

# Application Form for Proposed Courses

## Revised General Education Program Curriculum

### Approvals and Statements:

**Department Head:** [Deal, William Paul \(M00064818\)](#)

**Approval Status:** Approved

**Statement:** GER 180 will make a strong contribution to the general education program. The course is taught in an online format allowing for much broader potential student interest and enrollment. The selected SLO's are well pursued by talented instructors who have considerable online teaching experience. The assessment plan is achievable and well anchored in the department's prior experience with assessing student outcomes. GER 180 Successful Aging is fully sustainable. The GER coordinator has extensive experience in this area and will be participating in the Greater Missouri Leadership Challenge (GMLC). As a participant in this program she will use the knowledge and networks obtained during the challenge to further age inclusivity, lifelong learning, and intergenerational interaction. Since 2011 she has taught in the area of Cultural Competence, first in Sociology and then in Gerontology/Psychology. The Psychology Department has a second Gerontology faculty who recently was hired and will contribute to teaching this course. I anticipate being able to staff the course sections to meet demand and being able to maintain consistent focus on the SLO's.

**Date:** 2022-01-28 15:41:28.0

**Dean:** [Smith, Mark A \(M03336780\)](#)

**Approval Status:** Approved

**Statement:**

**Date:** 2022-01-29 20:59:30.0

### Course Information:

<b>Submitting User:</b>	<a href="#">Hall, Lisa C (M01590382)</a>
<b>Submitting Date:</b>	2021-11-07 15:03:09.0
<b>Department Code:</b>	GER
<b>Course Number:</b>	180
<b>Course Title:</b>	Successful Aging
<b>Credit Hours:</b>	3
<b>Prerequisites:</b>	none
<b>How the course aligns with the GLG's:</b>	This is an introduction to the field of aging studies that has been specially designed to embrace Missouri State's Public Affairs Mission. The course educates learners about the best physical, mental, and social practices to achieve personal wellness and longevity. It emphasizes the importance of pursuing age-related cultural competence by embracing anti-ageism and age-inclusivity. Learners put their knowledge to practice by engaging in a series of intergenerational conversations. The course also educates learners about the opportunities and consequences of living in an aging society and are made aware of the professional ethics in the field of Gerontology. Learners are encouraged to lead by example as they advocate for older adults and structural changes that increase all citizens' quality of late life.
<b>Syllabus Attachment:</b>	<a href="#">sample syllabus GER 180 (1)1636318989739.docx</a>

## Curricular Area, General Learning Goals, and Specific Learning Outcomes:

<b>Course Area:</b>	Breadth of Knowledge
<b>Course Type:</b>	Public Affairs - Cultural Competence

### General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

- SLO13.1 - Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.

#### Tool(s) used to assess this specific learning outcome:

- Essay

#### Assessment data instructors will track and report:

- Score on common rubric

- SLO13.2 - Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.

#### Tool(s) used to assess this specific learning outcome:

- Other: analysis of Intergenerational Conversations

#### Assessment data instructors will track and report:

- Score on common rubric

### General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or

**communities.**

- **SLO14.1 - Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)
- Other: Ageism First Aid training

Assessment data instructors will track and report:

- Number of items correct
- Other: Change in Pre-Post Attitude Survey

- **SLO14.5 - Understand and evaluate the causes of societal problems and potential solutions.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)

Assessment data instructors will track and report:

- Other: Change in Pre-Post Knowledge Assessment

- **SLO14.6 - Understand the importance of actions related to personal health, well-being, and self awareness to the effective leadership of others.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)
- Other: Lifestyle Log for Wellness and Longevity

Assessment data instructors will track and report:

- Score on common rubric
- Other: Change in Pre-Post Knowledge Assessment.

**Enrollment:**

	Fall	Spring	Summer	Intersessions
Number of Sections:	1	1	1	0
Enrollment Per Section:	30	30	30	0

**Total Annual Enrollment:** 90

**Other Considerations:**

**Modalities**

- Traditional
- Online
- Blended

**High Impact Education Experiences**

- Discussions
- Learning Communities

**Instruction:**

**Instructor type(s):** Gerontology-affiliated full-time and per course instructors

**Instructor Qualifying Criteria:** 1. Is the instructor familiar with and committed to the Academy of Gerontology in Higher Education's (AGHE) Gerontology Competencies? (The MSU GER Program is certified as a Program of Merit through AGHE.) 2. Is the instructor familiar with and committed to the 10 principles of the Age Friendly University (AFU)? (MSU recently joined the AFU Global Network.) 3. Is the instructor familiar with and committed to MSU's General Education Goals and Specific Learning Outcomes?

**Instructional methods that support student success:** 1. Feedback that welcomes further self-reflection and continued dialogue between instructor and learner is key in this course. Instructors' feedback is timely, personalized, and balanced (1-2 positive comments for every "correction" comment). 2. The Blackboard course is pre-designed and weekly-paced (students will never wait for posts or to gain access). Due dates are always on the same day and time throughout the block. 3. There are learner choices: students can read or watch and listen to lecture material, select their preferred partner for intergenerational interaction, and choose their own unique discussion topics (or from a list of suggestions) for two of the four intergenerational interactions. 4. Students earn a Certificate of Completion in Ageism First Aid through the Gerontological Society of America (GSA) that they can put on their resume, thereby providing evidence of their awareness and ability to appreciate, work with and advocate for people of all ages. 5. Gerontology is multidisciplinary; therefore, students gain experience in connecting ideas from different fields and appreciating scholarly and applied collaboration.

## Assessment:

**Primary individual(s) that will review and analyze the assessment data across sections:**

- Program director/coordinator

**How results will be shared with those that teach the course:**

- Written Report

**When results will be shared with those that teach the course:**

- Each semester
- Other: at Gerontology Program Committee meeting
- Other: at Gerontology Program Committee meeting
- Other: at Gerontology Program Committee meeting
- Other: at Gerontology Program Committee meeting
- Other: at Gerontology Program Committee meeting

**Coordinator:** Lisa Hall

**Completed GEA Training:** Yes

## Comments

Stout, Tracy L CGEIP 2022-03-02 17:28:51.0 Passed with majority vote