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 4250_____

3. **Short title:** __Planning Health Programs_____

4. **Long title:** ___Planning Health Programs_____

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

6. **Terms:** _X__ Fall   _X___ Spring   _X___ Summer   _X__ On demand

7. **Initial term**: __X_ Fall   ___ Spring   ___ Summer   Year: 2016_____

8. **Catalog course description:** This course is designed to provide the student with the elements of successful program planning. The student will learn the steps in developing, administering, and evaluating programs in health education and promotion. WI

9. **Course attributes:**

    General education component: ____NA_____

    ___ 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__50% online to 50% face to face_

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

12. **Equivalent course(s):** _None_____

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

13. **Prerequisite(s):** _____

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

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

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

    d. Who may waive prerequisite(s)?

        _ _ No one   __X_ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. Co-requisite(s): _____

15. Enrollment restrictions

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

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

16. Repeat status: ___ May not be repeated   _X_ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _NA

18. Grading methods: _X_ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. 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: _____

20. Additional costs to students:
Supplemental Materials or Software_____

Course Fee _X_ No ___Yes, Explain if yes_____

21. 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 <u>Health Studies</u>

  _X_Course is required for the minor(s) of <u>Community Health</u>

___Course is required for the certificate program(s) of _____

X_ Course is used as an elective

2. **Rationale for proposal**:

HST 4250 is being revised to better align with the Areas of Responsibilities of Health Education Specialists – a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist identified by the accrediting body for the health education/promotion profession - National Commission for Health Education Credentialing, Inc. (NCHEC). 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.

Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: HST 3700 Community Health Behavior Methods. HST 4250 builds upon theory and concepts introduced in HST 3700.

Co-requisites:

Enrollment restrictions: N/A

Writing active, intensive, centered: Writing Intensive – several writing assignments and activities will account for more than 35% of the final grade.

3. **General education assurances (answer N/A if not applicable)**

General education component: NA

Curriculum:

Instruction:

Assessment:

4. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This class will continue to be offered face to face. The approval of the on-line and hybrid version will allow flexibility in scheduling by offering the course every few semesters in a different format than face to face. This approach will be more responsive to students' lifestyle needs, and allow students to become more actively involved in their learning process. More students are seeking alternative scheduling to meet their needs.

Instruction: All supplemental activities and resources will be available through the University Learning Management System (currently D2L). The provides students with 24-hour online access to all course files, syllabus, PowerPoint Files, web links, course assignment information, group activities and discussions.

<u>Integrity</u>: D2L provides access to Turnitin for student papers to prevent plagiarism. All assignments will be process through Turnitin.

<u>Interaction</u>: D2L will be used for online discussions, activities, and communication. Through D2L, live video sessions will be conducted for synchronous learning. The whiteboard and desktop screen sharing will provide avenues for student to access to instructor materials. Breakout rooms will be used to allow students to engage in small groups. Live polling will provide a tool for engaging students in a particular lesson. And the Session Recording & Archive tool in D2L will allow the instructor to record live sessions for later access by the students.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
2. Catalog description
3. Learning objectives.
4. Course materials.
5. Weekly outline of content.
6. Assignments and evaluation, including weights for final course grade.
7. Grading scale.
8. Correlation of learning objectives to assignments and evaluation.

Model Syllabus (Part III)

1. **Course number and title**: HST 4250 Planning Health Programs
2. **Catalog description**: This course is designed to provide the student with elements of program design and management. Each student will learn and experience the process of developing, planning, and evaluating a program in health education.
3. **Learning Objectives:**
   - Identify factors that influence health. [1.4.1; 1.4.2; 1.4.3]
   - Plan health-related needs assessment. [1.1.1, 1.1.4, 1.2.1, 1.2.3, 1.2.5, 1.3.1, 1.3.2, 1.3.3]
   - Develop a plan for effective health education/promotion programs. [2.1.1, 2.4.2, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6]
   - Develop goals and objectives for a health education/promotion program. [2.2.1,2.2.2, 2.2.3, 2.2.4, 2.2.5]
   - Design effective strategies and interventions for programs. [2.3.1, 2.3.3, 2.3.4, 2.3.5, 2.3.11, 2.3.12]
   - Demonstrate effective oral and written communication skills by identifying, developing, and delivering messages using a variety of communication strategies, methods, and techniques. [5.4.3, 5.4.4; 7.1.1, 7.1.2, 7.1.3,7.1.6, 7.1.7]
   - Demonstrate the ability to think critically by evaluating the effectiveness of a health education/promotion program through the use of appropriate evaluation methods. [4.1.4, 4.1.2, 4.1.6, 4.1.7, 4.1.8, 4.1.12, 4.3.1, 4.3.2, 4.3.3]
   - Develop a grant proposal and rationale to secure funding and to identify methods of financing health education programs. [5.1.2, 5.1.5, 5.1.11, 5.1.12, 5.4.3]
   - Serve as a health education resource person. [6.1.1, 6.1.2, 6.1.3, 6.1.5]

[Bracketed items refer to the Areas of Responsibility for Health Education Specialists]

4. **Course materials**: McKenzie, J., Neiger, B., & Smeltzer, J**.** (2013). Planning, Implementing, and Evaluating Health Education Programs (6th Ed). San Francisco: Pearson Benjamin Cummings

5. **Weekly outline of content:**

Week:	Topic Covered	F2F time allotment	Hybrid Course	Online Course (expected time spent by student)
1	Overview of Course Community Analysis Review	250 minutes	F2F: 200 minutes Online: discussion board & activities	Content review, reading: 180 minutes Web-based assignments: 180 minutes
2	Planning Models, Tools & Timelines	200 minutes	F2F: 150 minutes Online: discussion board & activities	Content review, reading: 150 minutes Web-based assignments: 120 minutes
3	Professional Requirements - Internship, Portfolio, CHES, Careers	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
4	Writing a Rationale	150 minutes	F2F: 50 minutes Online: discussion board & activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
5	Needs Assessment Methods Needs Assessment: Survey Development	300 minutes	F2F: 150 minutes Online: discussion boards, presentations, web-based assignments, & activities	Content review, reading: 240 minutes Web-based assignments: 180 minutes
6	Program Design: Interventions/Theories	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources & activities	Content review, reading: 120 minutes Web-based assignments: 120

				minutes
7	Program Goal & Objectives	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources & activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
8	Program Goal and Objectives (Cont.)	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, discussion boards, activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
9	Resources, Budgets, Grants Implementation	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, web resources, discussion boards, activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
10	Evaluation	150 minutes	F2F: 50 minutes Online: Web-based assessments, discussion boards, activities	Content review, reading: 120 minutes Web-based assignments: 120 minutes
11	Marketing	150 minutes	F2F: 50 minutes Online: Web-based assessments, discussion boards	Content review, reading: 120 minutes Web-based assignments: 120 minutes
12	Making Effective Presentations	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards	Content review, reading: 120 minutes Web-based assignments: 120 minutes
13	Proposal Presentations	150 minutes	F2F: 50 minutes Presentations	On-line critiques: 60 minutes Live video sharing: 180 minutes
14	Proposal Presentations	150 minutes	F2F: 50 minutes Presentations	On-line critiques: 60 minutes

				Live video sharing: 180 minutes
15	Proposal Presentations	150 minutes	F2F: 50 minutes Presentations	On-line critiques: 60 minutes Live video sharing: 180 minutes

6.　　　**Assignments and evaluation, including weights for final course grade**.
- **Rationale** – develop a 2-5 page "rationale" for your program. [5.4.2, 5.4.3; 5.4.4]
- **Timeline** – create a timeline for program plan. [2.4.4]
- **Needs Assessment Survey** - develop a questionnaire for your target group as part of your needs assessment. [1.3.2, 1.3.3, 1.3.4]
- **Goal/Objectives** - write goal statement and objectives for program. [2.2.1,2.2.2, 2.2.3, 2.2.4, 2.2.5]
- **Budget-** develop a working budget for program plan. . [5.1.2, 5.1.5]
- **Evaluation Instrument** - develop an evaluation instrument or plan 4.3.1, 4.3.2, 4.3.4, 4.3.5, 4.3.6]
- **Press Release** – write a Press Release to market your program. [7.1.1, 7.1.2, 7.1.3, 7.1.6, 7.1.7]
- **Grant Proposal** – written grant proposal.[5.1.11]
- **Proposal Presentation** – make a formal presentation to the class summarizing your proposal. [7.1.1, 7.1.2, 7.1.3, 7.1.6, 7.1.7]
- **Critiques** – you will do written critiques of other students' proposal presentations.
- **Challenges** - a variety of in-class activities or brief assignments related to course objectives and topics will be presented periodically throughout the course. You must be present in class to participate in the challenges.
- **Final Assessment** – written assessment/exam

[Bracketed items refer to the Areas of Responsibility for Health Education Specialists]

Assignment	Points
Timeline	5%
Needs Assessment Survey	5%
Rationale	10%
Goal/Objectives	5%
Budget	5%
Evaluation Instrument	5%
Press Release	5%
Proposal Presentation	25%
Grant Proposal	25%
Proposal Critiques	3%
Challenges	2%
Final Assessment	5%
	100%

7.   **Grading Scale**

A = 198-220
B = 176-197
C= 154-175
D = 132 -153
F = 131 & below

8.   **Correlation of learning objectives to assignments and evaluation.**

As a result of completing this course, students will be able to :	NCHEC Competencies	Assignments used to assess student learning
Examine the relationships among behavioral, environmental and genetic factors that influence health.	Responsibility 1: Subcompetency.4.1; 4.2; .4.3	Healthy People Challenge
Plan health-related needs assessment.	Responsibility 1: Sub competency 1.1, 1.4, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3	Needs Assessment Survey
Develop a plan for effective health education/promotion programs.	Responsibility 2: Sub competency 1.1, 4.2,.4.2, 4.3, 4.4, 4.5, 4.6	Timeline
Develop goals and objectives for a health education/promotion program.	Responsibility 2: Sub competency 2.1,2.2, 2.3, 2.4, 2.5	Goals & Objectives
Design effective strategies and interventions for programs.	Responsibility 2: Sub competency 3.1, 3.3, 3.4, 3.5, 3.11, 3.12	Intervention Challenge

Date approved by the department or school: Feb. 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: