

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:** EDF 5590
3. **Short title:** Educ Response to 3rd Age Learn
4. **Long title:** Educational Response to Third Age Learning
5. **Hours per week:** 3 Class Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2016
8. **Catalog course description:** Examination of adult education with a focus on the third age student (age 55 and older). Discussion of andragological perspective of educational practice and organizations providing adult education services.

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 _____

12. Equivalent course(s): none_____

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

13. Prerequisite(s): Graduate status_____

a. Can prerequisite be taken concurrently? Yes No n/a

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

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

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: Any graduate student

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

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: n/a

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:

Supplemental Materials or Software n/a

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 Aging Studies

Course is required for the minor(s) of _____

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

Course is used as an elective

2. Rationale for proposal : This course is a long-standing requirement of the Aging Studies graduate program. This proposal is to enable the course to be offered in a 100% online format.

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

Similarity to other courses: n/a

Prerequisites: Graduate-level course

Co-requisites: n/a

Enrollment restrictions: n/a

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: The primary justification for online delivery is to satisfy the requirement for this course as part of the Aging Studies Master's program. This program is transitioning to an exclusively on-line format so that this course will be required to be offered in this format. Many potential Aging Studies students are currently working in the profession in a full time capacity and would otherwise be unable to pursue advanced education in their profession. The online availability of the Aging Studies program will better meet the needs and offer flexibility of schedule for these student-professionals

Instruction: The EIU approved online learning management system will be used to provide a sound virtual learning environment for the delivery and administration of the online section of this course. Quizzes and exams will be completed and graded online. Assignments will be delivered through the online learning management system and graded electronically. Participation in online discussion will be conducted, monitored and graded through the course management system's discussion forum. 'Gradebook' tools will be used to show student progress and for grade finalization and confidential grade posting. Online sections of the course will be taught by individuals who have successfully completed the OCDI training or who have met the other requirements of the technology-delivered course policy.

Integrity: The course syllabus will contain a statement on academic integrity and honesty with a link to the university policy. All writing assignments will be submitted to EIU approved plagiarism detection software (e.g. Turnitin) to aid in the assurance of original authorship of writing samples.

Interaction: The instructor and students will be able to communicate with each other through online chat, discussion, and pager options along with email available through the an

asynchronous online learning management system as well as the EIU email system. The instructor will post regular office hour availability for telephone contact.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: EDF 5590 Educational Response to Third Age Learning
2. Catalog description: Examination of adult education with a focus on the third age student (age 55 and older). Discussion of andragological perspective of educational practice and organizations providing adult education services.
3. Learning objectives. Upon successful completion of this course, students will be able to:
 - A. Identify and describe, in detail, the principles of adult learning, andragogy, and the history of adult learning. (Depth of content knowledge)
 - B. Explain learning needs specific to third age learners. (Depth of content knowledge, effective critical thinking and problem solving)
 - C. Apply relevant principles of psychology, philosophy, religion, and social adjustment to third age learners. (Depth of content knowledge, effective critical thinking and problem solving)
 - D. Analyze current lifelong learning trends in the global society. (Depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative activity)
 - E. Research and integrate relevant theoretical and practical perspectives in an original research project focused on third age learners. (Depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative activity)

4. Course materials.

Draves, W. A. (2007). *How to teach adults*. Learning Resources Network.

Knowles, M. S., Holton, E. F., and Swanson, R. Z. (2015). *The adult learner*. Routledge.

Readings assigned from aging studies and adults education journals.

5. Weekly outline of content.

Note: Online content will total 150 minutes per week of lecture and web-based videos. Students will complete 300 minutes per week of reading and writing activities.

Week 1: Introduction and overview; “pedagogy” vs. “andragogy”

Week 2: The world of learning theory

Week 3: Educational gerontology; understanding adult learning trends

Week 4: Learning domains; Bloom’s Taxonomy; Neuroandragogy and brain-based learning

Week 5: Baby Boomers; workplace learning; collaborative knowledge-building communities

Week 6: Understanding aging; motivation of adult learners

Week 7: Action learning; competency-based learning

Week 8: Individualizing instruction; the middle-aged brain

Week 9: Life satisfaction; perceptive transformation

Week 10: Adult faith development; spiritually responsive pedagogy

Week 11: Critical educational gerontology; role of adult learning in coping with chronic illness

Week 12: Facilitating learning

Week 13: Boomers and career reinvention; research paper presentations

Week 14: Lifelong learning in later life; research paper presentations

Week 15: Pursuit of wisdom; research paper presentations

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

a. Weekly critiques of assigned readings and videos – 25%

b. Quizzes – 20%

c. Online discussions – 15%

d. Research paper and presentation – 40%

7. Grading scale.

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69%

F – 0-59%

8. Correlation of learning objectives to assignments and evaluation.

Objective	Weekly critiques 25%	Quizzes 20%	Online discussions 15%	Research paper and presentation 40%
A	X	X	X	
B	X	X	X	X
C			X	X
D	X		X	X
E				X

Date approved by the department or school: March 14, 2016

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: