Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: **_X_** New course   **___** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*:   FCS 5400

2. **Title (*may not exceed 30 characters, including spaces*):**   Aging Policy in Action

3. **Long title, if any (*may not exceed 100 characters, including spaces*):**

    Aging Policy in Action: Developments, Trends, and Application

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   **_x_** On demand

6. **Initial term of offering: _x__** Fall **___** Spring   **___** Summer   **Year:** **___2014___**

7. **Course description:**
   This course will examine the historical development, current application, and future trends of public policy as they relate to the well-being of aging individuals. Policy processes at the state and national levels will be holistically explored and analyzed so that strengths and weaknesses of current age-related policies and proposals for change can be critically evaluated.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). There are no equivalent courses being offered

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. **___**Yes   **_X_** 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.
          N/A

      - 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   **_x__** 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):

e. **Repeat status:**   _x__ 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: Registration will be restricted to graduate students enrolled in graduate degree programs.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: undergraduate students

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

10. **Grading methods** (check all that apply): _X_ 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.)

_X_ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research

___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

___ Internet   ___ hybrid   _X_ other (seminar)

PART II: ASSURANCE OF STUDENT LEARNING

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1. List the student learning objectives of this course:

1. To articulate aging-related policy making processes and resources at the federal, state, and local levels.

2. To holistically analyze the influence of such policies on seniors' lives.

3. To assess the impact of current and historical age-related legislation on the operation of the Aging Network.

4. To illustrate the influence that recent or pending legislation has made on a provider organization within the Illinois Aging Network.

5. To evaluate strengths and weakness of current age-related policies (and proposals for change) in relation to the future elderly population in the United States.

    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 write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

    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** (Course objectives #1, 3)
- **Effective critical thinking and problem solving** (Course objectives #2, 5)
- **Effective oral and written communication** (Course Objectives #1,2, 3, 4, 5)
- **Advanced scholarship through research or creative activity** (Course Objectives #3, 4, 5)

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

	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4	Learning Objective 5
Policy & Legislation Quizzes	x	X			
Public hearing critical reflection paper		X	x		
Policy Application Discussion Leader		X	x		x
Policy Impact Project paper			x	x	x
Policy Impact Project presentation				x	x

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

Policy quizzes (4 x 20 points)	= 80 points
Public Hearing critical reflection paper	= 25 points
Policy application discussion leader	= 30 points
Policy Impact Project (paper)	= 75 points
Policy Impact Project (presentation)	= 25 points
Total	= **235 points**

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

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.**

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 *.)**

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.

The class will be taught in a seminar format, meeting 1x/week for 2.5 hours per week
Week 1 – Course Introduction; Overview of Federal, State and Local Policy Processes
Week 2 – Historical Development of Aging-related Policies
Week 3 – The Older Americans Act
Week 4 – Social Security Policy
Week 5 – Medicare and Medicaid
Week 6 – Long-term care, Caregiving, and Hospice
Week 7 – Elder Rights Policies and Issues
Week 8 – Growing welfare state, Policy Issues and Challenges
Week 9 – Policy issues and challenges
Week 10 – Involvement of aging individuals in policy and/or programs
Week 11 – Policy and the diversification of the aging population (race, gender, sexual orientation)
Week 12 – Possible changes in policies and programs and their implications
Week 13 – Possible changes in policies and programs and their implications
Week 14 – How to: Protocol for policy and program proposals
Week 15 – Policy Impact Presentations

PART IV: PURPOSE AND NEED

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

    Knowledge gained in this course is imperative to the academic development of students pursuing the Master of Arts in Gerontology and provides necessary information for the professional development of all gerontologists. Previously there was no policy course as part of the gerontology program and based on feedback of alumni and professionals in the Aging Network, the course was critically needed. The gerontology faculty agreed to introduce a policy course as a required class in the multidisciplinary program.

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

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
    The level of the course is justified based on the rigor of the course content.

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.**

4. **Impact on Program(s):**
    This course will be introduced as a new core requirement for all candidates in the Gerontology MA program. The multidisciplinary Gerontology faculty approved this update to the program in April, 2013.

    a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
    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.**
        This course will be a core requirement for all Gerontology MA candidates as of fall 2014

    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:**
    Dr. Jacquelyn Frank or other qualified instructor with graduate faculty status.

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):**

Hudson, R. B. (2010). *The new politics of old age policy.* Baltimore: Johns Hopkins University Press.

Jurkowski, E.T. (2008). *Policy and program planning for older adults: Realities and visions*. New York: Springer.

Niles-Yokum, K., & Wagner, D. L. (2011). *The aging networks: A guide to programs and services*. New York: Springer.

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.

PART VII: APPROVALS

Date approved by the multidisciplinary Gerontology Faculty Committee: March 6, 2013

Date approved by the department or school: September 10, 2013

Date approved by the college curriculum committee: November 18, 2013

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

Date approved by CAA: 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).

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581-6696	**581-3413**	**581-2412**	**581-6583**