Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: __x_ New course   ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: HST 5750

2. **Title (*may not exceed 30 characters, including spaces*):** Program Planning Evaluation

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Health Program Planning and Evaluation

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 3-0-3

5. **Term(s) to be offered:** _x__ Fall __x_ Spring _x__ Summer ___ On demand

6. **Initial term of offering:** _x__ Fall ___ Spring ___ Summer **Year:** _2014_____

7. **Course description:**
    This course will provide both a theoretical and practical approach to program planning and evaluation ranging from individual-level health education and promotion programs to population-based health policy programs. Concepts covered will include needs assessment, interventions, implementation strategies, and process, impact, and outcome evaluation, models/designs, data collection, and analysis and interpretation strategies.

8. **Registration restrictions:**
    a. **Equivalent Courses**
        - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
        - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   _x__ No

    b. **Prerequisite(s)**
        - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

        - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes   __X_ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

    c. **Who can waive the prerequisite(s)?**
        X___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (Please specify)

    d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): NONE

    e. **Repeat status:** __X_ Course may not be repeated.

        ___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

    f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Admitted into the Graduate School.

    g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NONE

10. **Grading methods** (check all that apply): _**x**_ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

      ___ The grade for this course will not count in a student's grade point average.

      ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

      ___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

      ___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

          _**x**_ lecture ___ lab ___ lecture/lab combined ___ independent study/research

          ___ internship ___ performance ___ practicum or clinical ___ study abroad

          _x_ Internet __x_ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
   - **EIU graduates will write and speak effectively.**
   - **EIU graduates will think critically.**

- **EIU graduates will function as responsible citizens.**

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
   a. **Depth of content knowledge**
   b. **Effective critical thinking and problem solving**
   c. **Effective oral and written communication**
   d. Advanced scholarship through research or creative activity

National Commission for Health Education Credentialing (NCHEC) competencies can be found at http://www.nchec.org/credentialing/responsibilities/.

Student learning Outcomes: As a result of completing this course, students will be able to:	NCHEC Advanced-level Competencies	Assignments used to student learning

Assess needs, assets and capacity for health education
a. Depth of content knowledge
	Responsibility 1:
	  Sub-competency 1.12
	  Sub-competency 1.15
	  Sub-competency 1.5.2
	  Sub-competency 1.5.5
	  Sub-competency 1.5.6
	  Sub-competency 1.7.2
		In class group Activities/On-line Activities Community Needs Assessment Plan

Formulate specific, measureable, attainable, realistic and time sensitive objectives
b.Effective critical thinking and problem solving
	Responsibility 2:
	  Sub-competency 2.2.5
	  Sub-competency 2.3.3
	  Sub-competency 1.4.5
		In class group Activities/On-line Activities Goals & Objectives

Create a logic plan to guide the evaluation process ***b.Effective critical thinking and problem solving***	Responsibility 4: Sub-competency 4.1.13	In class group Activities/On-line Activities Logic Model
Design instruments to collect evaluation data ***b.Effective critical thinking and problem solving*** ***d. Advanced scholarship through research or creative activity***	Responsibility 4: Sub-competency 4.2.3	In class group Activities/On-line Activities Evaluation Instrument

Use communication strategies to obtain support for a program
c.Effective oral and written communication
	Responsibility V:
	  Sub-competency 5.2.1
	  Sub-competency 5.2.2
	  Sub-competency 5.2.3
		In class group Activities/On-line Activities Agency Memo & Interview

Facilitate partnerships in support of health education
b.Effective critical thinking and problem solving
	Responsibility V:
	  Sub-competency 5.5.1
	  Sub-competency 5.5.2
	  Sub-competency 5.5.4
		In class group Activities/On-line Activities Partnership Plan

Deliver messages using a variety of	Responsibility VII:	Program Proposal Written

strategies, methods and techniques c.*Effective oral and written communication*	Sub-Competency	Plan Program Proposal Presentation

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: SEE TABLE ABOVE**

3. **Explain how the instructor will determine students' grades for the course:**
   A = 90-100; B = 80-89; C = 70-79; F = 69-below
   - 10% - In class group Activities/On-line Activities
   - 5% - Community Needs Assessment Plan
   - 5% - Goals & Objectives
   - 5% - Logic Model
   - 5% - Evaluation Instrument
   - 5% - Agency Memo & Interview
   - 5% - Partnership Plan
   - 30% - Written Program Proposal
   - 30% - Program Proposal Presentation

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   All supplemental activities and resources will be available through the university Learning Management System (currently D2L). The system provides students with 24-hour online access to all course files, syllabus, PowerPoint files, web links, course assignment information, group activities and discussions.

   b. **Describe how the integrity of student work will be assured:**
   D2L provides access to Turnitin for student papers to prevent plagiarism. All assignments will be processed through Turnitin.
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
   D2L will be used for on-line discussions, activities, and communication. Both university email and D2L email will be used to communicate with students. The "User Progress" function in D2L will provide the instructor with reports of student learning and progress throughout the course and allow for instructor-student interaction when necessary.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Note: Table below assumes an additional 100 minutes of outside course work for every 50 minutes of allocated course time.

Week	Topics	F2F time Allotment	Hybrid Course	Online Course (expected time spent by students)
1	Introduction to course & syllabus; Goal setting Ch 1	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
2	Planning Concepts/Models/Theories Ch 3	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
3	Agency Identification, Contact, and Meetings	150 minutes	Agency meetings; 75 minutes Online discussion board & activity 75 minutes	Agency contacts 75 minutes Online discussions 75 minutes
4	Health Needs Assessment Ch 4	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
5	Defining the problem Ch 5	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
6	Program Theory and Interventions Ch 6	150 minutes	F2F 75 minutes; Online discussion board & activity75 minutes	Content review, readings: 75 Online activity 75 minutes
7	Program Rationale On-line Readings	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
8	Program Goals and Objectives Ch 7	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
9	Community Organizing & Community Building On-Line readings	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
10	Implementation Plan Ch 8	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
11-12	Program Evaluation Ch 9,10, 11, 12	300 minutes	F2F 75 minutes; Online discussion board & activities 225 minutes	Content review, readings: 150 Online activity 150 minutes
13-14	In – class Proposal Presentations	300 minutes	F2F 300 minutes	Video streaming Proposal Presentations 300 minutes

15	Agency Proposal Presentation	150 minutes	Presentation to Agency 75 minutes Online discussion board 75	Presentations to agency 300 minutes
	Total Minutes	**2250**	**2250**	**2250**

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   This will be a required course in the proposed Heath Studies Master's Degree program. The course covers several of the competencies required for Advanced-level Health Education Specialist
   endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC).

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
   b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
   This will be a required course in the proposed Heath Studies Master's Degree program. The course covers several of the competencies required for Advanced-level Health Education Specialist
   endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC).
   No prerequisites.

3. **If the course is similar to an existing course or courses, justify its development and offering.** NA

   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
   b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
   b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
   This course will be a required course for all candidates in the Department of Health Studies graduate program.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. NA

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Kathy Phillips, Dr. Sheila Simons, Dr. Misty Rhoads, Dr. Rich Cavanaugh or any member of the Health Studies faculty approved for graduate teaching. Online sections maybe taught by faculty with the appropriate expertise who have completed the online training for technology delivered courses at EIU.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**
   Issel, L (2013). Health Program Planning and Evaluation. Jones and Bartlett Publishers.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 10/22/13

Date approved by the college curriculum committee: 11/11/13

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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