

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

February 11, 2025

1. Minutes

- a. Approval of the January 28, 2025 meeting minutes

2. Communication

- a. **CHHS Curriculum Committee Minutes** January 22, 2025
- b. **CLAS Curriculum Committee Minutes** December 4, 2024
- c. **CLAS Grade Appeal Report:** Fall 2024

3. Items to be Added to the Agenda

- a. **25-20** HSL 5450 Program Administration & Strategic Planning in Human Services (Course Revision)
- b. **25-21** HSL 5460 Current Issues, Trends, and Policies in Human Services (Course Revision)
- c. **25-22** HSL 5846 Development, Funding & Grant Writing in Human Services (Course Revision)
- d. **25-23** HSL 5850 Advanced Human Development & Theories
- e. **25-24** MS in Human Services Program Rev (crse del, adds, title changes)
- f. **25-25** MS in Aging Studies & Aging Studies LTC Admin Program Rev (crse del, adds, title changes)
- g. **25-26** Elimination of the PSM Degree in Geographic Information Sciences (teachout through SP 2026)

4. Items to be Acted Upon

- a. **25-16 MS Counseling Program Revision**, School Counseling (Change EDF 5500 from required to elective, define electives available)
- b. **25-17 PUBH 5770** Leadership and Ethics for Health Professionals (CPL Course Proposal)
- c. **25-18 BIO/PHS 5400** Mid/High School Science Methods & Pedagogy (New Course Proposal)
- d. **25-19 MAT Secondary Program Revision** (Add BIO/PHS 5400)

5. Items Pending

- a. None

6. Other

- a. None

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC)
- b. Booth Collaborative Advisory Committee
- c. Textbook Rental Advisory

8. Dean's Report

Council on Graduate Studies Minutes January 28, 2025

The January 28, 2025 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

Members Present: Dr. Alexis Jones, Dr. Nichole Hugo, Dr. Maranda Schaljo, Dr. Elizabeth Gill, Dr. Chris Laingen, Dr. Wesley Allan, Ms. Ryleigh Poe

Members Absent: Dr. Chandra Chahyadi

Staff Present: Ms. Myra Taylor, Ms. Lana Beasley, Mr. Christobal Dominguez

Guests Present: Dr. Margaret Floress, Graduate Coordinator, School Psychology

Due to a scheduling conflict, Dr. Margaret Floress requested that the Council suspend the agenda to address agenda item 25-11 at the beginning of the meeting.

Motion to approve request to suspend the meeting agenda made by Dr. Laingen and seconded by Dr. Schaljo.
Motion carried by acclamation.

1. Minutes

The minutes of the December 3, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

a. EA-COE-25-23 CHE 5943-Foundations & Management of School Counseling Programs Title Change

Motion to accept communication items made by Dr. Schaljo, seconded by Dr. Laingen. Motion carried by acclamation.

3. Items to be Added to the Agenda:

b. 25-16 MS Counseling Program Revision, School Counseling (Change EDF 5500 from required to elective, define electives available)

c. 25-17 PUBH 5770 Leadership and Ethics for Health Professionals (CPL Course Proposal)

d. 25-18 BIO/PHS 5400 Mid/High School Science Methods & Pedagogy (New Course Proposal)

a. 25-19 MAT Secondary Program Revision (Add BIO/PHS 5400)

Motion to approve agenda items 25-16 through 25-19 was made by Dr. Laingen, seconded by Dr. Schaljo. Motion approved by roll call vote. (7-0-0)

4. Items to be Acted Upon:

a. 25-11 PSY 5024 Academic Assessment and Intervention (New Course Proposal)

Motion to approve 25-11 made by Dr. Laingen, seconded by Dr. Allan. Motion carried (6-0-0)*

b. 25-15 Coady, Angela Associate Faculty Waiver of Limitations Request

Motion to approve 25-15 made by Dr. Allan, seconded by Dr. Schaljo. Motion carried (7-0-0)

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** Myra Taylor reported GSAC will be holding their first spring semester meeting on Friday, January 31. The group has reached out to contact campus departments to request speakers and create other collaborative events.
- b. **Booth Collaborative Advisory Committee (BCAC):** No report submitted.
- c. **Textbook Rental Advisory:** Dr. Schaljo stated there was no information to report.

8. Dean's Report

- a. Interim Dean Chesnut reminded the Council of the upcoming Graduate School awards and scholarship deadlines.
- b. Council members were asked to note the Graduate School Research/Creative Activity Fair & Awards Ceremony would be held on April 17, 2025.

Motion to adjourn the meeting made by Dr. Schaljo, seconded by Dr. Laingen. Meeting adjourned at 2:15 p.m.

*Dr. Gill joined the meeting after the Council had approved 25-11

**COLLEGE OF HEALTH & HUMAN SERVICES
CURRICULUM COMMITTEE MINUTES
January 22, 2025**

The January 22, 2025 meeting of the College of Health & Human Services Curriculum Committee began at 1:00pm. The meeting was conducted in a hybrid format (in person at Room 1418, Klehm Hall, and via Teams.)

Members Present:

	<i>In Person</i>	<i>Teams</i>
Dr. Lynne Cameron, Communication Disorders & Sciences (Chair)	X	
Dr. Richard Clapp, School of Nursing	X	
Dr. Nikki Hillier, Public Health & Nutrition (Vice Chair)	X	
Dr. Kathleen O'Rourke, Human Services	X	
Dr. Stacey Ruholl, Kinesiology, Sport, & Recreation	X	
Ms. Haley Hoagland (Student Representative)		X

Members Absent:

Major William Comstock, Military Science

Ex-Officio Members Present:

Dr. Jill Bowers, College of Health & Human Services

Ex-Officio Members Absent:

Ms. Janet Fopay, College of Health & Human Services

Guests: Dr. Linda Simpson (Human Services) via Teams.

The meeting was called to order by Dr. Cameron (Chair).

I. Approval of Minutes:

1. Minutes of the November 14, 2024, meeting.

Dr. Ruholl moved and Dr. O'Rourke seconded the motion to approve the minutes. The minutes of the November 14, 2024, meeting was approved with the following vote:

Yes: Cameron, Hillier, O'Rourke, and Ruholl

No: None

Abstention: Clapp

II. Items Acted Upon:

1. 25-01, HSL 3850: Child and Adolescent Development (New Course).

Dr. Jill Bowers presented the proposal and answered questions. Revisions were requested for formatting. Dr. Clapp moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revision.

2. 25-02, HSL 3853: Child Development Practicum (Revised Course).

Dr. Bowers presented the proposal and answered questions. Revisions were requested for formatting. Dr. Clapp moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

3. 25-03, HSL 4859: Administration and Leadership in Human Services (Revised Course).

Dr. Bowers presented the proposal and answered questions. Revisions were requested for formatting and to add rationale for restricts. Dr. Ruholl moved and Dr. Clapp seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

4. 25-04, HSL 5450: Program Administration and Strategic Planning in Human Services (Revised Course).

Dr. O'Rourke presented the proposal and answered questions. Dr. Clapp moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

5. 25-05, HSL 5460: Current Issues, Trends, and Policies in Human Services (Revised Course).

Dr. O'Rourke presented the proposal and answered questions. Dr. Ruholl moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

6. 25-06, HSL 5846: Development, Funding, and Grant Writing in Human Services (Revised Course).

Dr. O'Rourke presented the proposal and answered questions. Dr. Clapp moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

7. 25-07, HSL 5850: Advanced Human Development and Theories (Revised Course).

Dr. O'Rourke presented the proposal and answered questions. Dr. Clapp moved and Dr. Ruholl seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

8. 25-08, B. S. in Human Services (Revised Major).

Dr. Bowers presented the proposal and answered questions. Dr. Clapp moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

9. 25-09, Aging Studies Minor (Revised Minor).

Dr. O'Rourke presented the proposal and answered questions. Dr. Ruholl moved and Dr. Clapp seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

10. 25-10, Early Childhood Program Administration Minor (Revised Minor).

Dr. Bowers presented the proposal and answered questions. Dr. Ruholl moved and Dr. Clapp seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

11. 25-11, M. S. in Human Services (Revised Program).

Dr. O'Rourke presented the proposal and answered questions. Dr. Hillier moved and Dr. Clapp seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

12. 25-05, M.S. in Aging Studies and M.S in Aging Studies: Long-Term Care Administration Option (Revised).

Dr. O'Rourke presented the proposal and answered questions. Dr. Ruholl moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

III. Pending Items:

1. 25-13, KSR 3901, Olympic-Style Weightlifting Techniques (New Course).
2. 25-14, KSR 3902, Neuromotor Training for Older Adults (New Course).
3. 25-15, KSR 3903, Introduction to Pharmacology for the Pre-Healthcare Professional (New Course).
4. 25-16, KSR 3904, ECG Rhythm Strip Analysis and Interpretation (New Course).
5. 25-17, KSR 3905, Effects of Cardiopulmonary Medications on the Exercise Response (New Course).
6. 25-18, KSR 4902, Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription (New Course).
7. 25-19, Exercise Science (Revised Major).
8. 25-20, Exercise Science: Pre-Athletic Training Option (Revised Option).
9. 25-21, Exercise Science: Pre-Occupational Therapy Option (Revised Option).
10. 25-22, Exercise Science: Pre-Physical Therapy Option (Revised Option).

IV. Communications:

None.

V. Other:

None.

VI. Informational:

1. Link to the CHHS Curriculum Committee Website: <https://www.eiu.edu/chhs/curriculum.php>
2. Link to the CHHS Curriculum SharePoint site housing the committee's agenda, minutes, proposals, executive requests, and other curriculum materials:
<https://pmaileiu.sharepoint.com/sites/chhsdean/CHHS%20Curriculum%20Management%20Data%20base/Forms/AllItems.aspx?viewid=aaa38e73%2D140d%2D4c03%2D899b%2D65d06c0974e0>

The next meeting will be held at 1:00 p.m. on February 12, 2024. The meeting will be held in Room 1418, Klehm Hall, and electronically via Teams.

Respectfully submitted, Dr. Jill Bowers

Spring 2025 Meetings

1:00 p.m. @ 1418 Klehm Hall

Meeting Date	Item Submission Deadline
Wednesday, January 22	Monday, January 13
Wednesday, February 12	Monday, February 3
Wednesday, March 26	Monday, March 10
Wednesday, April 23	Monday, April 14

College of Liberal Arts and Sciences Curriculum Committee

December 4, 2024 (Synchronous - Zoom) ELECTRONIC MEETING

Participating Members: Dave Richardson, ART; Sanghoon Kang, BIO; Cesar Ortiz, CHM; Chigozirim Sodeke, SCJ-CMN; Linda Ghent, ECN; Melissa Caldwell, ENG; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Grant Lakeland, MCS; Julie Park, MUS; Teresa Britton, PHI; Isaiah Lim, PHY; Jeff Ashley, PLS; Nick Shaw, THA; Irene Jacobsen, WLC; Associate Dean Mike Cornebise, ex-officio; Angie Cawthon, recorder

Members not Participating: Joe Gisondi, SCJ-JOU; Jerry Zhu, PSY; Caitlin Lynch, SOC; Taeveon Gaines, Student Member (Sciences); Associate Dean Chris Mitchell, ex-officio

Guests: Katie Lewandowski, GEO; Logan Lehmann, HSL; Marshall Lassak, MCS; John Morris, PLS; Karen Swenson, PLS; Don Holly, SOC

Chair Ghent called the meeting to order at 3:00 pm.

I. Minutes

On the motion of Ashley and the second of Richardson, the CLASCC minutes of November 13, 2024 (Synchronous electronic meeting) were approved.

II. Executive Actions

The following Executive Actions were approved:

- | | | |
|--------|-----------|--|
| 25.25E | From GEO— | EIU 4101 and 4190 Enrollment Exclusion Change |
| 25.26E | From MCS— | Remove MAT 2400 from Undergraduate Catalog |
| 25.27E | From MCS— | MAT 3400 Course Number and Prerequisite Change |
| 25.28E | From MCS— | MAT 3620 Prerequisite Change |

III. Items Acted On

25.20 SOC 2420, “Introduction to Social Work” (Revised Course)

Motion made (Jirau Arroyo) and seconded (Ashley) to consider. Don Holly and Logan Lehmann presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (15-0)

25.21 PHS 5400, “Middle and High School Science Methods and Pedagogy” (New Course)

Motion made (Lim) and seconded (Jacobsen) to consider. Katie Lewandowski presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

25.22 PLS 2333, “Political Campaigning” (New Course)

Motion made (Jacobsen) and seconded (Richardson) to consider. John Morris and Karen Swenson presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

25.23 MAT 2270, “Technology in Mathematics” (Revised Course)

Motion made (Jirau Arroyo) and seconded (Caldwell) to consider. Marshall Lassak presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

25.24 BA in Mathematics for Teacher Licensure (Revised Program)

Motion made (Ashley) and seconded (Jacobsen) to consider. Marshall Lassak presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

25.25 Minor in Mathematics for Teacher Licensure (Revised Program)

Motion made (Caldwell) and seconded (Richardson) to consider. Marshall Lassak presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

IV. Other Business

None.

V. Adjournment

On the motion of Ashley and the second of Ortiz, the meeting was adjourned at 3:32 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: January 22, 2025

**College of Liberal Arts and Sciences
Summary Report on Grade Appeals for the
Council on Academic Affairs and the Council on Graduate Studies**

Report on Appeals Requiring CGAC Fact Finding Meetings during Fall 2024

Jan 29, 2025

Within thirty (30) days after the end of each fall semester and the end of each spring semester, each dean will submit a Summary Report of Grade Appeals. Undergraduate appeals will be forwarded to the Council on Academic Affairs and graduate appeals will be forwarded to the Council on Graduate Studies. The Summary Report of Grade Appeals will include the following information on each grade appeal for which the CGAC conducted a Fact Finding Meeting: (1) The date of the Grade Appeal Request; (2) The grounds for the grade appeal; and (3) The disposition of the grade appeal. The Summary Report of Grade Appeals will not identify the student or faculty member by name and will not include the course number or name.

CAA: There were no undergraduate appeals for which the University Grade Appeal Committee conducted a Fact Finding Meeting in the Fall 2024 Term.

CGS: There were no graduate appeals for which the University Grade Appeal Committee conducted a Fact Finding Meeting in the Fall 2024 Term.

Request Type	Date of Request	Grounds*	Disposition

***Grounds for Grade Appeal**

1. A mathematical error in calculation of the grade or clerical error in recording of the grade that remains uncorrected;
2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course;
3. The assignment of a grade to a particular student on some basis other than performance in the course;
4. The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

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): ____ NA _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ____ Human Services and Aging Studies graduate students, non-degree seeking graduate students seeking to apply for the M.S. in Human Services or M.S. in Aging Studies, accelerated Human Services or Aging Studies graduate students, undergraduate students approved for reserve graduate credit who will be pursuing the M.S. in Human Services or M.S. in Aging Studies, and graduate students from other departments who have been granted permission of course instructor and Human Services Department Chair to take the course. _____

b. Degrees, colleges, majors, levels, classes which may not take the course: ____ Non-Human Services and non-Aging Studies graduate students, non-Human Services and non-Aging Studies accelerated graduate students, and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services or the M.S. in Aging Studies. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course. _____

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: NA ____

18. Grading methods: Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions: ____ NA _____

____ 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 ____ NA _____

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 M.S. in Human Services
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective M.S. in Aging Studies

2. Rationale for proposal :

The current course revisions for HSL 5450 reflect an intentional focus on four major content areas – leadership/management/organizational theories and application of theories to professional practice; ethical practice, issues, and concerns in human services; resource management in human services programs; and strategic planning for growth and success. While similarities exist between the presently taught HSL 5450 course and the newly proposed course content of HSL 5450 regarding the application of theory to practice, workplace ethics, and leadership principles, the distinct revisions are summarized as follows. First, the course content of administration and supervision theories, principles, and best practices will be revised and expanded to include leadership, management, and organizational theories, principles, and best practices relative to the human services field and careers. Second, financial/budget planning and administrative fiscal responsibility in human services programs will be added as a major part of the resource management content area. The focus on financial/budget planning and fiscal responsibility will also serve as a solid complement to the fund development and grant writing content taught in the program’s required HSL 5846 Fund Development and Grant Writing in Human Services course. Third, the presently taught HSL 5450 focuses on program management duties, problem-solving, employee motivation, and workplace communication. In the proposed revisions of HSL 5450, those content areas will be absorbed within the larger context of leadership skills development, resource management, and strategic planning for fostering organizational and employee growth and success.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: Since the course focuses on the specific field of Human Services and career paths specific to Human Services, the major topics of leadership, management, and organizational development and theories, resource management in human services, workplace ethics, and

strategic planning for organizational growth and program assessment and evaluation will be geared specifically toward the Human Services field and careers. Therefore, the following are restricted from enrolling: Non-Human Services and non-Aging Studies graduate students, non-Human Services and non-Aging Studies accelerated graduate students, and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services or M.S. in Aging Studies. Additionally, with HSL 5450 being a required Human Services course and an elective course for Aging Studies, the course has consistently reached the maximum enrollment number to ensure quality and integrity in teaching and learning. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

Writing active, intensive, centered: NA

Capstone as Senior Seminar: 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: The M.S. in Human Services has online or hybrid degree options. The majority of M.S. in Human Services students opt for the online format as most do not reside within driving distance of campus and most are already employed full- or part-time in their respective career positions. This course content will be offered online using the Learning Management System (LMS). Course content can be delivered without the necessity of face-to-face meetings and meet course objectives. Offering the course online will make the course available to students in online programs.

Instruction: As required by Eastern Illinois University policy, instructors of technology-delivered courses/sections will submit proof of having completed the Online Course Development Institute (OCDI) or equivalent, Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching this course for the first time. Online videos and instructional materials will be available.

Integrity: The course syllabus will include a statement regarding academic integrity. Written assignments will be submitted to the plagiarism detection system as appropriate. Online exam integrity will be secured through the use of a lockdown browser, timed exams, and the use of randomized questions.

Interaction: Students will have access to the faculty through multiple means: online, email, and phone through posted office hours. Discussion boards, group work, and video presentations will be

used as interaction and online course activities. Dedicated workspaces for group work can be created in the online classroom.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HSL 5450 Program Administration and Strategic Planning in Human Services
2. Catalog description: This course focuses on leadership, management, and organizational development and theories, resource management in human services, workplace ethics, and strategic planning for organizational growth and program assessment and evaluation.

3. Learning objectives (LO):

Upon completion of this course, students will be able to:

1. LO1: Compare and contrast leadership, management, and organizational theories/theoretical models and apply theories to professional practice. Graduate Learning Goals (GLG): 1, 2
2. LO2: Assess management strategies for accountability measures, human resources functions, performance evaluations, and information systems. Graduate Learning Goals (GLG): 1, 2, 4, 5
3. LO3: Engage in critical thought and reflection on ethical dilemmas in the human services field, and proactive and responsive problem-solving strategies for ethical concerns and violations. Graduate Learning Goals (GLG): 1, 2, 3, 5
4. LO4: Evaluate organizational strategies for financial management and fiscal responsibility in human services. Graduate Learning Goals (GLG): 1, 2, 5
5. LO5: Analyze strategic planning, development, and implementation approaches for program growth and success in human services. Graduate Learning Goals (GLG): 1, 2, 3, 4, 5

4. Course materials.

Bryson, J. M., & George, B. (2024). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (6th Edition). Hoboken, NJ: John Wiley & Sons, Inc.

Rofuth, T. W., & Piepenbring, J. M. (2019). *Management and leadership in social work: A competency-based approach*. Springer Publishing Company.

Additional readings may be assigned.

5. Weekly outline of content.

Course Outline	
Week	Topic
1	Introduction to the course, APA style writing, and academic integrity modules, Introduction to Strategic Planning, Executive Leadership, Program Administration & Evaluation, Facilitating Organizational Growth & Success
2	Understanding the Strategic Planning Framework, Diversity & Cross-Cultural Competences, Innovative and Performance-Based Leadership, Team & Coalition Building
3	Strategic Planning: Vision, Mission, & Goal Setting, Evaluating & Updating Plans
4	Initiating the Strategic Planning Process, Communication Skills, Public Relations & Media Management,

	Marketing & Branding
5	Defining Organizational Purpose, Mission, & Values, Working with Groups, Professional Behavior and Team Dynamics, Effective Meeting Leadership, Meeting Planning & Execution, Collaboration & Stakeholder Engagement
6	Environmental Assessment & Program Design, Evidence-Based Practices for organizational effectiveness, Needs Assessment, Program Implementation and Evaluation, Sustaining & Redesigning Programs
7	Problem Solving & Strategic Issues, Decision-making, Problem analysis and Resolution, Risk Management and Preventative Analysis, Common Pitfalls and Solutions in Decision-Making
8	Motivating Staff & Adopting Strategies to Manage Issues, Employee Motivation, Staff Orientation, Training, and Development, Equity and Diversity in the Workplace, Performance Management, and Feedback
9	Personal & Professional Development & Strategy Formulation, Transitioning into Leadership, Self-Care and Well-Being, Mentorship, Productivity and Time Management
10	Vision and Future Planning, Promoting Diversity and Cultural Competence, Motivating Staff, Professional and Ethical Behavior, Leading Change and Organizational Improvement
11	Implementation Strategies & Maintaining Accountability, Ethical Behaviors and Practices, Financial Management and Liability Protection, Safety and Risk Management, Succession Planning and Organizational Structure, Promoting a Culture of Accountability and Compliance
12	Reassessing & Revising Strategies, Human Resource Management, Building a Diverse & Inclusive Workforce, Employee Relations & Legal Compliance, Recruitment, Hiring, & Training, Employee Evaluation
13	Reassessing & Revising Strategies, Human Resource Management, Building a Diverse & Inclusive Workforce, Employee Relations & Legal Compliance, Recruitment, Hiring, & Training, Employee Evaluation
14	Leadership Roles, Financial Management, and Resource Allocation, Investment and Contract Strategies, Managing Financial Challenges, Financial Planning and Sustainability
15	Resource Development and Community Collaboration, Strategic Development Planning, Fundraising, Grant Writing, Approaching Foundations & Funding Sources
16	Presentation of Capstone Strategic Planning Project

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

Students will be evaluated on the following:

- Chapter Summary/Application Papers/Quizzes (LO 1, 2, 3, 4/GLGs 1, 2, 3, 5) 20%
- Discussion Board Posts/Application & Participation (LO 1, 2, 3, 4, 5/GLGs 1, 2, 3, 5) 15%
- Ethics Case Study Paper (LO 3, 4, 5/GLGs 1-5) 20%
- Resource Management Project (LO 1, 2, 3, 4, 5/GLGs 1-5) 20%
- Capstone Strategic Planning Project (LO 2, 3, 4, 5/GLGs 1-5) 25%

7. Grading scale.

A = 92-100% B = 83-91% C = 74-82% D = 65-73% F = 0-64%

Date approved by the department or school: November 25, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. **Course prefix and number:** HSL 5460
3. **Short title:** Issues, Trends, and Policies
4. **Long title:** Current Issues, Trends, and Policies in Human Services
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2026
8. **Catalog course description:** Current and emerging issues, trends, legislation, and policies impacting the human services field.

9. **Course attributes:**

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

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 Synchronous Online Asynchronous 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:**

_____ NA _____

12. **Equivalent course(s):** _____ NA _____

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

13. **Prerequisite(s):** _____ NA _____

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): _____ NA _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Human Services graduate students, Aging Studies graduate students, non-degree seeking graduate students seeking to apply for the M.S. in Human Services or the M.S. in Aging Studies, accelerated Human Services or Aging Studies graduate students, undergraduate students approved for reserve graduate credit who will be pursuing the M.S. in Human Services or the M.S. in Aging Studies, and graduate students from other departments who have been granted permission of course instructor and Human Services Department Chair to take the course.

b. Degrees, colleges, majors, levels, classes which may not take the course: Non-Human Services and non-Aging Studies graduate students, non-Human Services and non-Aging Studies accelerated graduate students, undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services or M.S. in Aging Studies. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

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: NA

18. Grading methods: Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions: _____ NA _____

____ 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: _____ NA _____

Course Fee No ____ Yes, Explain if yes _____

21. Community college transfer:

____ A community college course may be judged equivalent.

X 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 MS in Human 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 – MS in Aging Studies

2. **Rationale for proposal:** Revisions focus on a) expanding the focus on public policy and legislative impact in human services and b) integrating additional issues in the field, such as addictions and chronic diseases.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: Since the course focuses on the specific field of Human Services and career paths specific to Human Services and the issues, trends, legislation, and policies will only focus on those relevant to Human Services' fields/career paths, the following are restricted from enrolling: Non-Human Services and non-Aging Studies graduate students, non-Human Services and non-Aging Studies accelerated graduate students, and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services or M.S. in Aging Studies. Additionally, with HSL 5460 being a required Human Services course and an elective course for Aging Studies, the course has consistently reached the maximum enrollment number to ensure quality and integrity in teaching and learning. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

Writing active, intensive, centered: NA

Capstone as Senior Seminar: 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: The M.S. in Human Services is an online or hybrid degree. The majority of M.S. in Human Services students opt for the online format as most do not reside within

driving distance of campus and most are employed full- or part-time in their respective career positions. This course content will be offered online using the Learning Management System (LMS). Course content can be delivered without the necessity of face-to-face meetings and meet course objectives. Offering the course online will make the course available to students in online programs.

Instruction: As required by Eastern Illinois University policy, instructors of technology-delivered courses/sections will submit proof of having completed the Online Course Development Institute (OCDI) or equivalent, Illinois Online Network’s “Master Online Teacher” certificate or another documented and equivalent training activity before teaching this course for the first time. Online videos and instructional materials will be available.

Integrity: The course syllabus will include a statement regarding academic integrity. Written assignments will be submitted to the plagiarism detection system as appropriate. Online exam integrity will be secured through the use of a lockdown browser, timed exams, and the use of randomized questions.

Interaction: Students will have access to the faculty through multiple means: online, email, and phone through posted office hours. Discussion boards, group work, and video presentations will be used as interaction and online course activities. Dedicated workspaces for group work can be created in the online classroom.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HSL 5460: Current Issues, Trends, and Policies in Human Services
2. Catalog description: Current and emerging issues, trends, legislation, and policies impacting the human services field.
3. Student learning objectives (SLOs):
 1. Develop an awareness of the characteristics and complexity of problems, trends, issues, and developments in the field of human services. (GLGs 1-3)
 2. Examine and analyze federal, state, and local legislation and policies that impact the field of human services. (GLGs 1-3)
 3. Investigate and evaluate the contemporary issues and trends in our society and assess the influence of each on human services. (GLGs 1-5)
 4. Demonstrate skills in critical thinking, effective leadership, and communication skills. (GLGs 1-5)
4. Course materials:
Supplemental materials provided.
5. Weekly outline of content.

1	Introduction to the course, APA guidelines, and academic integrity
2	Legislative impact on human services

3	Trends and ethical considerations: Looking to the future of human services
4	Current issue and policies that impact the issue(s): Families and the media
5	Current issue and policies that impact the issue(s): Incarceration
6	Current issue and policies that impact the issue(s): Individual and family diversity
7	Current issue and policies that impact the issue(s): Race, ethnicity, and culture
8	Current issue and policies that impact the issue(s): Addictions
9	Current issue and policies that impact the issue(s): Mental Health
10	Current issue and policies that impact the issue(s): Human Trafficking, Domestic Violence, and Sexual Assault
11	Current issue and policies that impact issue(s): Disabilities, Accessibilities, and Accommodations
12	Current issue and policies that impact issue(s): Aging, Ageism, and Diseases
13	Current issue and policies that impact the issue(s): Chronic Diseases
14	Advocacy in human services
15	Course Capstone: Presentations of final projects
16	Course Capstone: Student discussion board exchange and professional feedback/reflections on final projects

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

Assignment	Weight
Weekly Discussion Posts (SLOs 1-4/GLGs 1-3)	40%
Public Policy Analysis Paper (SLOs 1-4/GLGs 1-3)	20%
Current Issues Research Paper (SLOs 1-4/GLGs 1-5)	20%
Infographic Project & Presentation (SLOs 1-5)	20%

7. Grading scale:

Grading Scale:	A = 92-100%	B = 83-91%	C = 74-82%	D = 65-73%	F = 0-64%
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Date approved by the department: November 25, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CGS:

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): ____ NA _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ____ Human Services, Aging Studies, and Health Promotion graduate students; Human Services, Aging Studies, and Health Promotion accelerated graduate students; and undergraduate students approved for reserve graduate credit who will be pursuing the M.S. in Human Services, M.S. in Aging Studies, or M.S. in Health Promotion. _____

b. Degrees, colleges, majors, levels, classes which may not take the course: ____ Non-Human Services, non-Aging Studies, and non-Health Promotion graduate students; non-Human Services, non-Aging Studies, and non-Health Promotion accelerated graduate students; and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services, M.S. in Aging Studies, or M.S. in Health Promotion. _____

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: NA ____

18. Grading methods: Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions: ____ NA _____

____ 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 ____ NA _____

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 M.S. in Human 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 M.S. in Aging Studies and M.S. in Health Promotion
2. **Rationale for proposal** : At present HSL 5846 has two major course content areas: public policy and grant writing in the Human Services field. Instructors of HSL 5846 and the Human Services graduate faculty have determined that the content area of public policy is sufficiently and more appropriately covered in the required Human Services graduate course of HSL 5460 - Issues and Trends in Human Services. The combination of retaining both major content areas of public policy and grant writing in HSL 5846 has yielded a disjointed focus, detracted from more seamless transitions between and among course topic modules of both development/grant writing and policy, and the scope of course content coverage has become too broad for inclusion in one stand-alone course. As the content areas of development and grant writing have continued to evolve as critical for professional skills and expertise, primarily focusing on these two major content areas – development and grant writing - in HSL 5846 will best prepare students for either beginning or continuing their respective Human Services careers.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: Since the course focuses on the specific field of Human Services and career paths related to Human Services, the major topics of development and funding will be geared specifically toward the Human Services field and careers. Therefore, the following are restricted from enrolling: Non-Human Services, non-Aging Studies, and non-Health Promotion graduate students; non-Human Services, non-Aging Studies, and non-Health Promotion accelerated graduate students; and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services, M.S. in Aging Studies, or M.S. in Health Promotion.

Additionally, with HSL 5846 being a required Human Services course and an elective course for Aging Studies and Health Promotion, the course has consistently reached the maximum enrollment number to ensure quality and integrity in teaching and learning. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

Writing active, intensive, centered: NA

Capstone as Senior Seminar: 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: The M.S. in Human Services is an online or hybrid degree. The majority of M.S. in Human Services students opt for the online format as most do not reside within driving distance of campus and most are employed full- or part-time in their respective career positions. This course content will be offered online using the Learning Management System (LMS). Course content can be delivered without the necessity of face-to-face meetings and meet course objectives. Offering the course online will make the course available to students in online programs.

Instruction: As required by Eastern Illinois University policy, instructors of technology-delivered courses/sections will submit proof of having completed the Online Course Development Institute (OCDI) or equivalent, Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching this course for the first time. Online videos and instructional materials will be available.

Integrity: The course syllabus will include a statement regarding academic integrity. Written assignments will be submitted to the plagiarism detection system as appropriate. Online exam integrity will be secured through the use of a lockdown browser, timed exams, and the use of randomized questions.

Interaction: Students will have access to the faculty through multiple means: online, email, and phone through posted office hours. Discussion boards, group work, and video presentations will be used as interaction and online course activities. Dedicated workspaces for group work can be created in the online classroom.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HSL 5846 Development, Funding, and Grant Writing in Human Services
2. Catalog description: Development and funding for human services programming and organizations through examination of development outreach activities, funding sources, and preparation of grant applications.
3. Learning objectives (LO):
By the completion of this course, students will be able to:
 1. LO1: Assess, explain, and justify existing needs for development, funding, and grant proposals in human services. Graduate Learning Goals (GLG) 1, 2, 3, 4, 5

2. LO2: Examine, compare, and contrast funding sources for human services programming.
Graduate Learning Goals (GLG) 1, 2, 3, 4
3. LO3: Examine and generate development/outreach activity ideas for human services programming.
Graduate Learning Goals (GLG) 1, 2, 3, 4
4. LO4: Plan and develop a grant application for human services-related funding/resources.
Graduate Learning Goals (GLG) 1, 2, 3, 4
5. LO5: Engage actively with peers to assess and collaboratively exchange ideas related to development, funding, and grant applications for growth and success in human services.
Graduate Learning Goals (GLG) 1, 2, 3, 4, 5

4. Course materials.

Hoefer, R. (2024). *FUNDED! Essentials of grant writing for the Human Services* (2nd Edition). Solana Beach, CA: Cognella, Inc.

Supplemental readings.

5. Weekly outline of content.

Course Outline	
Week	Topic
1	Course Introduction and Overview APA Writing Style and Technical Report Writing
2	The Larger Context of Human Services Nonprofits and Introduction to Development, Funding, and Grant Writing
3	Exploring “The World” of Development, Funding, and Grant Writing Organizational Successes and Challenges in Development, Funding, and Grant Writing
4	Creating and Justifying Evidence-Based Programs Understanding Population, Community, and Constituent Needs
5	Logic Models Generating Development and Outreach Ideas/Activities Generating Grant Application Ideas and Plans
6	External Collaborations/Partnerships in Development and Grant Writing
7	Agency Capacity and Capabilities Related to Development, Funding, and Grants
8	Local Funding Sources Foundation Funding Sources
9	State Government Funding Sources Federal Government Funding Sources
10	Building a Grant Program Budget Fiscal Management of Grant Funding Accountability and Grant Compliance Forecasting and Contingency Management for Development, Funding, and Grants
11	Implementation of Grant-Funded Programs Outcome Measures and Evaluation of Grant-Funded Programs
12	Final Assessment and Inventory Checks of Grant Applications -Reexamination of Goals and Objectives and Alignment with Funding Source Criteria -Rationale and Justification of Need -Targeted Population/Audience – Availability, Accessibility, Special Considerations -Measurements for Evaluating the Success of Activities/Outcomes -Roles and Responsibilities of Individuals/Groups -Timeline and Deadlines -Dissemination of Findings/Outcomes

	-Future Planning Ideas and Funding Sources
13	Technicalities and Final Details of Grant Application Submissions -Accuracy, Proofreading, and Final Revisions/Edits -Title Pages, Summaries or Abstracts -Submission Instructions and Procedures -How the Review Process Works
14	Individual and/or Small Group Meetings to Discuss the Final Stage of Grant Application Assignment
15	Capstone Experiences: Presentation and Reviews of Grant Applications
16	Capstone Experiences: Peer Assessment and Collaborative Exchange

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

Students will be evaluated on the following:

- 20% Chapter Summary & Application Papers/Discussion Posts (LO 1, 2, 3, 5/GLGs 1-5)
- 15% Needs Assessment and Rationale/Justification Paper on a Specialized Topic or Target Population (LO 1, 3, 4, 5/GLGs 1-5)
- 15% Annotated Funding Source Guide (LO 1, 2, 4, 5/GLGs 1-5)
- 15% Annotated List of Development/Outreach Activity Ideas for Human Services Programs (LO 1, 3, 5/GLGs 1-5)
- 25% Grant Application (LO 1, 3, 4, 5/GLGs 1-5)
- 10% Peer Assessment and Collaboration Exchange Exercise (LO 5/GLGs 1-5)

7. Grading scale.

A = 92-100% B = 83-91% C = 74-82% D = 65-73% F = 0-64%

Date approved by the department or school: November 25, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. **Course prefix and number:** HSL 5850
3. **Short title:** Advanced Human Development
4. **Long title:** Advanced Human Development and Theories
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2026
8. **Catalog course description:** In-depth study of human development ages and stages and family and developmental theories. Application of theories/theoretical models to analyze current issues and trends across the human lifespan.

9. **Course attributes:**

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

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 Synchronous Online Asynchronous 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:**

_____ NA _____

12. **Equivalent course(s):** _____ NA _____

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

13. **Prerequisite(s):** _____ NA _____

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): _____ NA _____

15. Enrollment restrictions

a. **Degrees, colleges, majors, levels, classes which may take the course:** Human Services graduate students, non-degree seeking graduate students seeking to apply for the M.S. in Human Services, accelerated Human Services graduate students, undergraduate students approved for reserve graduate credit who will be pursuing the M.S. in Human Services, and graduate students from other departments who have been granted permission of course instructor and Human Services Department Chair to take the course.

b. **Degrees, colleges, majors, levels, classes which may not take the course:** Non-Human Services graduate students, non-Human Services accelerated graduate students, undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

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: NA

18. Grading methods: Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions: NA

____ 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: NA

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 Human Services
 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** : Revisions focus on a) integrating family theories not previously covered in the course and b) integrating developmental theories. Graduate students need exposure to these theories, as they comprise the foundation of the human services field and are essential for theses or capstone projects in the graduate internship or independent study.

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

Similarity to other courses: NA

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: Since the course focuses on the specific field of Human Services and career paths related to Human Services, the major topics of family/developmental theories and human lifespan development stages will be geared specifically toward the Human Services field and careers. Therefore, the following are restricted from enrolling: Non-Human Services graduate students; non-Human Services accelerated graduate students; and undergraduate students approved for reserve graduate credit who will not be pursuing the M.S. in Human Services. Additionally, with HSL 5850 being a required Human Services course, the course has consistently reached the maximum enrollment number to ensure quality and integrity in teaching and learning. The exception to these restrictions is in cases where the course instructor and Human Services Department Chair have granted permission for the student to take the course.

Writing active, intensive, centered: NA

Capstone as Senior Seminar: 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: The M.S. in Human Services is an online or hybrid degree. The majority of M.S. in Human Services students opt for the online format as most do not reside within driving distance of campus and most are employed full- or part-time in their respective career positions. This course content will be offered online using the Learning Management System (LMS). Course content can be delivered without the necessity of face-to-face meetings and meet course objectives. Offering the course online will make the course available to students in online programs.

Instruction: As required by Eastern Illinois University policy, instructors of technology-delivered courses/sections will submit proof of having completed the Online Course Development Institute (OCDI) or equivalent, Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching this course for the first time. Online videos and instructional materials will be available.

Integrity: The course syllabus will include a statement regarding academic integrity. Written assignments will be submitted to the plagiarism detection system as appropriate. Online exam integrity will be secured through the use of a lockdown browser, timed exams, and the use of randomized questions.

Interaction: Students will have access to the faculty through multiple means: online, email, and phone through posted office hours. Discussion boards, group work, and video presentations will be used as interaction and online course activities. Dedicated workspaces for group work can be created in the online classroom.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HSL 5850: Advanced Human Development and Theories
2. Catalog description:
In-depth study of human development ages and stages and family and developmental theories. Application of theories/theoretical models to analyze current issues and trends across the human lifespan.
3. Student learning objectives (SLOs):
 1. Distinguish and comprehend characteristics and attributes of human lifespan development ages and stages from birth to death (infancy and toddlerhood, preschool age, school-age, adolescence, young and emerging adulthood, middle age, and older age). (GLGs 1-3)
 2. Examine and analyze individual, family, and societal issues/policies and trends associated with ages and stages across the lifespan, including developmental milestones, life transitions, and age-related challenges. (GLGs 1-3)
 3. Examine historical aspects and the evolution of family and developmental theories/theoretical models. (GLGs 1-3)
 4. Evaluate family and developmental theories/theoretical models and the role of theory in understanding human development, family life, and social interactions. (GLGs 1-4)
 5. Compare and contrast a variety of family and developmental theories to assess contemporary viability. (GLGs 1-5)

6. Apply family and developmental theories/theoretical models to address specific social issues impacting individuals, families, and society. (GLGs 1-5)

4. Course materials:

Allen, K., & Henderson, A. (2023). *Family theories today: A critical intersectional approach* (2nd Edition). San Diego, CA: Cognella.

Crain, W. (2024). *Theories of development: Concepts and applications* (7th Edition.) New York: Routledge.

5. Weekly outline of content.

1	Introduction to course/ Assignments/ What is Theory
2	What is Theory
3	Conflict Theory
4	Family Systems Theory Internal Family Systems
5	Social Exchange Theory
6	Social Exchange Theory
7	Life Course Theory
8	Symbolic Interactionist Theories
9	Family Stress and Resiliency Theories
10	American Psychological Association (APA) – Technical Writing and Style
11	Feminist Theory
12	Developmental Theories: Psychoanalytic
13	Developmental Theories: Learning Theories
14	Developmental Theories: Attachment
15	Course Capstone: Theory Application Presentations
16	Course Capstone: Student discussion board exchange and professional feedback/reflections on Theory Application Presentations

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

Assignment	Weight
Weekly Discussion Posts (SLOs 1-6/GLGs 1-5)	40%
Media Analysis and Theoretical Application Presentation (SLOs 1-2, 4-6/GLGs 1-5)	20%
Public Policy and Theoretical Application Paper (SLOs 1-6/GLGs 1-5)	20%
Case Study Analysis and Theoretical Application Paper (SLOs 1-6/GLGs 1-5)	20%

7. Grading scale:

Grading Scale:	A = 92-100%	B = 83-91%	C = 74-82%	D = 65-73%	F = 0-64%
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Date approved by the department: November 25, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CGS:

M.S. in Human Services Proposed Program and Curriculum Revisions

Effective Date: Fall 2025

Rationale: The overarching rationale for the four course revisions and subsequent program changes is to update and restructure course content and the program to further align with current and updated issues, trends, and practices in the Human Services field.

The following summarizes key points of the proposed revisions. Changes reflect a need for revised course content, technical editing, clarification in details, and additions/deletions to courses and/or course titles.

Program Description Revisions:

- Technical editing of wording for detail and clarification of “Program Mission”
- Addition of “Admission Requirements” section to adhere to standard graduate catalog program information
- Technical editing of wording for detail and clarification of “Program Format”
- Addition of “Credit for Prior Learning” section to better market and promote this new opportunity
- Addition of “Degree Audit” section to adhere to standard graduate catalog program information

M.S. in Human Services Core Courses:

- Updated course titles of HSL 5450, 5460, 5846, and 5850 to align with proposed course revisions with new titles
- HSL 5450 – This course revision will allow for a more concentrated and defined focus on the administration of human services programs and include a major focus on strategic planning. Faculty consensus is that the present content of HSL 5450 is too broad in content to align with current administrative practices, transferrable skills, and visionary leadership necessary in Human Services. To best represent the revised content, the title will change from Leadership and Administration in Human Services Programming to Program Administration and Strategic Planning in Human Services.
- HSL 5460 – This course revision will allow for a more concentrated focus on policy. Faculty consensus is that the present content of HSL 5460 is too broad in the issues and trends content. The policy content area has been in the HSL 5846 course but has not lent well to HSL 5846 in recent years in supporting the amount of needed course time and focus grant writing and development in HSL 5846. Faculty concur that policy is critical to the curriculum and the best course of action is to transfer the policy content area from HSL 5846 to HSL 5460 for a more solid and seamless fit. To best represent the revised content, the title of HSL 5460 will be changed from Issues and Trends in Human Services Programming to Current Issues, Trends, and Policies in Human Services.
- HSL 5846 – This course revision removes the public policy content area and transfers it to HSL 5460. The content area of grant writing will be retained and expanded to include a broader and

more in-depth focus on development and funding in the field of Human Services. To best represent the revised content, the title of HSL 5846 will be changed from Public Policy and Grant Writing for Human Services Programming to Development, Funding, and Grant Writing in Human Services.

- Deletion of HSL 5852 and Revision of HSL 5850 – The HSL 5852 Adolescence and Emerging Adulthood course has been our only lifespan stage-specific course in the curriculum. Instead of having one stand-alone course on adolescents/emerging adulthood that covers only 1-2 stages of lifespan development, the faculty consensus is to delete HSL 5852 and restructure HSL 5850 Theories of Human Development and Family Life to become Advanced Human Development and Theories. The revised HSL 5850 course will focus on all stages of advanced human development lifespan study from birth to death. The lifespan focus will complement HSL 5850's existing component of family studies theory and allow for expansion to include developmental theories. HSL 5852 has been revised to become a 3000-level undergraduate course to fill an existing gap in school-age/adolescent development in the undergraduate curriculum.
- The requirement of either HSL 4770 Family Budgeting and Debt Management or HSL 4775 Human Services Programs and Resource Management as a core course (instead of having both as electives) fills a critical gap in financial literacy and budget/resource management in our curriculum.

M.S. in Human Services Elective Courses:

- Four courses from Communication Studies were added to broaden our elective offerings, highlight the importance of specialized communication skills in professional practice, and best complement the Human Services curriculum. These additional offerings also increase our number of 5000-level electives.
- HSL 4854 was deleted as the course will no longer be offered.
- PLS 4783 was added because of a new cross-listing between the PLS and PUBH departments (PLS 4783/PUBH 4783).
- Five courses from Public Health were added to broaden our elective offerings, highlight the importance of health promotion in the Human Services field, and best complement the Human Services curriculum. These offerings also increase our number of 5000-level electives with two of the five additions.

Accelerated Graduate Program in Human Services:

- Technical editing of wording for detail and clarification in the description
- Website link updates and additions for accuracy and clarification
- Updates of appropriate contact personnel for advisement
- Shared course options were updated to align with the above M.S. in Human Services revisions

Eastern Illinois University

CURRENT CATALOG

Human Services

Mission Statement: The Master of Science in Human Services graduate program prepares students through teaching and experiential learning, research, and theoretical application to improve our diverse global society. The program's integrative approach is designed to prepare graduates for leadership positions by advancing critical thinking, reflective practice, knowledge, and communication skills.

Program Format: The program can be completed in online or hybrid (combination of online and face-to-face) formats. All required courses are offered regularly.

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "[Admission to Graduate Degree and Certificate Programs](#)"). Additional requirements include an essay describing academic/career interests and goals and an assessment of strengths and areas of growth, a resume, and two academic or professional reference letters.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the "[Requirements for All Degree and Certificate Candidates](#)" section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit, candidates should consult with the program coordinator.

Degree Requirements

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)").

Total Hours: 33

Core Requirements

Credits: 21

- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3
- [HSL 5460 - Issues and Trends in Human Services Programming](#) Credits: 3
- [HSL 5846 - Public Policy and Grant Writing for Human Services Programming](#) Credits: 3
- [HSL 5850 - Theories of Human Development and Family Life](#) Credits: 3
- [HSL 5852 - Adolescence and Emerging Adulthood](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3

- [HSL 5950 - Thesis](#) Credits: 3 to 6 **OR**,
- [HSL 5980 - Internship](#). Credits: 3 to 6 **OR**,
- [HSL 5990 - Human Services Independent Study](#). Credits: 1 to 6

Elective Courses

Select 12 credit hours from the following courses. Additional electives may be considered in consultation with the Graduate Coordinator.

- [CMN 4765 - Communication in Families](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4846 - Aging and the Family](#). Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- [HSL 4854 - Leadership in Family Life Education](#) Credits: 3
- [HSL 4859 - Administration of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#). Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3

Accelerated Graduate Program

Current EIU undergraduate students can apply for admission to the accelerated M.S. in Human Services program. Admission requires that a student have completed a minimum of 60 hours of undergraduate or transfer course credits and have a minimum undergraduate cumulative GPA of 3.25 and a minimum undergraduate major GPA of 3.75. In addition, applicants must have completed a minimum of 15 hours of Human Services courses.

To apply for the accelerated MS in Human Services, applicants must meet the above requirements and submit an application found on the [Accelerated Graduate Program: MS Human Services](#) website. Upon acceptance to the program, a [Shared Course Request form](#) must be submitted in consultation with the student's undergraduate academic advisor and graduate coordinator.

For more information on the Human Services Accelerated Graduate Program, visit the [Graduate School's website](#) and contact Dr. Kathleen O'Rourke, Human Services Graduate Coordinator at kaorourke@eiu.edu.

Shared Coursework

Students accepted into the accelerated graduate program may take up to 9 credit hours of the following courses as shared credit. Please note that stated prerequisites will need to be completed before enrolling in the courses.

Permission to take 5000-level graduate courses for accelerated graduate credits can be requested in consultation with the Graduate Coordinator(s), course instructor, and Graduate School Dean. Prior to taking 5000-level courses, students must have completed 90 credit hours and be classified as an EIU senior.

- [CMN 4765 - Communication in Families](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4846 - Aging and the Family](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- [HSL 4854 - Leadership in Family Life Education](#) Credits: 3
- [HSL 4859 - Administration of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#) Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3
- [HSL 5460 - Issues and Trends in Human Services Programming](#) Credits: 3
- [HSL 5846 - Public Policy and Grant Writing for Human Services Programming](#) Credits: 3
- [HSL 5850 - Theories of Human Development and Family Life](#) Credits: 3
- [HSL 5852 - Adolescence and Emerging Adulthood](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3

Eastern Illinois University

Human Services – REVISED COPY

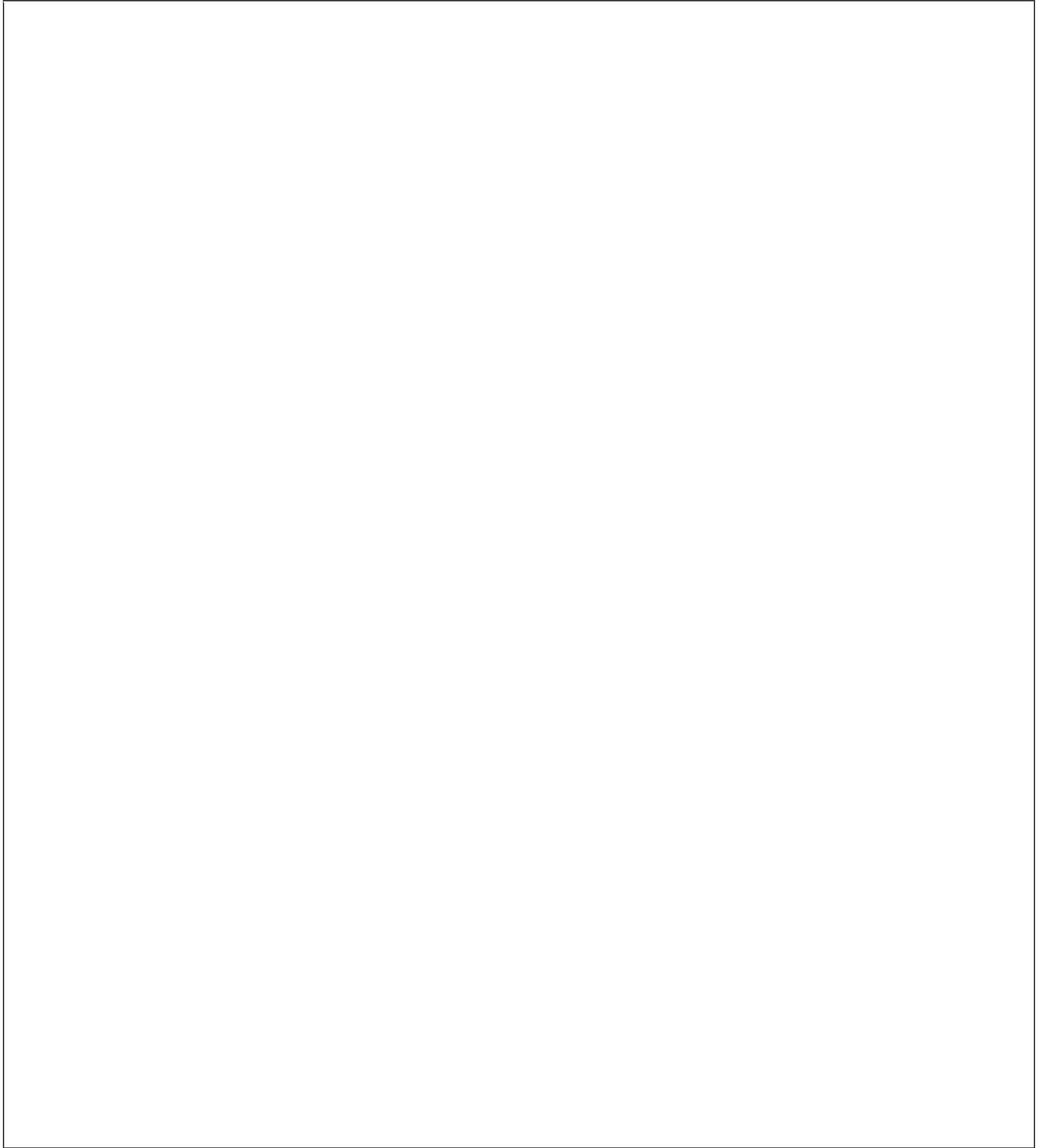
Program Mission Statement: The Master of Science in Human Services graduate program prepares students through teaching and experiential learning, research, and theoretical application to improve our diverse global society. ~~Students will acquire specialized expertise, competencies, and skills. The program's integrative approach is designed to prepare graduates for leadership positions and to advance their new or existing careers and work with individuals, families, and communities. by advancing critical thinking, reflective practice, knowledge, and communication skills.~~

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "[Admission to Graduate Degree and Certificate Programs](#)"). Additional application requirements include an essay describing academic/career ~~interests and goals and an~~ a self-assessment of strengths and areas of growth, a resume', and two academic or professional reference letters. Applications are accepted year-round and admitted students may begin the program during any semester with full- or part-time status.

Program Format: The program can be completed ~~in~~ online or in a hybrid (combination of online and face-to-face) formats. All required and elective courses are offered regularly. ~~For fully online students, there are no on-campus or residency requirements.~~

Credit for Prior Learning: Credit for Prior Learning (CPL) provides graduate students in specific programs an opportunity to gain course credit by utilizing their professional work experience and acquired knowledge. Through submitting a portfolio, students' applicable workplace experiences are reviewed to determine if the content and rigor of coursework have been met. Up to 9 credit hours may be earned and applied toward the M.S. in Human Services. For more information, see "[Credit for Prior Learning](#)" on the EIU Graduate School's website.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the Graduate School's certification officer when modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified ~~on~~ in the "[Requirements for All Degree and Certificate Candidates](#)" section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit; candidates should consult with the ~~program~~ graduate coordinator.



Degree Requirements: Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)").

M.S. in Human Services - Total Hours: 33

Core Requirements

Credits: 21

- ~~HSL 5450 - Leadership and Administration in Human Services Programming~~ [Administration and Strategic Planning in Human Services](#) Credits: 3
- [HSL 5460 – Current Issues, and Trends, and Policies Trends in Human Services Programming](#) Credits: 3
- ~~HSL 5846 - Public Policy and Grant Writing for Human Services Programming~~ [Development, Funding, and Grant Writing in Human Services](#) Credits: 3
- [HSL 5850 – Advanced Theories of Human Development and Theories Family Life](#) Credits: 3
- ~~HSL 5852 – Adolescence and Emerging Adulthood~~ Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3

One of the following two courses:

- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- OR
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3

One of the following three courses:

- [HSL 5950 –Thesis](#) Credits: 3 to 6
- OR
- [HSL 5980 – Human Services Internship](#) Credits: 3 to 6
- OR
- [HSL 5990 – Human Services Independent Study](#) Credits: 1 to 6

Elective Courses

Select 12 credit hours from the following courses. **At least one course (3 of the 12 credit hours) must be selected from 5000-level courses.** Additional electives may be considered in consultation with the Graduate Coordinator.

- [CMN 4765 - Communication in Families](#) Credits: 3
- [CMN 5155 - Communication and Aging](#) Credits: 3

- [CMN 5510 - Interpersonal Communication](#) Credits: 3
- [CMN 5520 - Social Interaction](#) Credits: 3
- [CMN 5530 - Intercultural Communication](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4846 - Aging and the Family](#). Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- ~~[HSL 4854 - Leadership in Family Life Education](#) Credits: 3~~
- [HSL 4859 - Administration and Leadership in of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#). Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [PLS 4783 - Health Politics and Policy](#). Credits: 3
- or
- [PUBH 4783 - Health Politics and Policy](#). Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3
- [PUBH 4770 - Health Services Administration](#). Credits: 3
- ~~[PUBH 4783 - Health Politics and Policy](#). Credits: 3~~
- [PUBH 4800 - Drugs and Society](#). Credits: 3

- [PUBH 4830 - Perspectives on Health and Humor Credits: 3](#)
- [PUBH 5750 - Health Program Planning and Evaluation Credits: 3](#)
- [PUBH 5770 - Leadership and Ethics for Health Professionals Credits: 3](#)

Accelerated Graduate Program

Current EIU undergraduate students can apply for admission to the ~~Accelerated Graduate Program in M.S. in~~ Human Services ~~program~~. Admission requires that a student has ~~ve~~ completed a minimum of 60 hours of undergraduate or transfer course credits in Human Services and has ~~ve~~ a minimum undergraduate cumulative GPA of 3.25 and a minimum undergraduate major GPA of 3.75. In addition, applicants must have completed a minimum of 15 hours of Human Services courses.

To apply for the ~~Accelerated Graduate Program in M.S. in~~ Human Services, applicants must meet the above requirements and submit an application found on the [Accelerated Graduate Program: M.S. Human Services](#) website. Upon acceptance to the program, an ~~Shared-Course-Request form~~ [Accelerated Program Course Request Form](#) must be submitted to the Graduate School in consultation with the student's undergraduate academic advisor and the Human Services graduate coordinator.

For more information on the ~~Human Services~~ Accelerated Graduate Program in Human Services, contact Alisa Gray, Academic Advisor, at aagray@eiu.edu or 217-581-5310 and ~~visit-refer to "Accelerated Graduate Programs" the Graduate School's website~~ on the Graduate School's website. ~~and contact Dr. Kathleen O'Rourke, Human Services Graduate Coordinator at~~ kaorourke@eiu.edu.

Shared Coursework

Students accepted into the accelerated graduate program may take up to 9 credit hours of the following courses as shared credit. Please note that ~~stated~~ prerequisites ~~may will~~ need to be completed before enrolling in the courses. Permission to take 5000-level graduate courses for accelerated graduate credits can be requested in consultation with the Graduate Coordinator(s), course instructor, and Graduate School Dean. Prior to taking 5000-level courses, students must have completed 90 credit hours and be classified as an EIU senior.

- [CMN 4765 - Communication in Families Credits: 3](#)
- [CMN 5155 - Communication and Aging Credits: 3](#)
- [CMN 5510 - Interpersonal Communication Credits: 3](#)
- [CMN 5520 - Social Interaction Credits: 3](#)
- [CMN 5530 - Intercultural Communication Credits: 3](#)
- [HSL 4770 - Family Budgeting and Debt Management Credits: 3](#)

- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4846 - Aging and the Family.](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- ~~[HSL 4854 – Leadership in Family Life Education](#) Credits: 3~~
- [HSL 4859 - Administration and Leadership in of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family.](#) Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- ~~[HSL 5450 - Leadership and Administration in Human Services Programming Program Administration and Strategic Planning in Human Services](#) Credits: 3~~
- [HSL 5460 – Current Issues, and Trends, and Policies in Human Services Programming](#) Credits: 3
- ~~[HSL 5846 - Public Policy and Grant Writing for Human Services Programming Development, Funding, and Grant Writing in Human Services](#) Credits: 3~~
- [HSL 5850 – Advanced Theories of Human Development and Theories Family Life.](#) Credits: 3
- ~~[HSL 5852 – Adolescence and Emerging Adulthood](#) Credits: 3~~
- [HSL 5900 - Research Methods](#) Credits: 3
- ~~[PLS 4783 - Health Politics and Policy.](#) Credits: 3~~
or
- ~~[PUBH 4783 - Health Politics and Policy.](#) Credits: 3~~
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3

- [PUBH 4770 - Health Services Administration](#). Credits: 3
- ~~[PUBH 4783 - Health Politics and Policy](#)~~. Credits: 3
- [PUBH 4800 - Drugs and Society](#). Credits: 3
- [PUBH 4830 - Perspectives on Health and Humor](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3

Date approved by the department or school: November 27, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CAA:



**M.S. in Aging Studies and M.S. in Aging Studies: Long-Term Care Administration
Proposed Program and Curriculum Revisions**

Effective Date: Fall 2025

Rationale: The following summarizes key points of the proposed revisions. All revisions reflect a need for technical editing, clarifications, and a limited number of additions/deletions to courses and/or titles to align with departmental updates proposed for Fall 2025. No substantive content or major curriculum changes are being proposed.

Program Description Updates for Further Information and Clarification:

- Technical editing of wording in Program Mission, Admission Requirements, Online Format, Degree Audit, and Degree Requirements sections; no substantive content revisions
- Addition of Credit for Prior Learning section to better market and promote this new opportunity

M.S. in Aging Studies Curriculum/Course Listings:

- Deleted HSL 4854 – no longer offered
- Updated course titles of HSL 5450, 5460, 5846 and PUBH 4840 to align with departmental changes to titles

M.S. in Aging Studies: Long-Term Care Administration Curriculum/Course Listings:

- Technical editing of wording in description to provide more detailed clarity; no substantive content revisions
- Updated course title of HSL 5450 to align with departmental change to title

Accelerated Graduate Programs:

- Updated contact information for academic advisor
- Added website link

M.S. in Aging Studies Accelerated Program:

- Deleted HSL 4854 – no longer offered

- Updated course titles of HSL 5450, 5460, 5846 and PUBH 4840 to align with departmental changes to titles
- Added HSL 5460 as this was inadvertently omitted in the last catalog revision

M.S. in Aging Studies: Long-Term Care Administration Accelerated Program:

- Updated course title of HSL 5450 to align with departmental change to title

Aging Studies – CURRENT CATALOG COPY

Program Mission: The mission of the Master of Science in Aging Studies is to prepare future and current leaders in the aging/gerontology fields through an interdisciplinary education to be productive professionals who serve the aging needs of diverse local, regional, national, and international populations. Students will acquire specialized expertise, competencies, and skills in older adulthood, processes of aging, and later life stages through the study of theory, research, practice, and policy. Students will be prepared to begin or advance careers focused on but not limited to: administration and leadership in national, state, and local government or nonprofit aging-specific programs; human and social services resource and case management for aging individuals and families; and aging research and policy.

Admission Requirements: Two Aging Studies degree options include (1) the M.S. in Aging Studies or (2) the M.S. in Aging Studies: Long Term Care Administration. **To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see “[Admission to Graduate Degree and Certificate Programs](#)”).** Additional requirements include an essay describing academic/career interests and goals and an assessment of strengths and areas of growth, and two academic or professional reference letters.

Online Format: The graduate degree program is completed in the form of online courses to fulfill the required minimum total of 33 credit hours. All required courses are offered online regularly. A limited number of courses are also available in face-to-face or hybrid formats.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the “[Requirements for All Degree and Certificate Candidates](#)” section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit; candidates should consult with the program coordinator.

Degree Requirements

Degree requirements include those outlined for the master’s degree by the Graduate School (see “[Requirements for the Master’s Degree](#)”). The courses for the Master of Science in Aging Studies must total a minimum of 33 semester hours.

Required Courses

(27 Credit Hours)

- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3

- [HSL 4846 - Aging and the Family](#). Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- [PUBH 4890 - Health and Aging](#). Credits: 3

Elective Courses

Select 6 credit hours from the following courses. Elective courses are offered for students to specialize in the areas of Biological Sciences, Communication Studies, Human Services, Political Science, Psychology, or Public Health.

Prerequisite courses may be required.

- [BIO 4834 - Neurobiology](#). Credits: 3
- [BIO 4835 - Advanced Neurobiology](#) Credits: 3
- [BIO 5434 - Neurobiology](#) Credits: 3
- [BIO 5435 - Advanced Neurobiology](#) Credits: 3
- [CMN 4765 - Communication in Families](#) Credits: 3
- [CMN 5550 - Special Topics in Communication Studies](#) Credits: 3
- [HCM 4910 - Applied Health Communication](#) Credits: 3
- [HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- [HSL 4854 - Leadership in Family Life Education](#) Credits: 3
- [HSL 4859 - Administration of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#). Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3

- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3
- [HSL 5460 - Issues and Trends in Human Services Programming](#) Credits: 3
- [HSL 5846 - Public Policy and Grant Writing for Human Services Programming](#) Credits: 3
- [HSL 5950 - Thesis](#) Credits: 3 to 6
- [HSL 5985 - Aging Studies Internship](#) Credits: 3
- [HSL 5992 - Aging Studies Independent Study](#) Credits: 1 to 6
- [PLS 4783 - Health Politics and Policy](#) Credits: 3 **OR,**
- [PUBH 4783 - Health Politics and Policy](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3
- [PSY 5545 - Techniques for Geriatric Management](#) Credits: 3
- [PUBH 4770 - Health Services Administration](#) Credits: 3
- [PUBH 4800 - Drugs and Society](#) Credits: 3
- [PUBH 4830 - Perspectives on Health and Humor](#) Credits: 3
- [PUBH 4840 - Complementary Integrative Medicine for Health Services Professionals](#) Credits: 3
- [PUBH 5700 - Theories and Principles of Health Behavior](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3
- [PUBH 5765 - Epidemiology in Public Health](#) Credits: 3
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3

Long Term Care Administration Option

The M.S. in Aging Studies: Long Term Care Administration prepares students for beginning or continuing careers focused on but not limited to the administration of nursing homes and assisted living, supportive living, and independent living residential and community care programs.

Required Courses: 33 Credit Hours

- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- OR

- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- OR
- [HSL 4846 - Aging and the Family](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3
- OR
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- OR
- [PSY 5545 - Techniques for Geriatric Management](#) Credits: 3
- [PUBH 4890 - Health and Aging](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3

Accelerated Graduate Program

Current EIU undergraduate students can apply for admission to the accelerated **M.S. in Aging Studies** or **M.S. in Aging Studies: Long Term Care Administration** program options. Admission requires that students have completed a minimum of 60 hours of undergraduate or transfer course credits and have a minimum undergraduate cumulative GPA of 3.25 or a minimum undergraduate major GPA of 3.75. To apply for the accelerated M.S. in Aging Studies or M.S. in Aging Studies: Long Term Care Administration, contact the Aging Studies Graduate Coordinator and also refer to the Graduate School's Accelerated Program website at: <https://www.eiu.edu/graduate/accelerated.php>.

Permission to take 5000-level graduate courses for accelerated graduate credits can be requested in consultation with the Graduate Coordinator and with approval from the Graduate Coordinators of the respective programs, course instructor, and Graduate School Dean. Students must have completed 90 credit hours to be classified as an EIU senior.

M.S. in Aging Studies Accelerated Program

Maximum of 9 total credit hours from the following:

- 3 to 9 credit hours from:
- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- [HSL 4846 - Aging and the Family](#) Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PUBH 4890 - Health and Aging](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- 3 to 6 credit hours from:

(Note: If both HSL 4846 and PUBH 4890 are taken for accelerated graduate credit, a limit of 3 credit hours maximum can be selected from the following.)

- [BIO 4834 - Neurobiology](#) Credits: 3
- [BIO 5434 - Neurobiology](#) Credits: 3
- [BIO 4835 - Advanced Neurobiology](#) Credits: 3
- [BIO 5435 - Advanced Neurobiology](#) Credits: 3
- [CMN 4765 - Communication in Families](#) Credits: 3
- [HCM 4910 - Applied Health Communication](#) Credits: 3
- [HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- [HSL 4854 - Leadership in Family Life Education](#) Credits: 3
- [HSL 4859 - Administration of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#) Credits: 3
- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3

- [HSL 5846 - Public Policy and Grant Writing for Human Services Programming](#) Credits: 3
- [PLS 4783 - Health Politics and Policy](#) Credits: 3
- **OR**
- [PUBH 4783 - Health Politics and Policy](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3
- [PSY 5545 - Techniques for Geriatric Management.](#) Credits: 3
- [PUBH 4770 - Health Services Administration.](#) Credits: 3
- [PUBH 4800 - Drugs and Society.](#) Credits: 3
- [PUBH 4830 - Perspectives on Health and Humor](#) Credits: 3
- [PUBH 4840 - Complementary Integrative Medicine for Health Services Professionals](#) Credits: 3
- [PUBH 5700 - Theories and Principles of Health Behavior](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3

Long Term Care Administration Accelerated Program

3 to 9 credit hours from the following courses:

- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- **OR**
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- **OR**
- [HSL 4846 - Aging and the Family.](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5450 - Leadership and Administration in Human Services Programming](#) Credits: 3
- **OR**

- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- OR
- [PSY 5545 - Techniques for Geriatric Management.](#) Credits: 3
- [PUBH 4890 - Health and Aging.](#) Credits: 3

Aging Studies – CATALOG REVISIONS

Program Mission: The ~~mission of the interdisciplinary~~ Master of Science in Aging Studies ~~is to~~ prepares ~~future and current~~ leaders in the aging/gerontology fields ~~through an interdisciplinary education to be productive as~~ professionals who serve the ~~aging later life~~ needs of diverse ~~local, regional, national, and international~~ populations. Students will acquire specialized expertise, competencies, and skills ~~in~~ ~~focused on~~ older adulthood, processes of aging, and later life stages ~~through the study of theory, research, practice, and policy~~. Students will be prepared to ~~begin or~~ advance ~~their new or existing~~ careers in areas such as ~~focused on but not limited to:~~ administration ~~of and leadership in~~ national, state, and local government or nonprofit aging-specific programs; human and social services resource and case management for aging individuals and families; and aging research and policy.

Admission Requirements: Two Aging Studies degree options include (1) the M.S. in Aging Studies or (2) the M.S. in Aging Studies: Long-Term Care Administration. ~~To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see “Admission to Graduate Degree and Certificate Programs”).~~ Additional ~~application~~ requirements include an essay describing academic/career ~~interests and~~ goals and ~~an a~~ self-assessment of strengths and areas of growth, and two academic or professional reference letters. Applications are accepted year-round and admitted students may begin the program during any semester with full- or part-time status.

Online Format: The ~~Aging Studies~~ graduate degree program is completed ~~in the form of~~ online ~~courses to fulfill~~ for the required minimum total of 33 credit hours. ~~There are no on-campus or residency requirements.~~ All required ~~and elective~~ courses are offered online regularly. A limited number of courses are also available in face-to-face or hybrid formats.

