

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: ☒ New course ☐ Revised course

### PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HST 5770
2. **Title (may not exceed 30 characters, including spaces):** Leadership & Ethics Hlth
3. **Long title, if any (may not exceed 100 characters, including spaces):** Leadership & Ethics for Health Professionals
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:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:**
7. **Course description:**  
A graduate level examination of the theory, skills, and applications concerning leadership and ethics within a health organization context.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
There are no similar courses on campus geared specifically to health professionals.
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ 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.  
**None**
    - 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 ☒ No  
  
If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
  - c. **Who can waive the prerequisite(s)?**  
☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - e. **Repeat status:** ☒ 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:  
Any student enrolled in 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].

10. **Grading methods** (check all that apply): ☒ 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.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad  
☒ Internet ☒ 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.**

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

<b>Graduate Level Learning Objectives:</b> <b>As a result of completing this course, students will be able to:</b>	<b>NCHEC Graduate Professional Competencies</b>
a. Demonstrate both proficiency and accuracy in oral and written presentations	<u>Responsibility 1:</u> <u>Competency 2.1:</u> <u>Competency 2.2:</u> <u>Competency 2.3:</u> <u>Competency 7.5:</u>
b. Explain why the study of leadership is important to professionals in the health industry and assess the challenges in the industry requiring quality leadership.	<u>Responsibility 1:</u> <u>Competency 1.2.1:</u> <u>Competency 1.2.2:</u> <u>Competency 1.5.2:</u> <u>Competency 1.5.6:</u>
c. Compare and contrast two or more Behavioral and/or Situation/Contingency theories or models of leadership.	<u>Responsibility 1:</u> <u>Competency 1.6.4:</u> <u>Competency 1.7.2:</u> <u>Responsibility 2:</u> <u>Competency 2.2.3:</u>
d. Assess and apply the elements of a strategic plan, operational plan, and how internal and external elements influence both in a health setting.	<u>Responsibility 1:</u> <u>Competency 1.1.2:</u> <u>Competency 1.5.5:</u> <u>Competency 1.5.6:</u> <u>Competency 1.7.2:</u>
e. Differentiate and summarize the levels of organizational culture and behaviors a health leader would perform to proactively change organizational culture.	<u>Responsibility 2:</u> <u>Competency 2.2.1:</u> <u>Competency 2.3.3:</u>
f. Analyze & illustrate personality type, leadership style, principles of foundational skills as revealed through leadership and leadership-related assessment instruments.	<u>Responsibility 3:</u> <u>Competency 3.3.2:</u> <u>Responsibility 7:</u> <u>Competency 7.1.1:</u>
g. Critique leadership personas and compare and contrast their individual leadership persona with examples from life experiences.	<u>Responsibility 3:</u> <u>Competency 3.3.2:</u> <u>Responsibility 7:</u> <u>Competency 7.1.1:</u>
h. Evaluate competencies found in healthcare leadership practice.	<u>Responsibility 3:</u> <u>Competency 3.1.1:</u> <u>Responsibility 4:</u> <u>Competency 4.1.1:</u>
i. Use analytical and critical thinking skills to make justifiable decisions necessary for a healthcare professional.	<u>Responsibility 1:</u> <u>Competency 2.1:</u> <u>Competency 2.2:</u> <u>Competency 2.3:</u> <u>Competency 7.5:</u>
j. Construct a five-year leadership development plan based on an ultimate health leadership position goal.	<u>Responsibility 4:</u> <u>Competency 4.1.1:</u>

	<u>Competency 4.1.2:</u> <u>Responsibility 5:</u> <u>Competency 5.1.1:</u> <u>Competency 5.2.2:</u>
k. Develop an integrated system of ethical and moral practices and summarize the potential impact of ethical and moral practices on health organizations.	<u>Responsibility 1:</u> <u>Competency 3.7:</u> <u>Responsibility 4:</u> <u>Competency 3.6:</u> <u>Responsibility 7:</u> <u>Competency 7.4.9:</u> <u>Competency 7.4.10:</u>
l. Apply ethical principles as they relate to health professions.	<u>Responsibility 1:</u> <u>Competency 3.7:</u> <u>Responsibility 4:</u> <u>Competency 3.6:</u> <u>Responsibility 7:</u> <u>Competency 7.4.9:</u> <u>Competency 7.4.10:</u>

**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:**

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

<b>Graduate Learning Goals</b>	<b>Student Learning Outcomes</b>
Depth of content knowledge	c-l
Effective critical thinking and problem solving	b,c,e,f,g,h,i,k,l
Effective oral and written communication	a,b,c,d,f,g,h,k
Advanced scholarship through research or creative activity	a,c,h,j,k

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

To achieve the objectives students will:	Evaluation of student learning/percent of grade	Total
a. Demonstrate both proficiency and accuracy in oral and written presentations	<ul style="list-style-type: none"> <li>• Class participation, practice scenarios and discussion - 5%</li> <li>• Reflective writing assignments – 5%</li> </ul>	10%
b. Explain why the study of leadership is important to professionals in the health industry and assess the challenges in the industry requiring quality leadership.	<ul style="list-style-type: none"> <li>• Class participation, practice scenarios, and discussion – 5%</li> <li>• Problem solving scenarios – 5%</li> </ul>	10%
c. Compare and contrast two or more Behavioral and/or Situation/Contingency theories or models of leadership.	<ul style="list-style-type: none"> <li>• Investigative papers – 5%</li> </ul>	5%
d. Assess and apply the elements of a strategic plan, operational plan, and	<ul style="list-style-type: none"> <li>• Class participation, practice scenarios, and</li> </ul>	5%

how internal and external elements influence both in a health setting.	discussion – 5%	
e. Differentiate and summarize the levels of organizational culture and behaviors a health leader would perform to proactively change organizational culture.	<ul style="list-style-type: none"> <li>Class participation, practice scenarios, and discussion – 5%</li> <li>Reflective writing assignments – 5%</li> </ul>	10%
f. Analyze & illustrate personality type, leadership style, principles of foundational skills as revealed through leadership and leadership-related assessment instruments.	<ul style="list-style-type: none"> <li>Reflective writing assignments – 5%</li> </ul>	5%
g. Critique leadership personas and compare and contrast their individual leadership persona with examples from life experiences.	<ul style="list-style-type: none"> <li>Class participation, practice scenarios, and discussion – 5%</li> </ul>	5%
h. Evaluate competencies found in healthcare leadership practice.	<ul style="list-style-type: none"> <li>Class participation, practice scenarios, and discussion – 5%</li> <li>Investigative papers – 5%</li> <li>Position Paper – 10%</li> </ul>	20%
i. Use analytical and critical thinking skills to make justifiable decisions necessary for a healthcare professional.	<ul style="list-style-type: none"> <li>Class participation, practice scenarios, and discussion – 5%</li> <li>Problem solving scenarios – 5%</li> </ul>	10%
j. Construct a five-year leadership development plan based on an ultimate health leadership position goal.	<ul style="list-style-type: none"> <li>Reflective writing assignments – 5%</li> </ul>	5%
k. Develop an integrated system of ethical and moral practices and summarize the potential impact of ethical and moral practices on health organizations.	<ul style="list-style-type: none"> <li>Problem solving scenarios – 5%</li> </ul>	5%
l. Apply ethical principles as they relate to health professions.	<ul style="list-style-type: none"> <li>Class participation, practice scenarios, and discussion – 5%</li> <li>Problem solving scenarios – 5%</li> </ul>	10%

### **Leadership class participation and discussion activities:**

SWOT Analysis, Strategic Planning Exercise, Health Leadership Development Activities, Practice Case Studies in a health care setting, and Discussions of Health Topics.

**Online Discussions:** Online weekly discussions will be conducted over ethical issues, leadership theories, and textbook chapters concerning health issues.

**Problem Solving Scenarios & Leadership/Health Administration/Ethics Case Studies:** Written critiques will address questions that will be handed out at the beginning of the semester.

**Reflective Writing Assignments, Investigative Paper & Critical Health Issues Position Paper:** Students will prepare reflective essays, topic analysis, debate summaries, and a position paper utilizing peer review and rubrics to analyze their skills in clarity, grammar, professional writing style, APA compliance, completeness, accuracy, conciseness, use of knowledgeable sources, application of knowledge, and evidence of transformation from the writing experiences.

