

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 5600
2. **Title (may not exceed 30 characters, including spaces):** Essentials International Hlth
3. **Long title, if any (may not exceed 100 characters, including spaces):** Essentials of International Health
Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
4. **Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
5. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014
6. **Course description:** This course is designed for students to develop worldwide perspectives as they research, analyze, and compare similarities and differences among the health and wellness practical issues and applications. The course assists students in developing awareness, skills and competencies necessary to become effective and viable global citizens in a diverse world.
7. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None.
 - 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.

No prerequisite(s).
 - 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): None

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 admitted to the graduate school.

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

8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
N/A

9. **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).

10. **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. Examine contemporary global health issues through a multidisciplinary lens, with analyses of the historical, political, economic, cultural, and geographic forces that shape the history and current application of health interventions.
 - b. Analyze and compare factors that enhance or compromise health, health education, and wellness.
 - c. Compare and contrast factors that influence health behaviors.
 - d. Delineate and analyze health and wellness beliefs and values within a cultural context.
 - e. Appraise the impact of individual experiences, language, culture, and community values on students' learning and information processing styles.
 - f. Assess, differentiate, and evaluate the effects individuals have on the community's health, and the effects the community has on individual's health.
 - g. Select and implement appropriate techniques that empower individuals and communities to improve their health and wellness.
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- 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:**
 - **Depth of content knowledge**
 - **Effective critical thinking and problem solving**
 - **Effective oral and written communication**
 - **Advanced scholarship through research or creative activity**

Student Learning Outcomes:	University Learning Goals
a-d	Depth of content knowledge
b-e	Effective critical thinking and problem solving
g	Effective oral and written communication
f	Advanced scholarship through research or creative activity

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

	Objective a	Objective b	Objective c	Objective d	Objective e	Objective f	Objective g
Quizzes	X	X	X	X			
Reflection Papers	X	X	X	X			
Discussions	X	X	X	X	X	X	
Presentation							X
Research Paper						X	X

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

1. Quizzes 20%
2. Reflection Papers 15%
3. Discussions 15%
4. Presentation 25%
5. Research Paper 25%

100 - 90% = A

89 - 80% = B

79 - 70% = 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:

- (1) All supplemental materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn.
- (2) Links to current articles and other web resources pertinent to course material will be provided through the LMS.
- (3) Online discussions will be conducted to explore greater detail and controversial aspects of course content.

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

Exams in technology-delivered courses will be delivered within the currently available online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question delivery, etc., as well as providing tracking data about when students log in to the system

to take a test. In many ways, this makes it easier to spot students who may be working together while taking the exam.

- 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.):**

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email. Other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

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 *.) N/A**

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.

	Topic Covered	F2F time allotment	Hybrid Course	Online Course (expected time spent by student)
Week 1	Introduction and Historical Perspectives	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Week 2	Health Indicators in International Health	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Weeks 3	The Role of Culture and Behavior in Health	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes

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				minutes
Weeks 4	Infectious and Communicable Diseases	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Week 5	Noncommunicable Chronic Diseases	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Week 6	Malnutrition, Nutritional Deficiencies, and Obesity	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Weeks 7	Environmental Health and Population Issues	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Week 8	Women's Health	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Week 9	Child Health	150 minutes	F2F: 75 minutes Online: discussion board (75 minutes)	Content review, reading: 75 minutes Web-based assignments: 75 minutes
Weeks 10-11	Mental Health	300 minutes	F2F: 150 minutes Online: discussion board (150 minutes)	Content review, reading: 150 minutes Web-based assignments: 150 minutes
Weeks 12-13	World Health Systems	300 minutes	F2F: 150 minutes Online: discussion board (150 minutes)	Content review, reading: 150 minutes Web-based assignments: 150 minutes
Weeks 14-15	Future Issues in International Health	300 minutes	F2F: 150 minutes Online: discussion board (150 minutes)	Content review, reading: 150 minutes Web-based assignments: 150 minutes

PART IV: PURPOSE AND NEED

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

- 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.

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.**
N/A
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 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.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Dejan Magoc or any member of the Health Studies faculty with the appropriate professional background and who has been 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):**

Sharma, M. & Atri, A. (2010). Essentials of International Health. Sudbury, MA: 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.

N/A

PART VII: APPROVALS

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

Date approved by the college curriculum committee:

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