

**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: PSY 5540
3. Short title: Psychological Processes Aged
4. Long title: Psychological Processes in the Aged
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2016
8. **Catalog course description:** This course will facilitate an in-depth study of age-related changes in the elderly, in such psychological processes as learning, memory, sensation, perception, intelligence, adjustment, and personality.

**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 **Mostly online. There will be between 1-3 days for in-class presentations when Aging Studies M.A. students are physically on campus. For a 3-credit course offered during the 6-week summer session, this means students are expected to spend up to 22.5 hours per week on this course. Over 6 weeks, this totals a135 hours. Given that this is an online course, the actual amount of time each student spends in this course will vary. Students will be required to meet face-to-face for a total of 4-6 hours during the 3 days they are on campus. Thus, students will spend about 95-97% of their time online and 3-5% of their time face-to-face.**

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

12. Equivalent course(s): None

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

b. Prerequisite(s): PSY 1879G (Introductory Psychology) or PSY 1890G (Introductory Psychology, Honors)

c. Can prerequisite be taken concurrently? ☐ Yes ☒ No ☐ N/A

d. Minimum grade required for the prerequisite course(s)? C or better

e. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No ☐ N/A

f. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify) ☒ N/A

13. Co-requisite(s): None

**14. Enrollment restrictions**

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

Graduate students enrolled in degree programs.

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

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: N/A

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:**

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.

## **Rationale, Justifications, and Assurances (Part I)**

1. \_X\_ Course is required for the major(s) of \_Aging Studies M.A. program\_\_\_\_\_  
\_\_\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_\_\_ Course is used as an elective of students enrolled in other graduate programs

### **2. Rationale for proposal :**

The interdisciplinary Aging Studies M.A. program plans to launch a low-residency cohort program in Summer 2015. This course is a core requirement for the program. It is currently a face-to-face course that is being amended to serve a hybrid format.

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

Similarity to other courses: N/A

Prerequisites: PSY 1879G (Introductory Psychology) or PSY 1890G (Introductory Psychology, Honors). Because the Aging Studies M.A. program is being converted to a low residency program, this class will be 95-97% online. Students enrolled in the class may not have any background in Psychology. With most of the course being administered online, it will be more difficult to gauge each student's fund of knowledge about Psychology. Therefore, a prerequisite will ensure a level of baseline knowledge in Psychology.

Co-requisites: N/A

Enrollment restrictions: This is a 5000 level course and therefore open only to graduate students.

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: This course is currently delivered in a face-to-face format. Beginning in Summer 2015, the interdisciplinary Aging Studies M.A. program will be converted to a low-residency/hybrid program. Therefore, this course needed to be revised to be compatible with a hybrid modality.

Instruction: Students will be able to view class video- and/or audio-recorded lectures at their convenience and submit projects electronically through a course management system. Feedback will be provided through email, online course management system, and online discussion sessions. The Aging Studies M.A. program requires students to be on-campus for three days during the summer. During that time, students will be expected to meet as a class face-to-face for instruction and student presentations. The course assignments will be a way to gauge whether the students are meeting the learning objectives of this course.

Integrity: The course syllabus will include a statement about academic dishonesty. The exams for the course will be administered with a time limit. Students will need to log into the online course management system using network passwords to access the exams. RespondUs Lockdown (or a similar program) will be used to ensure integrity of exams. Students will upload all projects via course management system, and TurnItIn plagiarism software (or a similar program) will be used to help check authenticity. Each posting on the discussion board will reflect the student's name and will be carefully monitored. The discussions will be structured in a manner that will allow for the integration of the materials on a deeper level.

Interaction: For the online course delivery, students will be required to listen to pre-recorded lectures posted in the online course management system, submit documents electronically, and post/discuss class content using the online course management system. Exams will be administered via the online course management. Students will also be required to serve as the policy application discussion leader which they will do through a web-based discussion. For face-to-face delivery, students will meet as a class during part of the three days they are present on campus in the summer.

Students with Disabilities: Provisions for students with disabilities will be made.

Online Course Development Institute (OCDI): Instructors for this course will have successfully completed the appropriate OCDI training prior to teaching this course.

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

Please include the following information:

1. Course number and title: **PSY 5540: Psychological Processes in the Aged**

2. Catalog description: This course will facilitate an in-depth study of age-related changes in the elderly, in such psychological processes as learning, memory, sensation, perception, intelligence, adjustment, and personality.
3. Learning objectives.

#### Broad Learning Objectives

1. Engage with original primary literature in aging.
  - Graduate Goal for Learning “Effective critical thinking and problem solving” and “Advanced scholarship through research or creative activity”
2. Write effectively (i.e. APA-style) about psychological aging.
  - Graduate Goal for Learning “Effective oral and written communication”
3. Demonstrate critical and integrative thinking pertaining to psychological aging (e.g. use the scientific approach to address problems related to affect, behavior, and mental processes relevant in later life).
  - Graduate Goal for Learning “Depth of content knowledge” and “Effective critical thinking and problem solving”
4. Communicate information about psychological aging effectively in an oral format.
  - Graduate Goal for Learning “Effective oral and written communication”

#### Specific Learning Objectives

- Summarize the neural, physiological, and sensory processes involved in aging.
- Explain how cognitive processes (e.g. memory, attention, learning, decision-making, problem-solving) are influenced by the aging process.
- Discuss the health factors in the elderly and their impact on cognitive and emotional functioning.
- Analyze aging-relevant mental health problems.
- Determine how coping and our abilities to adapt to stress impact psychological aging processes.
- Discuss the role and importance of sexuality in later life.
- Summarize the relationship between social engagement and health outcomes in later life.
- Evaluate various death-relevant issues including euthanasia and grief, and analyze various attitudes toward death.

#### 4. Course materials.

Texts and supplementary materials will vary by instructor.

Hoyer, W.J., & Roodin, P.A. (2009). *Adult Development and Aging*, 6<sup>th</sup> Ed. New York: McGraw Hill.

Supplemental articles.

#### 5. Weekly outline of content.

Course outline will vary by course topic and instructor.

Each week is equivalent to 6.25 hours, equaling 37.5 hours of class time for the semester.

6-Week Course

1. Culture and Ethnic Diversity
2. Neurophysiological Processing
3. Mental Health Issues in Aging
4. Neurodegenerative Disease in Older Adults
5. Health Factors on Cognitive and Emotional Functioning
6. Personal Relations and Death

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

Midterm 15%

Final Exam 15%

Literature Review Summary 5%

Literature Review Draft 10%

Literature Draft Final 15%

Presentation 30%

Participation 10%

7. Grading scale.

Final grades will be based on a standard grading scale (A = 90-100%; B = 80-89%; C = 70-79%, etc.).

8. Correlation of learning objectives to assignments and evaluation.

	<b>Midterm</b> <i>15% of grade</i>	<b>Final</b> <i>15% of grade</i>	<b>Literature Review – Summary</b> <i>5% of grade</i>	<b>Literature Review – Draft</b> <i>10% of grade</i>	<b>Literature Review – Final</b> <i>15% of grade</i>	<b>Class Presentation</b> <i>30% of grade</i>	<b>Participation</b> <i>10% of grade</i>
<b>Objective 1</b>			X	X	X		
<b>Objective 2</b>	X	X	X	X	X		
<b>Objective 3</b>	X	X	X	X	X	X	X
<b>Objective 4</b>						X	

Date approved by the department or school: March 10, 2015

Date approved by the college curriculum committee: April 3, 2015

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

Date approved by CAA: CGS: