

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: ☐ HST 3560 _____
3. Short title: ☐ Women's Health Care _____
4. Long title: ☐ New Dimensions in Women's Health _____
5. Hours per week: ☐ 3 Class ☐ 0 Lab ☐ 3 Credit
6. Terms: ☒ Fall ☐ X Spring ☐ X Summer ☐ On demand
7. Initial term: ☐ Fall ☐ X Spring ☐ Summer Year: ☐ 2018 _____
8. **Catalog course description:** This course is designed to assist students in 1). Understanding the normal conditions and special problems of women's physiology, 2). Developing an awareness of the problems women face when dealing with the health care system, 3). Examining cultural attitudes towards women, and analyzing the impact of cultural stereotyping on women's physical and emotional health, 4). Identifying agencies, groups, and organizations which are potential resources when investigating women's health concerns
9. **Course attributes:**
 General education component: ☐ Social and Behavioral Sciences _____
☒ 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 ☐ X Online ☐ Study Abroad
☐ X Hybrid, specify approximate amount of on-line and face-to-face instruction ☐ 50/50 _____
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? ☐ Yes ☒ X No
13. **Prerequisite(s):** ☐ None _____
 a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

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

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): ____None_____

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: __X__ 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: __X__ 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 ____None_____

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 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 _____
☐ 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 revision requests that the course be added to the SBS section of the EIU General Education Curriculum. No other changes have been made.

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

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

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

General education component: According to the EIU Undergraduate Catalog, General Education at Eastern Illinois University offers students an intellectual foundation for their academic, professional, and personal lives. The General Education program is aligned with the University's mission to help students "refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders." The Social and Behavioral Sciences area is specifically charged with developing critical thinking skills, and addressing civics, ethics, and/or diversity. "In Social and Behavioral Science courses, students use critical thinking skills to develop insights into human behavior and discuss institutional forces that influence society. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions. Students learn to define problems or key debates in the social science field and interpret their importance for society. They read information that may have conflicting viewpoints or findings, critique the information, and draw conclusions that can be defended." HST 3560: Women's Health focuses on the health issues of women within the diverse context of culture, generational belief systems, medical ethics, and civil rights. Students are expected to understand and apply conceptual frameworks to describe, discuss, and analyze health-related behaviors ranging from the individual to the society level.

Specifically, HST 3560: Women's Health addresses all of the Objectives as outlined in the Undergraduate Catalog:

Student Learning Outcomes and Course Activities	SBS Objectives and Learning Goals
<p>Analyze the relationships between health and culture, government, economics, and citizenship concerning women's health.</p> <p>Evaluate the level of cultural competence concerning women's health issues by utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.</p>	<p>Understand and apply concepts in the field of Social and Behavioral Science being studied.</p>
<p>Evaluate the level of cultural competence concerning women's health issues by utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.</p>	<p>Discuss modes of inquiry used in the Social Sciences and how existing knowledge or practice is advanced, tested, and revised in the field of study.</p>
<p>Describe and analyze women's health issues due to citizenship beliefs and values within a cultural context.</p> <p>Analyze the relationships between health and culture, government, economics, and citizenship concerning women's health.</p> <p>Evaluate the level of cultural competence concerning women's health issues by utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.</p>	<p>Explore and evaluate competing perspectives or findings on issues, critique the information, and present a reasoned analysis and defensible conclusions.</p>
<p>Describe and analyze women's health issues due to citizenship beliefs and values within a cultural context.</p>	<p>Describe, diverse perspectives to a problem.</p>
<p>Evaluate the level of cultural competence concerning women's health issues by utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.</p>	<p>Analyze issues related to class, culture, ability, ethnicity, gender, race, and/or sexual orientation.</p>
<p>Describe and analyze women's health issues due to citizenship beliefs and values within a cultural context.</p>	<p>Describe the ethical issues present in prominent problems and apply ethical principles or frameworks that could inform decision making with respect to such problems.</p>
<p>Describe and analyze women's health issues due to citizenship beliefs and values within a cultural context.</p>	<p>Apply ethical reasoning to cases in the field of study with evidence-based justification of the</p>

Synthesize and evaluate the relationship of women's health to human rights, equality, and citizenship.	best decision and evaluation of consequences of alternative decisions.
Analyze the relationships between health and culture, government, economics, and citizenship concerning women's health.	Identify a significant civic challenge, present relevant evidence pertaining to that challenge, and provide a rationale for a course of action.
Identify and describe the effects individuals have on women's health and the affects the community has on an individual's health.	Evaluate and/or engage in civically minded thinking and/or action in relation to issues affecting the local community, nation, and/or world.
Research Paper, Discussion Board, Quizzes, Final Exam	Write and read critically and evaluate varied sources. (Writing & Critical Reading)
Presentations and Discussion boards	Prepare, deliver, and critically evaluate presentations and other formal speaking activities. (Speaking & Listening)

Curriculum:

Student Learning Outcomes: As a result of completing this course, students will be able to:	University Learning Goals
Analyze the relationships between health and culture, government, economics, and citizenship concerning women's health.	<ul style="list-style-type: none"> EIU graduates will demonstrate the ability to think critically. (CT 1-4) EIU graduates will demonstrate the ability to function as responsible citizens.(RC 1-2) EIU graduates will demonstrate the ability to write and speak effectively.(WR 2,3,4,6) (SL 2,3)
Synthesize and evaluate the relationship of women's health to human rights, equality, and citizenship.	<ul style="list-style-type: none"> EIU graduates will demonstrate the ability to think critically. (CT 1,3,4) EIU graduates will demonstrate the ability to function as responsible citizens. (RC 1,2)
Describe and analyze women's health issues due to citizenship beliefs and values within a cultural context.	<ul style="list-style-type: none"> EIU graduates will demonstrate the ability to think critically.(CT 1,3,4) EIU graduates will demonstrate the ability to function as responsible citizens. (RC 1,2) EIU graduates will demonstrate the ability to write and speak effectively. (SL 2,4,5)

Evaluate the level of cultural competence concerning women's health issues by utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.	<ul style="list-style-type: none"> EIU graduates will demonstrate the ability to function as responsible citizens. (RC 1,2,4) EIU graduates will demonstrate the ability to think critically. (CT 1,3,4)
Identify and describe the effects individuals have on women's health and the affects the community has on an individual's health.	<ul style="list-style-type: none"> EIU graduates will demonstrate the ability to write and speak effectively. (SL 2,4)

Instruction: This course focuses on explicit instruction on critical thinking, writing, speaking, listening, and responsible citizenship. There will be an ongoing student/instructor engagement concerning history, health, and societal impacts throughout this course. There will be in class/online lectures, discussions and assignments that require a student to take learning to a more personal and deeper level. Analysis may take many forms including, but not limited to formal writing assignments, presentations, informal writing assignments, exams, and small and large group discussions. Students will be given explicit instructions for each assignment.

Assessment: Various types of assessments are incorporated into the course using Blooms Taxonomy and allowing assessment to incorporate various learning styles. Students will be asked to remember, understand, apply, analyze, and create through objective tests, papers, discussions, journaling, research papers, group assignments, and presentations. (Eg. Students will practice speaking and listening by giving a presentation and responding to students who are in the classroom. Those presenting and asking the questions will be instructed on active listening and guided through the procedure by the professor. When dealing with writing students will practice writing and analytical skills through a research paper. Instructors will provide appropriate feedback in written and oral feedback and during paper conference. Students will also be given at least one opportunity to revise their work concerning their research paper based on feedback they received from the instructor.

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 Charleston, IL, to enroll in this course. Having multiple delivery modalities allows us to better serve the needs of our students.

Instruction: There will be an ongoing student/instructor engagement concerning history, health, and societal impacts throughout this course. There will be in class/online lectures, discussions and assignments that require a student to take learning to a more personal and

deeper level. Analysis may take many forms including, but not limited to formal writing assignments, presentations, informal writing assignments, exams, and small and large group discussions. Students will be given explicit instructions for each assignment.

Integrity: Papers: Paper topics will be developed by the instructor, which allows the instructor to decrease the potential for intentional plagiarism. Papers can be assessed by outside tools such as Turnitin to ensure the work is the student's own. Instructors may require a draft with subsequent revision, which also reduces the opportunities for cheating. These techniques would be appropriate for any of the delivery modalities.

Exams: Exams in technology-delivered courses will be delivered within the currently available LMS system. These systems typically allow instructors control to test availability, questions delivery, etc., as well as providing tracking data about when students log in to the system and take the test. In many ways, that makes it easier to spot students who may be working together while taking the exam.

Presentations: Presentation topics are developed by the instructor, as the paper topics are. Instructors can check source material, and search the web to ensure the presentation has not been copied directly from someone else's work.

Interaction: Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available through e-mail, and other messaging or conferencing technologies as necessary. Online office hours will be held using the LMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title HST 3560 Women's Health Care
2. Catalog description: This course is designed to assist students in 1). Understanding the normal conditions and special problems of women's physiology, 2). Developing an awareness of the problems women face when dealing with the health care system, 3). Examining cultural attitudes towards women, and analyzing the impact of cultural stereotyping on women's physical and emotional health, 4). Identifying agencies, groups, and organizations which are potential resources when investigating women's health concerns
3. Learning objectives. 1) Participate in online discussions concerning information on the meaning and impact of women's health from various sources; identify agencies, organizations, and groups whose purpose is to deal with specific concerns related to women's

health (Critical thinking and Effective writing).2) Obtain health related data on social, cultural, aging, and sexual orientation and how the above mentioned affects women's health (Critical thinking, Effective writing, and Global citizenship).3) Prepare a major analytical research paper that addresses the privileges and inequities that accrue from society, the medical field, geographic location, and education concerning women's health (Effective writing, Critical thinking, and Global citizenship).

4. Course materials. Alexnader, L., LaRosa, J., Garfield, S., & Alexander, W. New Dimensions in Women's Health. 6th ed. Jones and Bartlett Learning: Burlington, MA.

5. Weekly outline of content.

Week 1	Women in the American Health Care System
Week 2	Biological Aspects of Male vs. Female
Week 3	Rights of Women as Patients
Week 4	Health Problems Common to Women
Week 5	Decision Making and Alternatives in Reproduction
Week 6	Pregnancy Issues
Week 7	Psychosocial Development of Women
Week 8	Women Encountering and Coping with Stress
Week 9	Health Care Laws and Policy Changes in our Government
Week 10	Health Care in Other Countries/Women's Rights
Week 11	Social Constructs of a Woman
Week 12	Pressure to Perform and Look Good While Doing It
Week 13	Drug and Alcohol Issues in Women
Week 14	Aging and Menopause
Week 15	Death and Dying Issues for Women

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

Online Essay Quizzes-20%
Presentation- 10%
Research Paper- 30%
Final Exam- 20%
Discussion Boards- 20%

7. A=90%, B= 80%, C= 70%, D=60%, F= <60%

8. Correlation of learning objectives to assignments and evaluation.

	Objective 1 Participate in online discussions	Objective 2 Obtain health related data	Objective 3 Write analytically	Objective 4 Communicate through presenting	Objective 5 Effectively use technology	
4 Online Essay Quizzes		X	X	X	X	
Presentation		X	X		X	
Research Paper		X	X	X	X	

Final Exam		X	X	X	X	
Discussion Boards	X	X	X	X	X	

Date approved by the department or school: 10/17/17

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: