COLLEGE OF EDUCATION

All University Sections

The Graduate School

Pres. Baker Other Catalog Change Page 10, 2015-16 Graduate Catalog

Department of Special and Early Education
Master of Science in Education (M.S.Ed.)
    Curriculum and Instruction
    Early Childhood Education
    Special Education
        with specialization in
        Advanced Special Education Practices
        Blind Vision Rehabilitation Therapy
    Early Childhood Special Education
    Learning Behavior Specialist I
    Orientation and Mobility
    Visual Impairments

Directory for Correspondence

Pres. Baker Other Catalog Change Page 13-14, 2015-16 Graduate Catalog

Graduate Degree Programs, Specializations, and Departments
↓
  Biological Sciences: Thomas L. Sims, Ph.D., departmental director of graduate studies
  Blind Rehabilitation: See Special and Early Education
↓
  Visual Impairments: See Special and Early Education
  Vision Rehabilitation Therapy: See Special and Early Education

Department of Special and Early Education

Pres. Baker Other Catalog Change Page 127, 2015-16 Graduate Catalog

Master of Science in Education in Special Education

Specialization in Advanced Special Education Practices
Specialization in Blind Vision Rehabilitation Therapy
Specialization in Early Childhood Special Education
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Specialization in Learning Behavior Specialist I
Specialization in Orientation and Mobility

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

Pres. Baker

Other Catalog Change Page 128-129, 2015-16 Graduate Catalog

Specialization in Blind Vision Rehabilitation Therapy

SEVI 585B - Internship in Rehabilitation Teaching of Persons with Visual Impairments (6)
SEVI 580B - Practicum in Rehabilitation Teaching for Persons with Visual Impairments (3)

One graduate level course in research, such as: SESE 792 or ETR 520 or approved by advisor. Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Specialization in Orientation and Mobility

This specialization prepares candidates to instruct individuals with visual impairments in the concepts and skills related to independent travel, and to obtain national certification as orientation and mobility specialists from the Association for Education and Rehabilitation of the Blind and Visually Impaired certification body of the Academy for Certification of Vision, Rehabilitation, and Education Professionals. Candidates may combine this specialization with the specialization for Blind Vision Rehabilitation Therapy and/or Visual Impairments.

Specialization in Visual Impairments

This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Blind Vision Rehabilitation Therapy candidates who successfully complete the program requirements … ….

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Department of Electrical Engineering

CUC/ UCC Interim Chair: Ibrahim Abdel-Motaleb Donald Zinger
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Graduate Faculty
  ↓
Master of Science in Electrical Engineering
  ↓
Requirements for Integrated Accelerated B.S./M.S. Sequence
This integrated accelerated sequence leads to both the B.S. and M.S. degrees in electrical engineering and is open to all undergraduate electrical engineering majors who finished at least 90 semester hours of undergraduate work with a minimum GPA of 3.00. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the integrated accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met.
  ↓
Students seeking to qualify for the integrated accelerated B.S. and M.S. sequence in electrical engineering must satisfy the following departmental requirements.
  ↓
Department of Industrial and Systems Engineering (ISYE)
  ↓
Integrated Accelerated B.S./M.S. Sequence
The plan is open to all industrial and systems engineering majors who have finished at least 90 semester hours of undergraduate work and have a cumulative GPA of at least 3.00. To enter the integrated accelerated sequence, a student must obtain early admission the NIU Graduate School, and formulate a detailed plan of study, working closely with a faculty adviser.

Department of Mechanical Engineering
  ↓
Master of Science in Mechanical Engineering
  ↓
Admission to the graduate program in mechanical engineering requires a baccalaureate degree in mechanical engineering or related areas such as physics, mathematical sciences, chemistry, computer science, and engineering disciplines. NIU undergraduate majors in mechanical engineering can, however, be admitted to the integrated accelerated B.S./M.S. sequence after finishing 90 semester hours with a GPA of at least 3.00.

COLLEGE OF HEALTH AND HUMAN SCIENCES
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School of Health Studies (new)

All University Sections

Northern Illinois University

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IBHE

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).

The Graduate School

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

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

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.)
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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/ Other Catalog Change Page 13-15, 2015-16 Graduate Catalog
IBHE

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
↓
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

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IBHE
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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

BOT/ IBHE

Academic Department/School
Nursing and Health Studies
History…

College of Health and Human Sciences Section

BOT/ IBHE

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
School of Nursing and Health Studies

School of Health Studies

BOT/ IBHE

NOTE: None of the programs highlighted below are new. They are only being moved from what will be the School of Nursing to the new School of Health Studies.

School of Health Studies (PHHE)
Interim Chair: James Ciesla

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

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. 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 coursework. 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 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)
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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 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.) 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 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.
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

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 faculty 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 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)
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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 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
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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.

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 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)
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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 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.

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
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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
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
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 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)

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.)
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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)
TLCL 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:
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 ........ 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)
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Two of the following (6)
FCNS 600A, Seminar in Nutrition and Dietetics (3),
SOCL 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
A middle school endorsement ......... 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.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Public Administration

Specialization in Local Government Management

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Specialization in Public Service Law and Management

Through a study of public administration and management in a legal context, students will gain an advanced capacity to assume a leadership role and use management skills to enhance the mission of government agencies and nongovernmental organizations as it relates to public law and management. In addition to learning skills and strategies for leadership and management, students will demonstrate an advanced ability to:

- Lead and manage in public governance with legal insights;
- Analyze, synthesize, think critically, solve problems, and make decisions related to the legal issues of a public organization;
- Articulate and apply a public service perspective while serving in a public organization or a law firm that serves nonprofit, local, state, and federal government agencies;
- Communicate, interact, and provide a legal perspective within a diverse and changing citizenry.

Students must demonstrate the ability to advance in one or more of the specialization competencies with a set of four or more law school courses (equivalent to 12 semester hours) approved by the department chair, and successful completion of the capstone project (PSPA 699B). Students enrolled in the Public Service Law and Management specialization must be enrolled in the NIU Law School or have earned a law degree from an accredited law school.