

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: 19-32
Effective Fall 2019

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: ☐ HSL 4850 ☐
3. Short title: ☐ Human Serv Comm Cul Intersect ☐
4. Long title: ☐ Human Services Programs: Community, Culture and Intersectionality ☐
5. Hours per week: ☒ 3 Class ☐ 0 Lab ☒ 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: ☐ 2019 ☐
8. Catalog course description: ☐ Exploration of the role of culture when considering human services programs ☐
9. Course attributes:
General education component: ☐ NA ☐
☐ 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 course is approved: ☐ HSL 4650 ☐
12. Equivalent course(s): ☐ NA ☐
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. Prerequisite(s): ☐ HSL 1800 Human Development or HSL 2820 Family Relationships ☐
 - 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): NA

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ☐ majors in Human Services Program Administration, minors in Human Services Program Administration, graduate students in Human Services Program Administration, minors in Aging Studies, graduate students in Aging Studies, minors in Financial Literacy ☐

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

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:

☐ 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:
☐ none ☐

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: ☐ none ☐

20. Additional costs to students:

Supplemental Materials or Software ☐ NA ☐

Course Fee ☒ No ☐ Yes

21. Community college transfer:

Supplemental Materials or Software ☐ NA ☐

Course Fee ☐ No ☐ Yes, Explain if yes ☐ NA ☐

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of ☐ Human Service Program Administration ☐

☐ 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 was approved Fall 2018 as part of the new curriculum for the Department of Human Services and Community Leadership. The course is required of the BS in Human Services Program Administration. Upon review of the content and overall role in the HSCL curriculum, it was determined that the content is such that it is currently appropriate for either a graduate or undergraduate student, and was mis-numbered upon its introduction.

Changing the course number from 4650 to 4850 will make it available for graduate students, filling the need for graduate-level content related to the role of culture in the provision of human services.

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

Similarity to other courses: Multiple courses across campus focus on themes of cultural competency, however, this class views the topic through the lens of human services programming.

Prerequisites: This course requires a prerequisite in order to ensure that students have the foundational content information needed to approach the topics. Both 1800 and 2820 contain basic information about individual and family development and are appropriate for this course.

Co-requisites: NA

Enrollment restrictions: Courses in the Department of Human Services and Community Leadership tend to fill quickly with non-majors/minors, as the courses contain content that is applicable to daily living, and are suggested as electives for a variety of campus programs. The enrollment restriction will keep this course available for those that need it to complete the major and minors in HSCL.

Writing active, intensive, centered: NA

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

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

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

Online or hybrid delivery justification: HSL is committed to making 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. OCDE) will be assigned to the course. Only faculty with expertise related to family/human services programs 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. For example, the online version of the course will utilize the same PowerPoint lectures (with slides regularly complemented by audio/video aids) or another instructional platform. Respondus Lockdown browser, ID, and webcams will be required for any exams. Academic integrity of written work will be preserved and monitored for originality and authenticity with the most current technology available.

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 online office hours to be responsive to students' questions and concerns. Students will also be welcome to talk with the instructor by telephone, through Skype or a similar option, or face-to-face on campus.

Model Syllabus (Part II)

1. HSL 4850 Human Services Programs: Community, Culture and Intersectionality
2. Catalog description: Exploration of the role of culture when considering human services programs.
3. Learning objectives.
 - a. Explore what it means to be culturally competent (CT 1-3; WCR 1, 3, 4, 6, 7; SL 1-3 and GLG 1, 2),
 - b. Deconstruct the relationship between cultural competence and effective human services program design and delivery (CT 1-4; WCR 1-5; RC 1, 2 and GLG 1, 2, 3, 4),
 - c. Examine the diverse needs of human services clients (CT 1-4; WCR 1-5; QR 1-3; RC 1, 2 and GLG 1, 2, 3),
 - d. Analyze barriers and constraints to human services programming (CT 1-4; WCR 1-5; RC 1, 2 and GLG 1, 2, 3, 4), and
 - e. Develop techniques to increase cultural competence (CT 1-4, 6; WCR 1-6; QR 2-5; RC 1-4) (GLG 1, 2, 3).

EIU Graduate Learning Goals:

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.
Initial textbook: Diller, J. V. (2018). *Cultural Diversity: A Primer for the Human Services* (6th ed.). Boston: Cengage.
Topical readings will be updated each semester.
 5. Weekly outline of content

Week One	Introduction to Cultural Competence Model of Cultural Competence Professional standards
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Week Two	Cultural Competence Personal Assessment Professional standards Individual cultural competence skill areas
Week Three	The Diversity of Human Services Clients/Invisible Intersectionality Cross-cultural helping Hays's Addressing Framework
Week Four	Racism, Prejudice, Privilege Defining and contextualizing racism Micro/macro-aggression and implicit bias Institutional racism Becoming a cultural ally
Week Five	Racism, Prejudice, Privilege Institutional racism Becoming a cultural ally
Week Six	Understanding Culture Privilege as a Roadblock to the Effective Provision of Services Community psychology Dimensions of culture
Week Seven	Culturally Sensitive Work with Caregivers (e.g., family, parent) Cultural considerations in caregiving Patent buffering
Week Eight	Culturally Sensitive Work with Children Childhood racial identity Preparing children for racism
Week Nine	Roadblocks to Services: Overt Bias in Delivery Underrepresented populations Cultural variations in psychopathology Globalization of treatment models
Week Ten	Politicizing Services: Relationship Between Fear and Funding Relationship Between Political Climate and Societal Attitudes Changing demographics Political climate/legislation Client perception of safety (e.g., someone in the country illegally)
Week Eleven	Roadblocks to Services: Mental Health Issues Racial identity and group belonging Acculturation and community support
Week Twelve	Cultural Compassion as a Professional Virtue/Professional Development National Council on Family Relations: Code of Professional Ethics Professional Development Plan

Week Thirteen	Heteronormative Programming Demographics and cultural similarities LGBTQA US American male clients
Week Fourteen	Cultural competence from an Agency Perspective Agency assessment Staff diversity/education
Week Fifteen	Special Topics – examples: Current legislation Events (e.g., shooting) or disasters (e.g., wildfires, hurricane)
Final Exam	Submission of Final Project: Human Services Program Analysis

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

Course Assessment/Sample Assignments	% of Points (UG)	% of Points (Grad)
Discussion/In-Class <ul style="list-style-type: none"> • Timeline of policy regarding the incarcerated • Develop blueprint for positive intergenerational relationships • Analysis of US media coverage 	30	30
Cultural Self-Assessment Exercise <ul style="list-style-type: none"> • National Center for Cultural Competence 	10	10
Human Services Program Analysis <ul style="list-style-type: none"> • Craft a scenario • Compare the services of three existing human services programs and make recommendation • Analyze availability of services (e.g., in existence, affordable, access, transportation issues, child or elder care) for specific populations 	30	30
Professional Development Plan <ul style="list-style-type: none"> • Identify professional goals • Explain the need for targeted professional activities to ensure cultural competence (i.e., will not come naturally) • Develop a personal statement regarding cultural competence • Identify specific activities/projects that will enhance professional development (e.g., coursework, professional development activity, webinar series) and defend choices 	30	20

Graduate Component <ul style="list-style-type: none"> Develop a plan to introduce programming on cultural competence for employees, clients, or volunteers 		10
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7. Grading scale: 93% -100% = A 85% – 92% = B 77% - 84% = C 69% – 76% = D below 69% = F

8. Correlation of learning objectives to assignments and evaluation.

	Discussion/In-class (30%)	Self-Assessment (10%)	Program Analysis (30%)	Prof Dev Plan (undergraduate 30% and graduate)
Explore what it means to be culturally competent Undergraduate Learning Goals: CT 1-3; WCR 1, 3, 4, 6, 7; SL 1-3 Graduate Learning Goals 1, 2	X	X		
Deconstruct the relationship between cultural competence and effective human services program design and delivery Undergraduate: CT 1-4; WCR 1-5; RC 1, 2 GLG: 1, 2, 3, 4	X	X	X	
Examine the diverse needs of human services clients Undergraduate: CT 1-4; WCR 1-5; QR 1-3; RC 1, 2 GLG: 1, 2, 3	X		X	X
Analyze barriers and constraints to human services programming Undergraduate: CT 1-4; WCR 1-5; RC 1, 2 GLG: 1, 2, 3, 4	X		X	X

Develop techniques to increase cultural competence				
Undergraduate: CT 1-4, 6; WCR 1-6; QR 2-5; RC 1-4		X		X
GLG: 1, 2, 3				

Date approved by the department or school: March 21, 2019
Date approved by the college curriculum committee: April 9, 2019
Date approved by CAA: