

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
 (Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: FCS 5100
3. Short title: Societal Aspects of Aging
4. Long title: Societal Aspects of Aging
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2015
8. Catalog course description:

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

**9. Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face ☒ Online ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

11. Course(s) to be deleted from the catalog once this course is approved. N/A

**11. Equivalent course(s):** None

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

**12. 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)

**13. Co-requisite(s):** N/A

**14. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** Graduate students enrolled in the Gerontology MA program, MS in FCS program, MS in Dietetics program; Permission from the instructor for graduate students in other Master's degree programs

**b. Degrees, colleges, majors, levels, classes which may not take the course:** Any not listed in 14a.

**15. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit

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

**17. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**18. 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: \_\_\_\_\_

**19. Additional costs to students:**

Supplemental Materials or Software N/A

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**20. 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.

**Integrity:** Students will need to log into the online course management system using network passwords to access the exam for the course. The instructor will correspond with each student on a regular basis. A discussion board will be designed for the course. Each posting on the discussion board will reflect the student's name and will be monitored carefully. The discussions will be structured in a manner that will allow for the integration of the materials on a deeper level. Turnitin plagiarism software will be used to help ensure original and authentic written work. Respondus Lockdown will be used to insure integrity of exams.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: **FCS 5100: Societal Aspects of Aging**
2. Catalog description: Review of current social gerontological theories and research; consideration of structural aspects of the social order as related to the aging process.
3. Learning 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. Critique various social theories of aging as they are applied to contemporary aging issues. **(B) (D)**
  4. Evaluate ways in which shifts in policy development have impacted 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 state Area Agency on Aging Area Plan using relevant gerontological theories **(A) (B) (D)**

- **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)**

4. Course materials. (Required Texts).

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

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

5. Weekly outline of content. Each week is equivalent to 2.5 hours, equaling 37.5 hours of class time for the semester. For the online course delivery mode the same weekly topics will be covered through online recorded lectures and assignments.

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

**4. Assignments and evaluation, including point values toward course grade.**

Face-to-Face Delivery		Online Delivery	
Midterm Exam	40	Midterm Exam	40
Theories Paper	50	Theories Paper	50
Current Topic and theory short paper	25	Current Topic and theory short paper	25
Discussion Leader	20	Online discussion Leader	20
Final area plan assignment and in-class presentation	75	Final area plan assignment and uploaded ppt presentation with voice	75
<b>TOTAL</b>	<b>210</b>	<b>TOTAL</b>	<b>210</b>

**5. Grading scale**

189 and above = A  
168-188 = B  
147-167 = C  
126-146 = D  
125↓ = F

**6. Correlation of learning objectives to assignments and evaluation for both modes of delivery.**

Midterm exam (Addresses course objectives 1, 2, 3)  
Final Area Plan assignment & presentation (Addresses course objectives 2, 4, 6)  
Theories paper (Addresses course objectives 2, 3, 4)  
Class Discussion Leader (Addresses course objectives 3, 4, 5)  
Theory and Current Topic short paper (Addresses course objectives 1, 4, 5)

**Date approved by the department or school:** 10/10/14

**Date approved by the college curriculum committee:** 11/19/14

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

**Date approved by CAA:** CGS: