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 5700

2. **Title (***may not exceed 30 characters, including spaces***):**   Health Behavior

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** Theories and Principles of Health
    Behavior

4. **Class hours per week, lab hours per week, and credit [***e.g., (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____**

Course description:
An in-depth examination of social and behavioral science theory, research, and practice as related to promoting and maintaining health behaviors   Founded on the premise that health behavior and behavior change programs are most beneficial when based within a theoretical framework, emphasis will be placed on critical analysis of theory utilization in practical context, including individual- and community-based interventions.

7. **Registration restrictions:**
    a. **Equivalent Courses**
        *   **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). This course is similar to other behavior methods courses in any social science discipline. However, all assignments and discussions will be specific to the health field. As this course is required for the masters' program and prepares students for their thesis, we do not foresee any conflict of interest with other research methods courses across campus.

        *   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.
             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   **_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:**
    Courses numbered 5000 and above are only open to students admitted into 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]

9. **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).

10. **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.**

http://www.nchec.org/credentialing/responsibilities/

Student Learning Outcomes: As a result of completing this course, students will be able to:	Graduate-Level Learning Objectives	NCHEC Advanced-Level Professional Competencies

a. analyze and assess theories, constructs, and models with the intent of determining which is most appropriate to specific health behavior issues and settings	• Depth of content knowledge
	• Effective critical thinking and problem solving
	• Advanced scholarship through research or creative activity
		Responsibility 1:
		    Competency 1.5.2,5,6
		    Competency 1.7.2
		    Competency 2.2.1,3
		    Competency 2.3.1
		    Competency 3.3.2
		    Competency 6.2.1,4,6

b. evaluate and synthesize empirical research related to key theories and models.	• Depth of content knowledge
	• Effective critical thinking and problem solving
	• Advanced scholarship through research or creative activity
		Responsibility 1:
		    Competency 1.7.2
		Responsibility 2:
		    Competency 2.2.1,3
		    Competency 2.3.1,3
		Responsibility 4:
		    Competency 4.1.7,10
		    Competency 4.5.2,3
		Responsibility 6:
		    Competency 6.2.6

c. utilize synthesis of empirical research to develop theory-based frameworks for individual and community health programs appropriate to the environs in which the intervention will take place.	• Depth of content knowledge
	• Effective critical thinking and problem solving
	• Advanced scholarship through research or creative activity
		Responsibility 2:
		    Competency 2.2.3,4
		    Competency 2.3.1,3

d. apply theory to design health programs, including the selection of appropriate methods, techniques, and appropriate indicators for evaluation.	• Depth of content knowledge
	• Effective critical thinking and problem solving
	• Advanced scholarship through research or creative activity
		Responsibility 2:
		    Competency 2.2.4,5
		    Competency 2.3.1,3
		    Competency 2.4.4,5
		Responsibility 3:
		    Competency 3.3.2,3
		Responsibility 5:
		    Competency 5.1.1
		    Competency 5.5.1,2
		Responsibility 6:
		    Competency 6.2.4,5-7
		    Competency 6.3.7

e. utilize effective public speaking skills to present cogent discussion of facts and rational arguments in support of one's position.	• Depth of content knowledge • Effective critical thinking and problem solving • Effective oral and written communication • Advanced scholarship through research or creative activity	Responsibility 7: Competency 7.4.9

  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**

   See chart above.

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

Student Learning Outcome	Assignments/Activities
analyze and assess theories, constructs, and models with the intent of determining which is most appropriate to specific health behavior issues and settings	Article critiques Class discussion Case study analysis
evaluate and synthesize empirical research related to key theories and models.	Article critiques Class discussion Case study analysis
utilize synthesis of empirical research to develop theory-based frameworks for individual and community health programs appropriate to the environs in which the intervention will take place.	Article critiques Class discussion Case study analysis
apply theory to design health programs, including the selection of appropriate methods, techniques, and appropriate indicators for evaluation.	Article critiques Class discussion Case study analysis
utilize effective public speaking skills to present cogent discussion of facts and rational arguments in support of one's position.	Case presentations

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

Case Study Analysis: 40%
Case Study Presentation: 25%
Article Critiques: 20%
Class Discussion: 15%

90% and above = A
80-89%   = 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 materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn. Links to current articles and other web resources pertinent to course material will be provided through the LMS. 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:**

Any assessment activities will be conducted using the available security protocols of the LMS (e.g., LockDown Browser in D2L). Each student's assigned case study will be unique, and case studies will be changed each semester to preclude students from utilizing work down by previous students. Coursework will be submitted via the secure dropboxes provided by the LMS.

   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, and 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.**

Not applicable.

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.

Face-to-face: Each week consists of 150 minutes of class contact time, and assumes a MINIMUM of 400 minutes of outside class time for reading, research, and assignment preparation.

Hybrid: Each week will be constructed based on the assumption of a minimum of 50 minutes face-to-face instruction, a MINIMUM of 100 minutes for reading/module review/instruction, a MINIMUM of 100 minutes of synchronous and/or asynchronous screen time interacting with other students, and a MINIMUM of 300 minutes of outside "class" time for research and assignment preparation.

Online: Each week will be constructed based on the assumption of a MINIMUM of 150 minutes for reading/module review/instruction, a MINIMUM of 150 minutes of synchronous and/or asynchronous screen time interacting with other students, and a MINIMUM of 300 minutes of outside "class" time for research and assignment preparation.

Week	Topic	Readings	Assignment
1	Health Belief Model	Ch. 3	Article Critique
2	Theory of Reasoned Action Theory of Planned Behavior Integrated Behavioral Model	Ch. 4	Article Critique
3	Transtheoretical Model Stages of Change	Ch. 5	Article Critique
4	Precaution Adoption Process Model	Ch. 6	Article Critique
5	Social Cognitive Theory	Ch. 8	Article Critique
6	Social Networks and Social Support	Ch. 9	
7	Stress and Coping	Ch. 10	Article Critique
8	Key Interpersonal Functions and Health Outcomes	Ch. 11	
9	Diffusion of Innovations	Ch. 14	Article Critique
10	Theories of Organizational Change	Ch. 15	
11	Communication Theory: Media Studies Framework	Ch. 16	
12	Using PRECEED-PROCEDE	Ch. 18	In-class project

13	Social Marketing	Ch. 19	Article Critique
14	Ecological Models	Ch. 20	Article Critique
15	Perspectives on Using Theory: Past, Present, and Future	Ch. 21	Case Study Analysis due
	Final Exam Week		Case Presentations

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. This is also a professional competency area included in 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. This is also a professional competency area included in 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 will be a required course for all candidates in the 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:** Dr. Julie Dietz, Dr. Misty Rhoads, 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):**
   Glanz, Rimer, & Lewis. (Current Edition). Health Behavior and Health Education: Theory, Research, and Practice. Jossey-Bass, San Francisco, CA.

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: 10/22/13

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		Career Services	Disability Services
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581-6696	**581-3413**	**581-2412**	**581-6583**