

## **Master of Science in Education in Health Education** **Master in Public Health, Community Health Education**

The Department offers a graduate program leading to the Master of Science in Education degree in Health Education. In addition, the department offers a Master of Public Health in Community Health Education. Persons interested in pursuing course work in either degree should initially consult the Director of Graduate Studies regarding appropriate courses and/or assignment to an adviser.

### **MS in Health Education** **Application**

Requirements for admission to the master's degree program in health education are:

1. Completion and submission of the Graduate School admission application. A \$35 application fee must accompany application.
2. Completion and submission of the Health Education Program admission application that includes a 300 - 500 word statement regarding experience, career goals, and research interests.
3. Submission of three recommendation forms.
4. Submission of a Graduate Record Exam (GRE) score. For further information on the GRE, call 1-800-GRE-CALL or visit their website at <http://www.gre.org>.
5. Submission of all **official transcripts** for previous undergraduate and graduate work.

All specified application materials must be submitted prior to the deadline directly to the Department of Health Education and Recreation, Southern Illinois University, Carbondale, IL 62901-4632. For further information, call (618) 453-2777.

### **Admission Requirements**

Applicants for the master's degree must have a 2.70 undergraduate grade point average (A = 4.0) to be admitted in good standing.

Only graduate level courses taken after a student's admission will be included automatically in the student's degree program. "Unclassified" hours or hours from other degree programs must be petitioned into the program. Courses eligible for inclusion in a degree program must be graduate level and cannot have been applied toward another degree.

An applicant with an undergraduate grade point average below 2.70 but above 2.40 may petition the department for conditional admission. For these students, the following will apply:

1. A student must take 12 hours of graduate level work in health education with a grade point average of at least 3.5. If then admitted to Health Education, the student will be allowed to apply no more than 6 of those credit hours toward degree requirements.
2. Health Education 533a and 533b cannot be taken until a student is formally admitted to the graduate program in health education.

For potential health education graduate students with an undergraduate grade point average of 2.70 or better who are taking courses as unclassified students, the following will apply:

1. No more than 6 hours of graduate credit can be applied toward the master's degree in health education.
2. Health Education 533a and 533b cannot be taken until a student is formally admitted to the graduate program in health education.

### **M.S. Degree Requirements**

A student must complete a minimum of 40 semester hours with the following core courses (26 - 29 hours) being required:

HED 401-3	Epidemiological Approaches to Disease Prevention and Control
EPSY 402-3	Basic Statistics (or equivalent)
HED 491-3	Health Teaching/Learning: School and Community
HED 500-3	Community Organization for Health Education
HED 526-3	Evaluative Approaches to Health Education
HED 533a-4	Foundations of Health Education I
HED 533b-4	Foundation of Health Education II
HED 599- 6	Thesis

Each student will work with a faculty adviser to select an additional 11 - 14 hours from courses within the Department of Health Education and Recreation or related courses from other departments.

With their adviser's approval, HED 491-3 may be waived if the student has completed a health education methods course as an undergraduate student, in another graduate program, or provides evidence of formal teaching experience.

### **MPH in Community Health Education**

#### **Application**

Application /Admission. Requirements for admission to MPH are:

1. Completion and submission of Graduate School admission application; a non-refundable application fee of \$50 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.
2. Completion and submission the Health Education Program admission application that includes a 300-500 word statement regarding experience and professional goals.
3. Submission of three recommendation forms
4. Submission of the Graduate Record Examination (GRE) test results.
5. Submission of **all** official transcripts for previous undergraduate and graduate work.

## **M.P.H. Degree Requirements**

A student must complete a minimum of 43 semester hours with the following core courses (40 hours) being required:

HED 401-3	Epidemiological Approaches to Disease Prevention and Control
HED 483-3	Health Care Systems in the United States
HED 488-3	Environmental Health
HED 489-3	Biostatistics
HED 500-3	Community Organization for Health Education
HED 510-3	Program Planning and Curriculum Development in Health Education
HED 525-3	Health Behavior and Health Education
HED 526-3	Research and Evaluative Approaches to Health Education
HED 532-3	Public Health Administration
HED 533a-4	Foundations of Health Education
HED 590-6	Practicum in Community Health
HED 598-3	Grant Writing

Each student will work with an advisor to select an additional 3 hours from courses within Health Education or related courses.

Applicants for the master's degree must have a 3.00 undergraduate grade point average (A=4.0) to be admitted in good standing.

Only graduate level courses taken after a student's admission will be included automatically in the student's degree program. "Nondeclared" hours or hours from other degree programs must be petitioned into the program. Courses eligible for inclusion in a degree program must be graduate level and cannot have been applied toward another degree.

### **Retention**

Any master's degree candidate with a grade point average of less than 3.25 after sixteen (16) semester hours of master's degree work will not be allowed to continue in the program or be readmitted at a later date. Students who are not making satisfactory progress are at risk of being dropped from the program. Students have six years after being admitted to the program to be completed with all requirements. Note: Applicants who do not start course work within one year after being admitted will be required to re-apply.

### **Application Deadline:**

**February 15 for Summer/Fall Admission**  
**September 15 for Spring Admission**

## Doctor of Philosophy Degree in Education

The Department offers a PhD in Education with a concentration in health education. Other than general requirements of the Graduate School for all Ph.D. degrees and of the College of Education and Human Services for all Ph.D. degrees in education, the Department requires satisfactory completion of HED 500, HED 510, HED 515, HED 525, HED 526, HED 533a, HED 533b, HED 536, and HED 597-2. Programs are individually developed with each student. All students must complete EPSY 506 and EAHE 587 or SOC 514. The course of study must also include one additional research methods course (qualitative or quantitative) depending on the research tool selected. A 2.75 or higher overall GPA for the three courses is required. Please note that eight of these hours selected for the research tools do not count for the 64 hours of the doctoral program. Any additional hours earned over those eight can count among the 64 hours.

### Application

Requirements for admission to the Ph.D. degree program in health education are:

1. Completion and submission of the Graduate School admission application. A \$35 application fee must accompany application.
2. Completion and submission of the Health Education Program admission application that includes a 300 - 500 word statement regarding experience, career goals, and research interests.
3. Submission of three recommendation forms.
4. Submission of the Graduate Record Exam (GRE) score. For further information on the GRE, call 1-800-GRE-CALL or <http://www.gre.org>
5. Submission of all **official transcripts** for previous undergraduate and graduate work.

All specified application materials must be submitted directly to the Director of Graduate Studies, Health Education, Southern Illinois University, Carbondale, IL 62901-4632. For further information, call (618) 453-2777.

### Admission

Applicants for the Ph.D. degree must have a minimal overall grade point average for all preceding graduate work of 3.25 (based on 4.0 = A).

Acceptance into the doctoral program will be based upon undergraduate grade point average, graduate grade point average, past experience, score on the MAT or GRE, and a minimum of three recommendations.

**Retention**

Any doctoral candidate with a grade point average of less than 3.25 after 16 semester hours of doctoral work will not be allowed to continue in the program or be readmitted at a later date. In addition, students may be removed from the program if they are not making satisfactory progress toward the degree. Students have five years after being admitted to candidacy to finish all requirements. Finally, students who are admitted into the PhD program but fail to start course work within one year must re-apply to the program.

**Application Deadline:**

**February 15 for Summer/Fall Admission  
September 15 for Spring Admission**

**Ph.D. Degree Requirements**

- 1. **Pro-Seminar Sequence** 8 hours  
 Education 590  
 Education 591  
*(Student is not eligible to take preliminary examination until these seminars have been completed.)*
- 2. **Professional Education and Electives** 17 - 34 hours
  - A. Professional Education 6 - 18 hours
  - B. Other Disciplines within the Total University 11 - 16 hours  
 Graduate School
- 3. **Health Education** 28 - 32 hours  
 HED 500, 510, 515, 525, 526, 533a, 533b, 536, and 597  
*It is highly recommended that all students adhere to the following sequence for HED courses:*

<i>Year 1 Fall - HED 533a &amp; HED 525</i>	<i>Year 1 Spring - HED 533b &amp; HED 526</i>
<i>Year 2 Fall - HED 510 &amp; HED 515</i>	<i>Year 2 Spring - HED 500 &amp; HED 536</i>
- 4. A demonstration of competency in educational statistics or successful completion of EPSY 506 and EAHE 587 or SOC 514. The course of study must also include one additional research methods course (qualitative or quantitative) depending on the research tool selected. A 2.75 or higher overall GPA for the three courses is required.  
*Student is not eligible to take the preliminary examination until the research tool has been completed.)*
- 5. **Dissertation** 24 hours

*A student may not register for more than six (6) dissertation hours until formally advanced to candidacy.*

### **Advancement to Candidacy**

A student must have completed 24 semester hours of coursework after admission to the doctoral program before being admitted to candidacy.

### **Course Descriptions**

Courses on the 100 - 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 400E-2 to 3      **Health Appraisal of School Children - Special Topics.** Includes the screening, testing, and evaluation for numerous health conditions related to hearing, vision, the cardiovascular system, skin, spine, and such diseases as diabetes, tuberculosis, herpes, and other such ailments. Included will be classroom lectures and presentations, a supervised practicum, and all students will develop a viable program in a particular problem area in a public school program.
- 401-3            **Epidemiological Approaches to Disease Prevention and Control.** Principles and practices in the cause, prevention, and control of diseases in various community settings. Prerequisite: 301 and 305 for undergraduate health education majors.
- 402-3            **Death Education.** 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. Prerequisite: consent of instructor.
- 405                **Sex Education.** Examines various programs of sex and family life education in schools, recognizing a range of community attitudes. Prerequisite: 301 and 305 for undergraduate health education majors.
- 407-3            **Substance Use Prevention.** Designed to prepare educators to plan, implement and evaluate substance use prevention programs in school and community settings. Emphasizes incidence/prevalence, etiology, risk factors, motivations and short / long term effects related to substance use. Based on current research, key elements of effective prevention programs are reviewed. Meets requirements of Illinois state law concerning education about alcohol

and other drugs for grades K - 12.

- 410-3      **Human Sexuality.** Provides detailed in-depth information on such topics as philosophical views of sexual behavior, sex techniques, sex therapy, sexual variations sexual anatomy and physiology, including the sexual response and changes with age and sexual development in childhood.
- 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: H. Ed. 310 or HED 434.
- 430-3      **Health and Injury Control in a Work Setting.** (Same as Industrial Technology 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 a complexity of first aid emergency care procedures are needed. American Red Cross and American Health Association certification may be obtained. Materials purchased from the American Red Cross and / or the American Health Association are required for this course. Consent of instructor required.
- 440-3      **Health Issues in Aging.** Students enrolled in the course will be involved in a wide variety of learning activities focusing on health needs of the elderly. The course is designed for students who have a special interest in health implications of aging.
- 441-3      **Women's Health.** The course deals with a wide variety of health concerns of American women as consumers 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: 302s.
- 443s-3      **Developing Classroom Skills: Driver Education Classroom Experiences.** 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 learning environment, developing instructional modules, and the conduct of learning experiences. Prerequisite: 302s

- 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. Prerequisite: consent of instructor.
- 446-4            **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 instruction technology. Certification as Motorcycle Rider Course Instructor can be obtained. Materials purchased from the Motorcycle Safety Foundation are required in this course. Prerequisite: consent of instructor
- 450-3            **Health Programs in Elementary Schools.** Orientation of teachers to health programs and learning strategies. Designed for elementary education majors.
- 455-3            **Computer Applications in Health Education.** Designed for students with little or no previous experience with computers. The course will be applications oriented, with an introduction to the potential uses of computers in the field of health education.
- 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. Prerequisite: 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, mediation 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: 443s or consent of instructor
- 483-3            **Health Care Systems in the US.** Background and development of

community health administration structures in the United States; the dynamics and trends evolving from current health and medical care programs and practices.

- 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, U.S. 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.** Application of the principles of learning to understanding people interacting with their environment. Emphasis placed upon individual and community responsibilities for promoting environmental health. Rural and municipal sanitation programs and practices are included.
- 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.
- 490-2 to 6        **Field Experiences in School, Community Health or Safety Education.** Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: 301-305, 326, 355, 491, and consent of 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. Prerequisite: 301 and 305, 405, and 407 or concurrent enrollment in 405 and 407 for undergraduate health education majors.
- 493-3            **Health Informatics.** The application of technology to engage communities and individuals in behavioral 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. Prerequisite: consent of 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, therapist, pharmacists, social workers, and related professionals.

- 500-3      **Community Organization for Health Education.** Theory and practices in community organization for health education; group work methods and leadership theories are explored. Field observations required.
- 510-3      **Program Planning and Curriculum Development in Health Education.** In this course similarities as well as differences between program planning and curriculum development will be examined. For both areas current theories, models and designs will be analyzed. The importance of and procedures for developing philosophy, goals and objectives will be studied. Processes used in selection of content, learning approaches, resource teaching/learning materials will be investigated. Implementation and evaluation issues will be addressed.
- 511-3      **Health Education Conference Practicum.** A summer practicum course taken in conjunction with 461, 462, or 463. Participants help plan the conference, analyze activities, suggest alternatives, assume leadership responsibilities, prepare conference proceedings and design a comparable experience with another focal theme. Prerequisite: consent of instructor.
- 515-3      **Review of Current Literature in Health Related Fields.** Develops a broad philosophical framework for health education and safety education, examining a variety of professional materials for their relevance to such a framework. Reading, reporting, discussing, and interacting in relation to issues of contemporary and future concerns by conceptualizing health as a process in the realization of individual and societal goals.
- 520-3      **Special Projects in Health Education.** Study of problems in health education and safety education culminating in a research paper.
- 525-3      **Health Behavior and Health Education.** Examines health-related motivation and behavior through the study of relevant psychological, sociological, and educational theory and research. Emphasis is on application of behavioral and behavior-change
- 526-3      **Research and Evaluative Approaches to Health Education.** Survey and analysis of health testing and knowledge and attitude tests, behavioral inventories, check lists, questionnaires, interviews and other techniques.
- 530s-3      **Research in Traffic Safety.** A study of unique problems related to traffic safety and a review and evaluation of contemporary studies. Prerequisite: graduate standing or consent of instructor.
- 532-3      **Public Health Administration: Principles and Practices.** This course will focus on the theory and practice of managing personnel and resources in public health-related organizations.

- 533a-4      **Foundations of Health Education I.** Historical and philosophical foundations of health education dealing with principles of the discipline and preparation for services as a professional. Consideration of theoretical models of health and health education, professional ethical issues and future directions.
- 533b-4      **Foundations of Health Education II.** Health education programs and program development and the interrelation of these with research and evaluation. Consideration is given to ethical, legal and political issues affecting health education. Prerequisite: 533a
- 536-3      **Professional Preparation in Health Education.** Considers national, state and local factors influencing professional preparation, accreditation and certification processes. Emphasis upon influences of official and non-official agencies. Historical perspective, the present status, and future directions of the profession.
- 541-3      **Issues In Health Care.** Examination of current and continuing issues in the provision, administration, financing, and regulation of health care services. Prerequisite: 483 or consent of instructor.
- 550s-3      **Current Developments in Traffic and Safety Education.** Current problems, trends, and research studies in traffic and safety education are reviewed, critiqued and evaluated.
- 555s-3      **Traffic Safety Management.** Course deals with highway safety legislation and other acts related to traffic safety. Application of safety management techniques, procedures, and structure of federal and state agencies are emphasized. Prerequisite: consent of instructor.
- 590-3 to 8      **Practicum in Community Health.** Students are assigned full-time to a community health agency for experiences in health education. Restricted to those specializing in community health.
- 592-8      **Practicum in Safety and Industrial Health.** Students are assigned full-time to a safety agency or industry for experience in either safety or industrial health. Restricted to those specializing in safety industrial health. Prerequisite: consent of instructor.
- 593-3      **Epidemiology.** This course will present principles and practices related to the study, prevention and control of health-related conditions in the human population. Emphasis will be placed on understanding the principle concepts of epidemiology, including aspects of disease distribution, epidemiologic methods, risk assessment of disease and injury, descriptive and analytic epidemiologic methods and study designs, and application of epidemiologic data to the prevention and control of disease and injury. Format for the class will include lecture and small group seminars.
- 597-1      **Seminar in Health Education.** Advanced graduate students discuss individual health projects and present research problems. Each will present a

dissertation prospectus. Students must register for one hour for two different semesters.

598-3                    **Institute: Writing Research Proposals.** Consideration is given to funding sources, proposal guidelines, procedures for support, budgetary requirements and evaluation procedures. Students examine different types of funded projects, develop a research prospectus and analyze the are of grantsmanship and political actions.

599-1 to 6            **Thesis**

600-1 to 32        **(1 to 16 per semester) Dissertation.**

601-1 per semester    **Continuing Enrollment.** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S / U or DEF only

**Health Education Faculty**  
**College of Education and Human Services**

**Birch, David A.** ([dabirch@siu.edu](mailto:dabirch@siu.edu)). Professor and Chair, Ph.D., Pennsylvania State University, 1990; 2001. Comprehensive school health education, coordinated school health promotion, leadership in school health education, parent/family involvement, professional preparation, teaching techniques.

**Brown, Stephen L.**, ([slbrown@siu.edu](mailto:slbrown@siu.edu)). Assistant Professor, Ph.D., University of Maryland, 2001; 2001. Stress management, mental health, anger, violence, worksite wellness.

**Drolet, Judy C.** ([jdrolet@siu.edu](mailto:jdrolet@siu.edu)). Professor, Ph.D., University of Oregon, 1982; 1982. Human sexuality, sexuality education, mental health, professional preparation, foundations of health education.

**Fetro, Joyce V.** ([jfetro@siu.edu](mailto:jfetro@siu.edu)). Professor, Ph.D., Southern Illinois University, Carbondale, 1987; 1997. Professional preparation, curriculum development, program planning, death education, substance use prevention, youth development, program evaluation, research design, marketing and advocacy program administration/management.

**Hammig, Bart J.**, ([bhammig@siu.edu](mailto:bhammig@siu.edu)). Assistant Professor, Ph.D., University of Kansas, 1997; 2000. Injury prevention & control, epidemiology, violence, research methods.

**Kittleson, Mark J.**, ([kittle@siu.edu](mailto:kittle@siu.edu)). Professor, Ph.D., University of Akron, 1986; 1989. AIDS, program planning, stress management, research design, vital statistics, teaching strategies, technology.

**Ogletree, Roberta J.**, ([bobbie@siu.edu](mailto:bobbie@siu.edu)). Associate Professor, H.S.D., Indiana University, 1991; 1991. School and college health education, foundations of health education, curriculum development, women's health, human sexuality education, professional preparation, health issues and aging.

**Rice, Brian M.**, ([rice@siu.edu](mailto:rice@siu.edu)). Clinical Instructor, M.S., Southern Illinois University, Carbondale, 1996; 1999. Occupational health and safety.

**Ritzel, Dale O.**, ([dritzel@siu.edu](mailto:dritzel@siu.edu)). Professor, Ph.D., Southern Illinois University, Carbondale, 1997; 1966. Injury control, occupational health and safety, child safety, computer applications, research design, the Internet, and traffic safety.

**Sarvela, Paul D.**, ([psarvela@siu.edu](mailto:psarvela@siu.edu)). Professor, Ph.D., University of Michigan, 1984; 1986. Program evaluation, community health and epidemiology, needs assessment and strategic planning.

**Vitello, Elaine M.**, ([elainev@siu.edu](mailto:elainev@siu.edu)). Professor, Ph.D., Southern Illinois University, Carbondale, 1977; 1977. Community health, content analysis, health care advertising, professional preparation, professional ethics.

**Welshimer, Kathleen J.**, ([welsime@siu.edu](mailto:welsime@siu.edu)). Associate Professor, Ph.D., University of North Carolina at Chapel Hill, 1990; 1990. Community organizing, women's and children's health, health psychology, community assessment and planning.

**Wilken, Peggy**, ([wilken@siu.edu](mailto:wilken@siu.edu)). Clinical Assistant Professor, Ph.D., Southern Illinois University, Carbondale, 1995; 1998. First aid and advanced first aid concepts, environmental health, sexuality, international health, emotional health, and aging.

