

Agenda Item #15-06
Effective Summer 2015

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

d. Who may waive prerequisite(s)?

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

14. Co-requisite(s): _____ N/A-None _____

15. Enrollment restrictions

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

- **Degrees/Majors:** B.S. in Family and Consumer Sciences, B.S. in Career and Technical Education-Family and Consumer Sciences, M.S. in Family and Consumer Sciences, M.A. in Gerontology, M.S. in Nutrition and Dietetics, Minor in Family and Consumer Sciences
- **College:** LCBAS (or, student from another College who is pursuing a Minor in Family and Consumer Sciences)
- **Levels:** Junior, Senior, Graduate

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

- **Degrees/Majors:** All degrees/majors not listed in 15a.
- **College:** Students outside of LCBAS (with the exception of students from another College who are pursuing a Minor in Family and Consumer Sciences)
- **Levels:** Freshmen, Sophomore

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

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

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

19. Special grading provisions:

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

☐ Grade for course will not count in hours toward graduation.

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

☐ 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: N/A

Supplemental Materials or Software _____ N/A-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) FCS: Family Services
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective ☐ for minors in FCS and other majors ☐

2. **Rationale for proposal** : This course is currently offered as a face-to-face course within the School of Family and Consumer Sciences and will continue to be offered in the face-to-face format. When program need dictates, the option to offer the course online would allow more accessibility for students. In addition, there are three current or upcoming models which offer greater accessibility to courses and increase undergraduate and graduate student recruitment and retention. First, the School of Family and Consumer Sciences (SFCS) has a 2+2 Articulation initiative that provides FCS: Family Services transfer students with greater accessibility to online, evening, and weekend course formats to maximize the seamlessness of their educational experience. Second, SFCS has a M.S. in FCS online cohort program, which is presently for FCS secondary educators, and future plans are to expand the M.S. in FCS online program offerings for all graduate students. Third, the M.A. in Gerontology interdisciplinary program (which is administratively housed in SFCS) is working to expand online course options in the near future and this course can serve as one of the degree electives.

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

Similarity to other courses: N/A

Prerequisites: Students need the content from FCS 1800 (Lifespan Human Development) or FCS 2800 (Family Relationships) to be foundationally prepared for this course. The prerequisites provide research- and theory-based content and practical application with respect to: age and stage lifespan development; family systems theory and life course developmental theory; and historical and current family issues and trends. In addition, the prerequisites provide students with specialized knowledge of how families are at the core of the integrative nature of the Family and Consumer Sciences discipline.

Co-requisites: N/A

Enrollment restrictions: The course is only open to students meeting the criteria specified in #15a. The justification is as follows. First, the course is required of FCS Family Services students, which is the largest undergraduate option area in SFCS. We must ensure that this course is accessible to FCS Family Services students, so as not to delay their programs of study and degree completion. Second, the course is only assigned to instructors from the FCS Family Services option area due to the specialized content of the course, which necessitates an advanced degree(s) in Family Services or a related area to ensure a high quality course offering. This course is designed for students pursuing career paths in family and social services or in related family and consumer sciences fields (i.e., Gerontology, Dietetics). Third, SFCS does not have the faculty personnel in the FCS Family Services area to expand this course offering to students beyond those specified in #15a.

Writing active, intensive, centered: 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: We are committed to making our courses as accessible as possible to our students. Online course delivery, as dictated by program need, is a responsive approach to recruitment and retention of students. An online course section allows students more flexibility in their scheduling without compromising the integrity or rigor of the class.

Instruction: Only instructors who have completed the university's prerequisites for teaching online (i.e., OCIDI) will be assigned to the course. Only instructors with advanced degrees in human development/family studies/gerontology or related specializations will be assigned to the course.

Integrity: The integrity of the course will not be compromised by offering an online mode of delivery. Currently, a variety of activities that utilize the Internet are already incorporated into the face-to-face version of the course and such activities will promote a seamless transition to the online delivery method. For example, the online version of the course will utilize the same PowerPoint lectures (with slides regularly complemented by audio/video aids) and exams will include the same content and allotted time (e.g., Respondus Lockdown browser can be enabled). Academic integrity of written work will be preserved and monitored for originality and authenticity with the most current technology available. Face-to-face course sections will have less than 50% of content online.

Interaction: Students will participate in online discussion boards through their own posts and posts in response to their peer students and to the instructor. In addition to responding to students' posts, the instructor will monitor discussion board posts to ensure that a respectful, professional, and academic tone is maintained. Students will submit assignments to the designated assignment dropboxes and the instructor will enter numerical grades and narrative feedback can also be provided to the students. Video clips/documentaries and/or supplemental materials beyond the course textbook (e.g., journal articles, current events articles) will be uploaded for students to view/read and students will submit critical reflections in the form of an assigned paper and/or posts to the discussion board for all students to view. Email correspondence will be exchanged between students/instructor and students/students. The chat room may be used for communication between/among students and the instructor. The instructor will hold set office hours online to be responsive to students' questions and concerns. Students will also be welcome to talk with the instructor via telephone and meet face to face with the instructor during office hours or appointments.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: FCS 4846 Aging and the Family
2. Catalog description: Aging as a phase in the family developmental process and the consequent effect. Prerequisites & Notes: FCS 1800 or FCS 2800 or permission of the instructor.
3. Learning objectives: Upon completion of this course the student will demonstrate the ability to.....
 - a. Relate basic concepts of aging processes to their role in families. (CT 2, 3, 5; WCR 5-7/**GLG 2, 3**)
 - b. Interpret demographic information relevant to the older population. (CT 3, 4; WCR 6, 7; QR 2, 3/**GLG 2, 3**)
 - c. Identify physiological and social changes experienced during middle and late adulthood (RC 1-4/**GLG 1**)
 - d. Analyze personal values, attitudes, feelings, and beliefs in regard to aging and older persons. (RC 1-4/**GLG 1, 2**)
 - e. Explain problems, and formulate possible solutions, associated with aging and family issues. (CT 1-5; WCR 6, 7; QR 3, 4; RC 1-4/**GLG 1, 2, 3, 4**)
 - f. Evaluate programs and agencies which provide assistance or services to older persons. (QR 3, 4; RC 1-4/**GLG 1, 2, 4**)

