



GERO-501: AGING POLICY AND PRACTICE

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

501

Course Title

Aging Policy and Practice

Short Title

Aging Policy and Practice

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course is designed to give students an overview of key aspects of social policy as it relates to older adults as a population and individually. The course exposes students to the history and development of policy, and the variations in the policy-making process at the federal, state, and local levels, and introduce major programs such as Medicare, Medicaid, Social Security, the Older Americans Act, and the Elder Justice Act.

Attach Supporting Documents

Riverside County Office on Aging Report.pdf

California Master Plan for Aging.pdf

AGHE Competencies.pdf

Centers for Excellence LMI_Gerontology.pdf

Occupational Outlook_Social and Community Service Managers _ US Bureau of Labor Statistics.pdf

Centers for Excellents LMI_Human Services.pdf

Occupational Outlook_Medical and Health Services Managers.pdf

Sample Program Map Gerontology with Mental Health Certificate of Achievement (Revised April 2023).pdf

Sample Program Map Gerontology with Caregiving (Revised April 2023) (1).pdf

Sample Program Map Gerontology with Gerotechnology Certificate of Achievement (Revised April 2023).pdf

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Describe the history of public policies and legislation dedicated to older adults.
2. Investigate the importance of public policies and legislation dedicated to older adults and the impact of those policies on individuals, communities and the broader experience of aging in the United States.
3. Analyze the social and political forces behind public policies and the impact it produces for older adults from various socioeconomic, cultural, religious and ethnic groups.
4. Describe the connection between ageism, ethics, public policy, health and wellbeing
5. Identify key components of public policies dedicated to older adults
6. Articulate ethical issues and unintended consequences as they relate to public policies
7. Differentiate methods and strategies to influence legislation leading to age-friendly public policies
8. Demonstrate an appreciation for intergenerational benefits from public policies for older adults.
9. Evaluate issues relating to aging policy from a global perspective addressing diversity, equity and cumulative disadvantage.
10. Incorporate and encourage diverse perspectives about aging and public policy.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze the multifaceted dimensions of social policy and assess how factors such as culture, religion, socioeconomic, gender education, language and race contribute to shaping its impact on programs and services for older adults.
2. Students will understand and evaluate social policy and its impact on programs and services for older adults.
3. Students will gain an overview of public policies at the national level that have particular relevance to older Americans, and the historical evolution that has produced major public policies including Social Security, Medicare and the Older Americans Act.
4. Students will understand the role of Federal, State and Local medical and social programs in providing long-term care for Americans, and the limitations of existing policies to support aging in place.
5. Students will incorporate and encourage diverse lifecourse perspectives.

Program Learning Outcomes

Learning Outcome

- Students will demonstrate knowledge of relationships among older adults, their families, and society.
- Students will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.
- Students will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.
- Students will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods.
- Students will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues.
- Students will express ideas effectively in oral and written formats.
- Students will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.
- Students will apply acquired interdisciplinary knowledge of older adults in varied career applications, such as the design of services for older adults, patient care, and engineering and technology for independent living.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. **Introduction to Public Policy**
 - a. Understanding what policy is, how it is developed (role of legislation and policymakers), and what it reflects on society
 - b. Learning how to analyze public policy
 - c. Overview of the politics of aging
2. **Policy at the Federal Level**
 - a. Overview of federal programs and state policies
 - b. Exposure to the Older Americans Act and the aging network
3. **Income Policy**
 - a. Understanding Social Security and how does it work?
 - b. Social Security and retirement, history and reforms to social security
4. **US Aging and Health Policy**
 - a. Explanations of the role social insurance plays in society and what it means in old age
 - b. Overview of the basics of US Health Care System
 - c. Understanding Medicare and Medicaid
 - d. Demonstrate how these programs affect older adults
5. **Employment and Aging**
 - a. Employment
 - b. Labor force participation
 - i. trends in employment, unemployment, and not in the labor force
 - ii. ageism in employment
 - iii. aging and employment policy
 - iv. Age Discrimination in Employment Act
 - c. Retirement
6. **Old Age Policy and Families**
 - a. Understanding of Long-term care—what is it
 - i. Who provides long-term care
 - ii. Who needs long-term care
 - iii. Who pays for long-term care (public, private)
 - iv. Home and community-based services
 - v. The continuum of care
 - vi. Integrating acute and long-term care;
 - vii. Medicaid
 - viii. End-of-life care.
 - b. Explanation of caregiving and unique role of dementia - causes and consequences of dementia
 - i. How does caregiving affect individuals, families, and caregivers
 - ii. How does caregiving affect, and how is it affected by society and our systems of social insurance
 - iii. Family Medical Leave Act
7. **Housing**
 - a. Overview of housing policy: federal, state, local
 - b. Aging in place (home equity and modifications)
 - i. age-friendly or livable communities, visitability, accessibility, universal design
 - c. Housing options and long-term care
 - i. housing policy issues—affordability, supportive, accessibility
 - ii. financing
8. **Global Aging and Policy**

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- a. Discuss pressing issues related to policy and aging that countries are focusing on and explore other models
 - b. Explore the need for empowerment for older adults concerning policy
 - c. Address future issues related to policy for older adults
 - d. Current topics related to aging and policy (fall prevention and elder abuse)
9. Aging in a Diverse Nation
- a. Policies affecting the economic and physical security of vulnerable and disadvantaged older adults.
 - i. Access to low-income benefits (Medicare, Medicaid, LIHEAP, food stamps, etc.)
 - ii. Pension and Retirement Income
 - iii. Employment and Transitions to Work
 - iv. Consumer protections (predatory lending, telemarketing fraud)
 - v. Financial Literacy
 - vi. Nutrition and "food deserts"
 - vii. Environmental and Transportation Issues
 - b. Policies affecting older adults with multiple, severe chronic conditions
 - i. Cost of care
 - ii. Differential impact of healthcare costs and access by race, ethnicity, gender, socio-economic status
 - iii. Improvements in the health system, including models of care coordination, integrated mental health, and preventive care.

Methods of Instruction

Method

Lecture

Integration

Lecture, with supporting accessible visual materials (video, whiteboard, and Powerpoint) are used to introduce topics, and present multidisciplinary information about aging and the impact of public policy on the lives of older adults. A variety of online videos can be incorporated as part of this lectures, including sources of current research, public policy analysis, and aging support services including issues of diversity, equity and accessibility, finance and economics and multiple jeopardy.

DE Adaptations for MOI

Lectures can be communicated through the CMS in a variety of formats, including accessible Powerpoint presentations and lecture videos. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered through video conferencing platforms.

Method

Discussion

Integration

Discussions provide students the opportunity to share their findings on current public policy related to aging, relate their own experiences of how public policy has impacted their own quality of life, and make connections between the development of public policy, the history of why decisions are made in terms of funding, resource allocation and how cultural, language and economic barriers can create unintended consequences at the local, state and federal levels. Discussion forums (student-to-student as a class or in small groups) will, with supporting materials (reading or multimedia) introduce concepts and provide a platform for integrating existing knowledge of aging and the lifecourse with new paradigms addressing the impacts of public policy on the aging experience in the United States. Discussions will encourage students to exchange ideas, findings and comprehension of course objectives in an environment where they feel safe and respected expressing differing views. Instructions to discussion boards will meet accessibility requirements. All communication will use a course management system (CMS) to ensure accessibility needs are met.

DE Adaptations for MOI

Student discussion will be achieved using accessible asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class, and as a larger group, in a way that meets all accessibility needs

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas or topics related to aging and public policy in order to enhance student learning and offer them exposure to various perspectives within the field. Experts may come from areas of federal, state and local government agencies, non-profit service providers or other policy making agencies, all of whom can provide students with insights beyond the scope of lectures or reading, and provide different perspectives in the how policy is developed, the processes required for integrating new laws and regulations, and how those regulations can impact late life quality of life.

