General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
New College of Interdisciplinary Arts and Sciences (CAS)	School of Social and Behavioral Sciences (CSOC&BEH)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PSY	447	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Psychology of Aging

Course Catalog Description

Analyzes loss, maintenance and gain associated with cognitive and affective aging. Individual differences in coping with normative life transitions.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): Aging BS major or PSY 290 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Counseling and Counseling Psychology (CCCP)
Department of Psychology (CPSYCH)

Statement of Support #1	Statement of Support #2	Statement of Support #3
SCCP_LoS_PSY447.pdf	LOS_CLAS_PSY447.pdf	No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

GS Gold v2-Syllabus for PSY 447_ Psychology of Aging (2024 Fall A).pdf

Social and Behavioral Sciences (SOBE)
Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Writing Assignment "Interview with Older Adults"

You will conduct 30-45 minute interviews with at least TWO individuals age 65 or older and prepare a 3-4 double-spaced page reflection about your experience. This assignment is divided into three parts to ensure that you 1) identify your interviewees and schedule your interviews early (Module 2). It is recommended to schedule your interviews for between September 13-20th so you have ample time to prepare your questions and write your reflection, 2) select your interview focus and develop at minimum of 10 interesting questions to ask during your interviewees. There will be some opportunity to discuss and workshop potential questions with your peers and you'll submit these to me in Module 3 for review, and 3) hold your interviews and prepare your reflection. Your final reflection should be formatted in APA style guidelines for student papers (title page, appropriate headings, full sentences, grammar/spelling check).

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Writing Assignment "Interview with Older Adults"

You will conduct 30-45 minute interviews with at least TWO individuals age 65 or older and prepare a 3-4 double-spaced page reflection about your experience. This assignment is divided into three parts to ensure that you 1) identify your interviewees and schedule your interviews early (Module 2). It is recommended to schedule your interviews for between September 13-20th so you have ample time to prepare your questions and write your reflection, 2) select your interview focus and develop at minimum of 10 interesting questions to ask during your interviewees. There will be some opportunity to discuss and workshop potential questions with your peers and you'll submit these to me in Module 3 for review, and 3) hold your interviews and prepare your reflection. Your final reflection should be formatted in APA style guidelines for student papers (title page, appropriate headings, full sentences, grammar/spelling check).

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Writing Assignment "Interview with Older Adults"

You will conduct 30-45 minute interviews with at least TWO individuals age 65 or older and prepare a 3-4 double-spaced page reflection about your experience. This assignment is divided into three parts to ensure that you 1) identify your interviewees and schedule your interviews early (Module 2). It is recommended to schedule your interviews for between September 13-20th so you have ample time to prepare your questions and write your reflection, 2) select your interview focus and develop at minimum of 10 interesting questions to ask during your interviewees. There will be some opportunity to discuss and workshop potential questions with your peers and you'll submit these to me in Module 3 for review, and 3) hold your interviews and prepare your reflection. Your final reflection should be formatted in APA style guidelines for student papers (title page, appropriate headings, full sentences, grammar/spelling check).

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

At the completion of this course, students will be able to:

1. Identify the diverse ways in which psychologists contribute to scientific knowledge and clinical practice within the multidisciplinary field of gerontology. [SOBE LO1 & LO2)
2. Explore their own future development, including becoming familiar with career opportunities within geropsychology. [SOBE LO3]
3. Recognize important distinctions between normal and pathological age-related changes. [SOBE LO1 & LO2]
4. Explain major theories and perspectives in psychological aging. [SOBE LO1 & LO2]
5. Recognize different research designs and methodological issues particularly important when studying aging. [SOBE LO1]
6. Identify how diversity (e.g., gender, race, ethnicity) affects the experience of aging. [SOBE LO2 & LO3]
7. Recognize stereotypes toward older adults and reflect on their own assumptions about aging. [SOBE LO2 & LO3]
8. Explain how aging affects personality, interpersonal relationships, and mental health. [SOBE LO2 & LO3]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Erin Kube - January 7, 2025 at 9:55 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - January 14, 2025 at 4:05 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 15, 2025 at 9:39 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 15, 2025 at 10:46 AM (America/Phoenix)

Please include the grade breakdown (% or points for the assignments/assessments as part of the total course grade) in the syllabus. This information will be needed as the General Studies Council reviews the assessments for each learning outcome. If you have any questions, please email me (Tamiko Azuma) at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Erin Kube - January 17, 2025 at 1:30 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - January 17, 2025 at 4:40 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 21, 2025 at 8:26 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 21, 2025 at 12:53 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 9:23 AM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - February 25, 2025 at 2:16 PM (America/Phoenix)

Thank you for your proposal. The SOBE Sub-committee recommends Revise and Resubmit.
For LO1, how specifically does the writing assignment "Interview with Older Adults" examine
aspects of human experiences or explain social and behavioral phenomena? The assessment
description should provide enough detail to show how it measures the learning outcome. For
LO2, how specifically does the "Interview with Older Adults" assessment describe the strengths
and limitations of behavioral or social science methods in predicting or understanding human
behavior? The assessment description should provide enough detail to show how it measures the
learning outcome LO2 and not just the assignment directions that are copied over from LO1. For
LO3, the feedback is the same. How specifically does the assignment communicate a coherent
argument?

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Erin Kube

College Notification

Notification

James Corbeille

Morgan Johnson

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel