

examine coding and compliance issues and carefully explore the external environment which governs and regulates their actions as future health care managers. Not for graduate credit. Restricted to HCM majors/minors.

421-3 Professional Practice for Health Care Managers. Introduces students to the health care environment and the expectations of them as health care professionals. Emphasis is placed on professional development, professionalism, business correspondence and technical writing, patient-centered health care, customer relationship management, and networking. Resumes, internship site selection and related processes will be accomplished. Not for graduate credit. Restricted to HCM majors. Special approval needed from the academic advisor.

422-3 to 12 Health Care Management Internship. Students are assigned to a University approved health care organization engaged in activities related to health care management and to the student's career objectives. The student will perform duties and services as assigned by the preceptor by completing an assigned work project which is managerial/analytical and of value to the organization. Report logs and performance evaluations are required. Hours and credit arranged individually. Minimum 150 contact hours required. Mandatory Pass/Fail. No repeat allowed on Fail. Not for Graduate Credit. Prerequisite: Minimum grade of C in all HCM core courses. Restricted to HCM majors.

450-3 Management Problems in the Health Care Industry. The identification and study of problems related to management within the health care industry. The application of health care management theories, concepts and practices to the identified management problems. The use of written and electronic media research resources to produce a written problem solving report. May be independent study. Not for graduate credit. Prerequisite: HCM 401. Restricted to Health Care Management major or minor.

460-3 Lean Six Sigma in Healthcare. An introductory course focusing on the Lean Six Sigma approach to improving quality in healthcare organizations. An exploration of error prevention, problem solving, problem detection, change management, and effective and efficient process improvement. Cases will be used to demonstrate how the approach can be applied specifically to the healthcare industry. Restricted to junior standing and Health Care Management majors and minors.

499-1 to 6 Individual Study. Provides third or fourth year health care management students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Each student will work under the supervision of a sponsoring program faculty member approved by the HCM Academic Review committee. Not for graduate credit. Restricted to HCM majors.

Health Education (Major, Courses, Faculty)

Health Education offers a program in Community Health Education for those planning to conduct health education and health promotion activities in non-classroom settings. Consequently, all candidates are strongly urged to complete additional work in the field.

Psychomotor and verbal skills are required for students enrolled in Health Education 334 and 434. If questions arise concerning a student's ability in these areas, an assessment will be made prior to the end of the first week of the semester to determine whether the student possesses the necessary skills to remain in the course. The first aid coordinator in the Department of Health Education and Recreation will make the final decision.

Bachelor of Science Degree in Health Education, College of Education and Human Services

HEALTH EDUCATION MAJOR – COMMUNITY HEALTH EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Health Education 101 must be included in University Core Curriculum.	
<i>Requirements for Major in Health Education-Community Health Specialization</i>	54
Health Education 300, 312, 325, 326, 330, 334, 355, 407, 410, 413S, 414, 488, 490A,B, 491, 493	
<i>Allied Health 241 or appropriate anatomy and/or physiology course</i>	3-4
<i>Health Education or other Electives</i>	21-22
<i>Total</i>	120

Community Health Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
UCOL 101, HED 101	3	2
MATH 101, Core Humanities.....	3	3
SPCM 101, Core Science	3	3
Fine Arts, Core Social Science.....	3	3
<i>Total</i>	15	14
SECOND YEAR	FALL	SPRING
HED 413S, 300.....	3	3
Core Science, AH 241 or substitute	3	3-4
Core Social Science, Multicultural.....	3	3
Core Humanities, HED 325.....	3	3
Electives	3	3
<i>Total</i>	15	15-16
THIRD YEAR	FALL	SPRING
HED 312, 326	3	3
Electives	3	3
HED 355, 410	3	3
HED 334, 330	3	3
Elective, HED 488.....	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
HED 491	3	-
HED 407	3	-
HED 414	3	-
HED 493	3	-
HED 490A, B.....	-	12
Elective, Elective.....	3-4	3
<i>Total</i>	15-16	15

Courses (HED)

101-2 Foundations of Human Health. (University Core Curriculum) This course is designed to examine contemporary health-related issues for all dimensions of the individual - physical, mental, social, emotional and spiritual - through focus on health promotion and disease prevention. Emphasis is placed on maintaining or improving quality of life by developing personal and social skills (decision-making, communication, stress management, goal setting) across health education content areas, as well as identifying and accessing appropriate health-related resources.

200-3 Human Ecology. This course will explore a range of personal, social, economic, and environmental factors influencing health status and quality of life. Health determinants include biology, genetics, individual behavior, access to health services, and the physical/social environment. Interactive discussion will be integrated with laboratory experiences applying the scientific method to the study of health promotion and disease prevention.

300-3 Health Education: Foundations, Theory, and Practice. Provides a foundation to the health education profession. Includes an overview of historical, philosophical, theoretical, and research foundations; professional ethical issues; professional roles and responsibilities; and future directions. Enrollment limited to health education majors or those seeking health education endorsement.

311-3 Human Growth and Development. An overview of human development from conception through senescence. Designed for professional personnel who will be concerned with planning health programs for groups representing broad age ranges. Emphasis will be on physical, mental, and social dimensions of growth and development.

312-3 Emotional Health. Introduces knowledge and skills needed to acquire and maintain emotional health. A variety of individual and community issues that occur across the lifespan in our diverse, complex world will be examined.

325-3 Planning and Implementing Health Education Programs. Current theories and models related to planning and implementation of health education programs in various settings will be examined. Steps to program planning, including needs assessment, recruitment, developing program plans and implementation strategies will be discussed.

326-3 Evaluation in Health Education. This course covers the principles and methods for monitoring the implementation of health education and for assessing its impact. It also focuses on the development and selection of valid and reliable measures and the use of standardized scores and other appropriate statistics. Applications are completed in classroom and community

settings.

330-3 Consumer Health. An overview of the health marketplace and the processes involved in becoming an intelligent consumer of health information, products, and services. Topics will include health-related advertising, fads, fraud, legislation, watchdogs, healthcare options, self-care, complementary and alternative medicine, drugs, devices, major health problems, nutrition, and physical activity.

334-3 First Aid and CPR. Provides students with first aid and cardiopulmonary resuscitation knowledge and skill competencies necessary to care for injuries and provide assistance in emergencies. A nationally recognized First Aid and CPR certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Students will be required to pay a lab fee of \$15.

335-3 Construction Safety and Health. The course will introduce the student to principles of safety and health in the construction industry. The course will include identification of safety and health hazards, risk reduction measures, personal protection, and safety attitudes and training. Includes a study of the Safety and Health Regulations for Construction.

345-3 Emergency Planning and Response. This course focuses on key elements of emergency response plans, with particular emphasis given to holistic planning in both industrial and municipal settings, the relevance of hazard and risk assessment techniques to emergency response operations, personnel training, and multi-level coordination in both planning and operational phases of emergency response.

346-4 Motorcycle Rider Education Instructor Training. Provides prospective teachers with on-cycle teaching experience with beginner riders. Addresses program administration, scheduling, public information techniques, equipment procurement, evaluation and instructional technology. Certification as Motorcycle Rider Course Instructor can be obtained. Materials purchased from the Motorcycle Safety Foundation are required in this course. Special approval needed from the instructor.

351-3 Health Education in Early Childhood. A study of essential factors of health, nutrition, and safety as they apply to school environments of children birth to age eight. Emphasis will be given to nutritional needs, health routines, health appraisals, safety, hygiene, childhood illness, and social-emotional needs. Students will examine the relationship of the child, family, school, and community on the child's health and well-being.

355-3 Introduction to Community Health. Organization and administration in local, state, and national official and non-official health agencies, their purposes and functions, and an overview of methods for meeting community health needs and for solving community health problems.

402-3 Death Education. (Same as GRON 402) Designed to prepare educators to conduct learning experiences about death and dying in a variety of school, college, medical care, and community settings. Stress will be placed on developing brief, functional curricula and usable, imaginative, teaching-learning materials and on evaluating resource materials for use in educating at various levels of maturity.

403-3 Health Advocate Training. Provides students with knowledge and skills in the areas of peer health education, health advocacy, and referral. Instruction includes health care information from a wellness point of view. Prepares students

for practicum in health advocate program. Credit will not count toward a master's degree in health education. Special approval needed from the instructor.

407-3 Substance Use Prevention. Designed to prepare educators to plan, implement and evaluate substance use prevention programs. Emphasizes incidence/prevalence, etiology, risk factors, short- and long-term effects of substance use. Key elements of effective prevention programs are reviewed. Meets requirements of Illinois state law concerning drug education.

410-3 Human Sexuality. (Same as WGSS 411) Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases; contraceptive issues and concerns; sexual victimizations; and sexuality through the life cycle.

411-6 Emergency Medical Technician in the Wilderness. Placement of trained emergency medical technicians into a wilderness situation and having them adopt previously learned skills and newly developed skills. Prerequisite: HED 334 or 434.

412S-3 Driving Task Analysis: An Introduction. An introductory course that deals with the highway transportation system, traffic problems, the driving task, perception and implementation of the driver education classroom program. Observation of a teaching environment is included. A valid driver's license is required.

413S-3 Injury Prevention and Safety. Introduces the concepts and topics of injury prevention and safety. Course areas include: school, farm, consumer, fire, home, traffic, occupational, recreational, and disaster.

414-3 Sexuality Education. Focuses on knowledge/skills needed to address complex issues of sexuality education. Discussion will include challenges/resources for all health education settings and related disciplines. Purposes/goals, the nature of sexuality education teachers/learners, and "best practice" will be covered. Emphasis on developing competencies essential for professional practice.

415-3 Health Counseling. This course teaches basic communication skills and intervention strategies for helping people make positive health related lifestyle changes. It is not a course in therapeutic counseling; it focuses on helping average people to function in the healthiest way possible.

420-1 to 3 Special Topics/Independent Study. An area of study to be determined by students in consultation with health education faculty that goes beyond the current health education course offerings. 1 to 3 credits; may be repeated twice for maximum of 6 hours. Special approval needed from the instructor.

430-3 Health and Injury Control in a Work Setting. (Same as IT 430) Assesses the health and injury control programs present in a work setting. Emphasis given to employee programs in health, wellness, and injury control that are effective. Field trips to work sites are included.

434-4 Advanced First Aid and Emergency Care. Meets the needs of those in positions where advanced first aid and emergency care is required. A nationally recognized First Aid and CPR First Responder certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Prerequisite: HED 334 or consent. Students will be required to pay a lab fee of \$20.

435-2 Work Site Safety and Health Evaluation. This course covers methods of inspecting and evaluating health and safety hazards at a work site including analysis of specific job assignments. It also introduces the student to injury and incident investigation techniques. The course will include hands-on work site evaluation.

440-3 Health Issues in Aging. (Same as GRON 440) Course content includes demographic trends; physiological changes associated with aging; health care and consumer challenges; cultural differences; psychological effects of aging; housing; long-term care; retirement; care giving; and formal, informal, and community-based support systems.

441-3 Women's Health. The course deals with a wide variety of health concerns of American women as consumer in the current health marketplace. Major categories of topics include health products, health services, and sources of health information of particular interest to women. Emphasis is also placed on current health related issues of women. The major purpose of the course is to provide a basis for informed decision-making by the female consumer.

442S-5 Developing Vehicle Operational Skills: Driver Education Laboratory Experiences. Learning activities will focus on preparing the prospective driver educator to conduct activities which develop vehicle operational skills for a novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules and the conduct of learning experiences. Prerequisite: HED 412S.

443S-3 Developing Classroom Skills: Driver Education Classroom Experience. Learning activities will focus on preparing the prospective driver educator with the skills to teach in the driver education classroom with application to classroom organization, maintaining a safe learning environment, developing instructional modules, and conducting learning experiences. Prerequisite: HED 412S with a grade of C.

445-3 Advanced Driver Education Instructor Training. Prepares prospective instructors of advanced driving techniques. Emphasis is placed upon safe driving practices, vehicle dynamics, emergency vehicle operation, in-car response to simulated driving emergencies, and instructional techniques. Special approval needed from the instructor.

450-3 Health Programs in Elementary Schools. This course is designed to present key health-related concepts and skills to enable elementary teachers to deliver culturally-sensitive, developmentally-appropriate, standards-based instruction to elementary students. It will also provide an overview of coordinated school health programs and their relationship to academic achievement.

461-1 to 12 Health Education Workshop. A different focal theme each year; e.g., mood modifying substances, ecology, human sexuality, emotional and social health dimensions. Information, ideas, and concepts are translated into teaching-learning materials and approaches; continuing opportunity for interaction between prospective and experienced teachers.

470S-3 Highway Safety as Related to Alcohol and Other Drugs. Relationship between alcohol and other drugs and traffic accident causes. A review of education programs designed to minimize drug related accidents. Restricted to advanced standing or consent of instructor.

471-2 Health Education Instructional Strategies. This course is designed for graduate students who are teaching assistants in Health Education. The purpose of the course is to enhance professional skills of those who are responsible for teaching health education, general education, and first aid.

476-3 Stress Management. A study of the physiological, emotional and sociological stressors and their underlying mechanisms in states of disease and health. Particular emphasis is placed upon prevention and control of stress via self assessment techniques and proficiency in self control techniques such as biofeedback, autogenic training, meditation and progressive muscle relaxation.

480S-3 Traffic and Driver Education Program Development. Acquaints students with curriculum innovation, current philosophy, learning and teaching theories, and instructional designs. Students will develop learning packages and modules. Prerequisite: HED 443S or consent of instructor.

484-3 Preventing Violence in Educational Settings. Designed to prepare educators, administrators, and other professionals to plan, implement, and evaluate violence prevention, conflict resolution, and crisis intervention programs in educational settings. Incidence/prevalence, etiology, and risk/protective factors related to youth violence will be examined. Current theories and models related to program planning and implementation will be applied to design coordinated, integrated school/community programs. Based on current research, key elements of effective curricula and other program components will be reviewed.

485-3 Global Health. This course will present introductory principles and practices related to public health on a global basis. In this course we will analyze various public health aspects of global health, including: public health problems (chronic disease, infectious disease, injury, disability, malnutrition, etc.) affecting foreign countries, prevention and control efforts in foreign countries, United States involvement in global health problems, economic and social impact of global health problems, structure and function of health care systems, and the future of global health.

488-3 Environmental Health. This introductory course is designed primarily for health education students and is intended to provide a broad overview of key areas of environmental health as a public health discipline. This course contributes to students' understanding of the impact of environmental concerns in their role as public health educators.

489-3 Introduction to Biostatistics. An introduction to biostatistics; examination of theories of population projections; collection, organization, interpretation, summarization, and evaluation of data relative to public health happenings with emphasis on graphic presentation.

490A-2 to 12 Field Experiences in Schools, Community Health. Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: all required health education courses. Special approval needed from the instructor.

490B-2 to 6 Advanced Field Experience in School, Community Health or Injury Prevention Education. Advanced field observation, participation and evaluation of current school or community health education or injury prevention programs

in agencies relevant to student interests. Prerequisite: grade of B or better in HED 490A. Special approval needed from the instructor.

491-3 Health Teaching/Learning: School and Community. Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education.

493-3 Health Informatics. The application of technology to engage communities and individuals in behavior and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously evaluate, refine, and implement what works.

496-4 Industrial Hygiene. Provides a background in the recognition, evaluation, and control of toxic materials and hazardous physical agents in the work environment. Special approval needed from the instructor.

499-3 Rx: Education in Health Care Settings. Designed for members and potential members of the health care team to explore educational concepts and strategies applicable to a variety of health care settings. Includes rights and responsibilities of consumer and professional, determinants of health behavior, contrasting models of health care, communication skills, media and materials and planning, implementing and evaluating educational programs. Open to medical and dental personnel, nurses, health educators, dietitians, therapists, pharmacists, social workers, and related professionals.

Health Education Faculty

Birch, David A., Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1990.

Brown, Stephen, Associate Professor, Ph.D., University of Maryland, 2001.

Drolet, Judy C., Professor, *Emerita*, Ph.D., University of Oregon, 1982.

Fetro, Joyce V., Professor and Distinguished Teacher, *Chair*, Ph.D., Southern Illinois University, 1987.

Kittleson, Mark J., Professor, *Emeritus*, Ph.D., University of Akron, 1986.

Lacey, Ella P., Associate Professor, *Emerita*, Ph.D., Southern Illinois University, 1979.

Miller, Kim H., Associate Professor, Ph.D., Southern Illinois University Carbondale, 2000.

Ogletree, Roberta J., Professor, H.S.D., Indiana University, 1991.

Ratnapradipa, Dhitinut, Associate Professor, Ph.D., University of Utah, 2001.

Rice, Brian, Clinical Instructor, M.S., Southern Illinois University, 1996.

Ritzel, Dale O., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1970.

Vitello, Elaine, Professor, *Emerita*, Southern Illinois University Carbondale, 1977.

Welshimer, Kathleen J., Associate Professor, Ph.D., University of North Carolina, 1990.

Wilken, Peggy A., Clinical Assistant Professor, Ph.D., Southern Illinois University, 1995.

Zunich, Eileen M., Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1970.

History (Department, Major, Minor, Courses, Faculty)

A major in history consists of thirty-six semester hours of history courses. Students who plan advanced study in preparation for college teaching, law or other professional work are advised to take additional work in their proposed specialty. Students must consult with departmental advisors to choose a course of study that fits their needs, and they should also consult with college and career services advisors for assistance in determining their career goals.

Course selection must represent at least two geographical areas of history. Students must also complete a minimum of four courses at the 400 level, and they must take at least one non-Western history course at the 300 or 400 level. Papers written in History 392 meet the College of Liberal Arts Writing-Across-the-Curriculum (WAC) requirement. A number of 400-level courses also meet the WAC requirement. Please consult course descriptions. Students who receive a grade of B or higher in 100-level (CORE) History courses may receive credit toward the major. Consult with an advisor.

All history majors must meet with the department's undergraduate advisor each semester to keep up to date the records of their progress toward the degree and to receive advance approval of their courses. A 2.0 average in the major and a C grade or better in History 392 are required for graduation. A 3.0 average in the major and completion of History 392 are required before the department will approve student teaching. If the student is taking History 392 when applying to student teach, a letter indicating satisfactory performance from the instructor is required.

Transfer students must report to the department prior to their first semester of attendance. The department will accept up to 18 credit hours in history taken at other accredited institutions. All transfer students must take at least 18 semester hours in history at Southern Illinois University Carbondale.

Bachelor of Arts Degree in History, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	
(See Chap 4)	11
<i>Requirements for Major in History</i>	36
History 205A or 207A	3
History 205B or 207B	3
History 300	3
History 301	3
History 392	3
History electives, 300 level or above distributed in at least two fields of history ¹	21
<i>Electives</i>	32
These may include courses required for teaching certification in Social Sciences. ²	
<i>Total</i>	120