REQUEST FOR A NEW COURSE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

<table>
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<tr>
<th>Course Subject</th>
<th>Course Number</th>
<th>Course Title (maximum of 30 characters)</th>
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<tbody>
<tr>
<td>PSY</td>
<td>4XX3</td>
<td>Adult Development and Aging</td>
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Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: 42.0101

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only. Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

The purpose of this course is to provide (a) a general introduction to the multi-disciplinary field of gerontology and (b) a specific focus on aging issues that are of particular interest to psychologists. A theoretical, empirical, and experiential approach will be taken to address aging topics, with a special emphasis on how multicultural factors play a role in the aging process.

Psychology
Department submitting the proposal

Nora Gayzur ngayzur@uco.edu 5422
Person to contact with questions email address Ext. number

Approved by:

Department Chairperson Date 7/6/20

College Dean Date 8/27/20

College Curriculum Committee Chair Date 8/27/20

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course (Assigned by the Office of Academic Affairs.)
1. Does this course have an undergraduate / graduate counterpart?
   Yes X No

2. Is this proposal part of a larger submission package including a program change?
   X Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   Yes X No
   If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
   CTE Approval (Stamp or initial) ___________

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
   Yes X No
   If yes, when was the most recent offering?

5. Does this course affect majors or minors outside the department?
   Yes X No
   If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
   Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
   PSY 2833 – Developmental Psychology and PSY 3XX3 – Research Methods Lab

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
   N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
   N/A

9. Will this course have enrollment restrictions?
   Yes X No
   If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
    Check one: May _____ May not _____
    Major Code: ____________________________

11. Which of the following student classification(s) may enroll in this course?
    Check all that apply:
    Graduate (2) 19 + hours
    Graduate (1) 0-18 hours
    Post Baccalaureate *
    Senior
    Junior
    Sophomore
    Freshman
    * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
    Admission to Graduate Programs
    Admission to Nursing Program
    Admission to Teacher Education
    Other ____________________________
13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: [http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints](http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints).) Upon completion of this course, the student will be able to:

- **Understand** effects of aging on the biological, social, and psychological processes.
- **Evaluate** research methods in gerontology.
- **Analyze** theories related to the aging process.
- **Explain** and **compare** the variability in the complexity of diverse aging populations.
- **Synthesize** and **apply** knowledge of aging in their personal development.

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**Course Detail Information:**

14. **Contact Hours (per week):**

- [ ] Lecture hours (in class)
- [ ] Lab hours (also studios)
- [ ] Other (outside activities)

15. **Repeatable course:**

- [ ] Number of times this course can be taken for credit: 1

16. **Schedule type:** (select one only)

- [ ] Activity P.E. (A)
- [ ] Lab only (B)
- [ ] Lecture/Lab (C)
- [X] Lecture only (L)
- [ ] Recitation/Lab (R)
- [ ] Student Teaching (STU)
- [ ] Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

N/A

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None

19. **The UCO Library has the required library resources available for this new course?**

- [X] Yes  
- [ ] No

If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion. According to Kirsten Davis (February 28, 2020; see attached), "given that these are essentially rearrangements of existing programs/classes, things should be fine from a resources perspective."

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

None

20. **Names of current faculty qualified to teach this course.**

Dr. Nora Gayzur and Dr. Gabriel Rupp
21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No additional faculty are needed to teach the course at this time. Competencies include a background in gerontology.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be part of the regular rotation of courses offered in the major and will not require any new staff or equipment to be offered; that is, faculty loads will be adjusted to accommodate changes in the curriculum (specifically, the number of core required classes will decrease to allow to the addition of elective courses in the curriculum). As such, the funds to support this course will come from an internal reallocation of the departmental budget.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

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24. Projected enrollment for two academic years following approval of new course:

<table>
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<tr>
<th>Semester</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>Fall</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
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<tr>
<td>Summer</td>
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25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

| X | Liberal arts and sciences |

The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. State Regents Policy and Procedures, Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

In the department's Self-Study for Continuous Improvement (SSCI), external reviewers suggested (a) a greater breadth of courses be offered, (b) a greater depth of courses be offered, and (c) courses devoted to multicultural and diversity issues. This course will be meeting the three requirements, specifically the multicultural and diversity factors. The course emphasizes engagement with a group that is outside of students' current milieu (i.e., older adults). Additionally, the emphasis on the course will be to discuss the aging process across different cultures and allow students the opportunity to explore cultural differences, as well as cultural differences in the aging process.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.
Discipline Knowledge | X |
Leadership | |
Research, Scholarly and Creative Activities | X |
Service Learning and Civic Engagement | X |
Global and Cultural Competencies | X |
Health and Wellness | |

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc.

### 4000 LEVEL COURSES

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<th>Please describe how this course meets this requirement.</th>
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<td>1. It is assumed that students in these courses have completed sufficient course work to have attained senior standing.</td>
<td>This will be met with the prerequisites of Developmental Psychology (a 2000-level course) and Research Methods Lab (a 3000-level course that has a prerequisite of Psychological Statistics that has its own prerequisite of General Psychology).</td>
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<tr>
<td>2. It is assumed that students in these courses have a substantial background in the area of inquiry equivalent to 15 hours of study. Area of inquiry is defined broadly, including courses in the offering department, as well as courses in other departments that relate to the subjects of study.</td>
<td>This will be met with the prerequisites of Developmental Psychology (a 2000-level course) and Research Methods Lab (a 3000-level course that has a prerequisite of Psychological Statistics that has its own prerequisite of General Psychology).</td>
</tr>
<tr>
<td>3. These courses should be offered at a level of sophistication of instruction and of expected student performance beyond that of other undergraduate courses. In short, 4000 level course should offer more in depth study than the courses offered at the 3000 level and below, and should include application, analysis, synthesis, and evaluation of information presented.</td>
<td>Developmental Psychology is a broad field of study. Aging is one aspect of development. Thus, this course delves deep into the biological, social, and psychological changes with age.</td>
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<td>4. These courses require students to undertake a substantial scholarly activity in addition to classroom instruction, such as a written research project, research presentation, library assignment, juried performance, or creative work.</td>
<td>This will be met by including at least one activity that requires students to read/apply/evaluate/synthesize information in the field as part of a written assignment.</td>
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<td>5. Included among 4000 level courses would be a capstone courses that review and integrate previous learning, practicums and student teaching, and courses in which a major instructional responsibility is places on the student (as in individual studies, directed readings, and seminars).</td>
<td>The field of Gerontology is broad. The course naturally lends itself to the integration of multiple disciplines. In this course, students will integrate information from their undergraduate psychology classes (e.g., Developmental Psychology, Biological Psychology, Social Psychology, Abnormal Psychology, Cognitive Psychology, and Research Methods (including statistics) and potentially elements from Sociology (e.g.,...</td>
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Sociology of Aging – SOC 4053) and Psychology of Grief (FNRL 3483).

The major assignment for this course will include a student-driven research paper requiring the student go beyond the classroom instructional material and effectively communicate their findings from the assignment.