Credit for Prior Learning: Credit for Prior Learning (CPL) provides graduate students in specific programs an opportunity to gain course credit by utilizing their professional work experience and acquired knowledge. Through submitting a portfolio, students' applicable workplace experiences are reviewed to determine if the content and rigor of coursework have been met. Up to 9 credit hours may be earned and applied toward the M.S. in Aging Studies or M.S. in Aging Studies: Long-Term Care Administration. For more information, see [“Credit for Prior Learning”](#) on the EIU Graduate School's website.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the ~~Graduate School's~~ certification officer ~~in the Graduate School at the time when~~ modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified ~~on~~ in the [“Requirements for All Degree and Certificate Candidates”](#) section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit; candidates should consult with the ~~program graduate~~ coordinator.

Degree Requirements

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)"). ~~The courses for the Master of Science in Aging Studies must total a minimum of 33 semester hours.~~

M.S. in Aging Studies – Total Hours: 33

Required Courses

(27 Credit Hours)

- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- [HSL 4846 - Aging and the Family](#) Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- [PUBH 4890 - Health and Aging](#) Credits: 3

Elective Courses

Select 6 credit hours from the following courses. Elective courses are offered for students to specialize in the areas of Biological Sciences, Communication Studies, Human Services, Political Science, Psychology, or Public Health. Prerequisite courses may be required. **Additional electives may be considered in consultation with the Graduate Coordinator.**

- [BIO 4834 - Neurobiology](#) Credits: 3
- [BIO 4835 - Advanced Neurobiology](#) Credits: 3
- [BIO 5434 - Neurobiology](#) Credits: 3
- [BIO 5435 - Advanced Neurobiology](#) Credits: 3
- [CMN 4765 - Communication in Families](#) Credits: 3
- [CMN 5550 - Special Topics in Communication Studies](#) Credits: 3
- [HCM 4910 - Applied Health Communication](#) Credits: 3
- [HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns](#) Credits: 3

- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- ~~[HSL 4854 - Leadership in Family Life Education](#) Credits: 3~~
- [HSL 4859 - Administration and Leadership in of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#) Credits: 3
- [HSL 5230 - Special Topics in Human Services](#) Credits: 1 to 3
- ~~[HSL 5450 - Leadership and Administration in Human Services Programming Program Administration and Strategic Planning in Human Services](#) Credits: 3~~
- ~~[HSL 5460 - Issues and Trends in Human Services Programming](#) Current Issues, Trends, and Policies in Human Services Credits: 3~~
- ~~[HSL 5846 - Public Policy and Grant Writing for Human Services Programming Development, Funding, and Grant Writing in Human Services](#) Credits: 3~~
- [HSL 5950 - Thesis](#) Credits: 3 to 6
- [HSL 5985 - Aging Studies Internship](#) Credits: 3
- [HSL 5992 - Aging Studies Independent Study](#) Credits: 1 to 6
- [PLS 4783 - Health Politics and Policy](#) Credits: 3 ~~OR~~, [PUBH 4783 - Health Politics and Policy](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3
- [PSY 5545 - Techniques for Geriatric Management](#) Credits: 3
- [PUBH 4770 - Health Services Administration](#) Credits: 3
- [PUBH 4800 - Drugs and Society](#) Credits: 3
- [PUBH 4830 - Perspectives on Health and Humor](#) Credits: 3
- ~~[PUBH 4840 - Complementary Integrative Medicine for Health Services Professionals Mind-Body Medicine](#) Credits: 3~~
- [PUBH 5700 - Theories and Principles of Health Behavior](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3

- [PUBH 5765 - Epidemiology in Public Health](#) Credits: 3
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3

M.S. in Aging Studies: Long-Term Care Administration Option – Total Hours: 33

The M.S. in Aging Studies: Long-Term Care Administration prepares students for beginning or continuing careers focused on but not limited to ~~the~~ **administration and leadership positions in ~~of~~ continuum of care systems;** nursing homes, ~~and~~ **assisted living, supportive living, and independent living residential sites;** and ~~community~~ **local, state, regional, or national care and support programs for older adults.**

Required Courses: 33 Credit Hours (A limited number of required courses for substitution may be considered in consultation with the Graduate Coordinator.)

- [CMN 5155 - Communication and Aging](#) Credits: 3
 - [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- OR
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
 - [HSL 4820 - Death and Dying](#) Credits: 3
- OR
- [HSL 4846 - Aging and the Family](#) Credits: 3
 - [HSL 5400 - Aging Policy in Action](#) Credits: 3
 - ~~[HSL 5450 - Leadership and Administration in Human Services Programming Program Administration and Strategic Planning in Human Services](#)~~ Credits: 3
- OR
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3
 - [HSL 5900 - Research Methods](#) Credits: 3
 - [KSR 5225 - Physical Activity and Aging](#) Credits: 3
 - [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
 - [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3
- OR
- [PSY 5545 - Techniques for Geriatric Management](#) Credits: 3
 - [PUBH 4890 - Health and Aging](#) Credits: 3

- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3

Accelerated Graduate Programs

Current EIU undergraduate students can apply for admission to the accelerated **M.S. in Aging Studies** or **M.S. in Aging Studies: Long-Term Care Administration** program options. Admission requires that students have completed a minimum of 60 hours of undergraduate or transfer course credits and have a minimum undergraduate cumulative GPA of 3.25 or a minimum undergraduate major GPA of 3.75. To apply for the accelerated M.S. in Aging Studies or M.S. in Aging Studies: Long-Term Care Administration program, contact Ms. Alisa Gray, Academic Advisor, at aagrav@eiu.edu or 217-581-5310 ~~Aging Studies Graduate Coordinator~~ and also refer to ~~the Graduate School's Accelerated Program website at:~~ ["Accelerated Graduate Programs"](#) on the Graduate School's website.

Students accepted into the accelerated graduate program may take up to 9 credit hours of the following courses as shared credit. Please note that stated prerequisites will need to be completed before enrolling in the courses.

Permission to take 5000-level graduate courses for accelerated graduate credits can be requested in consultation with the **Aging Studies** Graduate Coordinator, Dr. Kathleen O'Rourke (kaorourke@eiu.edu), and with approval from the Graduate Coordinators of ~~other the~~ respective graduate programs, the course instructor, and Graduate School Dean. ~~Prior to taking 5000-level courses,~~ ~~S~~tudents must have completed 90 credit hours ~~to~~ and be classified as an EIU senior.

M.S. in Aging Studies Accelerated Program

Maximum of 9 overall total credit hours from the following two sections of course listings. Additional course options may be considered in consultation with the Graduate Coordinator and Academic Advisor.

3 to 9 credit hours may be selected from:

- [CMN 5155 - Communication and Aging](#) Credits: 3
- [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- [HSL 4846 - Aging and the Family](#) Credits: 3
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
- [HSL 5400 - Aging Policy in Action](#) Credits: 3
- [HSL 5900 - Research Methods](#) Credits: 3
- [KSR 5225 - Physical Activity and Aging](#) Credits: 3
- [PUBH 4890 - Health and Aging](#) Credits: 3
- [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3

3 to 6 credit hours may be selected from:

~~(Note: If both HSL 4846 and PUBH 4890 are taken for accelerated graduate credit, a limit of 3 credit hours maximum can be selected from the following.)~~

- [BIO 4834 - Neurobiology](#) Credits: 3
- [BIO 5434 - Neurobiology](#) Credits: 3
- [BIO 4835 - Advanced Neurobiology](#) Credits: 3
- [BIO 5435 - Advanced Neurobiology](#) Credits: 3
- [CMN 4765 - Communication in Families](#) Credits: 3
- [HCM 4910 - Applied Health Communication](#) Credits: 3
- [HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns](#) Credits: 3
- [HSL 4770 - Family Budgeting and Debt Management](#) Credits: 3
- [HSL 4775 - Human Services Programs and Resource Management](#) Credits: 3
- [HSL 4820 - Death and Dying](#) Credits: 3
- [HSL 4845 - Family Stress and Resilience](#) Credits: 3
- [HSL 4850 - Human Services Programs: Community, Culture and Intersectionality](#) Credits: 3
- ~~[HSL 4854 - Leadership in Family Life Education](#) Credits: 3~~
- [HSL 4859 - Administration and Leadership in of Human Services Programming](#) Credits: 3
- [HSL 4860 - Addictions and the Family](#) Credits: 3
- ~~[HSL 5450 - Leadership and Administration in Human Services Programming Program Administration and Strategic Planning in Human Services](#) Credits: 3~~
- ~~[HSL 5460 - Current Issues, Trends, and Policies in Human Services](#) Credits: 3~~
- ~~[HSL 5846 - Public Policy and Grant Writing for Human Services Programming Development, Funding, and Grant Writing in Human Services](#) Credits: 3~~
- [PLS 4783 - Health Politics and Policy](#) Credits: 3 **OR** [PUBH 4783 - Health Politics and Policy](#) Credits: 3
- [PLS 4793 - Civic and Nonprofit Leadership](#) Credits: 3
- [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
- [PLS 4893 - Budgeting in Government and Nonprofit Organizations](#) Credits: 3
- [PSY 5545 - Techniques for Geriatric Management](#) Credits: 3
- [PUBH 4770 - Health Services Administration](#) Credits: 3

- [PUBH 4800 - Drugs and Society](#) Credits: 3
- [PUBH 4830 - Perspectives on Health and Humor](#) Credits: 3
- [PUBH 4840 - ~~Complementary Integrative Medicine for Health Services Professionals~~ Mind-Body Medicine](#) Credits: 3
- [PUBH 5700 - Theories and Principles of Health Behavior](#) Credits: 3
- [PUBH 5750 - Health Program Planning and Evaluation](#) Credits: 3
- [PUBH 5765 - Epidemiology in Public Health](#) Credits: 3
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3

M.S. in Aging Studies: Long-Term Care Administration Accelerated Program

3 to 9 credit hours **may be selected** from the following courses. **A limited number of additional course options may be considered in consultation with the Graduate Coordinator and Academic Advisor.**

- [CMN 5155 - Communication and Aging](#) Credits: 3
 - [EDF 5590 - Educational Response to Third Age Learning](#) Credits: 3
- OR
- [HSL 5100 - Societal Theories of Aging](#) Credits: 3
 - [HSL 4820 - Death and Dying](#) Credits: 3
- OR
- [HSL 4846 - Aging and the Family](#) Credits: 3
 - [HSL 5400 - Aging Policy in Action](#) Credits: 3
 - [HSL 5450 - ~~Leadership and Administration in Human Services Programming~~ Program Administration and Strategic Planning in Human Services](#) Credits: 3
- OR
- [PUBH 5770 - Leadership and Ethics for Health Professionals](#) Credits: 3
 - [HSL 5900 - Research Methods](#) Credits: 3
 - [KSR 5225 - Physical Activity and Aging](#) Credits: 3
 - [PLS 4873 - Human Resource Management in Public and Nonprofit Organizations](#) Credits: 3
 - [PSY 5540 - Psychological Processes in the Aged](#) Credits: 3

OR

- [PSY 5545 - Techniques for Geriatric Management](#). Credits: 3
- [PUBH 4890 - Health and Aging](#). Credits: 3

Date approved by the department or school: December 11, 2024

Date approved by the college curriculum committee: January 22, 2025

Date approved by CAA:



TO: Dr. Alexis Jones, CGS Chair

FROM: Robert Chesnut, Interim Dean of the Graduate School

RE: Program Elimination of the PSM Degree in Geographic Information Sciences

DATE: January 30, 2025

Cc: Jim David, Chair of the Geology and Geography Department
David Viertel, Graduate Coordinator of the Geology and Geography Department
Michael Cornebise, Associate Dean, College of Liberal Arts and Sciences
Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences
Ryan Hendrickson, Provost and VPAA

Dear Dr. Jones:

This is a request that CGS approve the elimination of a graduate program: the PSM Degree in Geographic Information Sciences. CGS bylaw II.B.3. states that CGS has authority for: "Making recommendations concerning the status of graduate programs."

This request is the culmination of a process that began with a discussion in the spring of 2024. The attached memo documents the program's enrollment targets over the next three years. Since that time, the department has concluded that devoting effort elsewhere would be more productive. Accordingly, the department voted to discontinue the program.

Any students currently enrolled in the program will be provided for with a teachout plan that allows until the end of the Spring, 2026 semester for any current students to complete all requirements for the degree.

This memo was circulated in draft form for comments within the department.

No faculty lines will be affected by termination of the program.

If CGS recommends termination, the recommendation will be communicated in a memo from CGS to the chair of Faculty Senate, the chair of the Council on Academic Affairs, the Provost, the Dean and Associate Dean of the College of Liberal Arts and Sciences, the chairs of both departments (Biological Sciences and Chemistry and Biochemistry), and the Dean of the Graduate School.

Thank you for your assistance and leadership.

Memorandum of Understanding on the Status of the PSM Degree in
Geographic Information Sciences

Spring, 2024

The purpose of this memorandum is to document the mutually accepted benchmarks, outcomes and timelines discussed at a meeting held on March 1, 2024. (This memorandum follows the format and wording that have been used in the past for documenting planning for graduate programs.) At the meeting, the Graduate School, College of Liberal Arts and Sciences, and the Department of Geology and Geography agreed to the following items that relate to the future of the PSM degree in Geographic Information Sciences.

1. The Geographic Information Sciences PSM is consistent with the mission of the University, serves students in other graduate programs, and has the potential for expanded enrollment.
2. The department will continue to deliver an online graduate program that will meet IBHE minimum requirements: enrollment of nine and annual graduation rate of four—both parameters measured as rolling three-year averages. Enrollment and graduation rates will be measured as of the tenth-day census of Fall 2027. In the event that these IBHE requirements are not met, the program would sunset over the course of 2028-2029 academic year and would no longer accept new admits after the fall semester 2027.
3. Courses will be provided in asynchronous mode to all online students.
4. The Graduate School, in collaboration with the Office of Marketing and Communication, will assist the program in marketing-related activities as appropriate.
5. As is existing practice, the AOD guidelines will determine CU assignments for graduate courses and tutorial equivalents should be assigned when and where appropriate. Similarly, AOD guidelines will determine CU values for the graduate coordinator.



Dean, CLAS



Dean, Graduate School



Chair, Geology and Geography



Graduate Coordinator, PSM in GIS

**Program Revision Request
M.S. in Counseling
Concentrations: School Counseling
Eastern Illinois University**

Requested Change: The Department of Counseling and Higher Education is seeking to eliminate the requirement for students in the school counseling track to take EDF 5500 and replace it as an elective, along with CHE 5970 - Addictions Counseling, CHE 5960-Family Counseling, CHE 5980-Diagnosing and Treatment Planning, CHE 5645- Advanced Play Therapy.

Rationale for the change: The ISBE's key objectives being assessed in ILTS exam 235 are addressed and assessed in CHE 5943.

Current Graduate Catalog

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "Admission to Graduate Degree and Certificate Programs"). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant's academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year's review.

Admission requirements for Post Master's students seeking alternative certification as a School Counselor: Post Master's students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the "Requirements for All Degree and Certificate Candidates" section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit, candidates should consult with the program coordinator.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see "Requirements for the Master of Science Degree"). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Required Courses: 57

Electives: 3

Elective must be a CHE course. The 3-hour elective credit will be met for those students choosing the thesis option.

Total Credits: 60

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3
- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3

- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3
- EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Proposed Graduate Catalog Eastern Illinois University

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see “Admission to Graduate Degree and Certificate Programs”). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant’s academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year’s review.

Admission requirements for Post Master's students seeking alternative certification as a School Counselor: Post Master's students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the "Requirements for All Degree and Certificate Candidates" section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit, candidates should consult with the program coordinator.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see "Requirements for the Master of Science Degree"). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Total Credits: 60

Required Courses: ~~57~~ 54

Electives: ~~3~~ 6

Elective must be a CHE course. The 3-hour elective credit will be met for those students choosing the thesis option. ~~For students choosing the thesis option, it will count as a 3-hour elective credit.~~

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3

- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3
- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3

Electives: 6

- EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3
- CHE 5645 - Advanced Play Therapy: 3
- CHE 5960 - Family Counseling: 3
- CHE 5970 - Addictions Counseling: 3
- CHE 5980 - Diagnosing and Treatment Planning: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email esd@eiu.edu che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email esd@eiu.edu che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

Final Graduate Catalog Eastern Illinois University

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and

Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see “Admission to Graduate Degree and Certificate Programs”). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant’s academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year’s review.

Admission requirements for Post Master’s students seeking alternative certification as a School Counselor: Post Master’s students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the “Requirements for All Degree and Certificate Candidates” section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit, candidates should consult with the program coordinator.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see “Requirements for the Master of Science Degree”). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Total Credits: 60

Required Courses: 54

For students choosing the thesis option, it will count as a 3-hour elective credit.

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3
- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3
- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3

Electives: 6

- EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3
- CHE 5645 - Advanced Play Therapy: 3
- CHE 5960 - Family Counseling: 3
- CHE 5970 - Addictions Counseling: 3
- CHE 5980 - Diagnosing and Treatment Planning: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

Departmental Program Proposal Approval Date: 9/18/2024

Revised voted by electronic ballot: 10/10/2024

Program Effective Date: Fall, 2025

CREDIT FOR PRIOR LEARNING COURSE PROPOSAL

(Approved CGS: 02/21/23 Effective Spring, 2023)

BANNER/CATALOG INFORMATION

1. Existing Course Prefix and Number:
2. Course Credit:

ASSESSMENT OF STUDENT LEARNING:

1. Using the spaces below:
 - a. List each course Learning Objective
 - b. **Coursework Path to Credit:** Under each learning objective, cite examples from the weekly course content and/or list assignments utilized to meet the learning objective.
 - c. **Prior Learning Path to Credit:** In the third blank, provide examples the submitted CPL portfolios will be expected to contain which demonstrate student knowledge and/or proficiency of the learning objective. Examples may include, but are not limited to:
 - Professional development courses
 - Experiential learning writing samples
 - Samples of work experience
 - Licensure, certifications, etc.
 - Other applicable professional experiences

Learning Objective 1

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 2

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 3

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 4

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 5

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 6

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 7

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 8

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 9

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 10

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 11

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 12

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Please submit any additional Learning Objectives to this form using the format above in a separate document.

Date approved by the department curriculum
committee: 11/8/2024

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by CGS:



NEW/REVISED COURSE PROPOSAL FORMAT (Approved by
CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. New Course - or - Revision of Existing Course
2. Course Prefix and Number:
3. Short title:
4. Long title:
5. Hours per week: Class Lab Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year:
8. Catalog course description:

9. Course attributes:

General education component:

Cultural diversity Honors Writing centered Writing intensive

Writing active Department Capstone as Senior Seminar
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 Synchronous Online Asynchronous 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:

12. Equivalent course(s):

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

13. Prerequisite(s):

a. Can prerequisite(s) 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:

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

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:

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:

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:

Course Fee No Yes (Explain):

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 1)

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:

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

Similarity to other courses:

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered:

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

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/hybrid delivery justification and assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following Information:

1. Course number and title:

2. Catalog description:

3. Learning objectives:

4. Course materials:

5. Weekly outline of content:

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

7. Grading scale:

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: CGS:

Revision to the MAT in Secondary Education

Rationale:

Currently, the MAT in Secondary Education focuses on candidates who are interested in earning a master's degree accompanied by a Professional Educator License in the entitlement areas of CTE Business Education (grades 5-12), CTE Family Consumer Sciences (grades 5-12), English (grades 9-12), History (grades 9-12), Math (grades 9-12), or World Language (K-12).

Another area of teacher shortage, both nationally and statewide, is secondary science teachers. The Illinois State Board of Education reported in their annual survey data that science teachers are amongst the highest need alongside special education, math, and English as a Second Language. Based on the state data, the request is to add science (biology, physics, chemistry, and earth science) as an additional entitlement area within the MAT in Secondary Education program.

Current Catalog:

Degree Requirements

Degree requirements include those outlined for the master's degree by the graduate School (see "Requirements for the Master's Degree").

Curriculum for the Master of Arts in Teaching in Secondary Teaching

Total Credits: 33

Required Courses

Required courses 18 hours

SED 5330 - Secondary School Instructional Tasks Credits: 3

SED 5430 - Literacy, Assessment, and Differentiation in Secondary Schools Credits: 3

EDF 5510 - Theory Into Practice: Social Foundations for Educational Practice. Credits: 3

EDP 5330 - Educational Psychology for Teaching Credits: 3

SPE 5501 - The Education of Individuals with Exceptional Learning Needs: Access to general Curriculum Credits: 3

SED 5400B - Special Issues Credits: 3

Subject Matter Methods Courses

Students select one of the following courses. 3 hours

ENG 4801 - Integrating the English Language Arts. Credits: 3

MAT 5700 - Topics in Teaching Mathematics. Credits: 2 to 4

HIS 4925 - Methods, Theory, and Pedagogy for Secondary and Middle-Level History and Social Studies Teaching Credits: 3

CTE 5403 - Teaching Middle- and Secondary-Level Family and Consumer Sciences Education: Methods and Strategies Credits: 3

CTE 5404 - Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies Credits: 3

CTE 5405 - Teaching Middle- and Secondary-Level Business Education: Methods and Strategies Credits: 3

WLE 4800 - Methods, Theory and Pedagogy for the Teaching of World Languages Credits: 3

Residency

All students must complete a two-semester residency for 12 semester hours of credit.

STG 5001 - Master of Arts in Teaching Residency I Credits: 6

STG 5002 - Master of Arts in Teaching Residency II Credits: 6

Proposed Revision:

Degree Requirements

Degree requirements include those outlined for the master's degree by the graduate School (see "Requirements for the Master's Degree").

Curriculum for the Master of Arts in Teaching in Secondary Teaching

Total Credits: 33

Required Courses

Required courses 18 hours

SED 5330 - Secondary School Instructional Tasks Credits: 3

SED 5430 - Literacy, Assessment, and Differentiation in Secondary Schools Credits: 3

EDF 5510 - Theory Into Practice: Social Foundations for Educational Practice. Credits: 3

EDP 5330 - Educational Psychology for Teaching Credits: 3

SPE 5501 - The Education of Individuals with Exceptional Learning Needs: Access to general Curriculum Credits: 3

SED 5400B - Special Issues Credits: 3

Subject Matter Methods Courses

Students select one of the following courses.

3 hours

ENG 4801 - Integrating the English Language Arts. Credits: 3

MAT 5700 - Topics in Teaching Mathematics. Credits: 2 to 4

HIS 4925 - Methods, Theory, and Pedagogy for Secondary and Middle-Level History and Social Studies Teaching Credits: 3

CTE 5403 - Teaching Middle- and Secondary-Level Family and Consumer Sciences Education: Methods and Strategies Credits: 3

CTE 5404 - Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies Credits: 3

CTE 5405 - Teaching Middle- and Secondary-Level Business Education: Methods and Strategies Credits: 3

WLE 4800 - Methods, Theory and Pedagogy for the Teaching of World Languages Credits: 3

BIO/PHS 5400 – Middle and High School Science Methods and Pedagogy Credits: 3

Residency

All students must complete a two-semester residency for 12 semester hours of credit.

STG 5001 - Master of Arts in Teaching Residency I Credits: 6

STG 5002 - Master of Arts in Teaching Residency II Credits: 6

Date approved by the department: 1/13/25 approved by Science Teacher Licensure Committee

Date approved by the College of Liberal Arts and Science Curriculum Committee: 1/22/25

Date approved by the College of Education Curriculum Committee:

Date approved by CGS:

Date approved by COTE: