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# Washburn University Interdisciplinary Studies Review Form

Chair/Direct Report Signature

Recommendation

Review Date

Department/Area Human Services Approved SAS C & P Committee September 16, 2014

Dean/Direct Report *P. Munzer*  
Dr. Pat Munzer Approved SAS Faculty Council September 19, 2014

Interdisciplinary Committee \_\_\_\_\_

## Part I General Information

1. Exact proposed catalog: AY '15-16 Interdisciplinary Minor in Gerontology (18 hours).

- a. Course Number: N/A
- b. Course Title:
- c. Number of Credits:
- d. Prerequisites:
- e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.):
- f. Grade Mode (Standard Grade or Credit/No Credit):
- g. Course Description:

Minor Description: Courses will examine the theoretical, biological, psychological, societal, political, legal, and medical aspects of aging. Three required courses- HS 378 (Theories of Aging), PY212 (Psychology of Adulthood and Aging), and BI260 (Biology of Aging) - provide foundation for the minor. Students then select nine additional hours of course work from a list of 22 electives offered by CAS, SON, and SAS.

2. Rationale for offering this minor: Demand for professionals with knowledge and expertise in aging. Expanded career opportunities in gerontology and geriatrics are forecast in many disciplines and professions. See "program proposal" for more information.

3. Does this represent an added course to your curriculum? Courses within the minor already exist.

- a. No  Which course(s) is it replacing?
- b. Yes  How is the cost to be underwritten?

4. What will be the extent and nature of the reading required for this course? N/A
5. Can this course be repeated for additional credit? If so, how many times or how many hours? N/A

**Part II Content Considerations** N/A

6. Will this course be proposed as a General Education course?  
Yes  No

If yes, please indicate the General Education goals to be served by this course.

**NOTE:** The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed? Via assessment built in the course work
8. Does the department/area consider the proposed course will primarily attract:  
 Department majors  Non-majors  Department majors and majors from specific other departments; Which departments?

**Part III Financial/Resource Considerations** N/A

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?  
Yes  No
10. How often does the department/area anticipate the proposed course will be offered?  
 Every Semester  Every other semester  Every three semesters  Irregularly
11. Has the proposed course been offered as a special topic?  
 Yes  No  
If yes, when was it offered? \_\_\_\_\_ Enrollment
12. Are current library holdings adequate?  Yes  No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

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Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?
14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)
15. What status will the proposed course have within the department's/area's overall curriculum?  
 Elective     Required
16. Financial Impact:
- a. Who will teach this course: current or new faculty, full, part-time, or adjunct?
  - b. If current faculty, how will their other assigned course load be taught?
  - c. What is the expected cost?
  - d. Please provide an explanation of any other expenses incurred with this proposed course.

Gerontology Minor Proposal:  
Proposed Wording for the University Catalog

I. To be placed in the following catalog section: *Interdisciplinary Studies*

**Gerontology**

Dr. Deborah Altus, Coordinator  
Benton 311  
(785) 670-2116

**Degree Offered**  
**Optional Minor**

Gerontology is an interdisciplinary program of study that builds on existing course offerings in a range of departments. The Gerontology minor incorporates a bio-psycho-social approach to studying aging and is open to all undergraduate students across the university.

Students who are interested in this optional minor should refer to the School of Applied Studies section of the catalog. This program is administered by the School of Applied Studies.

II. To be placed in the following catalog section: *School of Applied Studies* and then *Gerontology*:

**MINOR OFFERED**

Minor in Gerontology

Coordinator  
Dr. Deborah Altus  
Benton 311  
(785) 670-2116

**Mission**

This minor is constructed around the premise that a broader understanding of Gerontology is critical to meet the needs of an aging society. The minor is also based on the premise that Gerontology is, by its nature, an interdisciplinary course of study requiring education in bio-psycho-social issues. Expanded career opportunities in gerontology are forecast in many areas, including healthcare, the helping professions, public policy and more. As a result, this minor is open to all undergraduate students across the university and includes courses from a variety of disciplines. This minor will prepare students to meet increasing workforce needs of an aging society and/or to pursue graduate study in Gerontology or related fields.

**Student Learning Outcomes**

Students minoring in Gerontology, upon graduation, will be able to:

- Describe biological, psychological, and social changes that occur as the result of aging;
- Describe societal changes that are associated with an aging population;
- Describe ways in which aging is intersected by race, ethnicity, gender, socio-economic status, and other important social variables; and
- Use evidence-based information, effective logic and accurate vocabulary to communicate about Gerontology.

## Study Plan

To obtain the optional minor students will complete at least 18 credit hours of coursework. In addition to nine credit hours of required coursework, students must complete at least nine credit hours of elective courses. At least six hours must be upper division coursework. Some elective courses require completion of prerequisites. The list of electives may be modified as new courses with Gerontology content become available. The coordinator will provide advising, review requests for substitutions with a petition from the student, and will serve in the role of department chair to certify that a student has successfully met the requirements for this optional minor. Students wishing to obtain elective credit for a directed study or internship course must obtain prior approval from the coordinator.

### Courses Required for the Minor:

HS378 - Theories on Aging

PY212 - Psychology of Adulthood and Aging (prerequisite: PY100)

BI260 - Biology of Aging (prerequisite: BI100 - health emphasis section recommended) or pre-approved substitution if the course is not offered

### Elective Courses Include:

AL101 - Foundations of Healthcare

AL366 - Legal and Regulatory Issues in Healthcare (prerequisite: consent)

AL420 - Current Issues in Healthcare (prerequisite: consent)

AR291/391 - Art Therapy

CN306 - Health Communication (prerequisite: CN 101)

CN351 - Interpersonal Communication (prerequisite: CN 101)

HS131 - Human Development

HS371 - Aging and Mental Health

HS372/NU335 - Death and Dying

HS390 - Strategies in Lifespan Resilience

HS390 - Disability Studies

HS411 - Family Issues

HS477 - Morita Methods in Counseling

LG220 - Wills & Estate Administration (prerequisites: LG 100 or 200, or consent)

LG320 - Elder Law (prerequisites: LG 100 or 200, or consent)

KN248 - Wellness Concepts and Application

NU335 - Interdisciplinary Community Health (2 credit hours)

PO305 - Public Policy (prerequisite: consent)

PY326 - Health Psychology (prerequisite: PY 100)

SO/AN312 - Culture, Health and Illness (prerequisite: SO100, AN112 or consent)

SO/AN326 - Aging and Society (prerequisite: SO 100 or consent)

SW390 - Geriatric SW Practice (prerequisite: SW100, SW250 or consent)

An internship or practicum in a setting approved by the coordinator (up to 3 credit hours)

A directed study course approved by the coordinator (up to 3 credit hours)

**GERONTOLOGY MINOR AUDIT SHEET 2015-2016  
WASHBURN UNIVERSITY**

Student \_\_\_\_\_ WIN \_\_\_\_\_

Major \_\_\_\_\_

Address \_\_\_\_\_

Gerontology Minor Coordinator \_\_\_\_\_

**Gerontology Minor**

Date Earned \_\_\_\_\_

	Grade Earned
HS378 Theories on Aging (3 hrs)	
PY212 Psychology of Adulthood and Aging (3 hrs)	
BI260 Biology of Aging (3 hrs) OR approved substitution if BI260 not offered	
Elective 1 (3 hrs):	
Elective 2 (3 hrs):	
Elective 3 (3 hrs):	
GPA:	
<b>COURSES TO BE COMPLETED</b> _____ <b>SEMESTER</b>	<b>Enrolled</b> <b>Min Grade</b>
<b>Total credit hours: 18</b>	

- The student has completed all requirements as required by Washburn University with a grade of C or better.  
or  
 The student will have completed all requirements as required by Washburn University upon successful completion of the courses listed above for the \_\_\_\_\_, 20\_\_ semester with a grade of C or better.

Gerontology Minor Coordinator's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Date submitted to Registrar's Office for posting on transcript: \_\_\_\_\_

**WASHBURN UNIVERSITY  
SCHOOL OF APPLIED STUDIES  
HUMAN SERVICES DEPARTMENT  
Fall 2014**

**SYLLABUS:** HS 378VA – Theories on Aging (3 hours)  
**INSTRUCTOR:** Rebecca Fast, LMSW, MPA  
**OFFICE:** Benton Hall, Room 312  
**OFFICE HOURS:** By appointment  
**TELEPHONE:** (785) 670-2116 (Human Services office)  
**E-MAIL:** rebecca.fast@washburn.edu  
**CLASS:** online (but not self paced!)

**MISSION OF WASHBURN UNIVERSITY:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

**MISSION OF THE HUMAN SERVICES DEPARTMENT:** The mission of the Human Services Department is for students to attain the attitudes, skills, and knowledge to become effective, ethical, and compassionate human service professionals who engage in creative approaches to meet diverse individual, community, and societal needs.

**LEARNING OBJECTIVES OF THE HUMAN SERVICES DEPARTMENT:**

Upon graduation, Human Services students should be able to:

1. Describe the historical development and scope of the Human Services field.
2. Explain the foundational values of the Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.
3. Explain and engage in integrative approaches to Human Services that promote wellness.
4. Demonstrate effective interpersonal and professional skills appropriate to the Human Services field.
5. Adhere to the *Ethical Standards for Human Services Professionals*.

**COURSE DESCRIPTION**

The course provides an interdisciplinary examination of the human aging process by surveying biological, psychological and social theories, and influences, on aging. While this course does not focus solely on old age, the course will examine social policies and human services for older people that are informed by our knowledge of the aging process

**COURSE OBJECTIVES:**

By the end of the course, students will be able to:

- (1) Define the term human "aging";

- (2) Identify physiological, psychological, and social changes associated with human aging;
- (3) Use different theories of aging to describe how humans change across the lifespan;
- (4) Discuss differences in the bio-psycho-social-spiritual contexts of older adults related to gender, culture, race, socio-economic status and other important variables;
- (5) Identify important social policies and programs designed to assist older adults;
- (6) Identify and discuss challenges that our society faces as the population ages.

**Required Text:**

Hooyman, N. R. & Kiyak, H. A. (2001, 9<sup>th</sup> edition). *Social Gerontology: A Multidisciplinary Perspective*. Boston: Allyn & Bacon.

**Instructor Availability:** The best way to contact the instructor is to send her a mail message using the course “mail” tool in our online course. She will make every effort to reply within 48 hours, although students posting on Friday may not hear back until Monday. Please don't expect immediate replies, as the instructor cannot be logged into the class 24 hours a day, 7 days a week, and has many other messages to respond to, as well as many responsibilities beyond this class. You may also email the instructor to set up a phone appointment if that is your preferred method of communication.

**Problems & Questions:** If you have problems or questions related to course procedures or content, please read the syllabus *first* before contacting the instructor. If you experience problems with Desire2Learn or related computer problems, please contact the Washburn online support at [online-ed-support@washburn.edu](mailto:online-ed-support@washburn.edu). While your instructor can answer questions about course procedures and content, any problems regarding computer technology should be addressed to WU online support. Remember that you can use **ANY** computer connected to the Internet to access this class. If you are having trouble with your home computer, you can access this course from a public library, a computer lab on campus, a friend's computer, a cyber-café, etc. Plan ahead so that you don't run into problems right before an important deadline.

**Netiquette:** In order to maintain respectful interactions, it is essential that everyone complies with certain standards of network etiquette (“netiquette”). These are similar to standards you would follow in an on-campus class. The basic idea is to follow the golden rule: treat others as you wish to be treated. “Flaming” (e.g., expressing hostility, harsh criticism, etc.) is inappropriate and the instructor will delete any discussion posts where this occurs and will inform the student of the infraction. Additional measures will be taken if the problem continues, such as referring the student to administrators for disciplinary action. Remember that with discussion posts and mail messages, students cannot see the non-verbal cues that are used in face-to-face conversation to deliver meaning (e.g., voice tone, facial expression, body language). As a result, messages – especially sarcastic ones—can be misinterpreted. Sometimes it helps to use “emoticons” (e.g., smiley faces, sad faces) to indicate the emotion you are trying to express. Please note that it IS okay to disagree with a post that another person writes, but only if you do so in a respectful and constructive way. The point of the discussion forums is to create an environment where learning occurs, and it is unlikely that someone will learn from your post if you are overly critical or judgmental. Avoid writing your posts in all capital letters (which is viewed as the equivalent of shouting) and do not use



profanity. Remember that your posts and mail messages create a permanent written record so be judicious about what you write.

**Meeting Day/Time:** This is **NOT** a self-paced class and weekly attendance is required! Students must complete weekly assignments throughout the semester, so it is essential to log into class at least two or three times per week at bare minimum. Students may access the course at any time of day or night during the week, but must complete each weekly assignment by the deadline.

**Class Week:** The semester is made up of 16 weeks. Across most of this course, each week will start on Monday at 12:01am (Central time) and end at 11:55pm on the following Sunday. The exceptions to this schedule are fall break, Thanksgiving week, and the last week of classes, which will have different dates that are listed in the schedule at the end of the syllabus.

Weekly discussion forums, then, are opened on Monday and locked on Sunday, and **no** early or late posts are allowed. This is because it is impossible to participate in a discussion when nobody else is there. It is similar to talking to yourself in a classroom after everyone else has left. Similarly, weekly quizzes are typically opened on Monday at 12:01am (Central time) and locked at 11:59pm on Sunday, and no early or late quizzes can be taken, period. It is extremely difficult, if not impossible, for the instructor to have students working on different schedules. Seven 24-hour days is more the sufficient time to complete the weekly assignments.

**Attachments:** It is your responsibility to keep copies of everything you turn in and to check to make sure that the instructor has received, and can open, any attachments that you send (e.g., papers). Students will sometimes try to get around deadlines by saying that they “forgot” to attach a file, or will send an attached file that is empty or is in a format that the instructor cannot read. Forgotten, empty or unreadable/unopenable attachments will not buy any time for students, regardless of whether this was done on purpose. Only attachments that can be opened by the instructor will receive credit.

**Incompletes:** In rare circumstances, the instructor may assign an “I” for the course, following the Washburn policy for the assignment of incompletes. Please note that in order to be eligible for consideration for an incomplete, the student must have satisfactorily completed *at least 75%* of the course requirements. Incompletes are particularly difficult to manage in an online course and will only be given in rare circumstances.

**Portfolio:** Human services students seeking a Bachelor’s degree should keep copies of their best work for the portfolio that they will be assembling for the Senior Capstone course. Please keep copies of your *best* work from this course (e.g., paper, exams, discussion posts) that speak to one or more of the five HS department-wide learning objectives (see beginning part of this syllabus). We will not work on the portfolio in this class, but you should be saving your best work from all your Human Services courses for this future project.

## ASSIGNMENTS:

### Discussion Assignments: 150 points

You have 15 discussion assignments to complete. Each discussion assignment involves responding to a discussion question over the weekly topic and then participating in the discussion by responding to the instructor and at least three other students on at least two days of the week (at bare minimum) in the appropriate discussion forum. You can receive up to ten points per discussion, for a total of 140 points across the semester.

Your response to the weekly discussion question is a formal homework assignment. It is the same as turning in a typed homework assignment to an instructor in a face-to-face course. To earn full credit, your response must show that you have completed the reading and put careful thought and reflection into answering the question. Your response should be well written, using proper English spelling and grammar. Please proofread your responses carefully for errors before posting them. Points will be deducted for responses that are hard to understand and/or not well proofed. This is an upper-division course and clear, effective, grammatical writing is expected.

Replies to others' posts must show that you have reflected on the themes for the week. Replies that only say that you like the post or agree with it will not receive credit. Active participation (by replying to the instructor and other students) is necessary to earn full credit. While quality is more important than quantity, replying to at least three posts of other students per week, along with replying to the instructor's opening post, is a minimum expectation. Given that replies are viewed as informal (as opposed to your response to the weekly discussion question, which is a formal homework assignment), points will not be deducted for errors in English for your replies to others.

Please make your posts early in the week. The purpose of the discussion forum is to have back-and-forth discussions about important topics relevant to mental health and aging, and we can't do this adequately if students wait until the last minute to participate. Making your posts on the last day or two of the week is similar to coming into an on-campus class for the last five or ten minutes and starting a discussion while everyone else is packing up to leave.

