SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

School of Allied Health and Communicative Disorders

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**Course Revision**

AHRC 777. SEMINAR: REHABILITATION COUNSELING (3). Selected topics on the provision of rehabilitative services to persons with disabilities. May be repeated to a maximum of 12 semester hours, but only 9 semester hours may be applied to the master's degree in rehabilitation-counseling communicative disorders. PRQ: Consent of school.

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

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**All University Sections**

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**Northern Illinois University**

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**Accreditation and Affiliation**

In the College of Health and Human Sciences, … … (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. and a specialization in rehabilitation counseling with the M.A. in communicative disorders holds accreditation from the Council on Rehabilitation Education (CORE). The specialization … …

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

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**The Graduate School**

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**School of Allied Health and Communicative Disorders**

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

- Communicative Disorders
- with Specialization in Audiology
- Audiology
- Rehabilitation Counseling
- Specialization in Speech-Language Pathology
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Master of Science (M.S.) in Rehabilitation Counseling
Doctor of Audiology (Au.D.)
Doctor of Physical Therapy (D.P.T.)

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

Admission to Graduate Study

BOT/ IBHE Other Catalog Change Page 17, 2015-16 Graduate Catalog

Graduate Record Examinations (GRE)

In order to be admitted to the Graduate School, … … the M.S. Ed. in Kinesiology and Physical Education, the M.S. in rehabilitation counseling in the School of Allied Health and Communicative Disorders, or the M.S. in nursing in the School of Nursing and Health Studies, … …

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

Financial Support

BOT/ IBHE Other Catalog Change Page 44, 2015-16 Graduate Catalog

Maximum Time Frame Requirement

Master of Arts in Communicative Disorders 80
with a specialization in Rehabilitation Counseling

Master of Arts in Communicative Disorders 80
with a specialization in Speech-Language Pathology

Master of Arts in Psychology 72

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

School Section

BOT/ IBHE Other Catalog Change Page 162, 2015-16 Graduate Catalog
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

School of Allied Health and Communicative Disorders

The M.A. specialization in speech-language pathology … … for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association, state licensure, and school-licensure (Type 73, SLP-Non Teaching). The M.A. specialization M.S. in rehabilitation counseling is accredited by the Council on Rehabilitation Education and is designed to meet the academic and experiential requirements of the Certified Rehabilitation Counselor credential awarded by the Commission on Rehabilitation Counselor Certification.

Master of Arts in Communicative Disorders

Communicative Disorders
Specialization in Audiology
Rehabilitation Counseling
Specialization in Speech-Language Pathology

Master of Science in Rehabilitation Counseling
Doctor of Audiology (Au.D.)
Doctor of Physical Therapy (D.P.T.)

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 communicative disorders with a specialization in rehabilitation counseling, prospective students must submit completed application materials (application forms, official transcripts, GRE general test scores, and letters of recommendation) to the graduate school by the stated application deadline.

Grading Policies for Clinical Courses

Non-thesis Option

Specialization Master of Science in Rehabilitation Counseling
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

BOT 2/18/16, IBHE 3/8/16, GCCC Section B 10/12/15, Graduate Council 11/2/15

School of Health Studies (new)

All University Sections

Northern Illinois University

BOT/ IBHE Other Catalog Change Page 8, 2015-16 Graduate Catalog

Accreditation and Affiliation

In the College of Health and Human Sciences, … and Dietetics (ACEND). The undergraduate and graduate programs in nursing in the School of Nursing and Health Studies are accredited by the Commission on Collegiate Nursing Education (CCNE) and the master of public health program in the School of Health Studies is accredited by the Council on Education for Public Health (CEPH).

BOT 2/18/16, IBHE 2/29/16, GCCC Section B 11/9/15 Section B, Graduate Council 12/7/15

The Graduate School

BOT/ IBHE Other Catalog Change Page 10, 2015-16 Graduate Catalog

School of Family, Consumer, and Nutrition Sciences

Family and Consumer Sciences Education

School of Health Studies

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

with specialization in
Health Education, 6-12 and Middle School

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

with specialization in
Health Promotion
Health Services Management

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

with specialization in
Health Education, 6-12 and Middle School

Department of Military Science
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

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School of Nursing and Health Studies

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

with specialization in

Health Education, 6-12 and Middle School

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

with specialization in

Health Promotion

Health Services Management

Master of Science (M.S.)

Nursing

with specialization in

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

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

with specialization in

Health Education, 6-12 and Middle School

Directory of Correspondence

BOT 2/18/16, IBHE 2/29/16, GCCC Section B, Graduate Council 12/7/15

Directory for Correspondence

↓

Health Promotion: See Nursing and Health Studies

Health Sciences:

Health Services Management: See Nursing and Health Studies

Health Studies: James Ciesla, interim chair of school

↓

Nursing: See Nursing and Health Studies

Nursing and Health Studies: Jan Strom, Ph.D., chair of school

↓

Public Health: See Nursing and Health Studies

↓

Family Nurse Practitioner: Chair, School of Nursing and Health Studies

↓
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Health Education: Chair, School of Nursing and Health Studies
Nursing Education: Chair, School of Nursing and Health Studies
Public Health: Chair, School of Nursing and Health Studies

Admission to Graduate Study

Graduate Record Examinations (GRE)
In order to be admitted to the Graduate School, … in nursing and the D.N.P. in the School of Nursing and Health Studies, must have …

Educator Licensure Information

Academic Department/School
Nursing and Health Studies
History…

College of Health and Human Sciences Section

Dean: Derryl E. Block, Ph.D.
Associate Dean: James R. Ciesla, Ph.D.
Associate Dean: Beverly Henry, Ph.D.
School of Allied Health and Communicative Disorders
School of Family, Consumer, and Nutrition Sciences
School of Health Studies
Department of Military Science
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

**School of Nursing and Health Studies**

BOT 2/18/16, IBHE 2/29/16, GCCC Section B, Graduate Council 12/7/15

**School of Health Studies**

**Graduate Faculty**
- Jaeyong Bae, assistant professor, Ph.D., Emory University
- Lucy Bilaver, assistant professor, Ph.D., University of Chicago
- Wendy Bostwick, associate professor, Ph.D., University of Illinois, Chicago
- James R. Ciesla, professor, Ph.D., University of South Carolina
- Carolinda Douglass, professor, Ph.D., RAND Graduate School of Policy Studies
- Sarah Geiger, assistant professor, Ph.D., West Virginia University
- Jennifer Gray, associate professor, Ph.D., University of Illinois, Chicago
- Lynn Herrmann, assistant professor, Ph.D., University of Illinois
- Arlene Keddie, associate professor, Ph.D., University of Texas Health Science School of Public Health
- Jinsook Kim, associate professor, Ph.D., University of California, Los Angeles
- Tomoyuki Shibata, associate professor, Ph.D., University of Miami
- David Stone, associate professor, Ph.D., Boston University
- Ping Yao, associate professor, Ph.D., University of Missouri

The School of Health Studies offers programs of graduate study leading to a Master of Public Health (M.P.H.); and two certificates of graduate study-health education and public health. In addition, students seeking initial educator licensure or endorsement in health education may qualify for the M.A.T. or M.S.T. degrees with specialization in health education.

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.
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Department of Education.

The M.A.T. and M.S.T. degrees are administered by the university through the Graduate School with specializations in various teaching content areas. The M.A.T. with specialization in health education leads to initial educator licensure in health education for candidates with baccalaureate degrees. The M.S.T. with specialization in health education leads to endorsement to teach health education 6-12 and middle school for candidates who already hold a secondary educator license in another content area.

Criminal Background Checks and Drug Screening
Students in the M.A.T. are required to undergo criminal background checks and drug screening. The M.A.T. specialization in health education may be unable to place students in a student teaching setting if they have a positive drug screen or criminal record; therefore, the student may not be able to complete the program of required courses.

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.

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

Admission
Potential applicants for this program should consult with a program adviser about recommended course work. Admission to the program requires approval of an admissions committee. Preference is given to applicants who have had work or extensive volunteer experience in a public health or related agency. Procedures for admission to the program and other detailed information are available from the public health and health education programs office.

Grading Policy
M.P.H. students must earn a minimum grade of B in each of the eight core courses (PHHE 601, PHHE 603, PHHE 605, PHHE 607, PHHE 609, PHHE 611, PHHE 613, and PHHE 669).

Non-Thesis Option
A total of 43-46 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
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

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 in the United States (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 607 - Health Services Management (3)
PHHE 609 - Problems and Issues in Environmental Health (3)
PHHE 611 - Applied Research Methods in Public Health (3)
PHHE 613 - Principles and Methods of Epidemiology (3)
PHHE 669 - Community Health Planning (3)
PHHE 695 - Internship in Public Health and Health Education (3-5)
PHHE 698 - Master’s Comprehensive Examination (1)
One of the following specializations with adviser’s approval (15)

Specialization in Health Promotion
PHHE 621 - Theories and Principles in Health Promotion (3)
PHHE 631 - Community Health Promotion Programs (3)
Additional course work (9)

Specialization in Health Services Management
PHHE 651 - Health Economics for Health Services Managers (3)
PHHE 653\- Financial Decision Making for Health Services Managers (3)
PHHE 655 - Human Resource Management in the Health Care Setting (3)
Additional course work (6)

Thesis Option
Same requirements as the non-thesis option except that 6 additional semester hours of PHHE 699, Master’s Thesis, are required.

Master of Arts in Teaching (M.A.T.)
The student learning outcomes for this degree are located at

Specialization in Health Education, 6-12 and Middle School
A Master of Arts in Teaching (M.A.T.) with specialization in Health Education prepares candidates with a baccalaureate degree to apply for secondary licensure (Type 09) and middle school endorsement to teach health in Illinois secondary and middle schools. Successful completion of this specialization leads to health education initial educator licensure. Licensure is granted on the basis of completion of an accredited
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

program of study in health education, two recommended courses regarding middle school students and schools, and passing the required ICTS tests. By completing these requirements, students will demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in the content area.

Admission
All applicants to the M.A.T. program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty admissions committee of the specialization in health education. The completed application must include GRE scores, official transcripts verifying the applicant’s baccalaureate degree, two letters of recommendation from professors or supervisors that can provide supportive evidence of the applicant’s professional qualifications and potential for success in graduate study, and a writing sample that describes the applicant’s career goals and philosophy of health education.

Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student-at-large at NIU or as transfer credit, with their adviser’s approval, from another institution toward the M.A.T. degree.

Admitted candidates must pass the ICTS Test of Academic Proficiency prior to enrolling in PHHE 622.

Deficiency Study
Students are expected to enter the degree program with background in anatomy, physiology, nutrition, current health concepts including first aid and CPR, an introductory psychology course, and a basic educational technology course. Students may demonstrate their basic psychology knowledge by taking EPS 300 or its equivalent. Students may demonstrate their basic knowledge of the use of computers in education by completing ETT 229 or by passing a competency test. Students with inadequate background in health content knowledge may be required to make up these deficiencies with faculty adviser approval.

Requirements
The student must complete at least 46 semester hours of graduate course work; at least 34 of the 46 semester hours must be in health education. All courses outside health education must be approved by the school in advance.

The student must follow a program of study. This program will be designed by the student and his or her adviser and will be built upon the program requirements below.

In lieu of a comprehensive examination, the student must submit a completed capstone research-based project in the form of an electronic portfolio of a Teacher Work Sample to be reviewed by the faculty adviser. The portfolio is completed in the last semester of course work and contains required artifacts and reflections that demonstrate mastery of the professional teaching standards and degree requirements. If a student’s portfolio fails to pass as the capstone project, it may be repeated once with permission of the
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Program Requirements

Assessment (3)
ETR 520 - Introduction to Educational Research (3)

Diversity (6)
LTIC 501 – Multicultural Education: Methods and Materials (3)
SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 - The Middle School Child (3)
TLCI 522 - Middle School Organization and Instruction (3)

Pedagogy in Health Education (34-42)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
PHHE 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
PHHE 626 - Methods and Materials in School Health Education (3)
PHHE 682 - Clinical/Field Experience in School Health Education (1-3)
PHHE 684 - Middle School Student Teaching in Health Education (3-6)
PHHE 686 - Secondary School Student Teaching in Health Education (3-6)
One course from the following:
FCNS 602 - Issues in Eating Disorders and Obesity (3)
PHHE 510 - Death Education (3)
PHHE 512 - Consumer Health (3)
PHHE 605 - Biostatistics in Public Health (4)

