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. _X___New Course or _____Revision of Existing Course

2. **Course prefix and number:** HSL 4775

3. **Short title:** Hum Serv Prog Res Mgt

4. **Long title:** Human Services Programs and Resource Management

5. **Hours per week:** _3__ Class ___0__ Lab ___3_ Credit

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

7. **Initial term**: _X__ Fall ___ Spring ___ Summer Year: 2019

8. **Catalog course description:**
   An examination of US human services and government programs and resources designed to improve the quality of life for individuals and families throughout the lifespan.

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:

    ___ Face to Face __X_ 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_____

12. **Equivalent course(s):** ____N/A_____

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

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13. **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)?

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

14. **Co-requisite(s):** _____N/A_____

15. **Enrollment restrictions**

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course:
    This course is restricted to students in the Department of Human Services and Community Leadership, RN to BSN, and CTE: FCS Ed

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: All others not listed above.

16. **Repeat status:** _X__ 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:** _N/A__

18. **Grading methods:** _X__ Standard   ___ CR/NC __ Audit   ___ ABC/NC

19. **Special grading provisions: N/A**

    ___ 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: _____

20. **Additional costs to students:**
Supplemental Materials or Software: N/A

    Course Fee _X_No ___Yes, Explain if yes_____

21. **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.

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. _X__Course is required for the major(s) of:

    a. Human Services Program Administration
    b. Master of Science in Human Services Program Administration
    c. CTE: FCS Ed Emphasis

_X__Course is required for the minor(s) of

    a. Financial Literacy (undergraduate)

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

__X_ Course is used as an elective

    a. Master of Arts Aging Studies

    b. Master of Arts Aging Studies minor

    c. RN to BSN

Rationale for proposal:

The Department of Human Services and Community Leadership does not offer an upper level course with a financial/resource management focus related to human services programming. Students enrolled in undergraduate, graduate, and professional programs will benefit from this course.

<u>Instruction</u>: All assignments related to subject matter will involve aspects of writing and critical reading, critical thinking and responsible citizenship. There will be instructor/student engagement, student/student engagement, and student/content engagement throughout the course. Lectures, discussions, and course assignments will be utilized to enhance the student learning process. Examples of analysis and assessment include examinations, practical application, reflection, facilitated discussions, and writing assignments. Students will be given explicit instructions for each assignment.

<u>Assessment</u>:
A variety of assessments will be incorporated. Students will assess, analyze, reflect, discuss, and complete projects.

Course Objective	**Examinations**	**Assignments**	**Discussions**
Critical Thinking	X	X	X
Writing & Critical Reading	X	X	X
Speaking & Listening		X	
Quantitative Reasoning	X	X	X

Responsible Citizenship	X	X	X

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

Similarity to other courses:

a) **HSL 4770** focuses on current money management behaviors and providing education to individuals and families to identify strategies to achieve a workable budget. The proposed course identifies the availability and accessibility of human services programs and services that will assist in strategic resource allocation.

b) **HST 3750** focuses on contemporary approaches to the delivery of health care services in the United States. While the proposed course addresses safety net programs such as Medicaid, the focus is on navigating these programs and other economic resources that will benefit individuals and families and the impact of these programs on resource management.

c) **PLS 4873** focuses on the political environment's impact on personnel policies of local, state and federal agencies. The proposed course explores intersectionality within human service programs and the impact these programs have on resource management throughout the lifespan. In addition, strengths, opportunities, and unique challenges of diverse individuals and families will be addressed to determine how the resources and programs may generate a sense of empowerment.

d) **PLS 4793** focuses on organization theory to administrative structures, processes and behavior in government bureaucracies. The proposed course assesses current programs and resources available to diverse populations and cultural variations to determine the best fit with the specific needs of the population.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: this course is restricted to students in the Department of Human Services and Community Leadership, RN to BSN, and CTE: FCS Ed

Writing active, intensive, centered: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: The mode of delivery allows for flexibility for students.

Instruction: Instructors assigned to this course will have completed the OCDi training.

Integrity: Examinations will be delivered via the student management tool. Respondus Lockdown will be used for all quizzes. Turnitin will be used for all assignments submitted via the D2L Dropbox.

Interaction: Instructor to student interaction will occur via email, assignment feedback, and the online discussion board. Student to student interaction will occur via the online discussion board. Class introductions via the online discussion board will be scheduled during the first week of the course.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HSL 4775 Human Services Programs and Resource Management

2. Catalog description (3-0-3) On Demand. An examination of US human services and government programs and resources designed to improve the quality of life for individuals and families throughout the lifespan.

3. Learning objectives.
   *Note: Undergraduate and Graduate University Learning Goals are Noted in Parentheses (critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, responsible citizenship).

   Upon completion of this course, students will be able to:
   a. Apply appropriate terminology related to human services programs and resource management.
      (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B)
   b. Articulate the role of the Department of Health and Human Services in offering programs and assistance.
      (CT 2-6; WCR 1-7; SL 1-3; QR 4-6; RC 1-4; GLG A, B, C, D)
   c. Analyze unique challenges and opportunities in providing resources for diverse populations. (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B, C, D)
   d. Assess programs and services designed to enrich and improve the quality of individual and family life.
      (CT 1-6; WCR 1-7; SL 1-5, 7; QR 3-6; RC 1-4; GLG A, B, C, D)
   e. Examine healthcare and delivery systems and the impact on resource management.
      (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B, C, D)

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

4. Course materials.

   Moore, T.J. & Asay, S. M (2018). *Family Resource Management* (3rd ed.). Los Angeles, CA: SAGE.

   Supplemental Readings:

   Ballard, S. & Taylor, A. (2012). *Family life education with diverse populations*. Los Angeles, CA: SAGE.

   Furman, R. & Gibelman, M. (2016). *Navigating human service organizations* (3rd ed.). Oxford, NY: Oxford University Press. Chapters 1 & 2 only. E-resource.

Pozen, A. & Stimpson, J. (2018). *Navigating health insurance* (5th ed). Burlington, MA: Jones & Bartlett Learning. Navigate 2 - an e-resource tool for the textbook

Wacker, R.R. & Roberts, K.S. (2019). *Community resources for older adults* (5th ed.). Los Angeles, CA: SAGE.

Additional readings as assigned

5. Weekly outline of content. NOTE: The course will be offered in a module format to allow for flexibility in scheduling to accommodate programs.

Week	Topic	Readings	Sample Assignments	Contact Hours
1	Introduction and Overview APA Format	Syllabus, Schedule, Getting Started Letter, APA Formatting Additional Resources	Discussion APA Format Quiz	2.5
2	Getting to Know the Human Services Organization Distinguishing Features of Organizations	Furman, R. & Gibelman, M. (2016). Chapters 1 & 2. E-resource	Discussion	2.5
3	Resources Defined; Types of Resources	Moore, T.J. & Asay, S. M (2018) pp 1-110	Discussion	2.5
4	Managing Family Resources; Family Resource Theory	Moore, T.J. & Asay, S. M (2018) pp 111-184	Discussion	2.5
5	Decision Making and Resources; Resource Evaluation	Moore, T.J. & Asay, S. M (2018) pp 185-319	Discussion	2.5
6	Department of Health and Human Services Societal and Cultural Perceptions of Resources; Best Practices in Family Life Education	DHHS website Ballard, S. & Taylor, A. (2012). pp 1-19	Discussion Department of Health and Human Services Website Review Quiz https://www.hhs.gov/	2.5

7	Barriers to Resources (e.g. Rural Families; Military Families;)	Ballard, S. & Taylor, A. (2012). pp 20-116	Discussion	2.5
8	Human Service Programs and Services that improve the well-being of individuals, families, and communities: (e.g. Grandparents Raising Grandchildren Persons with Disabilities)	Pozen, A. & Stimpson, J. (2018). pp. 117-125 Ballard, S. & Taylor, A. (2012). pp 117-164	Discussion Graduate Student Component - Case Study	2.5
9	Human Service Programs and Services that improve the well-being of individuals, families, and communities; Preparing Family Life Educators to work with diverse populations	Pozen, A. & Stimpson, J. (2018). pp. 127-131 Ballard, S. & Taylor, A. (2012). pp 165-302	Discussion	2.5
10	Human Service Programs and Services that improve the well-being of Older Adults	Wacker, R.R. & Roberts, K.S. (2019). pp 1-87	Discussion	2.5
11	Human Service Programs and Services that improve the well-being of Older Adults: (e.g. Volunteer and Intergenerational Programs; Education Programs; Senior Centers & Recreation; Employment Programs; Income Programs; Nutrition & Meal Programs)	Wacker, R.R. & Roberts, K.S. (2019). pp 89-229	Discussion	2.5
12	Human Service Programs and Services that improve the well-being of Older Adults: (e.g. Health Care and Wellness; Transportation; Housing	Wacker, R.R. & Roberts, K.S. (2019). pp 231-379	Discussion	2.5
13	Human Service Programs and Services that improve the well-being of Older Adults (e.g. Caregiver Support; Home Care Services, Long Term Care Services)	Wacker, R.R. & Roberts, K.S. (2019). Pp 383-494)	Discussion	2.5

	Money Smart for Older Adults	FDIC Money Smart Education Program		
14	Health Care and Delivery Systems; Affordable Care Act (ACA)	Pozen, A. & Stimpson, J. (2018). pp. 1-90 Navigate 2 online resource materials	Discussion Navigate 2 Quiz	2.5
15	Community Resource Navigation Course Wrap Up and Review		Discussion Community Resource Review and Evaluation	2.5
16	Final Exam	Final Exam		
				37.5 Hours

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

Course Assessment	% of Points (UG)	% of Points (Grad)
Examinations	30	20
Discussions	40	30
Assignments (examples provided):	30	20
Graduate Level Research Component		30

COURSE ASSIGNMENT EXAMPLES

Discussions
There will be 15 weekly discussions worth 15 points each. Students will be assessed on: format and technical writing, use of an appropriate media component, content, reading and engaging in classmate's postings, and posting timeliness. APA format is required.

Community Resource Review and Evaluation
1) Compare and contrast two community human resources.
2) Provide background information about each resource
3) Assess the current programming efforts and determine if it is adequate for the target audience.
4) Conclude strengths and weaknesses of the existing programs can identify strategies to better reflect the needs of the specific population.
Assignment Requirements:
Written Report: 3-4 pages; APA format, 1" margins, double spaced, Times New Roman or Arial 11-point font, discussion posting

Graduate Level Research Component

Meeting the Needs of Diverse Populations
Case Study: Written Report and Online Presentation

Graduate students will be required to:

1) Identify a specific population different from the populations addressed in the course
      a) Define the population
      b) Address unique aspects of the population
      c) Determine strengths and assets of the population
      d) Identify the general needs of the population

2) Determine and Assess Available resources
      a) Determine the current state of resources available
      b) Identify two specific resources that would benefit the population. What are the marketing/recruitment efforts used by the resources
      c) Assess the barriers to participation
      d) Address the future direction/considerations of the resources related to this population

Assignment Requirements:
Develop a detailed outline of the project and submit to the DropBox by the scheduled due date. Topic must be approved by instructor prior to submission. Three updates will be required throughout the semester.
-Written Report: 5-6 pages; APA format, 1" margins, double spaced, Times New Roman or Arial 11-point font.
-Online Presentation: Create a 3-5 minute video overview of the Case Study. Students may use PPT with voice over, Office Mix, Jing, Screen Castamatic to develop the presentation. The presentation will be uploaded to the discussion board and will be reviewed and discussed by both undergraduate and graduate students

Assessment will be based on:
Depth of content knowledge
Effective critical thinking and problem solving
Effective oral and written communication
Advanced scholarship through research or creative activity

7. Grading scale.

92-100 A	83-91 B	74-82 C	65-73 D	Below 64 F

8. Correlation of learning objectives to assignments and evaluation.

Course Objective	Examinations Undergrad 30% Grad 20%	Discussions Undergrad 40% Grad 30%	Assignments Undergrad 30% Grad 50%
Apply appropriate terminology related to human services programs and resource management. (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B)	X	X	X

Articulate the role of the Department of Health and Human Services in offering programs and assistance. (CT 2-6; WCR 1-7; SL 1-3; QR 4-6; RC 1-4; GLG A, B, C, D)	X	X	X
Analyze unique challenges and opportunities in providing resources for diverse populations. (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B, C, D)	X	X	X
Assess programs and services designed to enrich and improve the quality of individual and family life. (CT 1-6; WCR 1-7; SL 1-5, 7; QR 3-6; RC 1-4; GLG A, B, C, D)	X	X	X
Examine healthcare and delivery systems and the impact on resource management. (CT 1-6; WCR 1-7; SL 1-3; QR 3-6; RC 1-4; GLG A, B, C, D)	X	X	X

Date approved by the department or school: 11-1-2018
Date approved by the college curriculum committee: 11-12-2018
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: 12-6-2018   **CGS:**