### Points are assigned each week as follows:

A response is made to the discussion question by midnight Thursday in a thorough, scholarly manner, using clear, effective writing with correct spelling and grammar. The response shows that the student has read and reflected on the weekly reading assignment	5 points
Replies are made to <i>at least</i> three posts of other students by midnight Sunday. The replies include substantive comments that add to the educational content of the discussion	3 points
A meaningful, reflective reply is made to the instructor's opening post by midnight Thursday, addressing the content of her post.	2 points
Response to the discussion question is posted late (Friday-Sunday)	2 points deducted

Response to the instructor is posted late (Friday-Sunday)	1 point deducted
Student fails to post on <u>at least</u> two days of the week	3 points deducted

**Post First:** The discussion forums are set up so that students have to “post first” in order to access the threads in a discussion forum. In other words, you must make your initial discussion post before you can see the posts of the instructor and the other students. This initial post **MUST** be your homework assignment. Students trying to circumvent the “post first” requirement by posting other things first (e.g., a “test” message) will receive zero (0) points for the discussion forum. Circumventing the “post first” requirement is considered academic misconduct, and the second time a student does this, they may be removed from (or receive an F in) the course. Please see the WU academic misconduct policy for more information (this is located in the “syllabus additions” for this course and is also available on the WU website).

**Quizzes: 150 points**

You will have fifteen weekly quizzes across the semester. The first quiz is based on the syllabus and course policies and the rest are tied to the weekly reading assignments. Quizzes consist of multiple-choice, fill-in-the-blank and matching questions. Quizzes are worth ten points each for a total of 150 points for the semester.

You may use your HS 378 course reading materials to complete your quizzes, but you must otherwise work completely independently. You are not allowed to talk with anyone about the quiz, surf the Internet for answers, or receive or give assistance in any way. Doing so is academic misconduct and will result in serious consequences. We expect students to engage in ethical behavior – not only in the field but also in courses.

The time you have to complete a quiz is typically 30 minutes. The time for quizzes is purposefully limited to ensure that you have read the reading assignment before you open the quiz. The point of this course is to read and learn the material. If you only use the book to flip through it to find the answers on a quiz, you will not adequately learn the material.

Each quiz is available from 12:01am on Monday until 11:59pm the following Sunday. Given that the quizzes are available for seven 24-hour days, no late quizzes will be allowed, no exceptions. “Computer problems” will not be accepted as a reason for missing a quiz. Please plan ahead so that you don’t run into problems right before the deadline. Remember that you can use ANY computer connected to the Internet to access this class. If you are having trouble with your home computer, you can access this course from a public library, a computer lab on campus, a friend’s computer, a cyber-café, etc. If you have computer problems, contact WU online support at [online-ed-support@washburn.edu](mailto:online-ed-support@washburn.edu) or 785-670-2381.

**Paper: 100 points**

You are expected to complete one paper. The due date for this paper is listed in the schedule at the end of this syllabus. More information on the paper assignment will be provided in the

content area of the online course. Papers must be submitted to the paper dropbox as an attachment in Word or Rich Text Format (.rtf). Attachments that are empty or that the instructor cannot open will not be considered as received. In unusual circumstances, the instructor *may* accept late papers, but will deduct ten points for each day the paper is late, including weekends. See the schedule at the end of the syllabus for the paper deadline.

**Final Exam: 100 points**

You will be given a final exam during Finals Week. This exam will be similar in structure to the weekly quizzes but will be comprehensive (i.e., it will cover the entire semester’s material). You will have five 24-hour days to choose from to take the online final (see the range of dates listed in the attached schedule). As a result, no late finals will be given, no exceptions! Please plan accordingly. Again, “computer problems” will not be accepted as an excuse for missing the final. The exam is open-book, but you are not allowed to talk with anyone about the exam or receive assistance in any way. Doing so is considered academic misconduct and will result in serious consequences. Ethical behavior of students is expected at all times during our program, not simply when students are working with consumers.

**COURSE GRADING:**

1.	Discussions (15 discussions @ 10 pts. each):	150 pts.
2.	Quizzes (15 @ 10 pts. each):	150 pts.
3.	Paper :	100 pts.
4.	Final exam	<u>100 pts.</u>
	TOTAL:	500 pts.

- A = 450-500 (90-100%)
- B = 400-449 (80-89%)
- C = 350-399 (70-79%)
- D = 300-349 (60-69%)
- F = below 300 (< 60%)

Note: A grade of C or better is needed to pass a course in your major.

