

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

April 1, 2025

1. Minutes

- a. Approval of the March 11, 2025 meeting minutes

2. Communication

- a. **EA-CHHS-25-30** Add KSR 4902 (Chronic Diseases/Conditions Effects on Exercise Testing & Prescription) as Elective in Aging Studies and Aging Studies Accelerated Program
- b. **EA-CHHS-25-31** Revise, Remove Restrictions, and/or Delete Several Human Services Courses
- c. **EA-CHHS-25-32** Remove all REC-Prefix Labeled Courses in Catalog
- d. **EA-CLAS-25-33** Change BIO/PHS 5400 to BIO/PHS 5405
- e. **EA-COE-25-34** Course Prefix/number correction in MAT Secondary (BIO/PHS 5400 to BIO/PHS 5405)
- f. **CLAS Curriculum Committee Minutes:** January 22, February 5, February 19, 2025

3. Items to be Added to the Agenda

- a. None

4. Items to be Acted Upon

- a. **25-27** Remove PSY 5040 Psychotherapy and replace with PSY 5024 Academic Assessment & Intervention in School Psychology Program
- b. **25-28 KSR 4902** Chronic Diseases/Conditions and Effects on Exercise Testing & Prescription (New Course)
- c. **25-35 HSL 4859** Administration & Leadership in Human Services (Course Revision)

Note: The agenda item numbering is not sequential as several items were submitted and assigned agenda item numbers (25-29 through 25-34). However, these submissions were returned for corrections, and the requested revisions were not received before the agenda deadline.

5. Items Pending

- a. None

6. Other

- a. None

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC): No report
- b. Booth Collaborative Advisory Committee
- c. Textbook Rental Advisory

8. Dean's Report

- a. New Certification Officer Named

Council on Graduate Studies Minutes March 11, 2025

The hybrid meeting of the Council on Graduate Studies was held March 11, 2025 in 3108 Blair Hall at 2:00 pm.

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

Members Absent: None

Staff Present: Dr. Robert Chesnut, Ms. Myra Taylor, Mr. Chris Dominguez

Guests Present: None

1. Minutes

The minutes of the February 25, 2025 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

- a. **EA-LCBT-25-24** Add MIS 4850 Systems Security to shared credit courses in the MS Technology Accelerated Program (Fall 2025)
- b. **EA-LCBT-25-25** MS in Sustainability Course Additions/Deletions (Fall 2025)
- c. February 12, 2025 CHHS Curriculum Committee meeting minutes

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

3. Items to be Added to the Agenda*:

- a. **25-27 MS School Psychology Program Revision** Remove PSY 5040 Psychotherapy, Replace with PSY 5024 Academic Assessment & Intervention in School Psychology Program
- b. **25-28 KSR 4902** Chronic Diseases/Conditions and Effects on Exercise Testing & Prescription (New Course)
- c. **25-35 HSL 4859** Administration & Leadership in Human Services (Course Revision)

Motion to add agenda items to the April 1, 2025 meeting made by Dr. Gill, seconded by Dr. Allan. Carried by acclamation.

4. Items to be Acted Upon:

- a. None

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** No report.
- b. **Booth Collaborative Advisory Committee (BCAC):** No report submitted.
- c. **Textbook Rental Advisory:** Dr. Schaljo stated a meeting has been scheduled for March 25, 2025.

8. Dean's Report

- a. Dr. Chesnut shared that the selection process for the Certification Officer candidate was expected to be completed on Friday, March 14, 2025. An offer would be made after that time.
- b. A change in student fee assessment will be going to the EIU Board of Trustees which would affect both graduate and undergraduate students. The change would allow fees to be based per credit hour. It is hoped this will simplify billing for students.

Motion to adjourn the meeting made by Dr. Schaljo, seconded by Dr. Allan. Meeting adjourned at 2:07 p.m.

* The agenda item numbering is not sequential as several items were submitted and assigned agenda item numbers (25-29 through 25-34). However, these submissions were returned for corrections, and the requested revisions were not received before the agenda deadline. When submitted, the corrected revisions will retain the numbers they were initially assigned.



OFFICE OF THE DEAN
600 LINCOLN AVENUE | 1034 KLEHM
HALL CHARLESTON, IL 61920
217-581-6025 | EIU.EDU/CHHS

MEMORANDUM

TO: Council on Graduate Studies

FROM: Dr. John R. Storsved, Dean

SUBJECT: Executive Action

DATE: March 6, 2025

EFFECTIVE DATE: Fall 2025

REQUEST: Add KSR 4902 (Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription) as an elective course option for students in the M.S. in Aging Studies graduate degree program and the Aging Studies Accelerated Graduate Program. *See attached.*

**Illinois University
Department of Human Services
Executive Action Request**

Date: March 6, 2025

To: Dr. John Storsved, Dean of the College of Health & Human Services

From: Dr. Jill Bowers, Acting Chair of Human Services

Effective Date: Fall 2025

The Department of Human Services requests that KSR 4902, Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription be added as an elective course option for students in the M.S. in Aging Studies graduate degree program and the Aging Studies Accelerated Graduate Program.

Rationale for the Request: The addition of the course broadens the elective course choices for students in the Aging Studies program and strengthens the interdisciplinary learning opportunities for students. The Aging Studies graduate program is interdisciplinary and this elective course addition will strengthen and grow our existing collaborative partnership between the Departments of Human Services (administrative home of Aging Studies) and Kinesiology, Sport, and Recreation. The Department of Kinesiology, Sport, and Recreation is supportive of our request. We request this change be effective for the 2025-2026 undergraduate catalog.

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

Note: All other changes except for the addition of KSR 4902 (highlighted in yellow) were approved by the Department of Human Services on December 11, 2024, the College of Health and Human Services on January 22, 2025, and the Council of Graduate Studies on February 25, 2025.

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
- [KSR 4902 - Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription](#) Credits: 2
- [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 aagray@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~~students 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~~
- **[KSR 4902 - Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription](#) Credits: 2**
- [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



OFFICE OF THE DEAN
600 LINCOLN AVENUE | 1034
KLEHM HALL CHARLESTON, IL
61920
217-581-6025 | EIU.EDU/CHHS

MEMORANDUM

TO: Council on Graduate Studies

FROM: Dr. John R. Storsved, Dean

SUBJECT: Executive Action

DATE: January 31, 2025

EFFECTIVE DATE: Fall 2025

REQUEST: Revise, remove restrictions, and/or delete several Human Services courses *See attached.*

**Eastern Illinois University
Department of Human Services
Executive Action Request**

Date: January 27, 2025

To: Dr. John Storsved, Dean of the College of Health & Human Services

From: Dr. Jill Bowers, Chair of the Human Services Department

Effective Term: Fall 2025

Request: Revise and/or delete HSL courses as shown below and remove restrictions.

Rationale for the Request: We have proposed to delete two courses from the curriculum as we have made changes to the curriculum; other courses that have been proposed or revised will cover content that was taught in those classes (HSL 2850 and HSL 4854). Further, we wanted to eliminate major restrictions in most courses to eliminate barriers for students who wish to double-major or minor in Human Services.

1. Remove the course prerequisites from HSL 4820.

Current catalog copy:

HSL 4820 - Death and Dying.

(3-0-3) On Demand. Issues of death and dying and their implications for individuals and their families.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4820 and FCS 4820.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4820 - Death and Dying.

(3-0-3) On Demand. Issues of death and dying and their implications for individuals and their families.

~~Prerequisites & Notes:~~

~~This course is reserved for students in the Department of Human~~

~~Services and Career and Technical Education. Credit will not be granted for both HSL 4820 and FCS 4820.~~

Credits: 3

2. Delete the course prerequisites from HSL 4845.

Current catalog copy:

HSL 4845 - Family Stress and Resilience.

(3-0-3) On Demand. Examination of types of family crises, application of major theoretical frameworks for studying families in crises, exploration of major lifestyle transitions and catastrophic crises of families, and assessment of resources and strengths for family coping.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4845 and FCS 4845.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4845 - Family Stress and Resilience.

(3-0-3) On Demand. Examination of types of family crises, application of major theoretical frameworks for studying families in crises, exploration of major lifestyle transitions and catastrophic crises of families, and assessment of resources and strengths for family coping.

~~Prerequisites & Notes:~~

~~This course is reserved for students in the Department of Human Services and the CTE: FCS Education major. Credit will not be granted for both HSL 4845 and FCS 4845.~~

Credits: 3

3. Remove the course prerequisites from HSL 4850.

Current catalog copy:

HSL 4850 - Human Services Programs: Community, Culture, and Intersectionality.

(3-0-3) On Demand. Exploration of the role of culture in human services programs.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services, Health Sciences, and Career and Technical Education.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4850 - Human Services Programs: Community, Culture, and Intersectionality.

(3-0-3) On Demand. Exploration of the role of culture in human services programs.

~~Prerequisites & Notes:~~

~~This course is reserved for students in the Department of Human Services, Health Sciences, and Career and Technical Education.~~

Credits: 3

4. Delete HSL 4854.

Current catalog copy:

HSL 4854 - Leadership in Family Life Education.

(3-0-3) On Demand. Detailed study of family interaction and community involvement and family life education programs, methodology, and techniques. Observation required.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4854 and FCS 4854.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

~~HSL 4854 - Leadership in Family Life Education.~~

~~(3-0-3) On Demand. Detailed study of family interaction and community involvement and family life education programs, methodology, and techniques. Observation required.~~

Prerequisites & Notes:

~~This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4854 and FCS 4854.~~

~~Credits: 3~~

5. Remove the course restrictions from HSL 4859.

Current catalog copy:

HSL 4859 - Administration of Human Services Programming.

(3-0-3). Examination of the roles, responsibilities, and professional practice of administration and leadership in relation to human services organizations, program development and implementation, facility and operational management, licensing, and family/community interface. Observation required.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4859 and FCS 4859.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4859 - Administration of Human Services Programming.

(3-0-3). Examination of the roles, responsibilities, and professional practice of administration and leadership in relation to human services organizations, program development and implementation, facility and operational management, licensing, and family/community interface. Observation required.

Prerequisites & Notes:

~~This course is reserved for students in the Department of Human Services and Career and Technical Education.~~ Credit will not be granted for both HSL 4859 and FCS 4859.

Credits: 3

6. Remove the course restrictions from HSL 4860.

Current catalog copy:

HSL 4860 - Addictions and the Family.

(3-0-3) On Demand. Study of types and characteristics of addictions and theoretical/practice models explaining facets of addiction. Examination of relationships between persons with addictions and families/significant others. Exploration of educational and coping techniques and intervention/recovery strategies.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4860 and FCS 4860.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4860 - Addictions and the Family.

(3-0-3) On Demand. Study of types and characteristics of addictions and theoretical/practice models explaining facets of addiction. Examination of relationships between persons with addictions and families/significant others. Exploration of educational and coping techniques and intervention/recovery strategies.

Prerequisites & Notes:

~~This course is reserved for students in the Department of Human Services and Career and Technical Education.~~ Credit will not be granted for both HSL 4860 and FCS 4860.

Credits: 3

7. Remove the course restrictions from HSL 4846.

Current catalog copy:

HSL 4846 - Aging and the Family.

(3-0-3) On Demand. Examination of the developmental process of aging and older adulthood, assessment of family caregiver burdens and support systems, survey of aging issues and trends, and exploration of societal/governmental provisions for aging and long-term care.

Prerequisites & Notes:

This course is reserved for students in the Department of Human Services and Career and Technical Education. Credit will not be granted for both HSL 4846 and FCS 4846.

Credits: 3

Catalog copy with revisions:

(The revisions are shown in red.)

HSL 4846 - Aging and the Family.

(3-0-3) On Demand. Examination of the developmental process of aging and older adulthood, assessment of family caregiver burdens and support systems, survey of aging issues and trends, and exploration of societal/governmental provisions for aging and long-term care.

Prerequisites & Notes:

~~This course is reserved for students in the Department of Human Services and Career and Technical Education.~~ Credit will not be granted for both HSL 4846 and FCS 4846.

Credits: 3

MEMORANDUM

TO: Council on Academic Affairs
Council on Graduate Studies

FROM: Dr. John R. Storsved, Dean

SUBJECT: Executive Action

DATE: March 24, 2025

EFFECTIVE DATE: Fall 2025

REQUEST: Remove every course in the catalog with the prefix REC as the Recreation Administration Program no longer exists. Courses are shown below and are separated by undergraduate courses and undergraduate/graduate courses.

Remove the following courses from the undergraduate catalog:

- 1. ~~REC 1200—Discovering Opportunities in Recreation.~~**
~~(1-0-1) On Demand. An investigation into the field of parks and recreation. Topics covered in the course include: the significance of recreation in society, careers in parks and recreation, and an exploration of outdoor recreation, camp services, resort industries, park districts/public agencies, private, non-profit and campus recreation services, and therapeutic recreation professions. Credits: 1~~
- 2. ~~REC 1780—Introduction to Recreation Services.~~**
~~(3-0-3) F. A study of the concepts, history and philosophy of leisure, recreation and play. Course also introduces various sectors of the recreation services industry and issues related to the delivery of recreation services. Credits: 3~~
- 3. ~~REC 2250—Recreation Services for People with Disabilities.~~**
~~(2-2-3) F. This course introduces the student to social and psychological implications of disability, concepts of inclusion, special recreation and other terminology, legal concerns/implications and recreation service delivery issues. There is also a Service Learning component to this course. Credits: 3~~
- 4. ~~REC 2500—The Challenge of Leisure.~~**
~~(3-0-3) F. A study and evaluation of the effect of leisure in our lives and assessment of individual leisure participation. Credits: 3~~

- 5. REC 3000—Foundations of Therapeutic Recreation.**
(3-0-3) F even-numbered years. This course is designed to examine the history, philosophies, models and process of service and settings in therapeutic recreation. Advocacy, credentialing and other aspects of therapeutic recreation's role in the health care arena are also examined.
Prerequisites & Notes: REC 1320 and REC 2250. Credits: 3
- 6. REC 3111—Therapeutic Recreation Modalities and Facilitation Techniques.**
(3-0-3) S even-numbered years. This course is designed to provide opportunities to learn about leisure education theories and to practice leisure education and other modalities, interventions and facilitation techniques used in therapeutic recreation practice. Registration is restricted to therapeutic recreation majors.
Prerequisites & Notes: REC 1320, REC 2250, and REC 3000. Credits: 3
- 7. REC 3250—Evidence Based Intervention Planning in Therapeutic Recreation.**
(3-0-3) F odd-numbered years. This course helps the student develop understanding of intervention/program design approaches; evidence based and theory based. It provides the opportunity to develop skills related to the detailed process of developing individual and comprehensive intervention and program plans. The course also examines program evaluation for efficiency and effectiveness. Registration is restricted to therapeutic recreation majors.
Prerequisites & Notes: REC 1320 and REC 2250. Credits: 3
- 8. REC 3300—Commercial and Employee Recreation.**
(3-0-3) S. The exploration of recreation as a profit-making enterprise surveying the development and operation of goods and services offered in the leisure market. The exploration of the history, scope, place and relationship of industrial-employee recreation. Credits: 3
- 9. REC 3360—Advanced Therapeutic Recreation Processes.**
(3-0-3) S even-numbered years. This course provides in-depth information about the TR process as it relates to a range of disabling conditions, including such things as disability detail, medical terminology, pharmacological understanding, and the WHO's (World Health Organization) International Classifications of Functioning (ICF) system. Registration is restricted to therapeutic recreation majors.
Prerequisites & Notes: REC 1320, REC 2250, and REC 3000. Credits: 3
- 10. REC 3510—Camp Administration and Leadership.**
(2-0-2) S. Organization and administration of camps including: Business operation, maintenance, operation, program planning, counselor training, and camp standards and regulations. Credits: 2
- 11. REC 3550—Fieldwork in Recreation I.**
(1 Arr. 3) F, S. Students are assigned to public or private agencies in the community for the purpose of organizing and conducting activities under supervision. There is discussion of problems associated with in-service training.
Prerequisites & Notes: Second semester sophomore standing and nine hours of professional recreation classes or permission of instructor. Credit not granted for both REC 3550 and 3551. Credits: 3
- 12. REC 3551—Fieldwork in Recreation II.**
(0 Arr. 3) Students will be assigned to work full time at an entry-level recreation position under the supervision of a full-time recreation professional. A minimum of 30 hours per week for eight weeks will be required for all students enrolling in this course.
Prerequisites & Notes:

Second semester sophomore standing and nine hours of professional recreation classes or permission of instructor. Credit not granted for both REC 3550 and 3551. Credits: 3

13. REC 3560—Outdoor Living Skills.

(1-2-2) F odd numbered years. Study of approved techniques for out-of-doors living and survival skills. Practical experience provided. Credits: 2

14. REC 3860—Environmental Interpretation.

(1-2-2) F even numbered years. An overview of environmental interpretation as it applies to both natural and man-made areas to acquaint the student with techniques and resources available for the implementation of interpretative programs within various park and recreation agencies. Field trips. Credits: 2

15. REC 3900—Operation of Recreation Facilities.

(3-0-3) F odd numbered years. A study of the operations, management, and maintenance of a recreation agency's facilities and park areas. Topics will include implementing facility operating policies and procedures, inventorying, maintenance standards and procedures, routine and preventative maintenance, emergency and security plans, energy efficient and environmentally friendly procedures, compliance, opening/closing procedures, on-site supervision, information systems, and customer service. Credits: 3

