

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 (HST 2250)
2. Course prefix and number: HST 4175
3. Short title: Health Professions Seminar
4. Long title: Health Professions Seminar
5. Hours per week: ☐ Class ☐ Lab ☐ 2 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2018
8. Catalog course description: An examination of the roles and responsibilities of the entry-level health promotion professional. This class provides an opportunity to practice professional development and career readiness.
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

75% online/25% face to face
11. Course(s) to be deleted from the catalog once this course is approved. HST 2250
12. Equivalent course(s): _____
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
13. Prerequisite(s): HST 2800 and ENG 1002G
 - a. Can prerequisite be taken concurrently? ☐ 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 ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Health Promotion and Health Administration Majors, junior standing.

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

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. X Course is required for the major(s) of Health Promotion and Health Administration
___ 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 course is intended to replace a lower level class that was designed to teach students about the health promotion field AND prepare them for the workplace and their internship. Students take the lower level course too early to be useful to prepare for their internships. In an effort to help students be prepared for and secure the required internship, this course is essential. This course will assist students in the search, application, and interview process for their internship as well as their professional behavior while interning. The concepts that serve as an introduction to the field will be included in other 2000-level classes.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: Students must be able to write clearly and effectively, and demonstrate that they understand basic research concepts. Both prerequisites are required to establish writing ability; passing HST 2800 will provide evidence students have mastered basic research concepts.
Co-requisites: N/A
Enrollment restrictions: The course content is specifically designed to prepare students for internship and careers in the health promotion field, therefore it is restricted to Health Promotion and Health Administration majors.
Writing active, intensive, centered: N/A
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: Some sections of the course may be offered online to allow students who do not reside near campus to enroll in this course. Having multiple delivery modalities allows us to better serve the needs of our diverse student body.

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 discussions. There will be ongoing student-instructor engagement throughout the course. There will be in class/online lectures, discussions, and assignments that require students to take learning to a personal level in terms of their strengths weaknesses and goals. Students will be given explicit instructions for each assignment. Instructors will complete OCDi certification or equivalent.

Integrity: At the beginning of the course students will be required to complete a module on academic integrity.

Assignments will be checked for originality in a variety of ways, such as:

- Written assignments will be turned in through the University's online learning platform and checked for plagiarism using digital tools as well as traditional methods.
- Quizzes and Exams will be timed and may be restricted with a system such as Respondus LockDown.
- Discussion posts and formal written work will be graded for substantive commentary from the students that is both accurate in terms of course content and novel in terms of students' own insights and experiences.

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. Tools in D2L offer the ability to conduct synchronous teaching/learning. 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 4175 Health Professions Seminar – 2 credit Hours
2. Catalog description: An examination of the roles and responsibilities of the entry-level health promotion professional. This class provides an opportunity to practice professional development and career readiness.
3. Learning objectives:

OBJECTIVE (Student learning Outcomes)	EIU LEARNNG GOAL	Certified Health Education Specialists (CHES) RESPONSIBILITY
Demonstrate the ability to question, examine, evaluate, and respond to problems or arguments by explaining the roles and responsibilities of the health education specialist.	Critical Thinking (CT)	Resp. 7.4.1
Demonstrate the ability to prepare, deliver, and critically evaluate presentations and other formal speaking activities by explaining the role of professional organizations in advancing the profession.	Speaking and Listening (SL) -	Resp. 7.4.2
Demonstrate the ability to function as a responsible global citizen by engaging in professional involvement activities.	Responsible Citizenship (RC)	Resp. 7.4.3
Demonstrate proficiency in written communication skills by creating a professional development plan.	Writing and Critical Reading (WR)	Resp. 7.4.8

4. Course materials: There is not an assigned textbook for this course. Materials will be available through internet sources and/or provided electronically by the instructor through the current learning management system and the EIU Library database
5. Weekly outline of content:
 - Face-to-face:* Each week consists of 225 minutes of class contact time.
 - Hybrid:* Each week will be based on a combined 225 minutes of face-to-face instruction and/or online synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction. Face to face class meetings will be scheduled in advance of the semester to accommodate the academic calendar and availability of resources such as Career Services personnel.
 - Online:* Each week consists of a minimum of 225 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 1800 total minutes of contact and interaction with the instructor and other students throughout the semester.

6.
 - Week 1: Introduction and Course Overview
 - Week 2: Module 1: Review of Health Education Specialist Roles and Responsibilities
 - Week 3: Module 2: Health Promotion Work Settings
 - Week 4: Module 3: Job-Internship Research
 - Week 5: Module 4: Professional Engagement
 - Week 5: Module 5: Portfolio Development
 - Week 7: Module 6: Career/Internship Readiness Skills
 - Week 8: Final Products Assessment and Revisions

7. Assignments and evaluation, including weights for final course grade:
- a. Quizzes (Health Education Specialist Roles and Responsibilities, work settings) 10%
 - b. Professional Development Plan 20 %
 - c. Portfolio Development 20%
 - d. Resumes and Cover Letters 10%
 - e. Mock Interviews 20%
 - f. Internship Agency Profile 20%
8. Grading scale: Standard ABCDF grading scale (90% and above = A, etc.)
- 90%+= A
 - 80-89%=B
 - 70-79=C
 - 60-69=D
 - 59 or below=F

9. Correlation of learning objectives to assignments and evaluation:

Objectives	Assignments and Evaluations					
	Quizzes (Health Education Specialist Roles & Responsibilities, work settings, etc.) 10%	Professional Development Plan 20 %	Portfolio Development 20%	Resumes and Cover Letters 10%	Mock Interviews 20%	Internship Agency Profile 20%
Demonstrate the ability to question, examine, evaluate, and respond to problems or arguments by explaining the roles and responsibilities of the health education specialist.	X	X			X	
Demonstrate the ability to prepare, deliver, and critically evaluate presentations and other formal speaking	X	X	X		X	

activities by explaining the role of professional organizations in advancing the profession.						
Demonstrate the ability to function as a responsible global citizen by engaging in professional involvement activities.		X	X			
Demonstrate proficiency in written communication skills by creating a professional development plan.	X	X	X	X	X	X

Date approved by the department or school: 1/23/2018

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: