Health Sciences M.S.

College of Health and Human Sciences

Newly forming -
School of Interdisciplinary Health Professions

Health Sciences

M.S.

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1. Introduction

The Health Sciences M.S. is proposed to provide the educational content that prepares individuals to serve as medical, health service, or education leaders or managers. Strategic planning within the College of Health and Human Sciences (CHHS) prioritized development of stackable degree programs to meet job market demands and facilitate career changes and advancement. Presently, CHHS offers undergraduate programs that lead to a B.S. without a locally-available graduate program as a logical next step such as medical laboratory sciences and health sciences. Our undergraduate academic majors support students in the development of the knowledge and skills for careers in health and human services including health program administration, community programs, and supervision of clinical services. Some of these students include licensed clinicians with an Applied Associate of Sciences (A.A.S.) degrees who enroll in the degree completion program in Health Sciences (B.S.) such as dental hygienists, respiratory therapists, and emergency medical technicians. CHHS developed multiple articulation agreements with regional Community Colleges to identify the academic path from AAS to B.S. degrees. At the other end of the spectrum, CHHS is entering the fourth application cycle of the successful Health Sciences doctoral program (Ph.D.). This program provides an interprofessional orientation toward research and practice to prepare students from a wide range of professions to function in health-related academic and non-academic settings. Today, 38 doctoral students are enrolled with full- or part-time status. The Health Sciences Ph.D. is on target to meet the five-year projected enrollment with approximately two-thirds of the students for the first five years of the program enrolled within the first three years.

Thus, the Health Sciences (M.S.) will fill a gap in academic offerings for NIU students in Health Sciences and related degrees to progress from A.A.S. to B.S. and ultimately Ph.D. degree. More importantly, the Health Sciences M.S. will fill a niche in CHHS academic offerings to meet the market demand for working professionals in health and human services who wish to expand their skill sets through graduate study. The Health Sciences M.S. is intended to be delivered through online core coursework. Elective course offerings may be taken through face-to-face, blended, or online courses as the student deems appropriate. Students have the option to fulfill their electives through coursework in a selected content area or Certificate of Graduate Study.

2. Student Learning Outcomes (SLOs)

The objectives of the interdisciplinary Health Sciences M.S. program will be to support student abilities to:

1. Critically appraise research to evaluate the level of evidence supporting best practices;
2. Demonstrate preparedness for continued development of research and advocacy skills;
3. Demonstrate the interdisciplinary communication skills necessary to function effectively in today's professional and academic environments;
4. Apply in-depth knowledge of content areas to quality measurement of health and human services;
5. Become efficient in discerning, implementing, and evaluating new developments and advances in health sciences;
6. Evaluate legal and ethical considerations for professional practice;
7. Develop strategies for a diverse, culturally-aware work or learning environment;
8. Create a professional development plan for enhancing professional competency that includes a personal vision statement, philosophy, mission, and goals.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

- Not applicable

4. Curriculum Map

Course	Program Student Learning Outcomes							
	1. Appraise Evidence-Based Practice	2. Develop ongoing research and advocacy skills	3. Demonstrate interdisciplinary communication skills	4. Apply content areas to quality measurement of services	5. Evaluate new developments & advances in health sciences	6. Evaluate legal & ethical professional practice.	7. Develop strategies for diverse, culturally-aware work or learning settings	8. Create professional development plan
HSCI 560 or ETR 520 or HDFS 604 or NUTR 604X	D	D			D			
PHHE 605 or ETR 521 or BIOS 670	D			D	D			
PHHE 601 or HDFS 532 or HDFS 584		D		D	D	D	D	
HSCI 600	D, P		D, P	D, P	D		D, P	D
Course option focused on manage-ment			D, P	D			D	
HSCI 698	P	P			P	P		D, P
Elective course-work		D			D		D	
Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.								

5. Assessment Methods

Assessment Method	Description	Explanation				
		Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Student seminar presentation	Students are assigned a topic in which they are to: (1) evaluate the evidence that supports best practice; (2) develop a presentation of current practice and evidence-based recommendations; (3) present research to clarify and support their position; (4) demonstrate an awareness of alternative perspectives; (5) engage the audience in salient discussion points; and (6) deliver the presentation with enthusiasm, good use of time, and well-done visuals.	A student will receive a score of Meets (3) or better on a scale of 1 to 4 on each of the six performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the six performance criteria on the rubric).	During the 2nd half of the fall Seminar (HSCI 600)	Course instructor	1, 3, 4
Case study analysis	Students will participate in groups to review, analyze, and propose recommendations for a complex problem. Their case study reports will be evaluated on these criteria: (1) engagement in a collaborative process that supports interdisciplinary interaction and sharing of perspectives; (2) recommend solutions that include quality measurement of services; (3) incorporation of emerging issues through the synthesis of evidence; (4) exploration of legal and ethical implications of key issues; (5) develop informed conclusions that include an implementation strategy.	A student will receive a score of Meets (3) or better on a scale of 1 to 4 on each of the five performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the five performance criteria on the rubric).	During the mid-point of the Spring Seminar (HSCI 600)	Course instructor	3, 4, 5, 6

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Reflection paper on learning and career planning	Students will complete a written reflection paper on learning goals and career planning. Their paper will be evaluated on these criteria: (1) explain progress with personal learning goals for the graduate program; (2) reflect on needs to develop and implement research and advocacy skills related to their field; (3) meet requirements for written work that include quality, organization, and precision; (4) describes an action plan to meet professional goals for lifelong learning and career planning.	A student will receive a score of Meets (3) or better on a scale of 1 to 4 on each of the four performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the four performance criteria on the rubric).	During the final week of the Spring Seminar (HSCI 600)	Courser instructor	2, 3, 7
Professional Development Plan	Each student will complete a written portfolio that includes summaries, reflections, and a professional development plan drawn from their experiences and progress in core courses and determination of future goals. The professional development plan will be evaluated on the following criteria: (1) comment on evidence-based practices; (2) prioritize skills needed for ongoing research and advocacy; (3) critique emerging issues in their field; (4) implications of legal and ethical issues on professional practice; (5) meet requirements for written work that include quality, organization, and precision; and (6) comprehensively respond to committee feedback.	A student will receive a score of Meets (3) or better on a scale of 1 to 4 on each of the five performance criteria on the rubric.	80% of all students will meet the student-level target on the first attempt (i.e., receive a score of Meets (3) or better on each of the each of the five performance criteria on the rubric).	Written portfolio (HSCI 698)	Comprehensive examination committee	8

Assessment Method	Description	Explanation				
		Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Note. [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. [b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome							
	1. Appraise Evidence-Based Practice	2. Develop ongoing research and advocacy skills	3. Demonstrate interdisciplinary communication skills	4. Apply content areas to quality measurement of services	5. Evaluate new developments & advances in health sciences	6. Evaluate legal & ethical professional practice.	7. Develop strategies for diverse, culturally-aware work or learning settings	8. Create professional development plan
Student seminar presentation	F, D		F, D	F, D				
Case study analysis			S, D	S, D	F, D	F, D		
Reflection paper on learning and career planning		F, D	F, D			S, D	S, D	
Professional Development Plan	S, I	S, I			S, I	S, I		S, I
Mid-point survey	F, I	F, I	F, I	F, I	F, I	F, I	F, I	
Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.								