16. REC 3910—Computer Related Technologies in Recreation.

(3-0-3) S. This course is designed to examine the various kinds of software and hardware being used in the recreation profession. Students will utilize the various software programs to complete several projects (e.g., website design, video development, flyer design, budgeting, etc.) related to the recreation profession. History, hardware and software selection is also examined. Credits: 3

17. REC 3960A—Special Topics: Consortium.

(Arr. Arr. 3) On Demand. Special topics and controversial trends in the area of leisure will be studied. May be repeated with different topics for up to six hours with permission of Department Chair. **Prerequisites & Notes:** Junior standing or nine hours of Recreation Administration and/or behavioral sciences coursework. Credits: 3

18. REC 3960B, D-F, H-M—Special Topics.

(Arr. Arr. 1-3) On Demand. Special topics and controversial trends in the area of leisure will be studied. May be repeated with different topics for up to six hours with permission of Department Chair. **Prerequisites & Notes:** Junior standing or nine hours of Recreation Administration and/or behavioral sciences coursework. Credits: 1 to 3

19. REC 4274—Pre-Internship & Career Development in Recreation.

(1-0-1) F. The course will develop the student's ability to identify, select, and secure an internship position with a leisure service agency that will meet departmental objectives of the internship experience and the student's experience expectations. Career development tips and strategies will also be covered including professional certifications, workplace culture, professional etiquette, salary negotiating, and life after the internship. Course restricted to Recreation Administration majors/minors only. **Prerequisites & Notes:** REC 3550/3551 and Junior/Senior standing. Credits: 1

20. REC 4275—Internship.

(Arr. Arr. 6) (Credit/No Credit) A field experience to include full-time assignment to an established recreation program. **Prerequisites & Notes:** Must have completed all other core courses in the Recreation Administration major or permission of the Chair or Internship Coordinator, and; have at least a 2.0 GPA overall and in the major. Credits: 6

21. REC 4355—Assessment and Administration in Therapeutic Recreation.

(3-0-3) S-odd-numbered years. This capstone course examines assessment procedures, instruments and many other documentation concerns. It also reviews a range of administration issues including funding, accreditation and personnel management. Registration is restricted to therapeutic recreation majors. **Prerequisites & Notes:** REC 1320, 2250, 3000, 3250, and 3360. Credits: 3

22. REC 4444—Honors Independent Study.

(Arr. Arr. 1) Consideration of special topics in leisure studies. Special emphasis on an area of interest to the student approved by the faculty supervisor and Departmental Honors Coordinator. **Prerequisites & Notes:** Admission to the Departmental Honors Program and permission of the Departmental Honors Coordinator. Credits: 1

23. REC 4644—Honors Thesis.

(Arr. Arr. 3) Intensive research in preparation of a thesis on a topic in leisure studies approved by the faculty supervisor and the Departmental Honors Coordinator. May not be repeated. **Prerequisites & Notes:** Admission to the Departmental Honors Program and permission of the Departmental Honors Coordinator. Credits: 3

24. REC 4666—Honors Seminar.

(Arr. Arr. 3) Areas of investigation which require integration of leisure studies and research will be treated. **Prerequisites & Notes:** Admission to the Departmental Honors Program and permission of the Departmental Honors Coordinator. May be taken twice. Credits: 3

25. REC 4700—Employee and Volunteer Management in Recreation.

(3-0-3) S. A study of the theory, principles, and techniques of employee and volunteer management for park and recreation agencies. The course topics will focus on the human resource management functions of volunteers and front-line staff and cover the following topics: planning, job analysis and design, staff and volunteer turnover, recruitment, selection, orientation/placement, training, development, supervision, volunteer management, performance management, compensation, collective bargaining, and employee/volunteer relations. This course is restricted to Recreation Administration Majors only. **Prerequisites & Notes:** REC 1320, REC 1780, REC 2290, and Junior/Senior standing. Credits: 3

26. REC 4710—Therapeutic Recreation Seminar.

(3-0-3) S. This capstone course reviews issues needed for internship and entry into the field of Therapeutic Recreation. Students will explore situations that require the synthesis of accumulated knowledge to determine a practical approach for addressing and resolving issues faced within the field. Topics essential to success on the National Council for Therapeutic Recreation Certification (NCTRC) exam will be presented, discussed and materials collected to be included in a portfolio. Practice NCTRC exams will be completed, reviewed, and incorrect responses will be examined and discussed. The course culminates with a portfolio containing information about the topics and content of the NCTRC exam that students will use as a study aid for the exam. The course is restricted to Therapeutic Recreation students. **Prerequisites &**

Notes: REC 3000, 3250. May be taken concurrently with: REC 3111, 3360 and 4355. Credits: 3

27. REC 4740—Research and Evaluation in Leisure Studies.

~~(3-0-3) F. An introduction to the research process as it applies to the field of leisure services. Covers various forms of research but will emphasize applied research, especially program evaluation and feasibility issues. WI Credits: 3~~

28. REC 47411—Independent Study.

~~(Arr. Arr. 1) Independent study may be undertaken for a number of projects such as: Positions working at a professional recreation agency, service projects for departmental and university organizations, surveys and research projects, research papers, and other investigative reports, reading and interpretation of literature in the field, and other student proposals. May be repeated once, for a maximum of six semester hours of credit in Independent Study. Contact department chairperson for information. Credits: 1~~

29. REC 47412—Independent Study.

~~(Arr. Arr. 2) Independent study may be undertaken for a number of projects such as: Positions working at a professional recreation agency, service projects for departmental and university organizations, surveys and research projects, research papers, and other investigative reports, reading and interpretation of literature in the field, and other student proposals. May be repeated once, for a maximum of six semester hours of credit in Independent Study. Contact department chairperson for information. Credits: 2~~

30. REC 47413—Independent Study.

~~(Arr. Arr. 3) Independent study may be undertaken for a number of projects such as: Positions working at a professional recreation agency, service projects for departmental and university organizations, surveys and research projects, research papers, and other investigative reports, reading and interpretation of literature in the field, and other student proposals. May be repeated once, for a maximum of six semester hours of credit in Independent Study. Contact department chairperson for information. Credits: 3~~