### **3. Explain how the instructor will determine students' grades for the course:**

Type of Assignment	Percentage of Overall Course Grade
Class Participation, Practice Scenarios, Discussion & Online Discussion	40%
Problem Solving Scenarios & Case Studies	20%
Reflective Writing Assignments	20%
Investigative Papers/Position Paper	20%
Total	100%

**Grading Scale:**

100-90% = A

89-80% = B

70-79% = C

<70% = F

**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. Online discussions will be conducted to explore course content in greater detail.

**b. Describe how the integrity of student work will be assured:**

Papers and writing assignments: Paper topics will be developed and approved by the instructor, which allows the instructor to decrease the potential for intentional plagiarism. Papers can be assessed by outside tools such as Turnitin to ensure the work is the student's own. Instructors may require a rough draft with subsequent revision, which also reduces the opportunities for cheating. These techniques would be appropriate for any of the delivery modalities.

Presentations: Presentation topics are developed by the instructor, as the paper topics are. Instructors can check source materials, and search the web to ensure the presentation has not been copied directly from someone else's work.

**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.**

N/A

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.

Weeks	Topics	F2F time Allotment	Hybrid Course	Online Course (expected time spent by students)
1	Introduction to course & syllabus; Benefits of Leadership Study Leadership Ch 1 & 2	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
2	Leadership Concepts/Models/Theories Leadership Ch 3 & 8	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
3	Leadership in Practice & Leadership Competencies Leadership Ch 4 & 5	150 minutes	Content review; 75 minutes Online discussion board & activity 75 minutes	Content review 75 minutes Online discussions 75 minutes
4	Leadership & Research Leadership Ch 7	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
5	Leadership in Health Organizations Leadership Ch 9	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
6	Ethics in Health Leadership Leadership Ch 10	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
7	Evaluation & Measuring Outcomes Leadership Ch 11	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
8	Current & Future Leadership Challenges Leadership Ch 13 & 14	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
9	Human Resources Issues & Mentoring	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75

	Leadership Ch 15 & 16		minutes	Online activity 75 minutes
10	Theory of Healthcare Ethics & Principles of Ethics Ethics Ch 1 & 2	150 minutes	F2F 75 minutes; Online discussion board & activity 75 minutes	Content review, readings: 75 Online activity 75 minutes
11-12	Ethical Case Studies, Position Papers, & Critical Issue Debate Preparation Online Resources	300 minutes	F2F 75 minutes; Online discussion board & activities 225 minutes	Content review, readings: 150 Online activity 150 minutes
13-14	In – class Critical Issue Presentations	300 minutes	F2F 300 minutes	Video streaming Proposal Presentations 300 minutes
15	Presentation	150 minutes	Presentation to class 75 minutes Online discussion board 75	Presentations to class & presentation critiques: 300 minutes
	<b>Total Minutes</b>	<b>2250</b>	<b>2250</b>	<b>2250</b>

## PART IV: PURPOSE AND NEED

### 1. Explain the department's rationale for developing and proposing the course.

This is a required course of the new graduate program in the Department of Health Studies. The course material also meets multiple competencies required by the National Commission for Health Education Credentialing (NCHEC) Competencies.

- 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.** This is not a general education course
- b. **If the course or some sections of the course may be technology delivered, explain why.**  
This course will be a required course in the new Department of Health Studies graduate program. Having multiple modalities allows us to better serve the needs of our graduate students.

### 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course of the new graduate program in the Department of Health Studies. The course material also meets multiple competencies required by the National Commission for Health Education Credentialing (NCHEC) Competencies.

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

This course is not similar to any existing courses.

- 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. N/A**

## **PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Ms. Anita Sego, Dr. Julie Dietz, Dr. Dejan Magoc, Dr. Misty Rhoads, or any member of the Health Studies faculty approved for graduate teaching. Online sections may be taught by faculty 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):**  
 Ledlow, G. & Coppola, M. (2011). *Leadership for Health Professionals: Theory, Skills, and Applications*.  
 Cooper, T. (2012). *The Responsible Administrator: An Approach to Ethics for the Administrative Role*, 6<sup>th</sup> Edition.

## **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.**  
 No transfer will be accepted.

## **PART VII: APPROVALS**

**Date approved by the department or school:** 10/24/13

**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).

## Student Success Center

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

## Career Services

<http://www.eiu.edu/~careers/>

**581-2412**

## Disability Services

<http://www.eiu.edu/~disabltv/>

**581-6583**