

GERO 225: MOVING TOWARD EQUITY IN AGING POLICY & PRACTICE

In Workflow

1. GERO Committee Chair (donna.jensen@csus.edu)
2. GERO Chair (donna.jensen@csus.edu)
3. SSIS College Committee Chair (wickelgr@csus.edu)
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9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 18 Feb 2022 15:56:47 GMT
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
2. Fri, 18 Feb 2022 15:57:17 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
3. Wed, 09 Mar 2022 05:40:30 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Thu, 17 Mar 2022 19:16:59 GMT
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
5. Thu, 17 Mar 2022 19:17:24 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
6. Fri, 15 Apr 2022 17:35:01 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
7. Tue, 20 Sep 2022 00:00:39 GMT
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
8. Tue, 20 Sep 2022 00:01:21 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
9. Fri, 07 Oct 2022 17:31:54 GMT
Emily Wickelgren (wickelgr): Rollback to GERO Chair for SSIS College Committee Chair
10. Mon, 17 Oct 2022 19:18:12 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
11. Mon, 17 Oct 2022 22:58:29 GMT
Emily Wickelgren (wickelgr): Rollback to GERO Chair for SSIS College Committee Chair
12. Tue, 18 Oct 2022 03:27:09 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
13. Wed, 19 Oct 2022 17:22:08 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
14. Thu, 20 Oct 2022 04:18:25 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Wed, 22 Jun 2022 00:44:36 GMT

Viewing: GERO 225 : Moving Toward Equity in Aging Policy & Practice

Last edit: Wed, 19 Oct 2022 17:21:59 GMT

Changes proposed by: Carol Sewell (216336693)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Moving Toward Equity in Aging Policy & Practice

Class Schedule Title:

Aging Policy in California

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 2023 (2022/2023 Catalog)

Subject Area: (prefix)

GERO - Gerontology

Catalog Number: (course number)

225

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites 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:

This course builds on existing major courses by focusing on California-specific policymaking to prepare students for leadership roles in state agencies implementing the Master Plan for Aging. Students will expand their leadership, analytical, and evaluative skills developing, assessing, presenting, and critiquing proposals to address policy gaps and program needs of vulnerable constituent groups. Graduate students will serve as leaders for undergraduate student teams through a mock legislative hearing process. With the recent development and implementation of California's Master Plan for Aging, the state has created new approaches to serving older adults. The role of advocacy throughout the service continuum (legislative, community-based, person centered) has expanded the knowledge base needed for serving the older population. This course is designed to prepare students with leadership skills and strong proficiency in state structures, procedures, and opportunities for development of innovative practices. This course will be paired and crosslisted with GERO 125. Graduate students will mentor undergraduates in examining and developing a population-specific knowledge of policy, program and service needs of underserved constituencies. The class assignments will include additional graduate level requirements for the graduate students (see attached "Assignment List Final.doc" document for specifics on the undergraduate vs graduate assignment requirements).

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

This course examines California's programs, services, and funding streams that support low-income older adults and persons with disabilities. Students will be introduced to California's innovative Master Plan for Aging with its focus on equity, parity, and access. Using analytical, evaluative and leadership skills, students mentor GERO 125 students to address policy and program needs of vulnerable constituencies. This course will inform a new and diverse workforce prepared to engage underserved communities, including BIPOC, Latinx, API, and LGBTQ+.

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=1 WTU per unit)

Lecture Units

3

Is this a paired course?

Yes

Please confirm that it complies with the Paired Courses Policy and enter the course with which it is paired:

Gero 125

Is this course crosslisted?

Yes

Do they meet together and fulfill the same requirement?

No

Please identify the crosslisted course:

GERO 125

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	Organize team collaborations to evaluate and recommend program innovations that address development of equitable service delivery to diverse constituencies, including BIPOC, Latinx, API, LTBTQ+ and persons with disabilities.	Agency & Applied Policy Exploration Assignment Analysis of Constituent Needs Assignment Master Plan Evaluation for Improvements Assignment Participation
2	Critique how state policies affect support for and development of health and human service programs and how innovative programs emerge.	Agency & Applied Policy Exploration Assignment Analysis of Constituent Needs Assignment Master Plan Evaluation for Improvements Assignment Participation
3	Analyze the demographic differences of communities served by specific programs and the unique approaches needed to develop equitable services.	Agency & Applied Policy Exploration Assignment Analysis of Constituent Needs Assignment Master Plan Evaluation for Improvements Assignment Leadership Theory & Practice Paper Participation
4	Interpret the goals of the Master Plan for Aging and its long-term implications on policy and program funding for expanding equity and innovation in service delivery.	Master Plan Evaluation for Improvements Assignment Participation
5	Execute leadership skills in designing and defending advocacy strategies to inform the development of program and policy innovations including basic processes to defend a proposed program innovation and budget before a legislative body.	Lead Mock Legislative Hearing: Presentation and Critique Assignment Lead Final Presentation of Mock Hearing: Findings and Recommendations Assignment Leadership Theory & Practice Paper Assignment Participation
6	Analyze how research and stakeholder input influence the development of innovative programs as stated by the Master Plan.	Agency & Applied Policy Exploration Assignment Analysis of Constituent Needs Assignment Master Plan Evaluation for Improvements Assignment Participation

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

Gero 225 Required Reading.docx

For whom is this course being developed?

Majors in the Dept
Majors of other Depts

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

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

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

Is this a Graduate Writing Intensive (GWI) course?

No

Please attach any additional files not requested above:

Gero 225 Syllabus 10-17.docx

Assignments List final.docx

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 09 Mar 2022 05:40:30 GMT): Rollback: Please see email for requested changes.

Tristan Josephson (tristan.josephson) (Fri, 15 Apr 2022 17:35:01 GMT): Rollback: Please see email for requested changes.

Emily Wickelgren (wickelgr) (Fri, 07 Oct 2022 17:31:54 GMT): Rollback: Please see email with suggested revisions.

Emily Wickelgren (wickelgr) (Mon, 17 Oct 2022 22:58:29 GMT): Rollback: Requested by Chair

Key: 14726