Online Course Addendum to Course Online of Record

Date: 04/08/2019
Cat ID (from COR): 992369.00
Course Number and Name: Psyc 125 Psychology of Aging
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Regular and Effective Contact Practices

Establishing Expectations Identify where or how expectations for frequency and timing of instructor initiated contact and feedback as well as expectations for student participation will be conveyed to students. (Select all that apply. If you select Other, please describe.)

Syllabus, Orientation, Welcome email

Instructor to Student Contact:

Announcements and/or Email must be selected with a frequency identified. Then, at least one more type of instructor-to-student contact (choices 1-6) must also be identified. Keeping in mind that more than one instructor might teach this class, selections should reflect minimum requirements as determined by the department. Individual instructors can always add more.

1. **Announcement**: Scheduled Reminders, Current events related to content, Faculty absence  
   *Frequency of Announcement (regular contact)*: Weekly

2. **Email**: Instructor to Student questions and/or responses, Reminders  
   *Frequency of email (regular contact)*: Weekly

3. **Individualized Assignment Feedback**: Gradebook comments in LMS, Emailed comments, Rubrics with comments, Turnitin Comments, Graded assignments returned to student


5. **Office Hours**: In Person, Raise your hand, Telephone, Virtual
6. **Orientation**: Face-to-face, Online

**Student to Student Interaction:**
1. **Interaction**: Discussion, Collaborative work (e.g. Wiki or Group Project), Synchronous communication opportunities, Peer Graded Papers
2. **Frequency of Student-to-Student Interaction**: Weekly

**Content Delivery:**
1. **Lecture**: Written Narrative, Electronic slide show, Video, Pod-cast
2. **External Resources**: Websites, Video, Journal Articles, Interactive Website/Lab, Handouts, Pod-cast
3. **Lab**: None
4. **Field Trip**: None
5. **Supplemental Meetings**: Scheduled reviews, Study sessions

**Course Quality Standards:**
The section below captures representative adaptations to assignments, methods of evaluation or grading criteria that might be utilized when the course is taught online. When there are no differences, the check box in the “same as traditional” area can be used. Keep in mind that this addendum applies to any instructor who teaches the course, so any adaptations described will be representative samples not required elements.

How many course objectives do you have? 1-7

**Objective 1:**
Understand the changes in the age structure of the population, and how those changes will affect us on a societal level.

1. **Assignment same as traditional**: Yes
   **Assignment adaptations for online version:**

2. **MOEs same as traditional**: Yes
   **Method of Evaluation Adaptations for online version:**

3. **Grading same as traditional**: Yes
   **Rubric/Grading Method of Adaptations for online version:**
Objective 2:
Distinguish the different types of aging, and what causes these different types of aging.

1. Assignment same as traditional: Yes
   Assignment adaptations for online version:

2. MOEs same as traditional: Yes
   Method of Evaluation Adaptations for online version:

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:

Objective 3:
Understand the theoretical and methodological issues that researchers face in studying older adults.

1. Assignment same as traditional: Yes
   Assignment adaptations for online version:

2. MOEs same as traditional: Yes
   Method of Evaluation Adaptations for online version:

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:

Objective 4:
Demonstrate an understanding of the psychological changes that some older adults in later life experience including depression and anxiety.

1. Assignment same as traditional: Yes
   Assignment adaptations for online version:

2. MOEs same as traditional: Yes
   Method of Evaluation Adaptations for online version:
3. **Grading same as traditional:** Yes  
   Rubric/Grading Method of Adaptations for online version:

**Objective 5:**  
Demonstrate understanding of the cognitive functioning and intelligence of older adults.

1. **Assignment same as traditional:** Yes  
   Assignment adaptations for online version:

2. **MOEs same as traditional:** Yes  
   Method of Evaluation Adaptations for online version:

3. **Grading same as traditional:** Yes  
   Rubric/Grading Method of Adaptations for online version:

**Objective 6:**  
Know the different physiological changes, and the current top causes of death.

1. **Assignment same as traditional:** Yes  
   Assignment adaptations for online version:

2. **MOEs same as traditional:** Yes  
   Method of Evaluation Adaptations for online version:

3. **Grading same as traditional:** Yes  
   Rubric/Grading Method of Adaptations for online version:

**Objective 7:**  
Apply the social issues that older adults are currently facing and how these will affect their overall well-being.

1. **Assignment same as traditional:** Yes  
   Assignment adaptations for online version:
2. MOEs same as traditional: Yes
   Method of Evaluation Adaptations for online version:

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:

Additional Objective Beyond 7:
8. Understand the different types of stressors that older adults face, and how older adults cope with these stressors.

9. Demonstrate what happens during retirement and the living arrangement options older adults have after retirement.

10. Be proficient in understanding the different social support theories and how relationships change in later life.

11. Understand how individuals deal with death and dying in later life.

#8-#11
Assignment same as traditional (yes for all)
MOEs same as traditional (yes for all)
Grading same as traditional (yes for all)

Status: approved
Approver: - bmyhren@saddleback.edu
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Comment: -