Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ____New Course or __x___Revision of Existing Course

2. **Course prefix and number:** _HST 2700 _____

3. **Short title:** _Health Marketing Concepts _____

4. **Long title:** _ Marketing Concepts for Health Promotion Professionals _____

5. **Hours per week:** _3__ Class   _0__ Lab   _3__ Credit

6. **Terms:** _x__ Fall   _x__ Spring   ___ Summer   ___ On demand

7. **Initial term**: ___ Fall   ___ Spring   ___ Summer   Year: _____

8. **Catalog course description:** This course will familiarize students with marketing concepts for health promotion professionals, including various software and hardware applications available to and typically used by health promotional professionals. WI

9. **Course attributes:**

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered   _x__ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _x__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _x__ Face to Face   _x__ Online   ___ Study Abroad

    _x__ Hybrid, specify approximate amount of on-line and face-to-face instruction:

      66% online/34% face-to-face_____

11.   Course(s) to be deleted from the catalog once this course is approved.

12. **Equivalent course(s):** While there may be some similarities to basic marketing courses in the Lumpkin College of Business and Applied Sciences, the focus of this course is more in the realm of Health and Social Marketing. As it is intended for a specific audience (Health Studies Majors and Minors), there should be no conflict with any courses with the BUS or MAR prefix.

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   _x__ No

13. **Prerequisite(s): _2270 or concurrent enrollment_____**

    a. **Can prerequisite be taken concurrently?** _X_ Yes   ___ No

    b. **Minimum grade required for the prerequisite course(s)? _C_**

    c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   ___ No

    d. **Who may waive prerequisite(s)?**

        ___ No one   _x_ Chair   _x_ Instructor   _x_ Advisor   ___ Other (specify)

        Co-requisite(s): _none_____

14. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course: _ALL_____**

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _none_____**

15. **Repeat status: _x_ May not be repeated   ___ May be repeated once with credit**

16. **Enter the limit, if any, on hours which may be applied to a major or minor: _N/A_**

17. **Grading methods: _x_ Standard   ___ CR/NC   __ Audit   ___ ABC/NC**

18. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in:
    _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

19. **Additional costs to students:**
    Supplemental Materials or Software__N/A_____

    Course Fee ___No ___Yes, Explain if yes_____

20. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    _x_ A community college may <u>not</u> be judged equivalent.

    Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. _x__Course is required for the major(s) of _Health Studies (undergraduate)
2. ___Course is required for the minor(s) of _ Health Studies _____
   ___Course is required for the certificate program(s) of _____
   _x__ Course is used as an elective??
3. **Rationale for proposal**: This course is a focused, application-oriented course centering around the practical marketing and promotion tools needed by health promotion specialists. This course is specifically designed to introduce our students to the real-world skills their employers will expect them to have. These skills will be further reinforced in our upper division core courses. It is also being revised to meet on-line and hybrid formats allowing for flexibility of scheduling to be more responsive to students' lifestyle needs.
4. **Justifications for (answer N/A if not applicable)**
   <u>Similarity to other courses</u>: N/A
   <u>Prerequisites</u>:
   <u>Co-requisites</u>: N/A
   <u>Enrollment restrictions</u>: N/A
   <u>Writing active, intensive, centered</u>: The course utilizes several writing assignments such as article reviews, blogs, in-class writing assignments, and essays on exams. While the percentage of the grade dedicated to writing is not enough to designate the course writing intensive, this should be considered a writing active course.
   General education assurances (answer N/A if not applicable)
   <u>General education component</u>: N/A
   <u>Curriculum</u>: N/A
   <u>Instruction</u>: N/A
   <u>Assessment</u>: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
   <u>Online or hybrid delivery justification</u>: This course is being included as an online course to meet the increasing demand for online course offerings in Bachelor's programs.
   <u>Instruction</u>: All 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.

Integrity: D2L provides access to Turnitin for student papers to prevent plagiarism. All assignments will be processed through Turnitin, quizzes and exams will be timed with browser locks and discussion posts will be monitored for substantial comment which is both accurate in terms of course content and unique in terms of students' perspectives.

Interaction: D2L will be used for on-line discussions, activities, and communication. Both university email and D2L email will be used to communicate with students. Other online workspaces and social media platforms may be used as appropriate and relevant to course content. Currently, Blackboard Collaborate provides synchronous learning environments which support learning and teaching and offer students and teachers with multiple ways of interacting, sharing, and the ability to collaborate and ask questions in real-time through synchronous learning technologies. Examples of synchronous online technology types include videoconferencing, webcasts, interactive learning models, and telephone conferences (Er et al., 2009; eLearners.com, 2012). 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.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title:
   HST 2700, Marketing Concepts for Health Promotion Professionals, 3 credit hours

2. Catalog description:
   This course will familiarize students with marketing concepts for health promotion professionals, including various software and hardware applications available to and typically used by health promotional professionals.