### **Appointments with Faculty**

If you are interested in speaking with a member or members of the Health Education and Recreation faculty, please contact them through e-mail. If you do not have access, please call at (618) 453-4331 or (618) 453-2777.

## **Financial Aid Services**

The Financial Aid Office is located in the B Wing of Woody Hall. Students can contact any of the areas within the Financial Aid Office by calling the telephone switchboard at (618) 453-4334 or by stopping in from 8:00 a.m. to 4:30 p.m.

Financial Aid Advisement: Financial Aid advisors handle all aspects of a student's financial aid and are available to meet with students throughout the day. Students with questions may contact the financial aid team responsible for processing their financial aid. The first letter of the student's last name determines the financial aid team: A - G (Room B-310), H - O (Room B-341), P - Z (Room B-347).

Counseling and Special Services (Room B-360): The Counseling and Special Services area is available for students to make special arrangements or provide individual assistance beyond that provided by the financial aid advisors.

Student Employment Services (Room B-317): Student Employment Services coordinates with the academic and administrative offices all aspects of Federal Work-Study and regular student employment at SIUC. Student Employment Job Listings are maintained for all available student employment positions.

Veteran's Educational Services (Room B-353): A number of financial aid programs are available at SIUC for veteran and National Guard personnel. Veteran's Education Services assists with the processing of federal and state veteran benefits.

Scholarships and Private Grants Services (Room B-360): Scholarships and Private Grants Services coordinates many of the endowed scholarships for SIUC students and handles the processing of private grants and scholarships received by students for attendance at SIUC.

Short Term Loan Services (Room B-352): A limited amount of loan funds are available for emergency situations. Loans are based on financial aid awards and are repaid within the semester received.

## **Non-Traditional Student Services**

Designed to assist non-traditional students with their unique education, personal, and professional needs, Non-Traditional Student Services (NTSS) provides services for those students who are 24 years of age or older, are married, have dependents, are enrolled part time, or have been away from formal education for a period of time. Increasing the awareness of, and response to, non-traditional students and their spouses and families within the University environment are of primary concern. Services offered include assistance with the non-traditional student's transition into the University learning environment, general information and referral services, an emergency locator system for students who are parents, and newsletter and handbook publications especially designed for the non-traditional student. For assistance or additional information, contact Non-Traditional Student Services in the Student Development Complex, located on the third floor of the Student Center, telephone 453-5714.

## Important Phone Numbers

Admissions & Records	453-4381
Bursar	453-2221
College of Education Advisement	453-6340
College of Education Dean's Office	453-2415
College of Education Student Services	453-2354
Counseling Center	453-5371
Dept of Rehabilitation Services	453-3434
Disability Support Services	453-5738
Financial Aid	453-4334
Health Education & Recreation	453-4331
	or
	453-2777
Housing	453-2301
Library (Circulation Desk)	453-2531
Office of Transitional Programs	536-2338
Parking Division	453-5369
Police (Emergency)	911
SIUC Police	453-2381
Student Health Programs - Appointments	536-2391
Student Health Programs - Dial a Nurse	536-5585
Student Health Programs - Immunization Office	453-4454
Student Recreation Center	536-5531
University Career Services - Placement	453-2391
University Career Services - Testing Services	536-3303
University Career Services - Career Development	536-7528
Veterans Educational Services	453-2791

## Internet Sites of Interest

Saluki Net	<a href="http://salukinet.siu.edu/">http://salukinet.siu.edu/</a>
SIC Recreation Center	<a href="http://www.siu.edu/~oirs/Student%20Recreation%20Center.html">http://www.siu.edu/~oirs/Student Recreation Center. html</a>
SIUC Homepage	<a href="http://www.siu.edu/cwis/">http://www.siu.edu/cwis/</a>

**For more information on either the Health Education or Recreation programs at SIUC, please feel free to contact the department at:**

**Phone: (618) 453-4331**

**E-mail: [kitt@siu.edu](mailto:kitt@siu.edu)**

**Deaprtmental Web Page: [www.siu.edu/~hedrec](http://www.siu.edu/~hedrec)**

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