

**Eastern Illinois University**  
***Revised Course Proposal***  
**FCS 4820, Death and Dying**

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| Agenda Item #15-04<br>Effective Summer 2015 |
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**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: ☐ FCS 4820
3. Short title: ☐ Death and Dying
4. Long title: ☐ Death and Dying
5. Hours per week: ☐ 3\_ Class ☐ 0\_ Lab ☐ 3\_ Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: ☐ 2015
8. Catalog course description: Issues of death and dying and their implications for individuals and their families.

**9. Course attributes:**

General education component: ☐ N/A

☐ 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 \_\_\_\_\_

11. Course(s) to be deleted from the catalog once this course is approved. ☐ N/A-None

12. Equivalent course(s): ☐ N/A-None

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

13. Prerequisite(s): ☐ N/A-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):** \_\_\_\_\_

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:**

- **Degrees/Majors:** B.S. in Family and Consumer Sciences (all concentration areas), B.S. in Career and Technical Education-Family and Consumer Sciences, M.S. in Family and Consumer Sciences, M.A. in Gerontology, M.S. in Nutrition and Dietetics, Minor in Family and Consumer Sciences
- **College:** LCBAS (or, student from another College who is pursuing a Minor in Family and Consumer Sciences)
- **Levels:** Junior, Senior, Graduate

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

- **Degrees/Majors:** All degrees/majors not listed in 15a.
- **College:** Students outside of LCBAS (with the exception of students from another College who are pursuing a Minor in Family and Consumer Sciences)
- **Levels:** Freshmen, Sophomore

**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:** ☒ 3

**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions: none**

☐ 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 \_\_\_\_\_ N/A-None \_\_\_\_\_

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. ☐ 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 course is currently offered as a face-to-face course within the School of Family and Consumer Sciences and will continue to be offered in the face-to-face format. When program need dictates, the option to offer the course online would allow more accessibility for students. In addition, there are three current or upcoming models which offer greater accessibility to courses and increase undergraduate and graduate student recruitment and retention. First, the School of Family and Consumer Sciences (SFCS) has a 2+2 Articulation initiative that provides FCS: Family Services transfer students with greater accessibility to online, evening, and weekend course formats to maximize the seamlessness of their educational experience. Second, SFCS has a M.S. in FCS online cohort program, which is presently for FCS secondary educators, and future plans are to expand the M.S. in FCS online program offerings for all graduate students. Third, the M.A. in Gerontology interdisciplinary program (which is administratively housed in SFCS) is working to expand online course options in the near future and this course can serve as one of the degree electives.

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

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: The course is only open to students meeting the criteria specified in #15a. The justification is as follows. First, the course is an elective for FCS Family Services students, which is the largest undergraduate option area in SFCS. We must ensure that this course is accessible to FCS Family Services students, so as not to delay their programs of study and degree completion. Second, the course is only assigned to instructors from the FCS Family Services option area due to the specialized content of the course, which necessitates an advanced degree(s) in Family Services or a related area to ensure a high quality course offering. This course is designed for students pursuing career paths in family and social services or in related family and consumer sciences fields (i.e., Gerontology, Dietetics). Third, SFCS does not have the faculty personnel in the FCS Family Services area to expand this course offering to students beyond those specified in #15a.

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: We are committed to making our courses as accessible as possible to our students. Online course delivery, as dictated by program need, is a responsive approach to recruitment and retention of students. An online course section allows students more flexibility in their scheduling without compromising the integrity or rigor of the class.

**Instruction:** Only instructors who have completed the university's prerequisites for teaching online (i.e., OCIDI) will be assigned to the course. Only instructors with advanced degrees in human development/family studies or related specializations will be assigned to the course.

**Integrity:** The integrity of the course will not be compromised by offering an online mode of delivery. Currently, a variety of activities that utilize the Internet are already incorporated into the face-to-face version of the course and such activities will promote a seamless transition to the online delivery method. For example, the online version of the course will utilize the same PowerPoint lectures (with slides regularly complemented by audio/video aids) and exams will include the same content and allotted time (e.g., Respondus Lockdown browser can be enabled). Academic integrity of written work will be preserved and monitored for originality and authenticity with the most current technology available. Face-to-face course sections will have less than 50% of content online.

**Interaction:** Students will participate in online discussion boards through their own posts and posts in response to their peer students and to the instructor. In addition to responding to students' posts, the instructor will monitor discussion board posts to ensure that a respectful, professional, and academic tone is maintained. Students will submit assignments to the designated assignment dropboxes and the instructor will enter numerical grades and narrative feedback can also be provided to the students. Video clips/documentaries and/or supplemental materials beyond the course textbook (e.g., journal articles, current events articles) will be uploaded for students to view/read and students will submit critical reflections in the form of an assigned paper and/or posts to the discussion board for all students to view. Email correspondence will be exchanged between students/instructor and students/students. The chat room may be used for communication between/among students and the instructor. The instructor will hold set office hours online to be responsive to students' questions and concerns. Students will also be welcome to talk with the instructor via telephone and meet face to face with the instructor during office hours or appointments.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: FCS 4820 Death and Dying
2. Catalog Description: Issues of death and dying and their implications for individuals and their families.
3. Learning objectives: Upon completion of this course students will demonstrate the ability to....
  - a. Analyze social attitudes toward death and dying, and their impact on grieving. (WCR 1-7/GLG 2)
  - b. Illustrate the impact of death in relation to both developmental sequencing and external factors and discuss the impact of non-normative events (GLG 3)
  - c. Dissect the cultural structure, symbolic content, and function of rituals related to death and dying. (WCR 1-7; RC 1, 2/GLG 1)
  - d. Predict common reactions to loss from a lifespan perspective and describe the impact of coping styles on individual response. (CT 1-5/GLG 2, 4)
  - e. Outline the complex ethical questions and choices related to technological advances in medicine and the changing dying trajectory. (CT 1-6; RC 1, 2/GLG 1, 3)
  - f. Compare religious, philosophical, and parapsychological views of death. (WCR 1-7/GLG 1, 2, 3, 4)
4. Course materials:

Textbook: DeSpelder, L. A., & Strickland, A. L. (2014). *The last dance: Encountering death and dying*. Monterey, CA: McGraw Hill.

5. Weekly outline of content: Each module is equal to 2.5 hours, equivalent to 37.5 hours of class time per semester + 2-hour final exam.

| CONTENT  | FACE2FACE  | ONLINE  |
|--|--|---|
| MODULE 1: Introduction, Rise in Death Education, Personal Constructs | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in lecture/discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in Discussion One Online (personal constructs regarding death and dying)</li> </ul> |
| MODULE 2: Mature Understanding of Death                              | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Developmental/External Impact Activity</li> </ul>                | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in Discussion Two (impacts)</li> </ul>   |
| MODULE 3: Socializing Agents   | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> </ul>  | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> </ul>   |
| MODULE 4: Theoretical Perspectives on Death and Dying                | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Participate lecture/discussion</li> </ul>                        | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in Discussion Three (role of theory/research in death and dying)</li> </ul>                                  |
| MODULE 5: Kubler-Ross, Hospice Care                                  | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Hospice Guest Speaker</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in Discussion Four (interview hospice worker/volunteer)</li> </ul>   |
| MODULE 6: Cultural Aspects of Death and Dying                        | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Review for Midterm Exam</li> </ul>                               | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Participate in chat session to prepare for Midterm Exam</li> </ul>  |
| MODULE 7: Medicalization of Death, Dying Trajectory                  | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Midterm Exam</li> </ul>  | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Midterm Exam</li> </ul>   |
| MODULE 8: End-of-Life Decisions, Advanced Directives, Euthanasia     | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Euthanasia Scenario Activity</li> </ul>                          | <ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Engage in Discussion Five (euthanasia scenarios)</li> </ul>   |
|  |  |   |

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|---|---|--|
| MODULE 9: Grief and Loss  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Film Review One due</li> </ul>  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Film Review One due</li> </ul>   |
| MODULE 10: Body Disposition (e.g. coroner, autopsy, funeral, cremation, cryogenics) | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Funeral Home Tour</li> </ul>  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Engage in Discussion Six (three virtual funeral home tours)</li> </ul>                                   |
| MODULE 11: Children and Death/Loss  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Analyze Children's Videos</li> </ul>                                      | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Engage in Discussion Seven (children's videos)</li> </ul>  |
| MODULE 12: Parental Bereavement   | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Film Review Two due</li> </ul>  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Film Review Two due</li> </ul>   |
| MODULE 13: Suicide  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>View video and discuss in groups</li> </ul>                               | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Engage in Discussion Eight (video review)</li> </ul>   |
| MODULE 14: Modern Risks/Media   | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Critical reaction paper due</li> </ul>                                    | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Critical reaction paper due</li> </ul>   |
| MODULE 15: After Death  | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Graduate student assignment due</li> <li>Review for Final Exam</li> </ul> | <ul style="list-style-type: none"> <li>Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>Graduate student assignment due</li> <li>Participate in chat session to review for Final Exam</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Complete Final Exam</li> </ul>   | <ul style="list-style-type: none"> <li>Complete Final Exam</li> </ul>  |

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

| <u>Evaluation activity</u>            | <u>Possible points</u>                              |
|---------------------------------------|---|
| Participation/Discussion Assignments: | 200 points  |
| Critical Reaction Paper:              | 50 points   |
| Contemporary Film Reviews:            | 50 points   |
| Exams:                                | 200 points  |
| Graduate Student Assignment:          | 100 points  |
| TOTAL POINTS POSSIBLE:                | 500 points (Undergraduate)<br>600 points (Graduate) |

Graduate student project: A separate project will be required for graduate students enrolled in the course. The project is determined after consultation with the instructor to make sure that the project is acceptable in regards to depth, scope, topic, and timeline. Projects add depth to

the graduate student's knowledge by allowing them to delve into a topic related to death and dying in more detail than they would obtain just from class and class projects. Graduate students develop the project and typically select a topic that is related to their professional interests. The projects are often applied in nature and allow the graduate student to contribute something (their outcome) to the community and/or their professional field.

**7. Grading scale:**

**Undergraduate**

A=92-100%    B=83-91%    C=75-82%    D=66-74%    F=0-65%  
460-500        415-459        375-414        330-374        0-329

**Graduate**

A=92-100%    B=83-91%    C=75-82%    D=66-74%    F=0-65%  
552-600        498-551        450-497        396-449        0-395

**8. Correlation of learning objectives to assignments and evaluation.**

|   | Participation/Discussion Assignments | Critical Reaction Paper | Contemporary Film Reviews | Exams | Graduate Student Assignment  |
|---|--------------------------------------|-------------------------|---------------------------|-------|--|
| Analyze social attitudes toward death and dying and their impact on grieving  | X                                    | X                       | X                         | X     | *this assignment is individualized and could cover a variety of objectives |
| Illustrate the impact of death in relation to both developmental sequencing and external factors and discuss the impact of non-normative events | X                                    | X                       |                           | X     |  |
| Dissect the cultural structure, symbolic content, and function of rituals related to death and dying  | X                                    |                         | X                         | X     |  |
| Predict common reactions to loss from a lifespan perspective and describe the impact of coping styles on individual response                    | X                                    |                         |                           | X     |  |
| Outline the complex ethical questions and choices related to technological advances in medicine and the changing dying trajectory               | X                                    |                         |                           | X     |  |
| Compare religious, philosophical, and parapsychological views of what follows death.  | X                                    | X                       |                           | X     |  |

**Date approved by the department or school: November 20, 2014 (the FCS Curriculum Committee includes a representative from the Graduate Faculty)**

**Date approved by the college curriculum committee: 1/21/15**

**Date approved by CAA: 2/12/15 CGS:**