

GERO 123: RESEARCH ON AGING & THE LIFE COURSE

In Workflow

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Approval Path

1. 2026-08-21T00:31:54Z
Catheryn Koss (koss): Approved for GERO Committee Chair
2. 2026-08-21T00:32:08Z
Catheryn Koss (koss): Approved for GERO Chair
3. 2026-09-17T21:42:16Z
Catheryn Koss (koss): Approved for SSIS College Committee Chair
4. 2026-09-17T23:15:45Z
Shane Nordyke (shane.nordyke): Approved for SSIS Dean

History

1. Mar 19, 2019 by Donna Jensen (donna.jensen)
2. Feb 10, 2022 by Catheryn Koss (koss)
3. Jun 10, 2022 by 302822325
4. Mar 7, 2025 by Janett Torset (torsetj)
5. Apr 23, 2025 by Janett Torset (torsetj)
6. Mar 18, 2026 by Catheryn Koss (koss)

Date Submitted: 2026-08-21T00:31:30Z

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

Last approved: 2026-03-18T14:02:44Z

Last edit: 2026-08-21T00:31:29Z

Changes proposed by: Catheryn Koss (219696738)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Catheryn Koss	koss@csus.edu	916-278-4341

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:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

GERO - Gerontology

Catalog Number: (course number)

123

Course ID: (For administrative use only.)

202973

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

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

GERO 123 went through a full curricular revision and review in 2026. This Form A is submitted to comply with GE Program policy that requires upper division GE Area 2 courses to be re-approved by the standard curriculum review process. The most recently approved revisions incorporated the current GE Area 2 Learning Objectives.

No changes are being made.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Analysis, evaluation, synthesis, and application of existent gerontological research. Designing and carrying out ethical and inclusive aging-related research, including hypothesis formulation, participant recruitment, data collection and interpretation, and presentation of results in narrative and visual formats. Special emphasis on connecting gerontological theory, research, and interdisciplinary practice.

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)?

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 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	apply knowledge of biological, psychological, and social processes of aging to formulate research questions, theories, and hypotheses	• Reviews (Weeks 2, 4, 6, 8-13) • Assignment #1 – Anti-Aging Fact or Myth? • Assignment #2 – Research Proposal • Assignment #3 – Research Poster • Assignment #4 – Research Presentation
2	design a quantitative research study	• Reviews (Weeks 4-6, 9, 12) • Assignment #2 – Research Proposal • Assignment #3 – Research Poster
3	evaluate, synthesize, and apply research findings to recommend evidence-based strategies to promote health and well-being in later life	• Reviews (Weeks 1, 5, 6, 8, 9, 11) • Assignment #1 – Anti-Aging Fact or Myth? • Assignment #2 – Research Proposal • Assignment #3 – Research Poster • Assignment #4 – Research Presentation
4	find and use common information resources, engage in specialized library research, use computers, and seek out appropriate expert opinion and advice	• Reviews (Weeks 1-2) • Assignment #1 – Anti-Aging Fact or Myth?

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

GERO 123 Readings.docx

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
Intellectual and practical skills
Integrative learning

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?

2. Mathematical Concepts and Quantitative Reasoning

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:

GERO 123 Course Map.docx
GERO123_Syllabus_updated1_2_2026.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?

Yes

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

The Canvas course for this asynchronous course is the same for all sections. All students complete identical learning activities and assignments. Instructional materials such as readings and videos are identical. Because different instructors may teach different sections, the feedback and support students receive may vary.

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:

Students in all sections complete the same assignments and assessments. These are graded using the same rubrics and grading guides to promote consistency across sections.

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

The chair of the department (who also designed the course) takes responsibility for ensuring that instructors are not substantially altering the Canvas course in a way that would undermine the achievement and assessment of the GE or other course learning objectives. Instructors are provided with identical Canvas courses, rubrics, and grading guides. The syllabi and welcome materials are substantially the same, although each instructor personalizes them with their office hours, bio, etc.

General Education - Area 2: Mathematical Concepts and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Area 2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

General criteria:

Is an introductory or survey course with no college level prerequisites (except for intermediate algebra, which is required).

This course provides an introduction to research design and data interpretation. There are no college level prerequisites beyond what is required to enroll in an upper division Area 2 course.

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

Students learn about hypothesis testing through interpretation of descriptive statistics, data visualizations, and inferential statistics. For example, in Assignment #3 (Research Poster), students formulate research questions and theory-based hypotheses and then use data results (generated for them from real data) to test their hypotheses.

Develops computational skills or competence in the analysis of arguments.

Students learn how to evaluate sources of information by identifying potential bias and by recognizing strengths and limitations of studies they read. For example, in Assignment #1, students evaluate the credibility of an anti-aging claim they find on the internet by assessing the credibility of the source of the claim and by reading peer-reviewed research relevant to the claim.

Specific criteria:

A student will be able to solve problems by thinking logically, making conjectures, and constructing valid mathematical arguments.

Students learn about the scientific method and engage in logical thinking by stating specific research questions, formulating hypotheses based on theory, and then testing their hypotheses empirically.

A student will be able to make valid inferences from numerical, graphical and symbolic information.

Students learn about different types of data visualizations, how to interpret visualizations, and how visualizations can be misleading. The course devotes one week to this topic and then apply this material in Assignments 3 and 4. Visualizations such as histograms and scatterplots are also used in the material about data distribution and relationships between variables.

A student will be able to apply mathematical reasoning to both abstract and applied problems, and to both scientific and non-scientific problems.

Students learn how to make recommendations designed to improve health and well-being as we age based on existent and original research.

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.]

The formal, graded writing assignments include a research grant proposal (Assignment #2, 750 words minimum) and research poster (Assignment #3, 750 words minimum). Both assignments are broken up into parts so that students get feedback on drafts before submitting the final work product.

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.

Please see the course map for more information.

Key: 13612