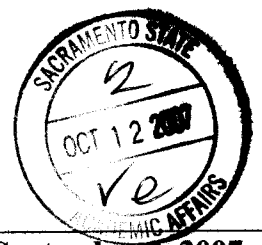




SACRAMENTO
STATE

Course Change Proposal Form A



| | | |
|---|---|---|
| Academic Group (College): SSIS | Academic Organization (Department): Gerontology | Date: September 2, 2007 |
| Type of Course Proposal: New ___ Change <u>X</u> Deletion ___ | Department Chair: Cheryl Osborne | Submitted by: Cheryl Osborne |
| Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u> | For Catalog Copy: Yes <u>X</u> No ___ CCE (Extension): Yes ___ No <u>X</u> | Semester Effective: Fall <u>X</u> Spring ___ 2008 |

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

| | | |
|--|---|-----------------|
| Subject Area (prefix) & Catalog Nbr (course no.): Gero 221 | Title: Models for Successful Longevity | Units: 3 |
|--|---|-----------------|

Change to:

| | | |
|--|---|-----------------|
| Subject Area (prefix) & Catalog Nbr (course no.): Gero 121/221 | Title: Models for Successful Aging | Units: 3 |
|--|---|-----------------|

JUSTIFICATION:

This course was approved for CCE Fall 2000 (Gero 221 - Models for Successful Aging). It will now be taught on the main campus. Updated course titles and minor changes addressing currency were made; otherwise there are no substantive changes to the original graduate course. Minor changes for currency, cross listing to undergraduate course to provide the opportunity for undergraduates to take it, and undergraduate and graduate assessment requirement variations are included. There is no other course on the campus addressing these areas and this would enhance coursework for both graduate and undergraduate students in all disciplines.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

In depth interdisciplinary, holistic exploration of health promotion and adaptation paradigms that facilitate successful, productive longevity. Hardiness and self-efficacy theories along with expectations and experiences enhancing quality of life are explored. Interactions among such variables as activity, diet, exercise, work/leisure, attitudes/beliefs, humor, living environments, spirituality, and social networks are investigated within the contexts of gender, economic and cultural perspectives. 3 units

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| Note: | |
| Prerequisite: Enforced at Registration: Yes ___ No <u>X</u> | |
| Corequisite: Enforced at Registration: Yes ___ No <u>X</u> | |
| CAN (California Articulation Number): | |
| Graded: Letter <u>X</u> Credit/No Credit ___ | Instructor Approval Required? Yes ___ No <u>X</u> |
| Course Classification (e.g., lecture, lab, seminar, discussion): C-2 | Title for CMS (not more than 30 characters) Models for Successful Aging |
| Cross Listed? Yes <u>X</u> No ___ | If yes, do they meet together and fulfill the same requirement, and what is the other course. Yes but at to different levels |
| How Many Times Can This Course be Taken for Credit? ___1___ | |
| Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u> | |

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Student will be able to:

1. investigate own, older adults' and Society's beliefs and experiences about parameters and requirements for successful aging.
2. analyze interactions among hardiness and self-efficacy theories and successful aging.
3. analyze how selected keys to successful aging are mediated by health promotion and adaptation paradigms.
4. create a case study reflecting a success model based on an oral history with an oldest-old adult.
5. explore community resources providing activities and services for older adults and their families.
create a personal evidenced-based successful aging action plan.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Undergraduate

- WebCT Response Papers & Summary (outcomes 1-5)
- Oldest-Old Interview/cursory research-based Summary (outcomes 1-5)
- Successful Aging Key – evidence-based Outline, Resource List, & Presentation (outcomes 1-5)
- Successful Aging – Personal Plan (outcomes 1-3)

Graduate

- WebCT Response Papers & Summary (outcomes 1-5)
- Oldest-Old Interview/Summary/In-depth Research Analysis
- Successful Aging Key – in-depth evidence-based Outline, Resource List, & Presentation (Group coordinator & presenter) (outcomes 1-5)
- Successful Aging – Evidenced-based Personal Plan (outcomes 1-3)

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s): Graduate Certificate/Special Masters; elective for majors & minors

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

If yes, attach a description of resources needed and verify that resources are available.

As this is a new course *on campus*, it requires a faculty person to teach it and classroom space. It is anticipated that it will be offered once/academic year or possibly every third semester. Qualified tenured full time faculty, as well as currently employed qualified part time faculty are available. Dean Scott has approved of this offering. As this is proposed to be offered one time/week in the evening it is not anticipated that space will be an issue.

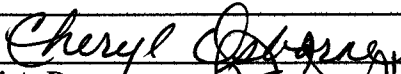
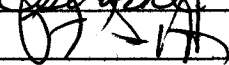
Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

| | |
|---|----------|
| Department Chair:  | 10-8-07 |
| College Dean or Associate Dean:  | 10-11-07 |
| CPSP (for school personnel courses ONLY) | |
| Associate Vice President and Dean for Academic Programs | |

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.