COURSE NO.: 52-05-53  NEW: October/2001

TITLE: PHYSICAL FITNESS, FOR OLDER ADULTS/PRINCIPLES OF YOGA

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  HOURS: 60

APPORTIONMENT NO.: 08.085.501

COURSE DESCRIPTION:
This competency-based course is designed for the older adult and offers instruction in the principles of yoga to maintain and increase flexibility, muscle tone, breathing capacity, and enhance coordination and balance. This course provides exercises that are modified yoga asanas that contribute to sound physical, mental and emotional well-being. This course outline contains a SCANS related instructional lesson plan.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components                   Location

GOALS AND PURPOSES                          Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES     pp. 6-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

The contributions of JANE ARNOLD, JEANNE NAKANO, MONICA NEPOMNASCHY, JEANETTE SHELBURNE and ARLENE TORLUEMKE are gratefully acknowledged for the development of this competency-based course outline.

Thanks also to TOM CALDERON for editing and preparing this course outline as competency based.

BARBARA LEVIN
Specialist
Programs for Older Adults

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education
## CBE

*Competency-Based Education*

### COMPETENCY-BASED COMPONENTS

for the Physical Fitness, For Older Adults/Principles of Yoga Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong>&lt;br&gt;Understand goals and objectives of a yoga program.</td>
<td>1. Discuss the history of yoga and its relevance to today's world.&lt;br&gt;2. Discuss mastery of prescribed movements (asanas) as a goal of a yoga program.&lt;br&gt;3. Discuss improving balance and coordination as a goal of a yoga program.&lt;br&gt;4. Discuss improving flexibility as a goal of a yoga program.&lt;br&gt;5. Discuss greater mobility as a goal of a yoga program.&lt;br&gt;6. Discuss improved health as a goal of a yoga program.&lt;br&gt;7. Discuss how a holistic approach to physical, mental and emotional well-being can be a long-term goal of a yoga program.&lt;br&gt;8. Discuss the meaning of “unity” in yoga; the union of “body, mind and spirit”.&lt;br&gt;9. Discuss unique terms used to describe yoga.&lt;br&gt;10. Discuss improved muscular strength as a goal of a yoga program.&lt;br&gt;11. Discuss the positive aspects of a yoga program for older adults.&lt;br&gt;12. Discuss student responsibility for attaining medical clearance before enrolling in the class.</td>
</tr>
</tbody>
</table>

Competencies  
Resources: Allocates Time  
Interpersonal: Participates as Member of a Team  
Information: Acquires and Evaluates Information/ Interprets and Communicates Information  
Systems: Understands Systems  

Foundation Skills  
Basic Skills: Listening/ Speaking  
Thinking Skills: Decision Making  
Personal Qualities: Sociability/ Self-Management  

(6 hours)  

| **B. HEALTH AND YOGA**<br>Understand the relationship between health and yoga. | 1. Describe how yoga can assist the mind and body to relax.<br>2. Describe how a healthy body and calm mind creates a sense of well-being.<br>3. Describe how self-esteem is improved through yoga.<br>4. Describe how the mind and body are energized through yoga.<br>5. Describe the risks of inactivity.<br>6. Describe how tension, anxiety and depression can be countered through yoga.<br>7. Describe how regular participation in a yoga program can improve digestion and elimination.<br>8. Describe how regular participation in a yoga program can lower blood sugar levels.<br>9. Describe how yoga can promote lean body mass while burning fat, and lowers overall blood cholesterol.<br>10. Describe how yoga can prevent bone loss. |

(52-05-53)
11. Practice yoga to improve circulation.
12. Practice yoga to improve pulmonary capacity.
13. Practice yoga to control weight.
14. Practice yoga to increase kinesthetic awareness.
15. Practice yoga to increase coordination.
16. Practice yoga to improve balance.
17. Practice yoga to lower blood pressure.
18. Practice yoga to eliminate insomnia.

Competencies
Resources: Allocates Time/Allocates Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and
Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

Foundation Skills
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

(6 hours)

C. SAFETY FACTORS
Understand the importance of designing a safe and effective yoga program.

1. Describe one’s own physical capabilities and limitations.
2. Discuss the importance of doctor’s approval or recommendation prior to beginning a yoga program.
3. Discuss the importance of proper hydration.
4. Identify asanas or positions which might be injurious to older adults.
5. Discuss ways to modify asanas to meet individual need.
6. Discuss the importance of working toward accomplishing the asana at your own pace.
7. Discuss the importance of practicing certain asanas only under teacher supervision.
8. Discuss the importance of proper room ventilation when practicing yoga.
9. Discuss the importance of wearing loose clothing.
10. Practice correct body alignment during yoga asana.
11. Emphasize the importance of increasing the intensity and duration of the yoga program gradually.
12. Describe the importance of warm-up and cool-down exercises.

Competencies
Resources: Allocates Time/Allocates Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and
Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

Foundation Skills
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

(6 hours)

D. PRINCIPLES OF YOGA
Understand the components of a sound yoga program.

1. Describe the progression from simple to complex movements as a component of a sound yoga program.
2. Describe increased repetitions of movement as a component of a sound yoga program.
3. Describe breath control methods used in yoga.
4. Describe how proper use of breath is emphasized in yoga. (All movements are coordinated with a specific breathing pattern; specific breathing exercises are used for specific effects).

5. Discuss “efficiency of movement” as one of the goals of yoga.

6. Describe yoga as a non-competitive practice.

7. Discuss yoga as a practice that promotes improved concentration and self-awareness through breathing exercises, visualization and guided imagery.

8. Discuss the role of yoga in encouraging self-responsibility.

9. Demonstrate props to use in individual modifications (e.g. rolling up a towel under the knees for kneeling poses, doing poses in chairs, using the wall, pillows, etc.).

10. Discuss how yoga balances various asanas to create balance and undo residual tension created by each exercise (i.e. following a standing balancing posture with a relaxed, stretching movement).

11. Describe yoga as a practice that emphasizes “integrating the body, mind and spirit”.

12. Describe the primary benefits of yoga as flexibility, alignment, breathing and stress reduction.

Competencies
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Systems: Understands Systems

Foundation Skills
Basic Skills: Reading/ Listening/ Speaking
Thinking Skills: Problem Solving
Personal Qualities: Sociability/ Self-management

(12 hours)

E. APPLICATION OF PRINCIPLES OF YOGA

Recognize the major groups of asanas which may be included in a yoga program.

1. Describe warm-ups and cool down as part of a comprehensive yoga program.

2. Describe stretches as part of a comprehensive yoga program.

3. Describe various breathing techniques as part of a comprehensive yoga program (e.g. Alternate Nostril Breath, Belly Breath, Lion’s Breath, Complete Breath, Humming Breath, Stomach Lift, Bellows Breath, Cooling Breath).

4. Discuss relaxation as an integral part of a yoga program.

5. Describe various techniques of relaxation, such as deep breathing, sequential muscle relaxation, basic stretches, and visualization and imagery.


7. Describe modified asanas as a part of safe yoga program.

8. Discuss the need to modify yoga asanas to meet individual need.

9. Discuss the importance of proper breathing technique with each asana.

10. Identify how to apply the principles of yoga (proper alignment, breathing, stress reduction and relaxation techniques) to daily life movements and activities.

11. Demonstrate a version (modified as needed) of the following asanas (postures):
   a. Standing Postures:
      i. Mountain
      ii. Triangle
      iii. Tree Pose
      iv. Eagle
      v. Standing Sun Pose
      vi. Crescent Moon

- 8 -
vii. Sun Salutation
viii. Downward Facing Dog (AdoMuka Svanasana)
ix. Half Moon
x. Rotated Tabletop
xi. Triangle Trikonasana
xii. Warrior called Lunge
xiii. Chopping Wood to the Floor

b. Sitting Postures:
i. Spinal Twist
ii. Forward Bend
iii. Diamond Pose/Cobblers’ Pose/Butterfly Pose (Baddha Konasana)
iv. Eye Exercises
v. Mountain
vi. Half Lotus
vii. Deep Hip Stretch
viii. Dandasana
c. On Knees Postures:
i. Child’s Position/Baby Pose (Darnikasana)
ii. Cat
d. Lying On Back Postures:
i. Knee Squeeze
ii. Pelvic Twist
iii. Yoga Sit-Ups
iv. Bridge
v. Roll
vi. Plow
vii. Shoulder Stand
viii. Half Wheel Pelvic Tilt
ix. Supine Curl/Wind Removing Pose
x. Cross-Legged Hip Roll
xi. Tabletop (Extended Foot Pose Padattanasana)
e. Lying On Stomach Postures:
i. Upward and Downward Dog
ii. Cobra
f. Relaxation Postures:
   Corpse or Sponge Position (guided imagery)

COMPETENCIES:
Resources: Allocates Time/Allocates Human Resources
Interpersonal: Participates as Member of Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION SKILLS:
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management

(30 hours)
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES AND FOUNDATION SKILLS
(continued)

Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

(52-05-53)
SAMPLE LESSON PLAN
for the
Physical Fitness For Older Adults/Principles of Yoga Course

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. HEALTH AND EXERCISE</td>
<td>12. Practice yoga to improve pulmonary capacity.</td>
</tr>
<tr>
<td></td>
<td>15. Practice yoga to increase coordination.</td>
</tr>
<tr>
<td></td>
<td>16. Practice yoga to improve balance.</td>
</tr>
</tbody>
</table>

SAMPLE LESSON PLAN:

LESSON OBJECTIVE: To maintain and increase physical flexibility, improve balance and breathing capacity.

APPROXIMATE TIME: 90 minutes

MATERIALS NEEDED: mats, chairs

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
<th>SCANS FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1. Instructor greets students and asks them to sign-in to the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Students set up mats and chairs.</td>
<td></td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>3. Instructor speaks to individual students regarding special needs or progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Instructor makes announcements and produces handouts on health issues or exercises</td>
<td>Competencies Resources: Allocates Time/ Allocates Materials and Facilities Interpersonal: Participates as Member of a Team</td>
</tr>
</tbody>
</table>
| STANDING WARM-UPS | 1. Instructor presents exercises which focus on standing and moving with correct posture, coordinating movement with breathing, integrating mental focus and guided imagery with movements, as well as stress reduction exercises.  
2. Instructor reminds students to only do what is comfortable for them and explains how to modify movements to suit individual needs. For example:  
   a. Dadasana pose (Mountain or Staff pose)  
   b. Forward Bends with soft knees  
   c. Stress Reduction: Hands “Clench it in”/“Throw it out” (inhale)/(exhale) getting rid of negative thoughts and emotions  
   d. Stress Reduction: Lift shoulders (inhale)/drop shoulders (exhale), letting go of stress and anxiety. | Information: Acquires and Evaluates Information/Interprets and Communicates Information  
Foundation Skills  
Basic Skills: Listening  
Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind’s Eye  
Personal Qualities: Self-Management  
Systems: Understands Systems/ Monitors and Corrects Performance |
| (10 minutes) | |
| PRESENTATION | Standing and using the wall for support, students perform weight-bearing exercises for arms and shoulders. For example:  
1. Standing wall pushups  
2. Standing Cat and Downward Facing Dog  
3. Leaning back into wall, Forward Bends  
4. Touching wall with one hand, balances on one foot (this can also be done using the back of a chair, in the next sequence) | |
| • Wall Exercises | (10 minutes)  
• Chair Exercises | For example:  
1. Breathing exercises: Belly Breath; Complete Breath; Bellows Breath  
2. Stretches for shoulders and ribs to increase breathing capacity  
3. Exercises for strengthening and stretching torso and arms; isometric lifting, contracting, rounding, flattening back movements/twisting, bending, and reaching back and arms  
4. Inversion: Rag Doll (head drops between knees, hang down, let tension pour out of fingers, deep breathing, reverse pull of gravity, bringing blood to upper part of body and oxygenating brain, experience world upside-down- a new perspective)  
5. Eye, neck and face exercises  
6. Stress reduction: Laughing Bicycle asana, Lion pose, “clench it in/throw it out” using both hands and feet  
7. Feet: massage bottom of feet, stretch fingers between toes, flex and point feet, clench toes  
8. Hips: sitting exercises to loosen hips | (15 minutes) |
| BREAK | 1. Instructor remind students of importance of sufficient hydration; encouraging them to bring water bottles to class  
2. Instructor ask students to “pain check”. | (5 minutes)  
(52-05-53) |
<table>
<thead>
<tr>
<th>FLOOR EXERCISES</th>
<th>For example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standing</td>
<td>1. Sitting: Cobbler Pose, Butterfly pose, Spinal Twist, Forward bends, side bends over legs to side</td>
</tr>
<tr>
<td>• Sitting</td>
<td>2. On back: yoga sit ups (using chair to support legs)/(resting legs on wall) – walk feet up toward shoulder stand; (lying on mat) Half-Bridge (pelvic lift)/ Resolution (see: Spelman pamphlets)/Spinal Twists</td>
</tr>
<tr>
<td>• Kneeling</td>
<td>3. Kneeling: Child’s position, Sphinx, Cat, Downward Dog</td>
</tr>
<tr>
<td>• On Back</td>
<td>4. On stomach: Cobra, Upward Dog; Relaxation Positions: Crocodile, pigeon-toed with head to side</td>
</tr>
<tr>
<td>• On Stomach</td>
<td>5. Standing: Salutation to the Sun, Tree, Eagle, Warrior, Triangle, Dancer’s Pose</td>
</tr>
</tbody>
</table>