DE Adaptations for MOI

Guest Speakers can join online classes via CMS video conferencing. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning, or other tools that best meet accessibility needs.

Method

Reading

Integration

The rapidly changing nature of public policy provides students the opportunity to read both up to the moment publications as well as use textbooks and traditional sources of materials to gain theoretical understanding of why policies impacting older adults are made, and how they influence life satisfaction. Students will read chapters from the textbook, articles, case studies, oral histories, and public policy papers and legislation, and other materials that help illustrate the concepts, themes, experiences relevant to understanding aging. Students will be required to read current publications and review programs that exist at the local, state and federal levels to evaluate services and identify challenges that may exist for older adults with economic, language or technological barriers to access those services.

DE Adaptations for MOI

Relevant readings can be delivered through accessible materials provided in the CMS or the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share common issues related to the project, such as Q & A forums where students can ask questions about the reading or project, and the instructor or other student can respond using the accessible CMS discussion tool.

Methods of Evaluation

Method

Class Participation

Integration

Public policy is an area of aging studies that requires discourse to improve understanding. Therefore, regular and consistent participation in discussion boards and writing assignments will be utilized to assess student learning related to current and historical public policy, the impacts of government and social programs on quality of life and, and discuss case studies and other real world scenarios that elucidate the experience of being old in America. In the context of discussions, reading and written assignments, students will explore current programs available at the federal, state and local levels, and identify challenges to access that may exist for older adults or their caregivers in accessing those services, including availability, cost, language barriers and physical accessibility. Discussions will allow students to describe and evaluate concepts, terms, theories, structures, and experiences relevant to work in public policy at the local, state, and federal levels and gain an understanding of different perspectives from a diverse population of older adults. Student participation will be evaluated based on their ability to accurately understand and address contemporary social problems around aging, healthcare, public policy, end-of-life decision-making, and other topics directly related to the way that these experiences influence quality of life in old age.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. Students are encouraged to use a range of mechanisms for participation in discussion boards, including captioned video, transcribed audio, or written submissions

Method

Exams/Tests

Integration

Periodic short objective tests of course-related learning objectives will be administered and graded for accuracy. Testing formats may include objective (true/false, multiple choice and matching), short-answer or essay response questions. Quizzes/exams may be graded manually or via auto-grading process using the CMS.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Using accessible tools, including objective tests, closed-caption video responses, or other accessible technology, students will demonstrate understanding of core course competencies. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Papers

Integration

The rapid evolution of public policy around both the current older population and the projected impacts of a future aging population are well suited for students to learn critical analysis skills as they review and analyze current policy and legislative processes. Using policy analysis papers, journals and opinion assignments on current events and historical perspectives, students may submit both long and short-form research and reflection papers that address issues ranging from economic disparities to access of programs and services for a widely diverse older population. These papers will reflect the student's experience and research with aging policy both inside and outside the classroom. These papers will demonstrate an understanding of the lecture, textbook, and policy analysis research conducted during the course.

Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

DE Adaptations for MOE

To meet accessibility needs, all submission and evaluation of student application of aging content will be submitted via CMS. Rubrics/clear instructions will be provided. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS to assure accessibility needs are met.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description:

What Aging Policy Problem Matters to Me and Why

Prepare a 500-word written essay on the aging policy or problem that matters most to you and why. The policy can be local, state, national or international. Your interest can be personal, ethical, social, economic, religious, but it should move beyond what you've studied in other classes and include a connection to public policy. Discuss all of the following areas: 1) What is the aging policy problem that matters most to you? 2) Why do you care about this issue? 3) Why should others care about this issue? Some illustrative examples of relevant policy problems include i) the epidemic of loneliness among older adults in Japan, ii) evacuation of older adults during wildfires in California and iii) aginghome quality and affordability in the US. Please note that this is a personal reflection, should

reflect you, and reflect your voice and be written by you and only you. You do not need to offer a solution to this problem. But, rather you need to explain why it is important and why others should pay attention to it.

Evaluation:

Submission via CMS will ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment**Assignment Description:****Policy Case Study Research and Oral Presentation**

Do an online search of news publications, and choose a news story concerning an actual older person who has been affected by a LOCAL or STATE public policy or decision. For example, locate stories about emergency response and older adults, social dancing in the park, driving, city streets and sidewalks, long term care, housing affordability, code enforcement, guardianship, etc. Do NOT write about Medicare, pensions, or Social Security—these are not state or local policies. For your presentation, you will talk for two minutes about this person, as if you are advocating for a change in policy or in favor of a policy in front of a city council, county supervisor, mayor, state assembly, etc.

You will develop a 2-3 minute video sharing your findings and post it to the CMS. Be sure to include the source of your information, summarize your findings, and share your thoughts on how these services and/or programs meet the needs of a diverse older population.

Using video software within the CMS will ensure accessibility needs are met.

Evaluation:

Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment or Discussion Pages within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

• Assignment Description: Research Lab

In this lab assignment, you will venture out on the Internet to locate current information concerning programs or services that are part of the Older Americans Act (OAA) that are available in your local community. Consider how these services meet the needs of a diverse older population - perhaps one specific to your own geographic area. Consider the unique needs of the older population in the region based on demographics of cultural and economic status. As you do this research, remember that you are examining both the scope of available resources, while using your understanding of how varied and diverse the older population may be within a geographic area. Ask yourself:

- o Do the programs that are available align with the cultural needs both the majority and minority population?
- o Are the programs available through the AOA accessible to older adults with economic hardship, or may there be challenges with physical access for those with disability or mobility/transportation limitations?
- o How might an older adult, or their caregiver, access the service or resource if there are language technological barriers?

For foundational understanding, please read the following journal articles on the importance of elder care, the delivery structures, and program efficacy.

Karner, T. X. (2002). Caring for an aging society: Cohort values and eldercare services. *Journal of Aging & Social Policy*, 13(1), 15-36.

Symister, R. S. (2023). Senior Mental Health Clinicians' Understanding of Their Self-Efficacy While Providing Services at Community-Based Agencies (Doctoral dissertation, Walden University).

Initial Post

Start your research by accessing our State Unit on Aging at SUA Links to an external site. Then use the Find Services button on the website to locate the Services by County area of the website. Select an Area Agency on Aging (AAA) from the list. You may use the county in which you live or you may explore another county that you are interested in - the choice is yours. You will not see your classmates' posts until after you have posted your initial post.

Share the following seven items in a 100-word essay or in a 3 to 5-minute video or recording:

A. Which county did you select and why did you select it?

B. Share the name of the AAA that is used on the website (e.g. the San Bernardino AAA is named The Department of Aging and Adult Services).

C. Locate the list of programs and services section on the AAA website and share the number of programs and services that are offered.

D. Select one of the programs or services listed and summarize the information that you learned about the program or service offered. Include who is eligible and the scope of service provided.

E. Is the program or service provided by a service partner/vendor or directly by the AAA?

F. Share how a person would enroll for the program such as a contact phone number, online application or other instructions.

G. Include a link to the AAA website that you researched at the bottom of your summary.

Post Replies to at Least Two Classmates

After you have posted your answers to the three questions in an initial post, post a reply with comments and your critique of at least two other student's posts. You may choose to type or video your replies. Include the following two items in your replies:

What new insights concerning the program or service did you gain from your classmate's research?

What additional information would have been helpful in your classmate's research summary?

Evaluation:

Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

To assure accessibility needs are met, evaluation of student application of aging concepts will be submitted via CMS. Rubrics/clear instructions will be provided. Discussion posts will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS to insure accessibility needs are met.

Course Materials

Textbooks

Kusmaul, N., (2022) Aging and Social Policy in the United States. Cognella Direct EBook.

OR

Cox, C.B. (2015). Social Policy for an Aging Society: A Human Rights Perspective. New York: Springer Publishing

Other Resources

Publication Manual of the American Psychological Association (7th ed.) (2019). Washington, DC: American Psychological Association

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Gerontology is the study of life-course development from an interdisciplinary perspective, and provides students the foundation understanding of how older adults experience aging within a diverse population. This course specifically examines the impacts of social policy on the aging experience, and allows students to examine whether social policy the result of, or the cause of, the challenges experienced by the older population. The goal of aging education, in general, is to promote healthy aging for diverse individuals, communities, and societies through leadership and innovation in research, education, and practice. The study of social policy and aging examines diversity, equity, and inclusivity issues across the lifespan. Issues of diversity, such as cumulative disadvantage, are embedded in the course.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students are introduced to the broader processes of how social policy is developed, and given opportunities to reflect on how legislation, social contracts, culture and economics have a direct influence on their own experience. With this foundation understanding, students will then extrapolate how these same social policies impact the older population across the lifecourse. Each assignment, discussion or interaction is designed to broaden the scope of understanding in a safe and equitable format, ensuring that voices are heard and learning is evaluated for both context and application. Students have equal opportunities to access all learning resources through CMS, and individual support from the instructor via CMS video conferencing software. Accessible ideas and other forms of media are used to ensure success in the area of DEI. Instruction is provided through recorded/captioned video and in print lectures. Discussion boards are offered in two different formats - student-to-student and student-to-instructor. Students participate in class via asynchronous discussions in print or video format using accessible CMS video conferencing software. All PowerPoint or accessible/closed captioned video presentations will be uploaded onto Canvas for student use. Exams and/or tests are administered fully online. They are evaluated through CMS. The format may include multiple choice, short answer essay, or other formats. Exams/tests will be evaluated based on the demonstration of identification and/or understanding of the applications of major topics described in the course content. This is in alignment with the learning objectives. All exams/test must meet accessibility guidelines. Instructor feedback will be provided via CMS within two weeks. The textbooks and supplemental materials are designed to address a segment of the population that is often marginalized and to introduce students to a life course perspective on the aging

process. Engagement from instructor-to-student and student-to-student will prompt students to consider age-related attitudes in society and broaden their understanding of their futures.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course promotes student-to-student interaction by allowing and encouraging group discussions as methods of evaluation. Discussions may be used for students to interact with their peers to share their interpretations of the content and ask questions. Group activities may be used to develop a deeper understanding of topics and provide opportunities for collaboration while centering student voices. For example, students may be asked to share their thoughts or conduct research on controversial topics like euthanasia, elder abuse, or elder housing discrimination. Students will engage in a variety of collaborative activities such as breakout rooms, small groups, and/or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in-class to create presentations on theoretical perspectives. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on critical approaches, and/or the application of concepts as formative activities to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will introduce the course material, explain concepts and relationships between concepts, and demonstrate the techniques for solving problems. Instructor will grade the assignments according to the rubric and provide timely feedback on all assessments. For example, the instructor can moderate the discussion of the results of a controversial topic, guide discussions, and provide insight. Instructor should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the real world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students may engage with course content and supplemental material to support their interaction with course topics related to public policy and aging in the United States. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical policy decisions and explain the outcome. The course promotes student-to-content interactions by allowing a variety of methods of instruction. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation. For example, students can be asked to select and discuss a particular social policy, like Medicare or Social Security, and interpret the original intent with today's modern application. Instructor will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes critical thinking by asking students to reflect on how the material is relevant to their own lives, community and family. Through readings, lectures, activities, and discussions, students will be encouraged to consider how public policy shaped the past, influences the present and how changes to those policies, and public opinion, will directly impact their own life satisfaction as they age.

Key: 3090