3. Learning objectives:
   Upon completion of this course, students should be able to:
   1. describe, analyze and apply social marketing and health promotion concepts. (1.4, 1.6.1, 1.6.3, 2.4.5, 2.5.1, 7.4.1, 7.4.2)
   2. operationally define the term "health literacy," and apply health literacy concepts to develop artifacts appropriately tailored for age, circumstances, and literacy level. (2.1.1, 2.2.4, 2.2.5, 2.3.5)
   3. differentiate between different types of health promotion program. (1.2.3, 6.1.1, 6.1.3, 6.1.4, 7.1.1, 7.1.2, 7.1.3, 7.1.6, 7.2.1, 7.2.3)
   4. identify and apply the elements of target audience analysis. (1.2, 1.4.1, 1.4.2, 1.4.3, 1.7.2)
   5. identify and evaluate Web-based resources. (2.3.3, 2.3.6, 5.2.1, 5.2.4)

4. Course materials:
   There is not an assigned textbook for this course. Materials are available through EIU Booth library system which are embedded into the D2L course including books and Ebooks on topics of Health Marketing and Communication and Health Literacy. Additional resources available and embedded in the course include web-based organization social media resources, statistical resources, and other internet sources such as CDCynergy Lite from Center for Disease Control and Prevention.

5. Weekly outline of content.

> *Face-to-face*: Each week consists of 150 minutes of class contact time.
> *Hybrid*: Each week will be constructed based on the assumption of a minimum of 50 minutes face-to-face instruction; and a minimum of 100 minutes online of synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction.
> *Online*: Each week will be constructed based on the assumption of a minimum of 150 minutes online of synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction.

Each format will include at least 2250 total minutes of contact and interaction with the instructor and other students throughout the semester.

Week 1: Course introduction and syllabus; Health Marketing
Week 2: Credible online health resources of information, organizations, evidence based research
Week 3: Health Communication, Health Promotion: "Create, communicate, deliver, evaluate"
Week 4: Social Marketing and Social Media promoting health. Introduction to health literacy.
Week 5: Exam. Practical applications: creating individual (blog) and team (health literacy) projects
Week 6: Health Literacy - comprehension levels, populations to be served; Delivery methods (media, print, events, programs)
Week 7: Practical applications: creating individual and team projects
Week 8: Practical applications: creating individual and team projects
Week 9: Presentation of team projects
Week 10: Marketing Concepts, Marketing plans, Considerations: target audience, budget, literacy levels. Qualities/components of good programs
Week 11: Goal & objectives
Week 12: Surveys/Grants Introduction of data collection & interpretation Introduction to grant writing, identifying sources of grants
Week 13: Exam.
Week 14: Real World – role as a health promotion professional disposition, professional delivery, appearance, Scope of practice
Week 15: Marketing plan project presentations
Finals week: Comprehensive exam

6. Assignments and evaluation, including weights for final course grade.
   Online source assignment 5%
   Health literacy project 20%
   Basic blog/web design project 15%
   Marketing Plan project 30%
   Exams 20%
   Class participation/ online discussion 10%

7. Grading scale.
   Letter grades will be assigned based on the following scale:
   90-100%   A   80-89%   B   70-79%   C   60-69%   D   Below 60%   F

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Online source assignment (5%)	Health literacy project (20%)	Basic blog/ web design project (15%)	Marketing Plan project 30%	Exams (20%)	Class participation/ online discussion (10%)
1. Describe, analyze and apply social marketing and health promotion concepts. (1.4, 1.6.1, 1.6.3, 2.4.5, 2.5.1, 7.4.1, 7.4.2)		X	X	X	X	X
2. Operationally define the term "health literacy," and apply health literacy concepts to develop artifacts appropriately tailored for age, circumstances, and literacy level. (2.1.1, 2.2.4, 2.2.5, 2.3.5)	X	X	X	X	X	X
3. Differentiate between different types of health promotion program. (1.2.3, 6.1.1, 6.1.3, 6.1.4, 7.1.1, 7.1.2, 7.1.3, 7.1.6, 7.2.1, 7.2.3)	X	X		X	X	X
4. Identify and	X	X	X	X	X	X

apply the elements of target audience analysis. (1.2, 1.4.1, 1.4.2, 1.4.3, 1.7.2)						
5. Identify and evaluate Web-based resources. (2.3.3, 2.3.6, 5.2.1, 5.2.4)	X		X	X		X

Date approved by the department or school: 2/5/2015
Date approved by the college curriculum committee:
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: **CGS:**