GERO 123: RESEARCH ON AGING & THE LIFE COURSE

In Workflow

1. GERO Committee Chair (donna.jensen@csus.edu)
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Approval Path

1. Mon, 30 Aug 2021 20:20:01 GMT
   Donna Jensen (donna.jensen): Approved for GERO Committee Chair
2. Mon, 30 Aug 2021 20:22:42 GMT
   Donna Jensen (donna.jensen): Approved for GERO Chair
3. Mon, 20 Sep 2021 01:27:59 GMT
   Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Fri, 24 Sep 2021 23:06:21 GMT
   Donna Jensen (donna.jensen): Approved for GERO Committee Chair
5. Fri, 24 Sep 2021 23:07:35 GMT
   Donna Jensen (donna.jensen): Approved for GERO Chair
6. Sat, 09 Oct 2021 21:46:26 GMT
   Tristan Josephson (tristan.josephson): Rollback to Initiator
7. Tue, 12 Oct 2021 16:41:38 GMT
   Donna Jensen (donna.jensen): Approved for GERO Committee Chair
8. Tue, 12 Oct 2021 16:42:04 GMT
   Donna Jensen (donna.jensen): Approved for GERO Chair
9. Thu, 21 Oct 2021 14:22:21 GMT
   Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
10. Thu, 21 Oct 2021 17:09:51 GMT
    Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Mar 19, 2019 by Donna Jensen (donna.jensen)

New Course Proposal

Date Submitted: Mon, 11 Oct 2021 17:00:27 GMT

Viewing: GERO 123 : Research on Aging & the Life Course

Last approved: Tue, 19 Mar 2019 18:37:14 GMT

Last edit: Mon, 11 Oct 2021 17:00:26 GMT

Changes proposed by: Catheryn Koss (219696738)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Catheryn Koss	koss@csus.edu	916-278-7163

Catalog Title:

Research on Aging & the Life Course

Class Schedule Title:

Research on Aging

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)
Gerontology

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)
GERO - Gerontology

Catalog Number: (course number)
123

Course ID: (For administrative use only.)
202973

Units:
3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This is not a new course. We are proposing to make GERO 123 a GE Area B5 course because the course content meets the GE criteria and making the course an Area B5 would assist Gerontology majors (and other students) fulfill the general education requirements. We are also proposing to remove the prerequisite of having taken at least 1 GERO course. Students are provided sufficient gerontological background content during the course itself to succeed. There is no special gerontological knowledge required to understand course content. In addition, removing the pre-requisite would make the course open to students outside of the major who are seeking an Area B5 course but who have not previously taken a GERO course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Analysis, evaluation, and application of existent gerontological research. Hands-on practice carrying out aging-related research projects, including defining the research question, selecting data collection tools, collecting and analyzing quantitative and qualitative data, and presenting results in narrative and visual formats. Special emphasis on connecting gerontological theory, research, and interdisciplinary practice, accommodating participants with sensory, physical, or cognitive limitations, and ethical issues.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
Students will be able to:
1. recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern (GE Area B5)
2. find and use common information resources, engage in specialized library research, use computers, and seek out appropriate expert opinion and advice (GE Area B5)
3. use mathematical ideas to accomplish a variety of tasks (GE Area B5)
4. analyze, evaluate, and apply published research findings
5. explain how gerontological theories frame and guide research
6. identify and address barriers that may limit participation in research studies by certain groups, such as members of racial and ethnic minorities, LGBTQ elders, older adults with disabilities, and elders living in long-term care facilities
7. adapt quantitative and qualitative data collection techniques to accommodate participants with sensory, physical, or cognitive limitations
8. explain and evaluate basic research design (i.e., research question, theory and hypotheses, participant selection, data collection and analysis)
9. clearly report research findings in narrative, tabular, and graphic formats
10. analyze ethical issues, including participant consent, confidentiality, mandatory reporting of abuse, and conducting research in institutional settings and/or with vulnerable populations

Attach a list of the required/recommended course readings and activities:
GERO123_Syllabus_GE.pdf

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.
Expected Learning Outcomes will be measured by the following:
• Weekly ungraded on-line and in-class learning activities (ELOs 1-10)
• Five graded on-line assignments (ELOs 1-10)
• Final exam (ELOs 1-6, 10)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Integrative learning
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Which GE objective(s) does this course satisfy?

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

GERO123_Syllabus_GE.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Quantitative Reasoning

For courses in quantitative reasoning:

Develops basic mathematical or logical concepts, quantitative reasoning skills, and has general applicability in solving problems.

Students will learn how select, calculate, and interpret descriptive statistics, including measures of central tendency and dispersion. Students will understand the concept of statistical significance and be able to interpret inferential statistical results in scientific articles. Students will be able to apply research findings to gerontological practice. Students will be able to construct search queries to find scientific research articles in library databases.

Develops computational skills or competence in the analysis of arguments.

Students will be able to describe data both narratively and visually. Students will be able to use Microsoft Excel to organize quantitative data, perform basic computational functions, and create data visualizations. Students will recognize when visualizations of data are misleading.

Please Note: Courses listed in this category:
1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.
2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

n/a

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Students will be familiar with research study design and methods (including research questions, testable hypothesis, experimental and quasi experimental research designs, data collection methods, random and non-random sampling). Based on this knowledge, students will be able to evaluate the research design and methods used in studies reported in scientific journal articles and make assessments about the research findings' credibility (including applying concepts such as validity, reliability, and generalizability). Students will also learn about ethical issues involved in all human-subject research and special ethical issues that arise in gerontological research.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

n/a

Includes a writing component described on course syllabus

I) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Three of the graded assignments will include written components (minimum 500 words each) to be graded based on rubrics accessible in Canvas. These written assignments will require students to read, describe, synthesize, apply, and/or evaluate published research from a variety of disciplines (e.g., social work, health sciences, social sciences). Evaluation criteria for the written component of these assignments shall include clarity of focus, organization and sentence structure, adequacy of idea development, and pertinence of the response to the specific assignment. Please see example assignment submitted as an additional file.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

To give the committee more information about the course content, we are attaching a more detailed list of learning objectives for each weekly topic covered.

We are also attaching one of five graded assignments.

Please attach any additional files not requested above:

GERO 123 Weekly Learning Objectives_8_30_2021.docx
Assignment 4_Example.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Mon, 20 Sep 2021 01:27:59 GMT): Rollback: Please see email for suggested changes.

Tristan Josephson (tristan.josephson) (Sat, 09 Oct 2021 21:46:26 GMT): Rollback: Please see 10/9/21 email.

Key: 13612