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** X **Revision of Existing Course**

2. **Course prefix and number:** ____FCS 5400

3. **Short title:** __Aging Policy in Action

4. **Long title:** ____Aging Policy in Action_

5. **Hours per week:** __3_ Class ___0_ Lab ___3_ Credit

6. **Terms:** ___ Fall ___ Spring ___ Summer _x_ On demand

7. **Initial term**: ___ Fall ___ Spring _x_ Summer Year: _2015

8. **Catalog 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.

9. **Course attributes:**

    General education component: _____N/A_____

    ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _X_ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    __X_ Face to Face _X Online ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

    Course(s) to be deleted from the catalog once this course is approved. ___N/A

11. **Equivalent course(s):** ___None

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes _x__ No

12. **Prerequisite(s):** _____N/A_____

    a. Can prerequisite be taken concurrently? ___ Yes ___ No __x__N/A

    b. Minimum grade required for the prerequisite course(s)? _N/A__

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

d. Who may waive prerequisite(s)?

___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify) __x__N/A

13. Co-requisite(s): _____N/A_____

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course:

 Graduate students enrolled in degree programs

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: __N/A

15. Repeat status: __X_ May not be repeated ___ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: _N/A_

17. Grading methods: _X Standard ___ CR/NC __ Audit ___ ABC/NC

18. Special grading provisions:

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> 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: _____

19. Additional costs to students:
Supplemental Materials or Software_____

Course Fee _X__No ___Yes, Explain if yes_____

20. Community college transfer:

___ A community college course may be judged equivalent.

__X_ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> 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 _Gerontology MA program_

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    _X__ Course is used as an elective of <u>students enrolled in other graduate programs.</u>

2. **Rationale for proposal** :

    The interdisciplinary Gerontology MA program plans to launch an online cohort program in the summer of 2015. This course is a core requirement for the program (and is also a core requirement for the face-to-face Gerontology MA program).

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

    <u>Similarity to other courses</u>:   N/A

    <u>Prerequisites</u>:   N/A

    <u>Co-requisites</u>:   N/A

    <u>Enrollment restrictions</u>:   This is a 5000 level course and therefore open only to graduate students

    <u>Writing active, intensive, centered</u>: N/A

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

    <u>General education component</u>:   N/A

    <u>Curriculum</u>:   N/A

    <u>Instruction</u>:   N/A

    <u>Assessment</u>:   N/A

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

    <u>Online or hybrid delivery justification</u>: The course is currently delivered in a face-to-face format. However, with the development of the online Gerontology MA cohort program, this course needed to be revised to be delivered in that modality.

    <u>Instruction</u>: Students will be able to view class video recorded lectures at their convenience and submit projects electronically. Feedback will be provided through email, online course management system and online discussion sessions. Office hours for online distance education students will be provided.

    <u>Integrity</u>: The quizzes for the course will be administered with a time limit. Students will need to log into the online course management system using network passwords to access the quizzes. The instructor will correspond with each student on a regular basis. Each posting on the discussion board will reflect the student's name and will be monitored carefully. The discussions will be structured in a manner that will allow for the integration of the materials

on a deeper level. Turnitin plagiarism software will be used to help ensure original and authentic written work. Respondus Lockdown will be used to insure integrity of quizzes.

Interaction: For the online course delivery, students will be required to listen to pre-recorded lectures posted in the online course management system, submit documents electronically, and post/discuss class content using the online course management system and a web conferencing program. Quizzes will be administered via the online course management. Students will also be required to serve as the policy application discussion leader which they will do through a web-based discussion.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: **FCS 5400: Aging Policy in Action**

2. Catalog 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.

3. Learning objectives:
   1. To articulate aging-related policy making processes and resources at the federal, state, and local levels. **(A, C)**
   2. To holistically analyze the influence of such policies on seniors' lives. **(A,B,C)**
   3. To assess the impact of current and historical age-related legislation on the operation of the Aging Network. **(B,D)**
   4. To judge the influence that recent or pending legislation has made on a provider organization within the Illinois Aging Network.   **(A, D)**
   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,B,C,D)**

   - **Depth of content knowledge (A)**
   - **Effective critical thinking and problem solving (B)**
   - **Effective oral and written communication (C)**
   - **Advanced scholarship through research or creative activity (D)**

4. Course materials. (Required Texts)

   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.

5. Weekly outline of content. Each week is equivalent to 2.5 hours, equaling 37.5 hours of class time for the semester.

> 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

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

Face-to-Face Delivery		Online Delivery	
Policy quizzes (4x 20)	80	Policy quizzes (4x20)	80
Public Hearing critical reflection paper	25	Public Hearing critical reflection paper	25
Policy application discussion leader	20	Policy application discussion leader	20
Policy impact project (paper)	50	Policy impact project (paper)	50
Policy impact project (presentation)	25	Policy impact project (presentation) uploaded ppt presentation with voice	25
TOTAL	**200**	**TOTAL**	**200**

Policy quizzes (4 x 20 points)   = 80 points
Public Hearing critical reflection paper   = 25 points
Policy application discussion leader   = 20 points
Policy Impact Project (paper)   = 50 points
Policy Impact Project (presentation)   = 25 points
                                      Total   **= 200 points**

7. Grading scale.

   180 points and above   = A
   160-179   = B
   140-159   = C
   120-139   = D
   119↓   = F

8. Correlation of learning objectives to assignments and evaluation.

	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

Date approved by the department or school: 10/10/14

Date approved by the college curriculum committee: 11/19/14

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

Date approved by CAA: **CGS:**