Remove the following courses from both the undergraduate and graduate catalogs:

1. REC 4830—Administration of Leisure Services.

~~(3-0-3) S. Exploration of philosophical viewpoints underlying a recreation program; criteria for evaluating the recreational potential of a community; administrative problems related to park and recreation programs. **Prerequisites & Notes:** Twelve semester hours of recreation class credit or permission of instructor. Field trip. Credits: 3~~

2. REC 4850—Financial Practices for Leisure Service Agencies.

~~(3-0-3) S. The investigation of the financial structures, resources, budget management and accounting procedures for public and private recreation agencies. WI Credits: 3~~

3. REC 4950—Leisure and Aging.

~~(3-0-3) S—odd numbered years. Scope of the therapeutic recreation services available through private and public agencies; analysis of programs designed for persons with physical, emotional, intellectual or social disorders and handicaps. Practical experiences are provided. Credits: 3~~

Eastern Illinois University
Kinesiology, Sport, and Recreation Department

To: John Storsved, Dean, College of Health and Human Services

From: Mark Kattenbraker, Chair, Kinesiology, Sport, and Recreation

Date: March 24, 2025

Re: Executive Action Request

Effective Date: Fall 2025

Action requested:

Remove every course in the catalog with the prefix REC.

Rationale

The recreation administration program no longer exists. Any course that needed revised and changed to KSR has been addressed.



MEMORANDUM

Michael W. Cornebise, Ph.D.
Associate Dean

Phone: 217.581.2922
Email: mwcornebise@eiu.edu

To: Alexis Jones, Chair, CGS
Date: Mar 12, 2025
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Mar 12, 2025. I ask that similar action be taken at the Council on Graduate Studies.

Requested Change: To change the number of BIO/PHS 5400 to BIO/PHS 5405

Rationale for Change: BIO 5400 is an active course number, thus we must change the number of this new course. The original course proposal was approved by CLASCC on December 4, 2024.

Effective Year/Term: Fall 2025

Date approved by advisory committee: 2/25/25

Date approved by college curriculum committee: 3/12/25

Date approved by CGS:



MEMORANDUM

Michael W. Cornebise, Ph.D.
Associate Dean

Phone: 217.581.2922
Email: mwcornebise@eiu.edu

To: Alexis Jones, Chair, CGS
Date: Mar 12, 2025
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Mar 12, 2025. I ask that similar action be taken at the Council on Graduate Studies.

Requested Change: In the program description for the MAT in Secondary Teaching program, the methods course for Science must be changed from BIO/PHS 5400 to BIO/PHS 5405.

Rationale for Change: The methods class for Science students in the MAT program must be changed, since the course BIO 5400 already exists. The original proposal was approved by CLASCC on January 22, 2025.

Effective Year/Term: Fall 2025

Master of Arts in Teaching in Secondary Teaching

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~~ **BIO/PHS 5405– 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

Approvals:

Date approved by advisory committee: 2/25/25

Date approved by college curriculum committee: 3/12/25

Date approved by CGS:

College of Liberal Arts and Sciences Curriculum Committee

February 5, 2025 (Synchronous - Zoom) ELECTRONIC MEETING

Participating Members: Chris Kahler, ART; Sanghoon Kang, BIO; Cesar Ortiz, CHM; Melissa Caldwell, ENG; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Greg Cooper, SCJ-JOU; Grant Lakeland, MCS; Julie Park, MUS; Teresa Britton, PHI; Isaiah Lim, PHY; Jeff Ashley, PLS; Caitlin Lynch, SOC; Nick Shaw, THA; Irene Jacobsen, WLC; Associate Dean Chris Mitchell, ex-officio; Associate Dean Mike Cornebise, ex-officio; Angie Cawthon, recorder

Members not Participating: Chigozirim Sodeke, SCJ-CMN; Linda Ghent, ECN; Jerry Zhu, PSY; James Schnitzler, Student Member (Arts & Humanities); Taeveon Gaines, Student Member (Sciences)

Guests: Tom Canam, BIO; Marshall Lassak, MCS; Andrew Mertz, MCS; Shellie Gregorich, MUS; Don Holly, SOC; Anne Thibault Geen, THA

Vice Chair Jirau Arroyo called the meeting to order at 3:05 pm.

I. Minutes

On the motion of Ashley and the second of Jacobsen, the CLASCC minutes of January 22, 2025 (Synchronous electronic meeting) were approved.

II. Executive Actions

The following Executive Actions were approved:

25.13E	From MCS—	BS in Computer Science Revised Program- Amended
25.30E	From MUS—	MUS Multiple Courses Prerequisite Changes
25.31E	From SOC—	SOC 3903 Course Title Change
25.32E	From BIO—	BIO 4850 Course Format and Description Changes
25.33E	From PLS—	BA in Political Science Revised Program
25.34E	From PLS—	BA in Political Science, Civic & Nonprofit Leadership Option Revised Program
25.35E	From THA—	EIU 4161G and 4162G Course Title and Enrollment Exclusion Changes
25.36E	From THA—	THA 3431 Course Title Change
25.37E	From THA—	THA Multiple Courses Credit Hour Changes
25.38E	From THA—	Theatre Minor Revised Program
25.39E	From THA—	BA in Theatre Revised Program

III. Items Acted On

25.28 MUS 2555, “The Enjoyment of Music” (Revised Course)

Motion made (Shaw) and seconded (Caldwell) to consider. Shellie Gregorich presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (14-0)

25.29 B.Mus. and BA in Music Revised Catalog Entry (Revised Catalog Entry)

Motion made (Caldwell) and seconded (Lynch) to consider. Shellie Gregorich presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (14-0)

25.30 B.Mus. Revised Catalog Entry (Revised Program)

Motion made (Cooper) and seconded (Shaw) to consider. Shellie Gregorich presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (14-0)

Shellie Gregorich departed the meeting at 3:25 pm.

25.31 MAT 1175G, “Quantitative Literacy” (New Course)

Motion made (Shaw) and seconded (Lakeland) to consider. Marshall Lassak presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (14-0)

25.32 MAT 1180G, “Mathematical Modelling” (New Course)

Motion made (Ashley) and seconded (Cooper) to consider. Marshall Lassak presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (14-0)

Marshall Lassak departed the meeting at 3:35 pm.

25.33 THA 2801G, “Musical Theatre on Film” (Revised Course)

Motion made (Cooper) and seconded (Jacobsen) to consider. Nick Shaw presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (14-0)

25.34 THA 3555, “Acting in Performance” (New Course)

Motion made (Lynch) and seconded (Ashley) to consider. Anne Thibault Geen presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (14-0)

IV. Other Business

None.

V. Adjournment

On the motion of Shaw and the second of Cooper, the meeting was adjourned at 3:57 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: February 19, 2025

College of Liberal Arts and Sciences Curriculum Committee

February 19, 2025 (Synchronous - Zoom) ELECTRONIC MEETING

Participating Members: Dave Richardson, ART; Cesar Ortiz, CHM; Chigozirim Sodeke, SCJ-CMN; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Greg Cooper, SCJ-JOU; Grant Lakeland, MCS; Julie Park, MUS; Teresa Britton, PHI; Isaiah Lim, PHY; Caitlin Lynch, SOC; Nick Shaw, THA; Irene Jacobsen, WLC; Associate Dean Chris Mitchell, ex-officio; Associate Dean Mike Cornebise, ex-officio; Angie Cawthon, recorder

Members not Participating: Sanghoon Kang, BIO; Linda Ghent, ECN; Melissa Caldwell, ENG; Jeff Ashley, PLS; Jerry Zhu, PSY; James Schnitzler, Student Member (Arts & Humanities); Taeveon Gaines, Student Member (Sciences)

Guests: Tom Canam, BIO; Ed Treadwell, CHM, Vanesa Landrus, LAS, Shellie Gregorich, MUS; Jeff Stowell, PSY

Vice Chair Jirau Arroyo called the meeting to order at 3:00 pm.

I. Minutes

On the motion of Jacobsen and the second of Cooper, the CLASCC minutes of February 5, 2025 (Synchronous electronic meeting) were approved.

II. Executive Actions

The following Executive Actions were approved:

25.40E	From PSY—	PSY 3780 Course Name Change
25.41E	From PSY—	PSY 6980A Prerequisite Change
25.42E	From MUS—	MUS Multiple Courses Prerequisite Changes
25.43E	From BIO—	BIO 5204 Multiple Catalog Changes
25.44E	From LAS—	LAS Minor Revised Program

III. Items Acted On

25.35 MS in School Psychology (Revised Program)

Motion made (Richardson) and seconded (Jacobsen) to consider. Jeff Stowell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (13-0)

25.36 MUS 4771, “Pro Tools Digital Art Workstation” (New Course)

Motion made (Lynch) and seconded (Shaw) to consider. Shellie Gregorich presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (13-0)

25.37 MA in History Teacher Option (Revised Program)

Motion made (Cooper) and seconded (Lynch) to consider. Lee Patterson presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (13-0)

25.38 WLS 3590, “Race and Gender in Spanish American Literature, Honors” (New Course)

Motion made (Jacobsen) and seconded (Lynch) to consider. Vanesa Landrus presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (13-0)

25.39 CHM 5009, “Safety and Ethics In Chemical Research” (New Course)

Motion made (Shaw) and seconded (Lynch) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (13-0)

25.40 CHM 5101, “Development and Use of Chemical Probes in Chemical Biology” (New Course)

Motion made (Cooper) and seconded (Shaw) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (13-0)

25.41 CHM 5106, “Endogenous and Xenobiotic Metabolism” (New Course)

Motion made (Richardson) and seconded (Cooper) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (13-0)

Chris Laingen departed the meeting at 3:48 pm.

25.42 CHM 5280, “Bioanalytical Problem Solving” (Revised Course)

Motion made (Shaw) and seconded (Richardson) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (12-0)

Julie Park departed the meeting at 3:55 pm.

25.43 CHM 5285, “Bioanalytical Problem-Solving Laboratory” (New Course)

Motion made (Jacobsen) and seconded (Shaw) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (11-0)

25.44 MS in Chemistry (Revised Program)

Motion made (Cooper) and seconded (Shaw) to consider. Ed Treadwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (11-0)

IV. Other Business

None.

V. Adjournment

On the motion of Jacobsen and the second of Shaw, the meeting was adjourned at 4:01 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: March 12, 2025

College of Liberal Arts and Sciences Curriculum Committee

January 22, 2025 (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; Aura Jirau Arroyo, HIS; Greg Cooper, SCJ-JOU; Grant Lakeland, MCS; Julie Park, MUS; Teresa Britton, PHI; Isaiah Lim, PHY; Jeff Ashley, PLS; Don Holly, SOC; Nick Shaw, THA; Irene Jacobsen, WLC; Associate Dean Mike Cornebise, ex-officio

Members not Participating: Chris Laingen, GEO; Jerry Zhu, PSY; James Schnitzler, Student Member (Arts & Humanities); Taeveon Gaines, Student Member (Sciences); Associate Dean Chris Mitchell, ex-officio; Angie Cawthon, recorder

Guests: Katie Lewandowski, GEO; Bonnie Laughlin-Schultz, HIS

Chair Ghent called the meeting to order at 3:01 pm.

I. Minutes

On the motion of Jirau Arroyo and the second of Jacobsen, the CLASCC minutes of December 24, 2024 (Synchronous electronic meeting) were approved.

II. Executive Actions

The following Executive Actions were approved:

25.29E From ECN— ECN 4689 Prerequisite Change

III. Items Acted On

25.26 MAT in Secondary Education (Revised Program)

Motion made (Richardson) and seconded (Cooper) to consider. Katie Lewandowski presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (16-0)

25.27 BA in History with Teacher Licensure Option (Revised Program)

Motion made (Jirau Arroyo) and seconded (Ashley) to consider. Bonnie Laughlin-Schultz presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

IV. Other Business

None.

V. Adjournment

On the motion of Cooper and the second of Jacobsen, the meeting was adjourned at 3:16 p.m.

Minutes taken by Mike Cornebise and prepared by Chris Mitchell

Approved by CLASCC: February 5, 2025

TO: Barbara Bonneken, Dean, College of Liberal Arts and Sciences

FROM: John Mace, Chair (prepared by Margaret Floress, School Psychology Program Director)

DATE: January 31, 2025

Summary of Requested Changes:

To remove PSY 5040: Psychotherapy from the school psychology graduate program curricula to accommodate a new class PSY 5024: Academic Assessment and Intervention (this course was approved by CGS on Jan 28, 2025). Our students currently take 77 credits and adding an additional course is not feasible.

Effective Year/Term: Summer 2025

Proposed Catalog Copy:

School Psychology (Master of Science)

Degree Requirements for the Master of Science in School Psychology: Degree requirements include those outlined for the Master of Science degree by the Graduate School see “Requirements for the Master’s Degree”). The Master of Science in School Psychology requires a minimum of 35 semester hours at the graduate level.

- PSY 5170 - Theories of Learning. Credits: 3
- PSY 5300 - Advanced Child Development. Credits: 3
- PSY 5500 - Child Psychopathology. Credits: 3
- PSY 5030 - Ethics, Law, Diversity, and Professional Practice of School Psychology Credits: 3
- PSY 5020 - Advanced Measurement Principles. Credits: 3
- PSY 5021 - Social, Emotional, and Behavioral Assessment Credits: 3
- PSY 5022 - Individual Intellectual Assessment. Credits: 4
- PSY 5710 - Research Design and Statistical Analysis I. Credits: 4
- PSY 5711 - Research Design and Statistical Analysis II. Credits: 3
- ~~PSY 5040 - Psychotherapy. Credits: 3~~
- PSY 5024 - Academic Assessment and Intervention. Credits: 3
- PSY 5890 - Field Study or Practicum. Credits: 1 to 12

Date approved by the department or school: 1/31/25

Date approved by the college curriculum committee: 2/19/25

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)

25-042
Effective: Fall 2025

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. Course prefix and number: KSR 4902
3. Short title: Chronic Diseases/Cond & Exercise
4. Long title: Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription
5. Hours per week: 2 Class 0 Lab 2 Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year: 2025
8. **Catalog course description:** This course will introduce the student to the exercise testing and exercise prescription guidelines and recommendations for individuals with various chronic diseases and other health conditions, such as musculoskeletal, immunologic, neuromuscular, cancer, and chronic kidney disease.

9. **Course attributes: N/A**

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:** KSR 4900K

12. **Equivalent course(s):** KSR 4900K

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

13. Prerequisite(s): N/A

a. Can prerequisite be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Exercise Science, Exercise Science: Pre-Athletic Training Option, Exercise Science: Pre-Occupational Therapy Option and Exercise Science: Pre-Physical Therapy Option majors; Aging Studies Minor; M.S. in Aging Studies

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

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: 2

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: KSR 4900K

20. Additional costs to students:

Supplemental Materials or Software None

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 _____

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

X Course is used as an elective

2. **Rationale for proposal:** This course has been taught as a special topics course. Enrollment in this class has been consistent. Changing it to a standard elective will ensure it is available for students to take on a regular basis. The course also includes more rigor than a 1 credit-hour course, so the 2 credit-hour designation will better reflect the expectations of the course.

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

Similarity to other courses: KSR 4900K is a special topics course that has been taught in our department. This proposal was written to change the course from a special topics course to a standard elective.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is designed to expand upon a student's knowledge of chronic health conditions. The programs to which it is restricted will provide the foundational information students will need to be successful.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: This class may be offered online to make it more accessible to students.

Instruction: The University learning management system will be utilized for content delivery, assignments, discussions, quizzes, and exams. Written assignments will be

submitted to the antiplagiarism software to ensure originality. Faculty assigned to teach the course will have completed OCDi training, or an equivalent.

Integrity: Several mechanisms within the learning management system will be utilized to ensure the integrity of the course, such as timed quizzes and exams with randomized questions and the use of anti-plagiarism software to ensure originality. Student and instructor interaction will allow the instructor to become familiar with each student's level of understanding, writing style, and phraseology to determine if a similar style exists within the written assignments.

Interaction: The learning management system will be utilized to facilitate interaction between students and between students and the instructor. The instructor will hold regular office hours via Zoom and will be available via email.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: KSR 4902 - Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription

2. Catalog description

This course will introduce the student to the exercise testing and exercise prescription guidelines and recommendations for individuals with various chronic diseases and other health conditions, such as musculoskeletal, immunologic, neuromuscular, cancer, and chronic kidney disease.

3. Learning objectives.

Successful completion of this course will enable the student to

1. Describe various chronic diseases or conditions and the physiology of the disease process. (CT 2-4) (GLG – 1)
2. Explain the impact of various chronic diseases or conditions on exercise testing and tolerance. (CT 2-4, WCR 1,3-4) (GLG – 1)
3. Determine appropriate exercise recommendations for those with various chronic diseases or conditions. (CT 2-4, WCR 1, 3-4) (GLG – 1, 2)
4. Deliberate the special considerations for exercise for various chronic diseases or conditions. (CT 1-4, WCR 1-7) (GLG – 1,2)

4. Course materials.

Various readings, articles, and videos are posted and/or linked on the Learning Management System.

5. Weekly outline of content.

Weeks 1-4: Musculoskeletal Diseases and Conditions
Weeks 5-8: Immunologic Diseases and Conditions
Weeks 9-12: Neuromuscular Diseases and Conditions
Weeks 13-15: Cancer and Chronic Kidney Disease
Week 16: Final Exam

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

Assignments 40% (Course learning objectives 3.1-3.4)

*Graduate students will have an additional case study to analyze and evaluate.

Quizzes/Exams 60% (Course learning objectives 3.1-3.4)

7. Grading scale.

A = 90–100% of total points
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = ≤59.9%

Date approved by the department or school: 12/03/2024

Date approved by the college curriculum committee: 02/12/2025

Date approved by the Honors Council (*if this is an honors*

***course*): Date approved by CAA: 2/27/2025**

CGS:

HSL 4854 – Leadership in Family Life Education will be deleted

12. Equivalent course(s):

none

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

13. Prerequisite(s): A grade of C or better in ENG 1002G and PUBH 2800/HSL 2800

a. Can prerequisite be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s):

none

15. Enrollment restrictions

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

This course is restricted to Human Services majors or minors, including interdisciplinary programs or minors that include this course, and graduate students in the M.S. in Aging Studies or M.S. in Human Services programs.

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

Restricted to Human Services majors/minors as noted above.

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

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

19. Special grading provisions: None.

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in: _____

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software ___ none
required_____

Course Fee __X_ No ___ Yes, Explain if yes_

21. Community college transfer:

___ A community college course may be judged equivalent.

x A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___ Course is required for the major(s) of
___ Course is required for the minor(s) of
___ Course is required for the certificate program(s) of _____
X Course is used as an elective for other majors

2. Rationale for proposal:

Content from two courses was combined due to overlapping curriculum, and the resulting course was revised to incorporate material from both. The other course will be removed from the curriculum. Additionally, the revised course fills gaps in program planning and evaluation for human services undergraduate students and aligns well with senior seminar requirements. By replacing the University Senior Seminar graduation requirement, students can select an elective that better aligns with their intended field of practice.

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

Similarity to other courses: N/A

Prerequisites: To succeed in the course, students should have basic writing skills (ENG 1002G) and research skills (HSL 2800) or be classified as a graduate student.

Co-requisites: N/A

Enrollment restrictions: This course is restricted to Human Services majors or minors, including interdisciplinary programs or minors that include this course, and graduate students in the M.S. in Aging Studies or M.S. in Human Services programs. The content is specific to the field of human services.

Writing active, intensive, centered: Thirty five percent or more of the course grade will be based on writing, and the final paper will be revised prior to the final submission.

Capstone as Senior Seminar:

Aligned with the senior seminar objectives, this capstone course fulfills the requirements of a senior seminar by:

- Being writing-intensive, with 35% of the grade derived from writing assignments, including at least one assignment that requires revision;
- Incorporating all assessment activities required by the General Education Committee (EWP-eligible paper, oral presentation, and online citizenship survey);
- Including an opportunity for students to reflect on an aspect of citizenship;
- Meeting the standards and expectations of an upper-division capstone course within the general education curriculum; and
- Providing students with opportunities to synthesize, analyze, and refine ideas/concepts while developing oral and written communication skills.

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: The Department of Human Services program offers both face-to-face and online degree paths. The flexibility of online coursework fulfills the need for the online degree. A hybrid offering allows for more opportunities to show flexibility for non-traditional students.

Instruction: Hybrid and asynchronous online courses allow for flexibility and access for all students. Other online components (e.g., tutorials, videos, discussions) will be included in the course. Instructors of online courses/sections will have completed OCDi (or appropriate equivalent) training in online teaching.

Integrity: The use of instructional technology available at EIU, including Respondus 4.0, Turnitin, and d2l Brightspace will provide integrity to the course regardless of delivery modality. The use of Artificial Intelligence will be monitored.

Interaction: Weekly modules include active learning activities and discussion posts allow for interaction between students and the course instructor.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title:

HSL 4859 – Administration and Leadership in Human Services

2. Course description: An exploration of effective administrative practices, leadership principles, and program development strategies tailored to the human services field. This course is a writing intensive course.
3. Course objectives.

As a result of this experience, students will be able to:

1. Identify the functions of human services management (ULG CT1-3; GLG1,2,5)
2. Plan a needs assessment related to the human services field (ULG CT 1,2; GLG1-5),
3. Develop goals, objectives, measures, and evaluations for a human services programs designed at the individual, family, or community level (ULG CT 4-6; GLG1-5),
4. Demonstrate effective oral and written communication skills by developing strategic program planning documents (ULG WCR 1-4; GLG1-5).
5. Design effective program strategies and interventions on a human services issue or problem targeting a specific population (ULG CT 5,6; GLG1-3), and
6. Develop a fundraising campaign intended to contribute to financing a human services program (ULG QR 1-3; SL 5-7; WCR 1-4, 6, 7; GLG1-5).

4. Course materials:

Hoefer, R., & Watson, L. D. (2024). Essentials of social work management and leadership. A competency-based approach (2nd Edition). Cognella. <https://titles.cognella.com/essentials-of-social-work-management-and-leadership-9798823333016>

5. Weekly outline of content:

Week 1: The four-quadrant model and the context of human services management and leadership

Week 2: Values and ethics in administration; administrative and organizational theories

Week 3: Leadership

Week 4: Personal communication

Week 5: Strategic planning

Week 6: Program planning, logic models, and program evaluation

Week 7: Program planning, logic models, and program evaluation

Week 8: Budget and finance

Week 9: Fund development and grant writing

Week 10: Marketing

Week 11: Human resources and supervision

Week 12: Boards

Week 13: Human resources and supervision

Week 14: Persuasion and relationships with community partners

Week 15: Advocacy

Week 16: Final projects due

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

Assignments and evaluation, including weights for final course grade: Class participation, small writing assignments, and discussion, including citizenship survey: 30% (ULG1,2,3, 4, 5; GLG1-5)

Needs assessment: 20% (ULG1; GLG1-5)

