

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** FCS 5100
2. **Title (may not exceed 30 characters, including spaces):** Societal Aspects of Aging
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014

**7. Course description:**

Review of current social gerontological theories and research; consideration of structural aspects of the social order as related to the aging process.

8. **Registration restrictions:** *students eligible to take the course must be enrolled in the M.A. in Gerontology program or other degree graduate program.*

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). There are no equivalent courses. Formerly, the content of the proposed course was covered in SOC 5100. However, the SOC program has withdrawn from the multidisciplinary Gerontology MA program and therefore, the course transitioned over to an FCS special topics course.
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

N/A

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

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

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one):

**e. Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: *Students enrolled in a Master's degree program.*

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any: undergraduates.

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☒ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad  
☒ Internet ☒ hybrid ☐ other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

**1. List the student learning objectives of this course:**

**a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge (A)**
  - **Effective critical thinking and problem solving (B)**
  - **Effective oral and written communication (C)**
  - **Advanced scholarship through research or creative activity (D)**

**Course Objectives:**

1. Explain the demographic and historical factors that form the macrosocial context for individual aging. **(A)**
  2. Analyze the ways in which physical, psychological and social aging affects individuals and how individuals adapt to these processes. **(B) (C)**
  3. Apply various social theories of aging to contemporary aging issues. **(B) (D)**
  4. Relate the role of policy shifts and development to the interdisciplinary field of gerontology **(A) (D)**
  5. Integrate current information from the American Society on Aging with gerontological theories in order to bridge real world aging issues with course content **(A) (B)**
  6. Design and revise an Area Agency on Aging Area Plan using relevant gerontological theories **(A) (B) (D)**
- 7. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
1. Midterm exam (Addresses course objectives 1, 2, 3)
  2. Final Area Plan assignment & presentation (Addresses course objectives 2, 4, 6)
  3. Theories paper (Addresses course objectives 2, 3, 4)
  4. Class Discussion Leader (Addresses course objectives 3, 4, 5)
  5. Theory and Current Topic short paper (Addresses course objectives 1, 4, 5)

**8. Explain how the instructor will determine students' grades for the course:**

Midterm exam 20%  
Theories Paper 25%  
Class Discussion Leader 10%  
Current topic & Theory short paper 15%  
Final Area plan assignment and presentation 30%

- 9. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
  - b. Describe how the integrity of student work will be assured:**
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

- 10. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  - a. course objectives;**
  - b. projects that require application and analysis of the course content; and**
  - c. separate methods of evaluation for undergraduate and graduate students.**
- 11. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

FCS 5100 will be taught in 150 minute class periods, meeting one time a week over a 15 week period.

WEEK 1: Intro to Social Gerontology and Sociological Approaches to Aging

WEEK 2: The Aging World & Social Contexts for Aging

WEEK 3: Social Theories of Aging- Micro level theories

WEEK 4: Social Theories of Aging – Macro level theories

WEEK 5: Social Theories of Aging – Environmental theories

WEEK 6: Studying Aging (Design, Methodology, Theoretical Application)

WEEK 7: Life course and Socioemotional theories of Aging

WEEK 8: Economics of Aging

WEEK 9: Diversity and Aging in the U.S.

WEEK 10: Aging & Health: Individuals, Institutions and Theories

WEEK 11: Aging & Health: Individuals, Institutions and Theories

WEEK 12: Politics, Government and Aging in the U.S.

WEEK 13: Aging Policy in the U.S.: Historical and Theoretical Contexts

WEEK 14: Creativity and Aging

WEEK 15: Applying Theory: Global Aging issues & the future of Aging

**PART IV: PURPOSE AND NEED**

**1. Explain the department's rationale for developing and proposing the course.**

In the fall of 2011, the Chair of Sociology announced that the SOC 5100 course (Sociological Aspects of Aging) would no longer be offered by their department. SOC 5100 was a required core course in the Gerontology MA program. Therefore, after meeting with Dean Augustine, Dr. Eckert (Sociology Chair), Dr. Jeanne Lord (Snyder), Dr. Painter and Dean Obia, it was agreed that the course would transition over to FCS and be taught as *Societal Aspects of Aging* with Dr. Frank teaching the course. Due to the length of time necessary for the introduction of new courses in the graduate curriculum and for changes to be made to the Graduate Catalog, Dr. Frank was advised to submit this course as a Special Topics course for the 2012-2013 academic year and then follow up with a permanent course change (through the FCS curriculum committee and CGS) during the next academic year.

The course was reworked into FCS 5230-H and has been taught twice by Dr. Frank. This course now serves as a permanent core course in the multidisciplinary Gerontology MA program and the gerontology faculty are requesting the permanent course number of **FCS 5100**.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. **If the course or some sections of the course may be technology delivered, explain why. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** N/A

**2. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** N/A
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** SOC 5100 (Sociological Aspects of Aging) is no longer being taught at EIU and the *Societal Aspects of Aging* course (FCS 5100) replaces the course in the core requirements for Gerontology MA students.

**3. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course serves as a core requirement for all Gerontology MA students. While it was being offered as FCS 5230-H students were permitted to use it as a substitution for the former SOC 5100 core requirement. This course can also be taken as an elective by graduate students in other programs.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

Dr. Jacquelyn Frank or other appropriate graduate faculty member.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

### **2. Additional costs to students: N/A**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

### **3. Text and supplementary materials to be used (Include publication dates):**

Bengtson, V., Gans, D., Putney, N., & Sliverstein, M. (Eds.). (2009). *Handbook of theories of aging* (2<sup>nd</sup> ed.). New York: Springer Publishing Company.

Morgan, L., & Kunkel, S. (2011). *Aging, society, and the life course* (4<sup>th</sup> ed.). New York: Springer Publishing Company.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

## **PART VII: APPROVALS**

**Date approved by Gerontology Faculty : 9/18/2013**

**Date approved by the department or school: 11/12/2013**

**Date approved by the college curriculum committee: 2/17/2014**

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

**Date approved by CAA: CGS:**

**\*In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses**

(English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
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<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disabltv/>

**581-6583**