**TENTATIVE SCHEDULE – FALL 2014  
HS378VA – Theories on Aging**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
Aug 18-24	Introduction	---	Week1 Discussion; Week1 Quiz over syllabus
Aug 25-31	Intro to Social Gerontology Cross-Cultural Issues	Chapters 1 & 2	Week 2 Discussion; Week 2 Quiz
Sep 1-7	Biological Theories	Chapter 3	Week 3 Discussion; Week 3 Quiz
Sep 8-14	Health Issues	Chapter 4	Week 4 Discussion Week 4 Quiz
Sep 15-21	Cognition	Chapter 5	Week 5 Discussion; Week 5 Quiz
Sep 22-26	Mental Health	Chapter 6	Week 6 Discussion Week 6 Quiz <b>(Discussion forum locked 11:59pm Friday for Fall Break)</b>

**FALL BREAK: Saturday, September 27 to Tuesday, September 30 (Four days ONLY)**

Oct 1-5	Intimacy & Sexuality	Chapter 7	Week 7 Discussion; Week 7 Quiz <b>Discussion forum will not be opened until 12:01am Wed. due to Fall Break)</b>
Oct 6-12	Social Theories	Chapter 8	Week 8 Discussion; Week 8 Quiz
Oct 13-19	Social Supports Caregiving	Chapters 9 & 10	Week 9 Discussion; Week 9 Quiz <b>Paper Due, Oct. 19</b>
Oct 20-26	Living arrangements	Chapter 11	Week 10 Discussion; Week 10 Quiz

Oct 27-Nov 2	Roles	Chapter 12	Week 11 Discussion; Week 11 Quiz
Nov 3-9	Death and Dying	Chapter 13	Week 12 Discussion Week 12 Quiz
Nov 10-16	Ethnicity & Gender	Chapters 14 & 15	Week 13 Discussion Week 13 Quiz
Nov 17-23	Social Policies	Chapter 16	Week 14 Discussion Week 14 Quiz
Nov 24-30	Long Term Care	Chapter 17	<b>Week 15 Quiz only No discussion (Thanksgiving break)</b>
Dec 1-5	Summary	---	Week 16 Discussion Course Evaluations <b>(Discussion forum locked 11:59pm Fri)</b>
Dec 6-10	Final Exam	---	<b>Final Exam <u>due</u> by 11:59pm Dec 10 at latest. Late finals <u>not</u> accepted</b>

## UNIVERSITY ADDITIONS – COURSE SYLLABUS

### **Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

### **Definition of a Credit Hour:**

For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

### **Notice of Non-Discrimination/Safe Educational Environment:**

Washburn University prohibits discrimination on the basis of race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities, and employment, as required by applicable laws and regulations. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, eodirector@washburn.edu

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

### **Student Services Center:**

The Student Service Center is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The "one-stop" concept in Morgan Hall, room 152 incorporates the front office services of the Business Office, Financial Aid and the Registrar in one convenient location. Stop in and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at [SSC@washburn.edu](mailto:SSC@washburn.edu).

### **Student Health Services:**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at <http://www.washburn.edu/health>

### **WU Counseling Services**

Licensed mental health professionals are available in the Counseling Services' office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students. More information can be found at <http://www.washburn.edu/counseling>

### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Memorial Student Union/Mosiman Room (MOVED effective 1/6/2014)

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

### **Center for Student Success:**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year Experience, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact the center at 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu), or visit Mabee Library, Room 201.

### **Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html> Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of "F" and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail [financialaid@washburn.edu](mailto:financialaid@washburn.edu).

### **Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.



**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

**Outlook Web App: Set Forwarding Address**

1. Go to <http://outlook.washburn.edu>
2. Sign in
3. Click the **Gear** in the upper right
4. Choose **Options**
5. Select **Forward your email** from the list on the right
6. In the lower portion of the screen, **enter the email address** to which you want to forward all your email.
7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

**PY 212 VA**  
**Psychology of Adulthood and Aging**

**Instructor:**

Pam MacDonald, Ph.D.  
Associate Professor of Psychology  
Henderson Learning Center Room 211-B

**Course Description:**

Psychological theory and research on the changes and continuities of the adult years: personality, intelligence, memory, sex roles, interpersonal relationships, death and dying, and the psychological consequences of physical and health changes. Prerequisite: PY100

**Contact Information:**

The best and **preferred** way to contact me is through the *Mail* function on WebCT. Be sure you use the *Mail* icon and not the *Discussion* icon. Anything you send to *Mail* goes to me and only me; the entire class can read anything you post on Discussion. If you have a message for the entire class, then use the *Discussion* icon. (*Helpful hint: Use the My WebCT link at the top right hand corner of your home page. This page will tell you if you have new e-mail or discussion postings among other useful information*).

I can also be reached at [pam.macdonald@washburn.edu](mailto:pam.macdonald@washburn.edu). Please use this e-mail address only when WebCT is down and be sure to indicate that the correspondence concerns PY 212 VA. I check both WebCT and my email at least once a day, including weekends. I will post on the discussion board if circumstances will prevent me from a timely (within 24 hours) response to all correspondence.

If you wish to talk to me personally via telephone, you can leave a voice mail message at (785) 670- 1567 or leave a message with the Psychology department's secretary at (785) 670- 1564. I check e-mail much more frequently, so it may be faster to send me an e-mail with your phone number and a good time to call.

Welcome to the online version of PY212. This document is your Course Syllabus, and it explains the way the course works. Be sure you *read* and *understand* it, and ask questions if you find anything that is unclear.

**Textbook Information:**

The required book for this course is: *Adult Development & Aging: Biopsychosocial Perspectives* (2008), 3rd edition, by Susan Krauss Whitbourne. The ISBN is 978-0-470-11860-3. This is available from the Washburn University Bookstore. Their website is <http://www.washburn.edu/services/bookstore/index.html>. You might also wish to consult some of the online textbook suppliers or the Textbook Team.

You can visit your textbook's website at:

<http://www.wiley.com/college/whitbourne>. You can also click [here](#) to go directly to the student site. The site is also linked to a picture of your book icon on the WebCT homepage.

There are also many things on your textbook's website that are not required, but are interesting, including links and interactive exercises. I encourage you to make use of these for a better learning experience.

**Course Requirements:**

**Lecture Notes:** In addition to the textbook chapters, I have made my lecture notes available as outlines in Power Point format. If you have Power Point on your computer, you can click on the lectures and they will open in Power Point and you can save them to your personal computer. Then you can add your own notes directly to the slides, if you wish. If you do not have Power Point, I have converted the lectures to HTML format and you can view the lectures on your WebCT page (choose the "HTML lecture notes" icon on your homepage). You won't be able to download them to Power Point, but you can print them out using your **right click button on your mouse** and choose the "print" option.

My notes highlight the information in the text that I would like you to focus on and includes some information not available in your text. You should read these AND the chapters in the book. Concentrate on "overlap" areas of information and use lectures as a guide for studying for the exams as well.

**Exams:** There are **4 exams** required for this course. Taking the exams is pretty simple and somewhat self-paced. ALL the exams are open on the first day of the course but having different "closing dates" throughout the semester. You can take exams earlier than I have them scheduled in the semester, but you cannot take them later than the listed closing date. When the date and time for the exam closing passes, the exam is closed forever. Please pay attention to the closing dates – they are listed in the **Course Assignment Schedule** (under the "Content Module" icon) and can also be viewed under the "quizzes" icon and are listed on your calendar.

Each exam will cover  $\frac{1}{4}$  of the course material (as described in the Course Reading & Quiz Schedule under the "Lecture Notes" icon) and will contain **50 multiple-choice items** worth 2 points each. When you submit your exam, it will be graded immediately. You can then immediately view your feedback for the exam, along with your grade, and your grade will be posted under the "My Grades" icon on your course homepage.

Your WebCT home page will post reminders about exams and discussion postings, e-mails, etc. as well. Please be sure to read **all** postings on your WebCT home page (link at the top right corner of your course homepage) in addition to any on the class discussion board.

Your entire grade is based on these exams, plus the paper (described below), and class participation (via postings on the discussion board). Technical problems, illness, and all those usual reasons for make-up tests do not apply in this format. An exam not taken is a zero. **NO MAKE-UPS.** Don't procrastinate!! A Warm-up Exam is provided at the beginning to make sure you know how to work the software, and for us to find any technical problems before the **REAL** exams start. The Warm-up Exam is not included in your final grade; it's there to make sure everyone understands the WebCT software and to give you an idea of what you already know about aging.

#### **Exams, Notes and Time Limits:**

You will be allowed to use your textbook and/or notes during exams. However, each exam will have a strict time limit of **75 minutes**. Therefore, you will not have time to look up or double check more than a few questions. You must study in order to prepare for the timed exams. The exam will be set to not allow late submissions, so be sure to watch the timer.

Should it be the case that your timing disagrees with WebCT's, the Webtechs will be consulted as the judge on whether WebCT was working correctly. My advice is to be aware of the time limit, plan your exam taking so that it will be free of distractions, study before taking each exam, and you should have no trouble finishing in time.

**Paper:** Another requirement for this course is a paper. You will have two different choices for your paper. Details regarding this paper are available under the "Paper Assignment" icon on your homepage. You will choose **ONE** alternative from the two choices. The paper is due on the **last day of class**. Early papers are welcome and encouraged!! I will also provide detailed feedback, when requested, on any early papers enabling you to make corrections and resubmit your paper.

**Class Participation:** The final course requirement concerns class participation. In order to create a similar learning experience to a "live" version of this course, students should discuss topics related to the concepts we are covering in class. **All students are expected to read**

**and post on the discussion board.** Postings can be original ideas and questions or responses to another student or the instructor's posting (I will periodically post "start-up" questions to stimulate discussion). Class participation is worth 40 points toward your final grade. You will need to post *at least 40 times* throughout the semester in order to earn full participation credit.

**Grades:** Each Exam is worth 100 points. Your paper is also worth 100 points. Class participation (postings on the discussion board) is worth 40 points. Therefore, you can earn up to 540 points in the class. Your letter grade will be based on the percentage of total points earned as follows: 90 – 100% = A; 80 – 89% = B; 70 – 79 = C; 60 – 69 = D; Below 60 = F.

Check your grades via the "My Grades" Icon frequently throughout the course.

### **Technical Assistance:**

You (and I!) have access to a staff whose job it is to help with tech problems. They are known as Webtechs. I am paid to teach Psychology, the Webtechs are paid to fix tech problems. So, should you have any issues with browsers, connections, or whatever, it is your obligation to consult the Webtechs. There is an icon on WebCT for use in contacting them, or you can email [webtech@washburn.edu](mailto:webtech@washburn.edu). These people are great, and will do everything they can to get you up and running in the course. They have a page with many useful links, and consulting this will often solve your problem: <http://www.washburn.edu/its/webct>.

**\*\*Please contact the Webtechs FIRST before you let me know about any problems you are having. I will simply refer you to the Webtechs and thus it will take longer for the problem to be corrected if you go through me rather than to the Webtechs directly.**

### **A Review of Expectations:**

1. Take the Warm-up Exam and make sure you are clear on working the exam software.
2. Check the DISCUSSION board **at least 2-3 times** a week, preferably daily. This is where I post information of general interest, exam reminders, downtime alerts, and other things. Stay connected with the course.
3. Post on the discussion board often as part of class participation.
4. Take all 4 exams before their closing dates. I recommend taking them early rather than the night they close.
5. Consult the Webtechs about any technical problems you might have.
6. Turn in your paper on or before the last day of class.
7. Enjoy the course and learn about adulthood & aging!

## UNIVERSITY ADDITIONS

### **Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

### **Definition of a Credit Hour:**

For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

### **Notice of Non-Discrimination/Safe Educational Environment:**

Washburn University prohibits discrimination on the basis of race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities, and employment, as required by applicable laws and regulations. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, eodirector@washburn.edu

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

### **Student Services Center:**

The Student Service Center is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The "one-stop" concept in Morgan Hall, room 152 incorporates the front office services of the Business Office, Financial Aid and the Registrar in one convenient location. Stop in and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at [SSC@washburn.edu](mailto:SSC@washburn.edu).

### **Student Health Services:**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and

pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at

<http://www.washburn.edu/health>

### **WU Counseling Services**

Licensed mental health professionals are available in the Counseling Services' office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students. More information can be found at <http://www.washburn.edu/counseling>

### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Memorial Student Union/Mosiman Room (MOVED effective 1/6/2014)

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

### **Center for Student Success:**

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B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in



the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

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**BI260**  
**The Biology of Aging**

The Biology Department is updating the syllabus for BI260 as the course has not been taught for some time. John Mullican, chairperson, asked that a "placeholder" be put in this proposal for the syllabus so as not to hold up the review of the minor at the initial levels. The catalog course description follows:

**BI 260 The Biology of Aging (3)**

Mechanisms of aging processes with special reference to human gerontology. Unfavorable progressive changes in molecules, cells, systems, and organisms will be examined. Three lectures a week. *Prerequisite: BI100 (health emphasis recommended).*