Master of Science in Teaching (M.S.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Specialization in Health Education, 6-12 and Middle School
The Master of Science in Teaching (M.S.T.) with specialization in Health Education prepares teachers
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

with secondary licensure (Type 09) in another content area to teach health in Illinois secondary and middle schools. Successful completion of this specialization leads to health education and middle school endorsements. The endorsement is granted on the basis of 24 semester hours in health education, two recommended courses regarding middle school students and schools, and passing the ICTS Subject Area Test of Content Knowledge in Health Education. By completing these requirements, students will demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in the content area.

Admission
All applicants to the M.S.T. program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty admissions committee of the specialization in health education. The completed application must include GRE scores, official transcripts verifying the applicant’s baccalaureate degree, evidence of a current Type 09 Illinois Educator Licensure in a secondary content area other than health education, two letters of recommendation from professors or supervisors that can provide supportive evidence of the applicant’s professional qualifications and potential for success in graduate study, and a writing sample that describes the applicant’s career goals and philosophy of health education. Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student-at-large at NIU or as transfer credit, with their adviser’s approval, from another institution toward the M.S.T. degree.

Deficiency Study
Students are expected to enter the degree program with background in anatomy, physiology, nutrition, current health concepts including first aid and CPR, an introductory psychology course, and a basic educational technology course. Students may demonstrate their basic psychology knowledge by taking EPS 300 or its equivalent. Students may demonstrate their basic knowledge of the use of computers in education by completing ETT 229 or by passing a competency test. Students with inadequate background in health content knowledge may be required to make up these deficiencies with faculty adviser approval.

Requirements
The student must complete at least 36 semester hours of graduate course work; at least 24 of the 36 semester hours must be in health education. All courses outside health education must be approved by the school in advance. The student must follow a program of study. This program will be designed by the student and his or her adviser and will be built upon the program requirements below. In lieu of a comprehensive examination, the student must submit a completed capstone research-based project in the form of an electronic portfolio of a Teacher Work Sample to be reviewed by the faculty adviser. The portfolio is completed in the last semester of course work and contains required artifacts and reflections that demonstrate mastery of the professional teaching standards and degree requirements. If a student’s portfolio fails to pass as the capstone project, it may be repeated once with permission of the faculty member and approval of the school.
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Program Requirements

Assessment (3)
ETR 520 - Introduction to Educational Research (3)

Diversity (3)
SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 - The Middle School Child (3)
TLCI 522 - Middle School Organization and Instruction (3)

Pedagogy in Health Education (24)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
PHHE 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
One course from the following:
FCNS 602 - Issues in Eating Disorders and Obesity (3)
PHHE 510 - Death Education (3)
PHHE 512 - Consumer Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 626 - Methods and Materials in School Health Education (3)

Certificates of Graduate Study

Master’s Level Certificates
Two certificates of graduate study can be earned as a master’s student.

Health Education (15)
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
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

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 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
Two of the following (6)
FCNS 600A - Seminar in Nutrition and Dietetics (3)
FCNS 602 - Issues in Eating Disorders and Obesity (3)
FCNS 611 - Maternal and Child Nutrition (3)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
OR PHHE 510 - Death Education (3),
OR FCNS 584 - Family Theories (3)
PHHE 512 - Consumer Health (3)
PHHE 600 - Special Topics in School Health Education (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 609 - Problems and Issues in Environmental Health (3),
OR TLCI 520 - Environmental Quality Education (3),
OR TLCI 530 - Teaching Environmental Ethics (3)
PHHE 626 - Methods and Materials in School Health Education (3)
SOCi 552 - Women’s Health Issues (3)

**Public Health (16)**

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 (13)**

PHHE 601 - Introduction to Health Systems in the United States (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 613 - Principles and Methods of Epidemiology (3)
Course work from the following (3)
PHHE 533 - Principles of Long-Term Care Administration (3)
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

PHHE 535 - Ethical Decision Making for Health Professionals (3)
PHHE 537 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction (3)
PHHE 539 - Funding for Programs in Public Health (3)
PHHE 563 - Public Health Informatics (3)
PHHE 607 - Health Services Management (3)
PHHE 609 - Problems and Issues in Environmental Health (3)
PHHE 611 - Applied Research Methods (3)
PHHE 621 - Theories and Principles in Health Promotion (3)
PHHE 651 - Health Economics for Health Services Managers (3)
PHHE 653 - Financial Decision Making for Health Services Managers (3)
PHHE 655 - Human Resource Management in the Health Care Setting (3)

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.

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.

Course List
Public Health and Health Education
502 ……
699 ……

Note: The following struck-out text does not indicate deleted programs. They are moving from the School of Nursing (aka School of Nursing and Health Studies) to the new School of Health Studies.

School of Nursing (NURS, PHHE)
Chair: Jan Strom

Graduate Faculty
Maryann Abendroth, assistant professor, University of Florida
Jaeyong Bae, assistant professor, Ph.D., Emory University
Lucy Bilaver, assistant professor, Ph.D., University of Chicago
Derryl Block, professor, Ph.D., University of Pennsylvania
Wendy Bostwick, associate professor, Ph.D., University of Illinois, Chicago
Patricia Braun, assistant professor, D.Sc., Rocky Mountain University
Cathy Carlson, associate professor, Ph.D., Indiana University
James R. Ciesla, professor, Ph.D., University of South Carolina
Manju Daniel, assistant professor, Ph.D., Rush University
Carolina D. Douglass, professor, Ph.D., RAND Graduate School of Policy Studies
Sarah Geiger, assistant professor, Ph.D., West Virginia University
Jennifer Gray, associate professor, Ph.D., University of Illinois, Chicago
Lynn Herrmann, assistant professor, Ph.D., University of Illinois
Kari Hickey, assistant professor, Ph.D., Illinois State University
Arlene Keddie, associate professor, Ph.D., University of Texas Health Science School of Public Health
Jinsook Kim, associate professor, Ph.D., University of California, Los Angeles
Mary Elaine Koren, associate professor, Ph.D., Rush University
Kathleen Musker, associate professor, Ph.D., Loyola University
Nancy Oldenburg, associate professor, Ed.D., Northern Illinois University
Christina Papadimitriou, associate professor, Ph.D., Boston University
Donna Plonczynski, associate professor, Ph.D., University of Illinois, Chicago
Jeanette Rossetti, professor, Ed.D., Northern Illinois University
Tomoyuki Shibata, associate professor, Ph.D., University of Miami
David Stone, associate professor, Ph.D., Boston University
Jan Strom, professor, Ph.D., University of Illinois, Chicago
Ping-Yao, associate professor, Ph.D., University of Missouri

The School of Nursing and Health Studies offers programs of graduate study leading to a Doctor of Nursing Practice (D.N.P.), Master of Science (M.S.) in nursing, a Master of Public Health (M.P.H.), two post-master's certificates of graduate study-family nurse practitioner and nursing education; and two certificates of graduate study-health education and public health. In addition, students seeking initial educator licensure or endorsement in health education may qualify for the M.A.T. or M.S.T. degrees with specialization in health education.

↓

The M.P.H. curriculum ......... educator license in another content area.

The D.N.P. degree prepares .... DNP program are offered.

Criminal Background Checks and Drug Screening
Students in nursing and the M.A.T. are required to undergo criminal background checks and drug
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

screening. The nursing program and the M.A.T. specialization in health education may be unable to place students in a clinical or student teaching setting if they have a positive drug screen or criminal record; therefore, the student may not be able to complete the program of required courses.

Clinical Requirements: Graduate Nursing Programs
↓
Specialization in Nursing Education (15)
↓
Master of Public Health (M.P.H.)
The M.P.H. program prepares……. have been completed.

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

Admission
Potential applicants …… programs office.

Grading Policy
M.P.H. students must earn a minimum grade of B in each of the eight core courses (PHHE 601, PHHE 603, PHHE 605, PHHE 607, PHHE 609, PHHE 611, PHHE 613, and PHHE 669).

