Application for Certification of a Course as a General Education Course

CTE SOCIAL SCIENCES CATEGORY

Applicant: Sharon Ota  Course Alpha and Number: FAMR 244  Course Title: AGING

Instructions:

Explain how the learning taking place in this course (required course only) meets the hallmarks listed below for the Social Sciences General Education Category. Do one or both of the following:

- Identify specific course SLOs that align with each hallmark.
- Describe class assignments or activities in which students learn and/or demonstrate the hallmark objective. Assignments and/or activities cited should be sufficiently important in terms of both time spent on them and their impact on students' final grades in the course.

Try to address all of the hallmarks. The strength of some responses should counterbalance the weakness of others. See the official course outline that should be addressed in response to each of the hallmarks.

Also attach a copy of the official course outline.

The Hallmarks:

The course...

1. **helps students think critically about their own behavior in society and the larger global community.**
   
   See attached

2. **promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.**
   
   See attached

3. **helps students synthesize and apply social science concepts to understand human behavior and societies.**
   
   See attached

4. **enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.**
   
   See attached

Applicant's signature:  

Date: 6/19/12

Please submit this application to your division secretary.
Attachment to FAMR 244 Application for CTE Certification

SOCIAL SCIENCE CATEGORY
The Hallmarks:
This course...

1. Helps students think critically about their own behavior in society and the larger global community.

SLO #2 Describe the demographic characteristics of the older population and the future population trend (e.g. Graying of America, world aging).
SLO #9 Conduct exploratory interviews with older adults or professionals in the gerontology community.

2. Promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.

SLO #1 Demonstrate an understanding of the theories and models on aging and the myths and stereotypes about aging.
SLO #3 Discuss the biological, cognitive, social, and personality changes associated with aging.
SLO #5 Describe the differential aspects of aging with regard to gender, age, income, educational level, ethnicity, and geographic location.

3. Helps students synthesize and apply social science concepts to understand human behavior and societies.

SLO #7 Identify services, including alternatives to institutionalization, available through government, non-profit, and for-profit organizations.
SLO #8 Analyze current research in gerontology and relate its implications to the care of older persons.

4. Enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.

SLO #6 Discuss and formulate opinions about social and health policies related to older adults (e.g. Social Security, Medicare, Medicaid).
SLO #4 Discuss the psychosocial and health status and needs of the older population.
Course Outline

FAMR 244 Aging 3 credits (3 lect. hrs/wk)

Catalog Course Description
Basic course in the study of the developmental process and problems of aging.

1A. Course Objectives
1. Develop an understanding of the theories and models on aging and the myths and stereotypes about aging.
2. Develop an understanding of the demographic characteristics of the older population and the future population trend (e.g. Graying of America, world aging).
3. Develop an understanding of the biological, cognitive, social, and personality changes associated with aging.
4. Develop an understanding psychosocial and health status and needs of the older population.
5. Develop an understanding the differential aspects of aging with regard to gender, age, income, educational level, ethnicity, and geographic location.
6. Develop an understanding on social and health policies related to older adults (e.g. Social Security, Medicare, Medicaid).
7. Develop an understanding on the services, including alternatives to institutionalization, available through government, non-profit, and for-profit organizations..
8. Develop an understanding of current research in gerontology and relate its implications to the care of older persons.
9. Develop an understanding of how to conduct exploratory interviews with older adults or professionals in the gerontology community.

1B. Student Learning Outcomes
1. Demonstrate an understanding of the theories and models on aging and the myths and stereotypes about aging.
2. Describe the demographic characteristics of the older population and the future population trend (e.g. Graying of America, world aging).
3. Discuss the biological, cognitive, social, and personality changes associated with aging.
4. Discuss the psychosocial and health status and needs of the older population.
5. Describe the differential aspects of aging with regard to gender, age, income, educational level, ethnicity, and geographic location.
6. Discuss and formulate opinions about social and health policies related to older adults (e.g. Social Security, Medicare, Medicaid).
7. Identify services, including alternatives to institutionalization, available through government, non-profit, and for-profit organizations.
8. Analyze current research in gerontology and relate its implications to the care of older persons.
9. Conduct exploratory interviews with older adults or professionals in the gerontology community.

2. Relationship to other courses, the program, and the College's philosophy and objectives

This course on the study of developmental process and problems on aging is a course elective for the Human Services Program. Students who are interested in working in the field of gerontology need to have basic information on aging.

The Human Services Program prepared students for employment as paraprofessionals in the human services field and/or prepares them for transfer to a BSW program. Program is aligned to the College's philosophy and mission – to provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and thus meets the State's need for a trained workforce.
3. **Course Content**

Introduction to Human Aging  
Research Methods and Issues  
Aging and Our Bodies  
Theories of Senescence and Aging  
Health and Longevity  
Aging and Our Minds  
Aging and Our Selves  
Work and Retirement  
Psychopathology  
Healthy/Helpful Environments  
Death and Bereavement  
Aging and You  
Community Resources

4. **Required Text**

*Human Aging, 2/E* by Paul W. Foos & M. Cherie Chark, 2008  
Supplemental reading materials will be distributed throughout the semester.

5. **Auxiliary Materials and Content:**  
Multi-media aids, field trips, and guest speakers

6. **Methods of Instruction**  
Methods of instruction will include lectures, demonstrations, slides, videos, class discussion, small discussion groups, literature review, case studies, and interviews.

7. **Methods of Evaluation**  
Methods of evaluation include written assignments, projects, journal reviews, individual research paper, exploratory interviews, and exams.

8. **Resource Requirements and Justification**

A. **Changes:** None- course has been an elective course for several years.

Will this proposal require changes in the following areas:

Staff: No changes – either full-time faculty or lecturer will tech the course.

Equipment: Present multi-media equipment in the program's classroom currently meets the needs of the course.

Other Resources: Multi-media aids can be purchased using departmental budgeted funds.