

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-68
Effective Summer 2017

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: FCS 5846
3. Short title: Policy and Grant Writing
4. Long title: Public Policy and Grant Writing in Community Programming
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2017
8. Catalog course description: (3-0-3) Focuses on the impact of public policy on individuals, families, and communities, and the role of policy-making in the provision of services. Addresses development of and funding for programming for individuals, families, and communities across the lifespan with a focus on strategic planning, identification of funding sources, and preparation of grant applications.
9. Credits: 3
10. Course attributes:
General education component: NA
 Cultural diversity Honors Writing centered Writing intensive Writing active
11. 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
12. Course(s) to be deleted from the catalog once this course is approved. none
13. Equivalent course(s): none
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
14. Prerequisite(s): 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)? NA

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

15. Co-requisite(s): ☐ none _____

16. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ☐ Acceptance in MS in FCS, MA in Aging Studies, or the MS in Nutrition/Dietetics programs _____

b. Degrees, colleges, majors, levels, classes which may not take the course: ☐ any not listed above

17. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

18. Enter the limit, if any, on hours which may be applied to a major or minor: _____

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

20. 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: _____

21. Additional costs to students:

Supplemental Materials or Software _____ none _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

22. 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:** The MS in FCS and MA in Aging Studies (formerly MA in Gerontology) degree programs have included FCS Administration of Human Services Programs for many years. The SFCS graduate faculty has recognized the need for more in-depth analysis of public policy and its impact on the functioning of social and community services for individuals and families across the lifespan. For example, one of the learning goals of the MS in FCS program addresses public policy.

FCS 5846 already had a public policy component and, with the course revision, will become a stronger focus. Content related to strategic planning and funding options, such as grantsmanship, will not change. The following content will be deleted (from previous course description): working with boards, councils and volunteers; facilities planning; program evaluation; networking; program accountability; and evaluation. Students will obtain content comparable to the material removed from this course in *FCS 5450 Administration and Supervision in FCS* and *FCS 5470 Evaluation in FCS* and *FCS 5846* will focus on policy, planning, and funding.

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

Similarity to other courses: While courses across campus do contain aspects of administration, the content is discipline-specific. *FCS 5846* has a specialized focus on the disciplines/career fields of Family and Consumer Sciences, Aging Studies/Gerontology, and Nutrition and Dietetics and this focus makes the *FCS 5846* content unique.

Prerequisites: none

Co-requisites: none

Enrollment restrictions: Acceptance in MS in FCS, MA in Aging Studies or MS in Nutrition/Dietetics

Writing active, intensive, centered: none

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: The course was approved for online delivery in the Spring of 2016.

SFCS offers online degree programming that requires adequate online offerings each semester. Economically, the online option aligns with the University's direction of other degree programs; online delivery allows greater course accessibility for students who are pursuing graduate degrees; and an online option offers responsiveness to students' continued requests for this delivery format.

Instruction: The majority of the course will be unchanged. A shift in focus will necessitate minor revision of assignments.

Students will engage with the course in a similar manner in the face-to-face and the online sections. Participants in the online section will engage with content through weekly discussion posts, while face-to-face participants will engage with the same material in person. Online students will be responsible for a discussion assignment each week. They will also be required to read a portion of their peers' posts, and respond to at least a portion of other students' posts to provide engagement with one another and with the content. Rubrics will be incorporated in the course for assessment purposes to evaluate students' participation, engagement, and mastery and comprehension of content. Additional assignments will also address course content and, after submission, will be assessed and returned electronically.

Face-to-face students will engage in the same material in a classroom setting. The content and the weekly assignments will be consistent between f2f and online offerings.

Integrity: The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. Assignments are structured in a manner that will allow for the integration of material with higher levels of thinking as opposed to rote memorization. Turnitin plagiarism software will offer an additional option to help ensure original and authentic written work. Examinations will not occur in the graduate level course; instead, a capstone project will be required.

Interaction: Faculty members assigned to teach the course online will be required to complete the training required by the university (e.g., OCDi). Each student will be interacting directly with both the faculty member and one another via d2l. Discussion boards, email, chat rooms, blogs and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person, if needed.

