UMBC UGC New Course Request: AGNG 360: Global Aging

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COURSE INFORMATION:

Course Number(s)	AGNG 360
Formal Title	Global Aging
Transcript Title (≤30c)	Global Aging
Recommended Course Preparation	AGNG 200
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
# of Credits Must adhere to the UMBC Credit Hour Policy	3 Credits
Repeatable for additional credit?	☐ Yes x☐ No
Max. Total Credits	3 credits
Grading Method(s)	x☐ Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.**):**

This course provides an international comparative examination of individual and societal aspects of aging. We will examine the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of aging. The phenomenon of global aging is explored through active engagement with international organizations.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

AGNG 360: Global Aging incorporates content pertaining to multidisciplinary scientific perspectives, administration, human rights, and policy aspects of global aging. Multiple entities have noted the importance of developing and sharing knowledge about aging across cultural and international contexts including NIH (https://www.nia.nih.gov/research/dbsr/global-aging) and the United Nations (https:// www.ohchr.org/en/professionalinterest/pages/olderpersons.aspx)

Expertise in understanding the increasing demand both to contribute and to seek resources by older persons and their families will continue to increase as the global population ages (Ferri et al., 2005). Unprecedented changes are occurring worldwide as fertility and mortality rates decline in most countries and as populations age. These changes affect individuals, families, governments, and private-sector organizations as they seek to answer questions relating to health care, housing, social security, work and retirement, caregiving, and the opportunities for technology innovation to support them in their journey.   How societies respond is integrally related to the socio-cultural aspects of aging in a global context.

b) How often is the course likely to be taught?

Once an academic year in the spring or fall semester, however, if there is a demand among the Management of Aging Services enrolled students, it may also be offered as a Summer Session course.

c) How does this course fit into your department's curriculum?

This course is consistent with the mission of the Erickson School of Aging Studies, which is to prepare a community of leaders who will use their education to improve society by enhancing the lives of older adults and the goals of the undergraduate programs: to prepare students for entry-level professional positions in the management of aging services. The undergraduate major provides a strong knowledge base in the science of human aging; understanding of regulatory/policy/fiscal issues involved in aging service provision, and fundamental management skills (i.e., accounting, human resources, critical thinking, and negotiation). Interest in global issues across the university is increasing, and we anticipate that this course will support this growth.

This course will incorporate all the program goals within the curriculum. As this course focuses on the global socio-cultural impact of aging, the topic will be explored from diverse perspectives, including policies that impact the lives of individuals which reflect where they live, and the philosophies of inclusion that affect access to resources including, paid and volunteer work, care, and the delivery of support and services.

This course will provide an additional, upper-level content elective for students enrolled in the Management of Aging Services Major or Minor. It is intended that this course will be available as an online or face-to-face course, and the format will be selected depending on the specific needs of the students at that time.

d) What primary student population will the course serve?

While this course will be primarily offered for upper-level students enrolled in the Management of Aging Services Major or Minor, and they will have priority, it will also be open to students in any other discipline if seats are available.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

A 300 level designation is appropriate with the content, assessments, and academic rigor required as outlined in the syllabus. This course requires learners to demonstrate upper-level critical thinking skills of analysis, synthesis, and evaluation.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

While students in the Management of Aging Services Major or Minor will have completed AGNG 200 as a required course before taking this course and will build upon their course of study, students not enrolled in Management of Aging Services programs could successfully complete this course without this course. For those purposes and to ensure that students from other disciplines who wish to take AGNG 360 as an elective have access to this course, AGNG 200 is recommended rather than required.

g) Explain the reasoning behind the P/F or traditional grading method.

This course can be used as an elective for the Management of Aging Services Major and Minor and, therefore, will require the regular grading option.

h) Provide a justification for the repeatability of the course.

This course is not repeatable for additional credit as the course content remains consistent.

ATTACH COURSE SYLLABUS (mandatory):

Course Outline: A syllabus includes main topics and a weekly assignment schedule that provides citations for readings with page numbers as appropriate. Examples of how the students' knowledge and skills will be assessed are provided.

While the syllabus provided is for the 100% online version of this course, this course will also be adapted as a face-to-face version as appropriate. When offered face-to-face, the weekly assignments will be modified to in-class, interactive, active learning activities. The course content, learning activities, and high point assignments will remain the same.