Non-Thesis Option
A total of 43-46 semester ……. semester hour total.

Requirements
PHHE 601—Introduction to Health Systems in the United States (3)
↓
PHHE 698—Master’s Comprehensive Examination (1)
One of the following specializations with adviser’s approval (15)

Specialization in Health Promotion
PHHE 621—Theories and Principles in Health Promotion (3)
PHHE 631—Community Health Promotion Programs (3)
Additional course work (9)

Specialization in Health Services Management
PHHE 651—Health Economics for Health Services Managers (3)
PHHE 653—Financial Decision Making for Health Services Managers (3)
PHHE 655—Human Resource Management in the Health Care Setting (3)
Additional course work (6)
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

**Thesis Option**
Some requirements as the non-thesis option except that 6 additional semester hours of PHHE 699, Master’s Thesis, are required.

**Master of Arts in Teaching (M.A.T.)**
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

**Specialization in Health Education, 6-12 and Middle School**
A Master of Arts in Teaching (M.A.T.) ........ in the content area.

**Admission**
All applicants to the M.A.T. program ........ enrolling in PHHE 622.

**Deficiency Study**
Students are expected ........ adviser approval.

**Requirements**
The student must ........ member and approval of the school.

**Program Requirements**

**Assessment (3)**
ETR 520 – Introduction to Educational Research (3)

**Diversity (6)**
LTIC 501 – Multicultural Education: Methods and Materials (3)
SESE 557 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

**Human Development and Learning (6)**
EPS 519 – The Middle School Child (3)
TLCI 522 – Middle School Organization and Instruction (3)

**Pedagogy in Health Education (34–42)**
PHHE 502 – Community Health Programs and Issues (3)

PHHE 686 – Secondary School Student Teaching in Health Education (3–6)
One course from the following:
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

- FCNS 602 – Issues in Eating Disorders and Obesity (3)
- PHHE 510 – Death Education (3)
- PHHE 512 – Consumer Health (3)
- PHHE 605 – Biostatistics in Public Health (4)

Master of Science in Teaching (M.S.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Specialization in Health Education, 6-12 and Middle School
The Master of Science in Teaching (M.S.T.) ........ content area.

Admission
All applicants to the M.S.T. ........ institution toward the M.S.T. degree.

Deficiency Study
Students are expected ........ adviser approval.

Requirements
The student must ........ member and approval of the school.

Program Requirements
Assessment (3)
ETR 520 – Introduction to Educational Research (3)

Diversity (3)
SESE 557 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 – The Middle School Child (3)

PHHE 624 – School Health Programs: Planning, Managing, and Evaluating (3)
One course from the following:
- FCNS 602 – Issues in Eating Disorders and Obesity (3)
- PHHE 626 – Methods and Materials in School Health Education (3)

Certificates of Graduate Study
Master’s Level Certificates

Two certificates of graduate study can be earned as a master’s student.

Health Education (15)

This certificate is designed to prepare students for positions in health education programs.

Requirements

- PHHE 620 – Current Issues in Health Theories and Concepts (3)
- PHHE 622 – Curriculum Development in School Health Education (3)
- PHHE 624 – School Health Programs: Planning, Managing, and Evaluating (3)
- Two of the following (6)
  - ECNS 600A, Seminar in Nutrition and Dietetics (3)
  - SOCI 552 – Women’s Health Issues (3)

Public Health (16)

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 (13)

- PHHE 601 – Introduction to Health Systems in the United States (3)
- PHHE 603 – Behavioral and Social Aspects of Public Health (3)
- PHHE 605 – Biostatistics in Public Health (4)
- PHHE 613 – Principles and Methods of Epidemiology (3)
- Course work from the following (3)
  - PHHE 533 – Principles of Long-Term Care Administration (3)
  - PHHE 655 – Human Resource Management in the Health Care Setting (3)

Post Master’s Certificates

- Middle School Endorsement in Health Education
- 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
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Seeking an endorsement in health education should plan a program of study in consultation with the faculty adviser in health education.

Course List

Public Health and Health Education
502........
‡
699........

BOT 2/18/16, IBHE 2/29/16, GCCC Section B, Graduate Council 12/7/15