(25 minutes)

<table>
<thead>
<tr>
<th>RELAXATION AND REJUVINATION</th>
<th>Corpse pose; deep breathe, let body sink into mat, using guided imagery, receive energy from world, send energy to tired muscles, focus mind on peaceful and inspirational thoughts and emotions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

| EVALUATION/COMPREHENSION CHECK | 1. On-going self-evaluation by students is used as a comprehension check. |
|                               | 2. Teacher obtains student feedback and assists in correcting student’s form during presentation segment of class. |
| (5 minutes)                   |                                                                                                                                                                                                  |
TEACHER RESOURCE MATERIALS

Books


Spelman, PhD, Marva. *Back Relaxers, Traction, 12 Positions, Headstand*. Order by calling 3223-936-4445 or through the Bohdi Tree Bookstore in West Hollywood.


Multimedia


SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCE MATERIALS

Multi-media (continued)


TEACHER RESOURCES

American Yoga Association
P.O. Box 199986
Sarasota, FL 342236
(941) 922-4977
Fax: (941) 9221-9844
www.americanyogaassociation.org.

RESOURCE PERSONS

Subject area specialist

Mentor teachers
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion
B. Student demonstration and participation
C. Multimedia presentations
D. Role playing
E. Guest speakers

EVALUATION

A. Oral/written assignments
B. Teacher observation
C. Self assessment
D. Group assessment
E. Teacher-made pre- and post-tests can be developed based on the competencies in this course outline.
PROGRAMS for OLDER ADULTS MODEL STANDARDS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1
The focus of the program is for older adults.

Program Standard 2
Program meets the needs of the sub populations within the older adult category.

Program 3
There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4
Student enrollment and participation are voluntary in older adult classes.

Program Standard 5
Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6
Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7
Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8
Courses are advertised and marketed specifically for older adults.

Program Standard 9
Classes are attended primarily by older adults.

Program Standard 10
There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11
Program includes standards for curriculum, instruction and student assessment.

Curricular Standards for Programs For Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addresses as well as measures of successful implementation.

Curricular Standard 1
Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor’s Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

(52-05-53)
Curricular Standard 2
Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3
Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees and long term planning.

Curricular Standard 4
Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5
Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6
Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7
Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course and repetition policy.

Curricular Standard 8
Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.

Instructional Standard 1
Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

Instructional Standard 2
Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3
Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4
Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5
Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6
The learning environment is conducive to facilitating instruction for older adults.
Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1
Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2
Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3
Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.