Model Syllabus (Part II)

Please include the following information:

1. **FCS 5846 Public Policy and Grant Writing in Community Programming (3-0-3)**
2. **COURSE DESCRIPTION:** Focuses on the impact of public policy on individuals, families, and communities, and the role of policy-making in the provision of services. Addresses development of and funding for programming for individuals, families, and communities across the lifespan with a focus on strategic planning, identification of funding sources, and preparation of grant applications.
3. **COURSE LEARNING OBJECTIVES:** Upon completion of this course participants will be able to:
 1. Identify and analyze policy initiatives that directly impact individuals, families, and communities (EIU 2)
 2. Examine the legislative process at the local state and national levels. (EIU 2, 3)
 3. Deconstruct media used to transmit policy information to the public. (EIU 1, 2)
 4. Communicate the relationship between public policy and programming that supports families. (EIU 2, 3)
 5. Design a strategic plan with a focus on program development. (EIU 1-3)
 6. Distinguish among funding sources for programming related to families. (EIU 1-3)
 7. Explain the role of grant funding in the discipline of FCS. (EIU 1-3)
 8. Prepare a grant application for program funding. (EIU 1-4)
 9. Engage actively with peers in the interpretation, application, and dissemination of information. (EIU 1-4)

EIU Graduate Goals for Learning:

1. Depth of content knowledge.
2. Effective critical thinking and problem solving.
3. Effective oral and written communication.
4. Advanced scholarship through research or creative activity.

4. COURSE MATERIALS:

Textbooks:

Bogenschneider, K. (2014). *Family Policy Matters: How Policymaking Affects Families and What*

Professionals Can Do (3rd ed.) New York: Routledge.

Milner, J. T. & Milner, L. E. (2013). *Proposal planning and writing* (5th ed.). Santa Barbara: Greenwood.

Supplementary Materials: The course will be updated with the most recent content-related information each semester. The course focuses on public policy and grant writing, topics that necessitate current and time-sensitive information. The following sources will be used:

- American Association of Family & Consumer Sciences (AAFCS) Advocacy Resources:
<http://www.aafcs.org/Advocacy/Resources.asp>

- AAFCS Policy Tools: <http://www.aafcs.org/Advocacy/Resources.asp>
- National Council on Aging Public Policy and Action: <https://www.ncoa.org/public-policy-action/>
- National Council on Family Relations Family (NCFR) - Law & Public Policy: <https://www.ncfr.org/content-areas/family-law-and-public-policy>
- NCFR - What is Family Life Education: <https://www.ncfr.org/cfle-certification/what-family-life-education>
- National Institute of Health - Grants and Funding: <http://grants.nih.gov/funding/index.htm>
- Family Impact Institute : <https://www.purdue.edu/hhs/hdfs/fii/>
- Office of the Administration for Children and Families Current Initiatives: <http://www.acf.hhs.gov/cb/about/current-initiatives-issues>
- Selections from PBS Crash Course in Government and Politics: <https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H>
- Ted Talks

5. WEEKLY OUTLINE OF CONTENT

One module is equivalent to one week or 2.5 contact hours.

Module One	<p><i>Introductions/What is Public Policy?</i></p> <ul style="list-style-type: none"> • Read Chapter Two <i>Family Policy Matters</i> (Bogenscheider text) • Read and review all required materials (video clips, supplementary materials) 	<p>Discussion – Introduce Yourself/Public Policy Collage</p> <ul style="list-style-type: none"> • Introduction • “What Public Policy Means to Families”
Module Two	<p><i>Understanding the Legislative Process</i></p> <ul style="list-style-type: none"> • Read and review all required materials (video clips, supplementary materials) 	<p>Discussion – Legislation as a Process</p> <ul style="list-style-type: none"> • level of difficulty, findings, ease of interpretation of available policy information
Module Three	<p><i>The Family Impact Lens</i></p> <ul style="list-style-type: none"> • Read Chapter Eight <i>Family Policy Matters</i> • Read and review all required materials (video clips, supplementary materials) 	<p>Discussion – Family Policy Double-Check</p> <ul style="list-style-type: none"> • Family Lens Map to make visual connections representing the members of a policy community.
Module Four	<p><i>Identification of Family Policy Initiatives</i></p> <ul style="list-style-type: none"> • Read Chapter Three <i>Family Policy Matters</i> • Read and review all required materials (video clips, supplementary materials) 	<p>Public Policy Timeline</p> <ul style="list-style-type: none"> • timeline following a specific piece of legislation
Module Five	<p><i>Using the Integrative Nature of FCS to Deconstruct Policy</i></p> <ul style="list-style-type: none"> • Review all required materials (video clips, supplementary materials) 	<p>Discussion – Integration of FCS Content Areas into Policy</p> <ul style="list-style-type: none"> • application of each of the areas of FCS to legislation
Module Six	<p><i>The Role of the Professional in Public Policy Initiatives</i></p> <ul style="list-style-type: none"> • Read Chapter Thirteen <i>Family Policy Matters</i> (d21) • Read and review all required materials (video clips, supplementary materials) 	<p>Discussion – Administration and Advocacy</p> <ul style="list-style-type: none"> • advocacy letter
Module Seven	<p><i>Recognizing the Need for Family-Focused Programming</i></p> <ul style="list-style-type: none"> • Read and review all required materials (video clips, supplementary materials) 	<p>Discussion – Problem Statement for Family Focused Programming</p> <ul style="list-style-type: none"> • impact of social change on families • social issue to be addressed

		through program development
Module Eight	<i>Programming for Families</i> <ul style="list-style-type: none"> Read and review all required materials (video clips, supplementary materials) 	Focus of Program Development/Grant Writing (PD/GW) Project <ul style="list-style-type: none"> family policy/program development and funding
Module Nine	<i>Tools Used in the Development of Programming</i> <ul style="list-style-type: none"> <i>Creating Your Strategic Plan</i> as needed for assignment Read and review all required materials (video clips, supplementary materials) 	Discussion – Strategic Planning <ul style="list-style-type: none"> strategic plan that builds of the problem statement submitted in Module Seven
Module Ten	<i>Unique Aspects of Non-Profit Programming</i> <ul style="list-style-type: none"> Read and review all required materials (video clips, supplementary materials) 	Discussion – What is a Non-Profit Program? <ul style="list-style-type: none"> characteristics of non-profits unique challenges
Module Eleven	<i>Funding the Non-Profit</i> <ul style="list-style-type: none"> Read and review all required materials (video clips, supplementary materials) 	Discussion – Where to Start the Funding Process <ul style="list-style-type: none"> general funding sources and sources specific to individual FCS area “elevator pitch” including over-riding issue, funding needs, and other information
Module Twelve	<i>Introduction to Grant-Seeking</i> <ul style="list-style-type: none"> Read Chapter 1 in <i>Proposal Planning and Writing</i> (Milner text) Read and review all required materials (video clips, supplementary materials) 	Discussion –The Grant-Writing Web <ul style="list-style-type: none"> map of visual connections representing grant process and funding search
Module Thirteen	<i>Tools for Grant-Seeking</i> <ul style="list-style-type: none"> Read Chapters Two and Three in <i>Proposal Planning and Writing</i> Read and review all required materials (video clips, supplementary materials) 	Finding Funds Clip File <ul style="list-style-type: none"> funding resources
Module Fourteen	<i>Policy/Programming Connections</i> <ul style="list-style-type: none"> Read and review all required materials (video clips, supplementary materials) 	Final Grant Proposal <ul style="list-style-type: none"> model grant proposal
Module Fifteen	<i>Putting it all Together!</i>	PD/GW ppt due <ul style="list-style-type: none"> presentation providing a report on PD/GW assignment
FINAL EXAM WEEK	<i>Peer Feedback</i>	Peer Feedback on PD/GW

6. ASSIGNMENTS AND EVALUATION, WEIGHT OF FINAL COURSE GRADE

<u>Evaluation</u>	<u>Possible Points</u>
Discussion/In-class Activities	200
Public Policy Timeline	100

7. GRADING SCALE

A = 92 - 100%

B = 82 - 91%

C = 72 - 81%

D = 62 - 71%

F = 0-62%

8. CORRELATION OF LEARNING OBJECTIVE TO ASSIGNMENTS AND EVALUATION

<i>Objective</i>	<i>Discussion Assign</i>	<i>Public Policy Timeline</i>	<i>Program Development (Part 1)</i>	<i>Grant Writing (Part 2)</i>
Identify and analyze policy initiatives that directly impact individuals, families, and communities (EIU 2)	X	X		
Scrutinize the legislative process at the local state and national levels. (EIU 2, 3)	X	X		
Communicate the relationship between public policy and programming that supports families. (EIU 2, 3)	X	X		
Deconstruct media used to transmit policy information to the public. (EIU 1, 2)	X			
Design a strategic plan with a focus on program development. (EIU 1-3)	X		X	
Distinguish among funding sources for programming related to families. (EIU 1-3)	X		X	X
Explain the role of grant funding in the discipline of FCS. (EIU 1-3)			X	X
Prepare a grant application for program funding.(EIU 1-4)				X
Engage actively with peers in the interpretation, application, and dissemination of information. (EIU 1-4)	X		X	X

Date approved by the FCS graduate faculty: 11/03/2016

Date approved by the FCS curriculum committee: 11/14/2016

Date approved by the college curriculum committee: 11/18/2016

Date approved by CGS: