

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 Revision of Existing Course
2. **Course prefix and number:** HCM 4950_____
3. **Short title:** Special Topics in Health Comm_____
4. **Long title:** Special Topics in Health Communication_____
5. **Hours per week:** 3_ Class 0_ Lab 3_ Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2017_
8. **Catalog course description:** This course will examine contemporary issues in Health Communication to allow students the opportunity to study topics of special interest and/or timeliness not ordinarily covered in traditional courses.
9. **Course attributes:**
 General education component: _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction_____
11. Course(s) to be deleted from the catalog once this course is approved. _____
12. **Equivalent course(s):** None_____
 - a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** HCM2910_____
 - a. **Can prerequisite be taken concurrently?** Yes No
 - b. **Minimum grade required for the prerequisite course(s)?** D_

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

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (HCM Coordinator)

14. Co-requisite(s): _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

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

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

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not 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 No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of ___Health Communication (HCM)___
___ Course is required for the minor(s) of _____
___ Course is required for the certificate program(s) of _____
 Course is used as an elective

2. **Rationale for proposal** : This will be a core course in the proposed HCM major, providing specialized knowledge on current issues in a dynamic and changing field.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: CMN 2910 provides foundational knowledge of health communication necessary for the study of more specialized topics in HCM4950.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: The course utilizes several writing assignments, such as written case analyses, in-class writing assignments, and essays on exams. While the percentage of the grade dedicated to writing is not enough to designate the course as writing intensive, this should be considered a writing active course.

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: This course is to be included as an online course in the new Health Communication degree program offered by the Department of Health Studies and the Department of Communication Studies.

Instruction: 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 discussion.

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 that support learning and teaching and offer students and teachers multiple ways of interacting, sharing, and collaborating in order to 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)

1. Course number and title

HCM 4950: Special Topics in Health Communication, 3 credit hours

2. Catalog description

This course will examine contemporary issues in Health Communication to allow students the opportunity to study topics of special interest and/or timeliness not ordinarily covered in traditional courses.

3. Learning objectives.

Upon completion of the course, students should be able to:

1. Recognize and understand contemporary issues in various contexts related to health communication
 - a. Undergraduate learning goals: [CT1-6, WR 1-7]
 - b. Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving
2. Understand the need to address health risks for specific populations
 - a. Undergraduate learning goals: [CR1-6, WR1-7, RC1-4]
 - b. Graduate learning goals: Critical thinking and problem solving
3. Evaluate and assess barriers and support for health-related messages
 - a. Undergraduate learning goals: [CT1-6, WR1-7, RC1-4]
 - b. Graduate learning goals: Critical thinking and problem solving, Communication
4. Identify environmental, social/cultural, and political factors that influence communication about health issues
 - a. Undergraduate learning goals [CT1-7, WR 1-7, SL1-7, RC1-4]
 - b. Graduate learning goals: Critical thinking and problem solving, Effective oral and written communication skills, Evidence of advanced scholarship

Students earning graduate credit

At the end of this course, graduate students should be able to:

1. Utilize contemporary health communication theory to create and develop an original argument based on the analysis of current health communication needs.

- Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication, Advanced scholarship through research and creative activity

4. Course materials.

There is not an assigned textbook for this course. Materials will be available through EIU Booth library system which will be embedded into the LMS (currently the D2L course), including books and ebooks on special topics covered in the course.

Graduate students will also be provided with extra readings through the current learning management system (currently D2L)

5. Weekly outline of content.

This course outline provides a tentative schedule of a special topic in health communication. Topics will naturally change depending on contemporary issues in healthcare and promotion and based on faculty interest and expertise.

Face-to-face: Each week consists of 150 minutes of class contact time.

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 2,250 total minutes of contact and interaction with the instructor and other students throughout the semester.

The following is a sample course syllabus:

Week 1: Course introduction & syllabus. Introduction to contemporary issues in healthcare communication and promotion in rural settings

Week 2: Rural health status and factors determining overall health of rural communities

Week 3: Health care delivery, health communication & its barriers in rural settings

Week 4: Health status, issues, and care for rural women; impact on health literacy and communication

Week 5: Health status, issues, and care for rural men; impact on health literacy and communication

Week 6: Communicating about health and aging with rural populations

Week 7: Communicative factors related to the obesity epidemic and its impact on rural health

Week 8: Communicating about alcohol, illicit drug use, smoking & tobacco use in rural settings

Week 9: Communication with immigrant populations & access to care for immigrants in rural settings

Week 10: Alternative medicine & faith practices and their influence on communication about health in rural communities

Week 11: Communicative factors in intimate partner violence in rural settings & barriers to health promotion

Week 12: Immunizations, policy, and the practice of rural health care

Week 13: Assessing & implementing health care promotion in rural settings

Week 14: Student Presentations

Week 15: Student Presentations

Week 16: Final Exam

6. Assignments and evaluation, including weights for final course grade.

Undergraduate students:

Writing assignments	25%
In-Class Activities	15%
Exams	30%
Major Project/Presentation	30%

Graduate students:

Writing assignments	15%
In-Class Activities	15%
Exams	20%
Major Project/Presentation	20%
Original Research Project	30%

7. Grading scale

Letter grades will be assigned based on the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	below 60%

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Written Assignments (Undergrad 25%) (Grad 15%)	In-Class Activities (Undergrad 15%) (Grad 15%)	Exams (Undergrad 30%) Grad (20%)	Major Project/ Presentation (Undergrad 30%) (Grad 20%)	Original Research Project (Undergrad 0%) (Grad 30%)
------------	---	--	--	---	---

1. Recognize and understand contemporary issues in various contexts related to health communication [Undergrad: CT1-6, WR1-7] [Grad: Knowledge, CT& PS]	X	X	X	X	X
2. Understand the need to address health risks for specific populations [Undergrad CR1-6, WR1-7, RC1-4] [Grad: CT & PS]	X	X	X	X	X
3. Evaluate and assess barriers and support for health-related messages [Undergrad CT1-6, WR1-7, RC1-4] [Grad CT& PS, Communication]		X		X	X
4. Identify environmental, social/cultural, and political factors that influence communication about health issues [Undergrad CT1-6, WR1-7, SL1-7, RC1-4] [Grad CT&PS, Communication, Scholarship]		X	X	X	X

Date approved by the Department of Health Studies: 2/5/2016
Date approved by the Department of Communication Studies: 2/18/16
Date approved by the CEPS college curriculum committee:
Date approved by the CAH college curriculum committee: 9/14/16
Date approved by the Honors Council (if this is an honors course):
Date approved by CAA: CGS: