

Eastern Illinois University
Revised Course Proposal
HST 2200G, Health Citizenship

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HST 2200G
2. **Title (may not exceed 30 characters, including spaces):** Health Citizenship
3. **Long title, if any (may not exceed 100 characters, including spaces):** Health Citizenship
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2013
7. **Course description:** This course will examine the concept of health citizenship in contemporary society and global context. Special attention will be given to the health-related entitlements and responsibilities inherent in citizenship and the examination of individual and social roles in contemporary health issues affecting the global society. WI
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None.
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
None.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None.
 - e. **Repeat status:** Course may not be repeated.
 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None.
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
Cultural Diversity; General Education (Social and Behavioral Sciences); WI
10. **Grading methods** (check all that apply): Standard letter CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- The grade for this course will not count in a student's grade point average.
- The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
- Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students learning objectives:

1. Analyze the relationships between health and culture, government, economics, and citizenship.
2. Synthesize and evaluate the relationship of health to human rights, equality, and citizenship.
3. Describe and analyze health citizenship beliefs and values within a cultural context.
4. Evaluate the level of cultural competence utilizing Stages of Change Theory and the Cultural Competence Continuum as a framework for analysis.
5. Identify and describe the effects individuals have on the community's health, and the affects the community has on an individual's health.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will demonstrate the ability to write and speak effectively by:**
- **EIU graduates will demonstrate the ability to think critically by:**
- **EIU graduates will demonstrate the ability to function as responsible citizens by:**

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.	<ul style="list-style-type: none"> • EIU graduates will demonstrate the ability to think critically. • EIU graduates will demonstrate the ability to function as responsible global citizens. • EIU graduates will demonstrate the ability to write and speak effectively.
Synthesize and evaluate the relationship of health to human rights, equality, and citizenship.	<ul style="list-style-type: none"> • EIU graduates will demonstrate the ability to think critically. • EIU graduates will demonstrate the ability to function as responsible global citizens.
Describe and analyze health citizenship beliefs and values within a cultural context.	<ul style="list-style-type: none"> • EIU graduates will demonstrate the ability to think critically. • EIU graduates will demonstrate the ability to function as responsible global citizens. • EIU graduates will demonstrate the ability to write and speak effectively.
Evaluate the level of cultural competence 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 global citizens. • EIU graduates will demonstrate the ability to think critically.
Identify and describe the effects individuals have on the community'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.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Journal Entries 20%	X	X	X	X	X
Group	X	X	X		X

Assignments 15%					
Quizzes 15%			X		X
Discussions 10%			X		X
Presentations 10%	X		X		X
Research Papers 30%	X		X		X

3. Explain how the instructor will determine students’ grades for the course:

- | | |
|----------------------|-----|
| 1. Journal Entries | 20% |
| 2. Group Assignments | 15% |
| 3. Quizzes | 15% |
| 4. Discussions | 10% |
| 5. Research Paper 1 | 15% |
| 6. Presentation 1 | 5% |
| 7. Research Paper 2 | 15% |
| 8. Presentation 2 | 5% |

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

- (1) All supplemental materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn.
- (2) Links to current articles and other web resources pertinent to course material will be provided through the LMS.
- (3) Online discussions will be conducted to explore greater detail and controversial aspects of course content.
- (4) Current videos (online)/video links will be provided to aid the students in their understanding of how current health citizenship beliefs and values can be analyzed within a cultural context.

b. Describe how the integrity of student work will be assured:

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 rough 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 online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question delivery, etc., as well as providing tracking data about when students log in to the system to take

a test. In many ways, this 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 materials, and search the web to ensure the presentation has not been copied directly from someone else's work.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email, and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. course objectives;**
- b. projects that require application and analysis of the course content; and**
- c. separate methods of evaluation for undergraduate and graduate students.**

N/A

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

HST 2200G is listed as WI course. Several writing assignments and writing activities will be required. These assignments and activities will be spread over the course of the semester and will serve the dual purpose of strengthening writing skills and deepening understanding of course content. Writing assignments and writing activities will be completed in the forms of journal entries and research papers accounting for 50% of the final course grade. Both research projects will be returned to students with suggestions for a final revision. This will satisfy the required criteria for writing intensive courses where students' writing should constitute no less than 35% of the final course grade.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the

course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

	Topic Covered	F2F time allotment	Hybrid Course	Online Course (expected time spent by student)
Weeks 1&2	Introduction to Unequal Health	250 minutes	F2F: 200 minutes Online: discussion board	Content review, reading Web-based assignments
Weeks 2&3	The Tools: Definitions, Measures, and data Sources	200 minutes	F2F: 150 minutes Online: discussion board	Content review, reading Web-based assignments
Week 4	The Causes of Death	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards	Content review, reading Web-based assignments
Week 5	Age and Sex	150 minutes	F2F: 50 minutes Online: discussion boards	Content review, reading Web-based assignments
Weeks 6 &7	Race and Poverty	300 minutes	F2F: 150 minutes Online: discussion boards, presentations, web-based assignments	Content review, reading Web-based assignments
Week 8	Lifestyle and Health behavior	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources	Content review, reading Web-based assignments
Week 9	Medical care	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources	Content review, reading Web-based assignments
Week 10	Genes	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, discussion boards	Content review, reading Web-based assignments
Week 11	Stress	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, web resources, discussion boards	Content review, reading Web-based assignments
Week 12	Social Inequality	150 minutes	F2F: 50 minutes	Content review, reading

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			Online: Web-based assessments, discussion boards, presentations	Web-based assignments
Week 13	Population Health	150 minutes	F2F: 50 minutes Online: Web-based assessments, discussion boards, presentations	Content review, reading Web-based assignments
Week 14	Policy	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations	Content review, reading Web-based assignments
Week 15	Additional content or course components selected by instructor [student presentations, multicultural interviews, health literacy]	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations	Content review, reading Web-based assignments

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

This is a revised proposal to include multiple delivery modalities for a long-standing course. The Health Citizenship course is placed in the Social/Behavioral Science segment of the General Education curriculum. According to the document General Education at EIU:

“The social and behavioral sciences focus more directly on understanding society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their sociohistorical context, and one’s personal responsibility for being not only a good citizen, but also a steward of the environment.”

- b. If the course or some sections of the course may be technology delivered, explain why.**

Some sections of the course may be offered online to allow students who do not reside near Charleston, IL to enroll in this course. This is a course that is required at many universities for degrees in several majors,

and is also included in most universities' general education programs. Having multiple delivery modalities allows us to better serve the needs of our students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The content and requirements of this course are consistent with 2000 level courses appropriate for first and second year students. There are no prerequisites.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

HST 2200G is not a new course; it is simply a revision of the existing HST 2200G to include additional delivery modalities.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is required for the following majors: Health Studies (Options: First Responder).

This course is an approved elective for the following majors: Health Studies (Options: Community Health).

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course may be taught by Dr. Dejan Magoc, Dr. Julie Dietz, Dr. Richard Cavanaugh, and any other instructor in the Department of Health Studies with the appropriate professional background to teach the course, as determined by the department chair. Online sections may be taught by faculty who have met the technology-delivered policy of CAA.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Budrys, G. (2010). *Unequal Health: How Inequality Contributes to Health or Illness* (2nd Ed.). New York: Rowman & Littlefield Publishers, Inc.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/9/12

Date approved by the college curriculum committee: 11/26/12

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

Date approved by CAA: 01/24/13 CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

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<http://www.eiu.edu/~counsctr/>

581-3413

**Career
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