

GERO 10: AGING ISSUES IN CONTEMPORARY SOCIETY

In Workflow

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Approval Path

1. Thu, 17 Aug 2023 00:44:15 GMT
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
2. Thu, 17 Aug 2023 00:44:35 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
3. Sat, 07 Oct 2023 22:33:34 GMT
Rachel Flamenbaum (flamenbaum): Rollback to GERO Chair for SSIS College Committee Chair
4. Wed, 18 Oct 2023 01:43:26 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
5. Wed, 25 Oct 2023 22:29:00 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
6. Thu, 26 Oct 2023 23:06:28 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
7. Wed, 01 Nov 2023 23:21:27 GMT
Katie Hawke (katiedickson): Approved for Academic Services

Date Submitted: Thu, 17 Aug 2023 00:43:24 GMT

Viewing: GERO 10 : Aging Issues in Contemporary Society

Formerly known as: GERO 100

Last edit: Wed, 18 Oct 2023 19:10:02 GMT

Changes proposed by: Donna Jensen (204323929)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Donna	donna.jensen@csus.edu	916-278-2561

Catalog Title:

Aging Issues in Contemporary Society

Class Schedule Title:

Aging Issues In Contem Soc

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Gerontology

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2024 (2023/2024 Catalog)

Subject Area: (prefix)

GERO - Gerontology

Catalog Number: (course number)

10

Course ID: (For administrative use only.)

136041

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

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

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Not a new proposal, changing existing upper division course, to lower division. Currently all Gerontology courses are upper division and we are changing this course to lower division for curricular reasons (this is more of a survey course on aging/Gerontology). This is the first course where students are introduced to the topic of Gerontology and aging studies, and 2) programmatically (program review feedback has recommended Gerontology have some lower division courses available for students) and 3) we are working on educational pathways with American River and Sac City Colleges and would like to articulate this and one other course with them to support transfer students.

GERO 100 is an upper division Area D General Education course. We want to have the lower division version of the course be in Area D as well.

We have changed the course description to reflect the new lower-division introductory status of the course.

We are also changing the name from Aging Issues in Contemporary America to Aging Issues in Contemporary Society - the intent is to be less ethnocentric and look at aging through a more global lens.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduction to the field of Gerontology and how the discipline addresses society's needs. This course examines current issues in aging using a life-span perspective to gain perspective on how opportunities, choices, and experiences throughout life are driven by gender, race, and class, and how they culminate during aging and impact aging outcomes. Major topics include implications of the demographic changes, common aging changes/conditions, ageism, and how political and social structures impact aging.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

Yes

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=1 WTU 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course.	In-class Activities, Quizzes
2	Identify how the demographics of the older population affect various aspects of our society.	In-class Activities, Weekly Assignments
3	Find evidence-based studies focusing on the health and well-being of society as a whole.	In-class activities; Project (Article Analysis), In-class Activities, Presentation
4	Discuss physical and mental health changes in functioning due to the aging process.	In-class Activities, Quizzes, Project (Ageism research assignment)
5	Describe how personality affects a person's adaptation to old age.	Quizzes, Weekly Assignments
6	Describe the effects of stereotypes on the older person and how these stereotypes may limit access to jobs, medical care, or a person's autonomy.	In-class Activities, Project (Ageism research assignment), Quizzes

7	Examine social policies, including Social Security, Medicare, the long- term care system, employment, and age discrimination.	In-class Activities, Weekly assignments, Quizzes
8	GE AREA D OBJECTIVE: Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.	In-class Activities, Quizzes, Project (Ageism research assignment) , Weekly assignments
9	GE AREA D OBJECTIVE: Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.	In-class Activities, Quizzes, Project (Ageism research assignment) , Weekly assignments

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

GERO 10 Schedule & Readings.docx

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

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

Minor in Gerontology

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:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility

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?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

GERO 10 S 24.docx

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?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Course and GE objectives will remain the same. Both sections use the same text, instructors may differ in their assignment delivery.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Currently lecturers teach both sections of this course. As such the syllabi are reviewed by the chair (small department) to ensure course learning objectives remain the same and that assignments, if adjusted continue to meet the evaluation criteria needed for course and GE learning objectives.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The chair & curriculum committee. The chair meets with lecturers and reviews syllabi prior to each semester to 1) alert lecturer about the course and GE learning objectives, 2) review to make sure that teaching materials and methods comply with GE and course requirements/objectives and 3) ensure that assignments continue to evaluate stated course and GE objectives. Curriculum committee (which the chair is a member of) reviews courses annually.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

Students will learn about ageism in context with other "isms" to not only explore ageism, but also the intersectionality of age, culture, race, socioeconomic class, gender, etc. This will be done through in-class activities, weekly assignments and mini-projects.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

Currently lecturers teach both sections of this course. As such the syllabi are reviewed by the chair (small department) to ensure course learning objectives remain the same and that assignments, if adjusted continue to meet the evaluation criteria needed for course and GE learning objectives.

The chair meets with lecturers and reviews syllabi prior to each semester to 1) alert lecturer about the course and GE learning objectives, 2) review to make sure that teaching materials and methods comply with GE and course requirements/objectives and 3) ensure that assignments continue to evaluate stated course and GE objectives. Curriculum committee (which the chair is a member of) reviews courses annually.

Section 2.

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

Describes and evaluates ethical and social values in their historical and cultural context.

Course covers historical context of aging and how social values have changed or been reinforced. This class discusses ageism through an intersectional lens to increase student awareness of how older adults are viewed and treated in society. This includes examining cultural norms, family dynamics around aging, and the development of the "old age welfare state" versus new values driven approaches to serving older adults. The course reviews the Gerontology competencies and explores ethical issues that arise in the care and treatment of older adults. on

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Students will learn about Gerontology and the role that Gerontologist have in the larger context of services to older adults and their families. Assignments have students exploring gerontology/gerontologists and how they fit with the larger context of ageing. Discussions of theoretical approaches from diverse researchers and academics will be utilized. Students will learn about multi-disciplinary teams and will explore differing disciplines working with older adults and the educational/experiential requirements for them. Students will synthesize and discuss information in-class through activities, and their weekly assignments.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

With a focus on aging, this course will look at the intersections of all above listed constructs as well as the role of a gerontologist while acknowledging the power and privilege they bring and how that may impact the helping relationship. The course will explore this from macro and micro perspectives. Course will cover global aging, social program development, cultural and familial norms around caregiving, inter-generational households, LGBTQI+ aging, independence, and autonomy.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

From global, federal, state and local perspectives, students will examine historical views and treatment of older adults. Course will address cultural (race, ethnicity, ability/disability, gender, etc) realities, as well as changes in differing generations values, needs and power and the impact this has on the life course and aging.

Includes a writing component described on course syllabus

1) 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.]

N/A Submitting for lower division course.

Section 3.

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.

In reviewing the GE Area D criteria, these four components will underpin the entire class. This has been a long term Area D GE course, just transitioning it to a lower division course.

Regarding the course being offered via CCE and Stateside - in the past we have offered this course as a summer option (thus the CCE selection). During fall and spring semesters, course will be offered stateside.

Reviewer Comments:

Rachel Flamenbaum (flamenbaum) (Sat, 07 Oct 2023 22:33:34 GMT): Rollback: pls see email feedback

Key: 2433