**Course Design/Development Alignment Grid (GERON 5001/6001)**

**Dream Statement: I want students to appreciate various or different perspectives on the aging experience (e.g., social behavioral, biomedical, humanities) because the aging experience is complex and diverse. Develop and support students to become leaders in their community to make a positive difference in the lives of older adults.**

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| **Objectives** | **Learning**  **Types** | **AGHE** | **Assessments** | **Practice** |
| Understand and indicate competency for the interplay of biological, psychological and social factors as they influence the life-long course of aging. | FK | 1.1  1.3  1.4 | Final Exam which is composed of multiple choice and two essay questions which are conceptual and ask for the big picture | Practice Quizzes: 3 multiple choice questions that are non graded which are pulled from chapter questions from the textbook question bank |
| Appreciate and apply the value of the multidisciplinary and interdisciplinary nature of the field of gerontology. | CAR  INT | 1.1  2.4  3.5 | Discussion: Three discussions per week. Students must post at least two responses per thread. |  |
| Describe and use several prominent theories of aging in written assignments. | FK  APP | 1.1 | Final Exam (8 essay/comp)  Older adult consultant interview: Complete the forms and write a 5 page paper. Must incorporate key terms  Analyze Research Articles: find 4 journal articles that are peer reviewed. Write a 2 page summary for each  Discussions | Practice Quizzes  Interview check in: the student has identified an older adult interview consultant and has met at least once  Interview draft review: students can submit a draft of their interview for instructor feedback  Article check in: identify at least two articles by spring break. Librarian will be available for database search assistance.  Article draft feedback: submit a draft for the instructor for feedback |
| Identify several specific demographic trends and discuss the implications for individuals, communities, states, nations and the world | FK | 3.7 | Final Exam (8 essay/comp)  Analyze Research Articles  Discussions | Practice Quizzes  Article draft feedback  Article check in |
| Identify a broad range of issues and concerns of older adults and make recommendations for improving their quality of life. | FK  CAR  APP | 2.1 | Older adult consultant interview  Final Exam (8 essay/comp)  Discussions | Practice Quizzes  Interview check in  Interview draft review |
| Explain the functions of various service and professional organizations that are part of the aging network. | FK  APP | 3.3 | Final Exam (8 essay/comp)  Discussions | Practice Quizzes |
| Understand some of the unique features of doing gerontological research. | FK | 3.8 | Analyze Research Articles  Discussions | Article draft feedback  Article check in |
| Understand their own attitudes and beliefs about aging and older adults and make their views more consistent with information gained from the course. | FK  CAR  HD | 2.1 | Final Exam (8 essay/comp)  Discussions | Practice Quizzes |
| Become more familiar with career opportunities related to aging. | FK  APP  INT |  | Discussions |  |
| Meet their own personal goals for the course, particularly to recognize the value of engaging in community service as a method of gaining knowledge while helping others. | LL  HD  CAR | 3.3 | Discussions |  |

**ALIGNMENT GRID INFO (LEGEND)**

**Objectives:** What do you want your students to be able to know, do, or feel about the content?

**Assessments:** How will learning be assessed?

**Activities**:What activities are you going to use to help your students to engage with content, interact with you, and their peers?

[FK] Foundational Knowledge

[APP] Application

[INT] Integration

[HD] Human Dimension

[CAR] Caring

[LL] Learning to Learn