.)~~ (MAC), the Master of Accounting Science ~~(M.A.S.)~~ (MAS) ~~with an area of study~~, the Master of Science ~~(M.S.)~~ (MS) in finance, the Master of Science ~~(M.S.)~~ (MS) in digital marketing, the Master of Science ~~(M.S.)~~ (MS) in data analytics, and the Master of Science ~~(M.S.)~~ (MS) in management information systems. These programs are accredited by AACSB International-The Association to Advance Collegiate Schools of Business.
↓

Master of Business Administration
The ~~M.B.A.~~ ==MBA== 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.

==The MBA program has three formats (Online, Global, and One-Year) and one specialization, the Executive MBA. The Executive MBA specialization is designed for experienced professionals and focuses on four innovative mindsets (entrepreneurial, agile, global, and transformational).==

~~Check departmental information for additional requirements.~~

Master of Business Administration Learning Competencies
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 their 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 ==and the Executive MBA specialization== will have an additional competency.

NIU Online MBA graduates will:
- Identify and respond to opportunities

NIU Global MBA graduates will:
- Derive insights from data to inform global business decisions

NIU One-Year MBA graduates will:
- Evaluate plans to bring a new product or service to market within an organization

NIU Executive MBA graduates will:
- Evaluate strategies aligned with internal and external conditions to achieve long-term organizational success

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

Requirements for MBA admission are:
- One professional or academic letter of recommendation. Applicants have the option of submitting up to two professional/academic letters of recommendation.
- Statement of Interest. Applicants are required to submit a two- to three-paragraph statement of interest describing future aspirations, and why they are interested in pursuing the program.
- Professional Resume.
- Work experience is required for the Executive MBA ~~format~~ <mark>specialization</mark>, the One-Year Chicago MBA format, the One-Year Schaumburg MBA format, and the Online MBA format.
- GMAT
  - The GMAT is not required for the Executive MBA ~~format~~ <mark>specialization</mark>, the One-Year Chicago MBA format, nor the One-Year Schaumburg MBA format.
  - GMAT waivers for the Online MBA format and the Global MBA format are available if applicants meet one of the following:
    - Undergraduate/bachelor's degree GPA of 3.0 or higher
    - Earned graduate degree
    - Undergraduate GPA of 2.75 or higher, plus one of the following:
      - Work experience of 7+ years, or
      - Military experience, or
      - Professional certification

Credit Requirements
↓

Phase One Requirements
↓

Additional Executive MBA <mark>Specialization</mark> Phase One Requirement
For students pursuing the Executive MBA ~~format~~ <mark>specialization</mark>, 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.~~ <mark>Graduate</mark> Programs is required prior to graduation. Exception to this requirement may be approved by the Office of ~~M.B.A.~~ <mark>Graduate</mark> Programs.

All MBA students are required to complete a comprehensive exam prior to graduation. This exam will be used for program assessment purposes only.

Students are required to take the exam to graduate, but there is no individual scoring (grades or pass/fail) associated with the exam.

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 students M.B.A. MBA academic advisor, and should be used to meet particular career objectives. (9)

Additional Executive MBA Specialization Phase Two Requirement
For students pursuing the Executive MBA format specialization, 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 with the Graduate School. See "Graduation."

Program Specialization/Format Options and Locations
Contact the M.B.A. program office Office of Graduate Programs or webpage for information regarding delivery of the Executive MBA specialization and the One-Year, Global, and Online MBA formats and with their locations. For additional information on the Online MBA, please visit the online program webpage.

Rationale: The existing MBA degree program consists of four formats: the Executive MBA, the One-Year MBA, the Global MBA, and the Online MBA. The College of Business is proposing within this set of minutes that the Executive MBA instead be a

specialization. The Executive MBA specialization will appear on the student's diploma beneath the Master of Business Administration title. The One-Year MBA, the Global MBA, and the Online MBA formats will remain as options for graduate business students.

The Executive MBA specialization underscores a commitment to addressing the specific career development needs of executives. By tailoring the curriculum to the unique challenges and opportunities faced by senior professionals, NIU ensures that graduates of the Executive MBA specialization are well-prepared for leadership roles, thereby contributing to the overall success of its students in their careers.

In addition, the college has moved to centralized graduate advising. The previous Office of MBA Programs is now housing the graduate advisors with a revision to its name as the Office of Graduate Programs.

Other catalog change   2023-2024 Online Graduate Catalog LINK

Entrepreneurship (12)
Certificate of Graduate Study
↓
Applications are available in the College of Business Office of ~~MBA~~ <mark>Graduate</mark> Programs. Students must be in good academic standing to be eligible.
↓

Rationale: The college has moved to centralized graduate advising. The previous Office of MBA Programs is now housing the graduate advisors with a revision to its name as the Office of Graduate Programs.

Other catalog change   2023-2024 Online Graduate Catalog LINK

International Business (12)
Certificate of Graduate Study
↓
Applications are available in the College of Business Office of ~~MBA~~ <mark>Graduate</mark> Programs. Students must be in good academic standing to be eligible.
↓

Rationale: The college has moved to centralized graduate advising. The previous Office of MBA Programs is now housing the graduate advisors with a revision to its name as the Office of Graduate Programs.

Other catalog change   2023-2024 Online Graduate Catalog LINK

Managerial Leadership (12)
Certificate of Graduate Study
↓

Applications are available in the College of Business Office of ~~MBA~~ <mark>Graduate</mark> Programs. Students must be in good academic standing to be eligible.
↓

Rationale: The college has moved to centralized graduate advising. The previous Office of MBA Programs is now housing the graduate advisors with a revision to its name as the Office of Graduate Programs.

Section A

Approved Through the <u>Non-Expedited</u> Process

ALL UNIVERSITY SECTION

<u>Other Catalog Change</u>   CLAS 23.24.12.17   2023-24 Graduate Catalog   <u>LINK</u>

The Graduate School
↓
Graduate Programs
↓
College of Liberal Arts and Sciences
↓
Department of Biological Sciences

Master of Science (M.S.)

with optional specializations in
~~Bioinformatics~~
  Human Anatomical Sciences

Doctor of Philosophy (Ph.D.)
↓
Certificates of Graduate Study
↓
The certificates of graduate study offered by the university are listed below.

Adapted Physical Education
↓
Behavior Analyst
~~Bioinformatics~~
College Teaching
↓

Rationale: The Certificate of Graduate Study in Bioinformatics is being eliminated.

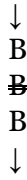<u>Other Catalog Change</u>   CLAS 23.24.12.18   2023-24 Graduate Catalog   <u>LINK</u>

Directory for Correspondence
↓
Graduate Degree Programs, Specializations, and Departments

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

↓
Behavior Analysis: See Special and Early Education
~~Bioinformatics: See Biological Sciences.~~
Biological Sciences: Neil Blackstone, Ph.D., departmental director of graduate studies
↓

Rationale: The Certificate of Graduate Study in Bioinformatics is being eliminated.

GRADUATE ITEMS

Approved Through the <u>Non-Expedited</u> Process

College of Liberal Arts and Sciences

DEPARTMENT OF BIOLOGICAL SCIENCES

<u>Other Catalog Change</u>   CLAS 23.24.12.02   2023-24 Graduate Catalog   <u>LINK</u>

~~Bioinformatics (16-17)~~

~~Certificate of Graduate Study~~

~~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~~

Rationale for Deletion:

The bioinformatic program has been deleted from department of biological sciences, and no faculty has the specialty to be in charge of the program.

BIOS curriculum committee responses to GC

1. Why bioinformatic program is being deleted?
   Bioinformatic is an important program. Unfortunately, we do not have faculty with the required specialty to lead/teach the essential program courses. The previous faculty who established the program relocated to another institute in 2018 and there is no new hire to lead the program since then. If bioinformatics is still listed in the catalog, it will mislead the applicants to apply to a program that we cannot offer anymore.

2. Are students being negatively impacted by this deletion?
   No. There are no graduate students currently in the bioinformatic program. This deletion will not negatively impact any current graduate students.