

**Eastern Illinois University**  
**Revised Course Proposal**  
**FCS 4840, The Disadvantaged Family**

Agenda Item #15-05 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 4840
3. **Short title:** Disadvantaged Family
4. **Long title:** The Disadvantaged Family
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:** Low income and minority group families and their values, needs, problems, and practices. Prerequisites & Notes: FCS 1800 or FCS 2800 or permission of the instructor.

**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):** ☐FCS 1800 Lifespan Human Development or FCS 2800 Family Relationships or permission of the instructor.\_\_\_\_

a. **Can prerequisite be taken concurrently?** ☐ Yes ☒ No

b. **Minimum grade required for the prerequisite course(s)?** ☐C\_

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):** \_\_\_\_\_ N/A-None \_\_\_\_\_

**15. Enrollment restrictions**

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

- **Degrees/Majors:** B.S. in Family and Consumer Sciences, 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:** N/A

☐ 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:** N/A

Supplemental Materials or Software \_\_\_\_\_ N/A \_\_\_\_\_

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. ☒ X Course is required for the major(s) of \_\_FCS: Family Services\_\_  
\_\_ Course is required for the minor(s) of \_\_  
\_\_ Course is required for the certificate program(s) of \_\_  
\_\_X\_\_ Course is used as an elective \_\_ for minors in FCS and other majors \_\_

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: Students need the content from FCS 1800 (Lifespan Human Development) or FCS 2800 (Family Relationships) to be foundationally prepared for this course. The prerequisites provide research- and theory-based content and practical application with respect to: age and stage lifespan development; family systems theory and life course developmental theory; and historical and current family issues and trends. In addition, the prerequisites provide students with specialized knowledge of how families are at the core of the integrative nature of the Family and Consumer Sciences discipline.

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 required of 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., OCDI) 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 4840 The Disadvantaged Family
2. Catalog description: Low income and minority group families and their values, needs, problems, and practices. Prerequisites & Notes: FCS 1800 or FCS 2800 or permission of the instructor.
3. Learning objectives: Upon completion of this course the student will demonstrate the ability to....
  - a. Summarize the societal conditions and phenomena that contribute to a significant portion of the population living in conditions that are deemed at or near poverty level. (CT 1-3; CR 1, 2/**GLG 2**)
  - b. Differentiate between various groups of persons/families that are disadvantaged, and explain common values, needs, problems, and strategies to address unique issues of concern. (CT 1-5; QR 3; RC 1, 2, 4/**GLG 1, 2, 3, 4**)
  - c. Evaluate social services and public policies available to assist families that are disadvantaged. (QR 3, 4; RC 1, 2, 4/**GLG 1, 2**)
  - d. Interpret aspects of oppression and develop responsive strategies for supporting individuals, families, and communities that experience oppression. (CT 1-5; QR 3, 4; RC 1-4/**GLG 1, 2, 3, 4**)

#### 4. Course Materials:

Textbooks:

Broussard, A. C., & Joseph, A. L. (2008). *Family poverty in diverse contexts*. New York: Routledge.

Maholmes, V. (2013). *Fostering Resilience and Well-Being in Children and Families in Poverty: Why Hope Still Matters*. Oxford University Press: New York.

Rationale for continuation of a 2008 textbook: An alternate, appropriate textbook that deals specifically with poverty and all of the topics covered in class has not been identified at this point in time. The Broussard and Joseph (2008) textbook covers a great deal of the same topics, but additional reading assignments are added throughout the semester so that students are given research related material to read on every topic covered within the class. At this time, there is not a newer version of Broussard and Joseph (2008) available.

#### 5. Weekly outline of content. Each module equals 2.5 hours of instruction for a semester total of 37.5 hours + 2-hour final exam.

CONTENT	FACE2FACE	ONLINE
MODULE 1: Introduction to Poverty; How to Define Poverty; Causes of Poverty; Outcomes Associated with Poverty	<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 definition/research)</li></ul>
MODULE 2: APA Formatting and Plagiarism; Finding Empirical, Peer-reviewed Research Articles; Children and Poverty; Child Abuse	<ul style="list-style-type: none"><li>• Review all required materials (textbook readings, video clips, supplementary materials)</li><li>• APA Activity</li></ul>	<ul style="list-style-type: none"><li>• Review all required materials (textbook readings, video clips, supplementary materials)</li><li>• APA Activity</li><li>• Engage in Discussion Two (child abuse/poverty)</li></ul>
MODULE 3: Healthcare and Disadvantaged Families	<ul style="list-style-type: none"><li>• Review all required materials (textbook readings, video clips, supplementary materials)</li><li>• Journal Submission One due</li></ul>	<ul style="list-style-type: none"><li>• Review all required materials (textbook readings, video clips, supplementary materials)</li><li>• Journal Submission One due</li></ul>
MODULE 4: Family Interactions; Family Structure; LGBTQ and Disadvantage	<ul style="list-style-type: none"><li>• Review all required materials (textbook readings, video clips, supplementary materials)</li><li>• LGBTQ 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 Three (LGBTQ community)</li></ul>
MODULE 5: The Elderly and Disadvantage; Food Insecurity	<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>• Engage in Discussion Four (older adults)</li><li>• Participate in chat session to prepare for Midterm Exam</li></ul>

MODULE 6: Midterm Exam	<ul style="list-style-type: none"> <li>• Midterm Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm Exam</li> </ul>
MODULE 7: Ethnicity and Disadvantage Part I	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Participate in 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 Five (race/culture)</li> </ul>
MODULE 8: Ethnicity and Disadvantage Part II	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Two Due</li> </ul>	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Two due</li> </ul>
MODULE 9: Housing and Disadvantage; Homelessness	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• 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 Six (scenarios)</li> </ul>
MODULE 10: Geographic Disadvantage; Rural Poverty	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Three due</li> </ul>	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Three due</li> </ul>
MODULE 11: Disabilities and Disadvantage	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Ability 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 Seven (ability)</li> </ul>
MODULE 12: Women and Disadvantage	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Four due</li> </ul>	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Journal Submission Four due</li> </ul>
MODULE 13: Public Policy and Disadvantage; Programs for the Disadvantaged	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Research Brochure due</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 (critique Research Brochures)</li> </ul>
MODULE 14: Resiliency	<ul style="list-style-type: none"> <li>• Review all required materials (textbook readings, video clips, supplementary materials)</li> <li>• Family Policy 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>• Family Policy Assignment due</li> <li>• Participate in chat session to prepare for Final Exam</li> </ul>
MODULE 15: Final Exam	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>

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

<u>Evaluation activity</u>	<u>Possible points</u>
Journal	100
Critical reaction assignments	50
Family policy assignment	50
Research brochure assignment	200
Exams (two)	100
Graduate project (e.g., policy brief, educational webinar, volunteer service+blog, literature review)	100
TOTAL POINTS POSSIBLE	500 (Undergraduate) 600 (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 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.

<b>Course Objective</b>	<b>Journal</b>	<b>Critical reactions</b>	<b>Family policy</b>	<b>Research brochure</b>	<b>Exams</b>	<b>Graduate project</b>
Summarize societal conditions and phenomena that contribute to a significant portion of the population living in conditions that are deemed at or near poverty level	X	X		X	X	This assignment is individualized and could cover a variety of objectives.
Differentiate between various groups of persons/families that are disadvantaged, and explain common values, needs, problems, and strategies to address unique issues of concern	X	X		X	X	
Evaluate the social services and public						

policies available to assist families that are disadvantaged	X	X	X	X	X	
Interpret aspects of oppression and develop responsive strategies for supporting individuals, families, and communities that experience oppression	X	X	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:** January 21, 2015

**Date approved by CAA:** February 12, 2015                      **CGS:**