4. Course materials.

Required textbook: Hillier, S. & Barrow, G. (2011). *Aging, the individual, and society* (9th ed.). Belmont, CA: Wadsworth.

Supplemental textbook: Cohen, E. (2004). *The family on Beartown road*. New York: Random House.

5. Outline of content. Each Module is equivalent to 2.5 hours, equaling 37.5 hours of class time for the semester + 2-hour final exam.

CONTENT	FACE2FACE	ONLINE
Module 1: Intro to Social Gerontology; perceptions and definitions of aging	<ul style="list-style-type: none"> • Introductions • Review all required materials (textbook readings, video clips, supplementary materials) • Engage in lecture/discussion 	<ul style="list-style-type: none"> • Introductions • Review all required materials (textbook readings, video clips, supplementary materials) • Engage in Discussion One Online (perceptions)
MODULE 2: Ageism	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • View video, discuss and analyze in groups 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Engage in Discussion Two (video analysis)
MODULE 3: Family Relationships	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Family Reflection Activity 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Engage in Discussion Three (reflection)
MODULE 4: Family Relationships; friendships	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Participate in lecture/discussion 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials)
MODULE 5: Work and Retirement	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials)
MODULE 6: Work and Retirement continued	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Research paper & presentation due 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Research paper & presentation due
MODULE 7: The Older Americans Act; policies affecting older adults and their families	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Participate in lecture/discussion 	<ul style="list-style-type: none"> • Review all required materials (textbook readings, video clips, supplementary materials) • Engage in Discussion Four (policy)

MODULE 8: Caregiving	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Long-Term Care Search 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Engage in Discussion Five (Long-Term Care Search)
MODULE 9: Alzheimer's and the Family	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Virtual Dementia Tour and Assignment 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Engage in Discussion Six (Virtual Dementia Tour)
MODULE 10: Alzheimer's and the Family	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials)
MODULE 11: Elder Abuse and Neglect; Minorities and aging	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Participate in lecture/discussion 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Engage in Discussion Seven (interpreting data)
MODULE 12: Creativity and Aging	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Artifact Review Activity Site observation/volunteer service assignment due 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Engage in Discussion Eight (web search) Site observation/volunteer service assignment due
MODULE 13: Sexuality, Dating, Aging and the Family	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Analyzing Partnerships Activity 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) Engage in Discussion Nine (partnerships)
MODULE 14: Longevity and Centenarians	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials)
MODULE 15: Global Aging issues & the future of Aging	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials) 	<ul style="list-style-type: none"> Review all required materials (textbook readings, video clips, supplementary materials)
	Complete Final Exam	Complete Final Exam

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

Assignment	Points
Exams	150 points
Research paper/presentation	100 points

Long term care search simulation	30 points
Site observation/volunteer service project	75 points
Virtual dementia tour	20 points
Participation and discussion	75 points
Graduate project	100 points
Undergraduate Student Total:	450 points
Graduate Student Total:	550 points

Graduate student project: A separate project will be required for graduate students enrolled in the course. The project is determined after consultation with the instructor to make sure that the project is acceptable in regards to depth, scope, topic, timeline, etc. Projects add depth to the graduate student's knowledge by allowing them to delve into a topic related to aging and families in more detail than they would obtain just from class and class projects. Graduate students develop the project and typically select a topic that is related to their professional interests. The projects are often applied in nature and allow the graduate student to contribute something (their outcome) to the community and/or their professional field.

7. Grading scale.

Undergraduate

A=92-100%	B=83-91%	C=75-82%	D=66-74%	F=0-65%
414-450	373-413	337-372	297-336	0-296

Graduate

A=92-100%	B=83-91%	C=75-82%	D=66-74%	F=0-65%
506-550	456-505	412-455	363-411	0-362

8. Correlation of learning objectives to assignments and evaluation.

Course Objective	Exams	Research paper/presentation	Long term care search simulation	Site observation/volunteer service project	Virtual dementia tour	Participation and discussion	Graduate project
Relate basic concepts of aging processes to their role in families.	X	X	X		X	X	This assignment is individualized and could cover a variety of objectives.
Interpret demographic information relevant to the older population.	X	X				X	

Explain physiological and social changes experienced during middle and late adulthood.	X	X		X	X	X	
Analyze personal values, attitudes, feelings, and beliefs in regard to aging and older persons.			X	X		X	
Explain problems, and formulate possible solutions, associated with aging and family issues		X	X			X	
Evaluate programs and agencies which provide assistance or services to older persons.	X	X		X	X	X	

Date approved by the department or school: November 20, 2014 (the FCS Curriculum Committee includes a representative from the Graduate Faculty)

Date approved by the college curriculum committee: 1/21/15

Date approved by CAA: 2/12/15 CGS: