

Status: PENDING

PROGRAM REQUEST
Aging Minor

Last Updated: Ruberg, Robert Lionel
08/10/2011

Fiscal Unit/Academic Org	School of Allied Medical Prof - D2504
Administering College/Academic Group	The College of Medicine
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Aging Minor
Type of Program/Plan	Undergraduate minor
Program/Plan Code Abbreviation	
Proposed Degree Title	Aging Minor

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				14	
Required credit hours offered by the unit	Minimum			3	
	Maximum			7	
Required credit hours offered outside of the unit	Minimum			5	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Gain a broad-based interdisciplinary understanding of field of gerontology including biological, social, psychological, and public factors in aging
- Develop understanding of impact of aging population on the United States and internationally
- Pursue a pathway to prepare for profession serving older adults

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

The Interdisciplinary Aging Minor was developed by an interdisciplinary faculty committee in 2006 in the College of Arts and Sciences. It has been coordinated and administered by a faculty member in the Department of Anthropology since 2007. To date about 40 students from disciplines across the campus have graduated with the minor in aging.

These students come from social work, psychology, health sciences, biology, human development and family sciences, health administration, public health, anthropology, and education and human ecology. The program has been evaluated annually by a faculty advisory committee from the School of Allied Medical Professions and Psychology.

The proposed changes include moving the administration of the minor to the School of Allied Medical Professions at the College of Arts and Sciences. This will

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allow more students to learn about the minor and to encourage more students to pursue the minor as part of their undergraduate studies. The goal is to attract students beyond Arts and Sciences in such fields as communications, business, and the social and behavioral sciences where a broad knowledge of aging will be important as the general population ages in the coming decades.

The Aging Minor required 20 hours for completion under the quarter system. This proposal suggests 14 hours (as outlined above) would serve the needs of students under the semester system.

This minor prepares our undergraduate students to pursue graduate opportunities in fields with a gerontology focus, such as medicine, allied medical professions, nursing, pharmacy, psychology, social work, consumer sciences, anthropology, and sociology. The minor also positions students well to enter the work force in jobs engaged with the elderly. It is expected that there will be an increasing need for individuals with this more specialized knowledge base in the workforce.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Aging Program Template_DL.doc: Aging Minor Program Template
(Program Proposal. Owner: Robinson-Easter,Regina Marie)
- Aging minor_Quarters.pdf: Quarters Advising Sheet
(Quarter Advising Sheet(s). Owner: Robinson-Easter,Regina Marie)
- Proposed Advising Sheet for Aging Minor July 2011.doc: Semester Advising Sheet
(Semester Advising Sheet(s). Owner: Robinson-Easter,Regina Marie)
- Cover letter 7-7-11.pdf: Cover Letter
(Letter from Program-offering Unit. Owner: Robinson-Easter,Regina Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Robinson-Easter,Regina Marie	07/28/2011 08:49 AM	Submitted for Approval
Approved	Robinson-Easter,Regina Marie	07/28/2011 08:49 AM	Unit Approval
Approved	Larsen,Deborah Sue	08/01/2011 10:52 AM	SubCollege Approval
Revision Requested	Bumgardner,Ginny L	08/10/2011 10:20 AM	College Approval
Submitted	Robinson-Easter,Regina Marie	08/10/2011 02:03 PM	Submitted for Approval
Approved	Larsen,Deborah Sue	08/10/2011 02:08 PM	Unit Approval
Approved	Larsen,Deborah Sue	08/10/2011 02:08 PM	SubCollege Approval
Approved	Ruberg,Robert Lionel	08/10/2011 02:21 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay	08/10/2011 02:21 PM	ASCCAO Approval



To: The Council on Academic Affairs

Subject: Aging Minor

Date: July 7, 2011

On June 29, 2011, I met with Assistant Provost Randy Smith and faculty in the College of Arts and Sciences to discuss the future of the Aging Minor. Because less than half of the students enrolled in the aging minor are also enrolled in Arts and Sciences, they agreed to transfer administrative responsibility for the minor to the School of Allied Medical Professions during summer 2011. Meanwhile, Dr. Doug Crews, the current coordinator of the minor, Dr. Meg Teaford from SAMP, and Dr. Charles Emery from Psychology have been working on semester conversion for the minor. They have reviewed the existing courses under quarters, identified the new semester courses that are similar, and prepared a plan for the transition. These are identified in the attached semester conversion template.

I have reviewed the proposed conversion document and recommend its approval by CAA. We currently have 45 students enrolled in Allied Med 665, the required introductory class for the minor. This illustrates the growing interest in the field of aging and the desire of undergraduate students from across the campus for this interdisciplinary field of study. With the population of adults age 60 and older rapidly growing in the United States and many developed and developing countries, this is an important area of study that will impact professionals in many different fields as well as the general public.

Thank you for your assistance. Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Deborah S. Larsen'.

Deborah S. Larsen, PhD
Director, School of Allied Medical Professions
Associate Dean, College of Medicine
The Ohio State University
614-292-5645

Semester Conversion Template: Programs

PROGRAM Template (for each PROGRAM being converted)

I. GENERAL PROGRAM INFORMATION

1. Name of the Program (proposed and current names, if different) **Aging Minor**
2. Degree title (proposed and current names, if different) N/A
3. Academic unit(s) responsible for administrating the degree program: The School of Allied Medical Professions
4. Semester Conversion Designation (*Note: To aid in the approval process, please self-select which of the following seems more applicable based on your own understanding of what was done*):
 - a. Converted with minimal changes to program goals and/or curricular requirements (e.g., name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

II. PROGRAM REQUIREMENTS*

5. List program learning goals** (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program. (*Notes: These should be broad goals, not detailed ones. Depending on one's field or academic discipline, goals are also known by other terms including objectives, outcomes, and competencies. Recommend listing 3 to 10 goals.*)
 - Gain a broad-based interdisciplinary understanding of field of gerontology including biological, social, psychological, and public factors in aging
 - Develop understanding of impact of aging population on the United States and internationally
 - Pursue a pathway to prepare for profession serving older adults
6. List the semester courses (department, title, credit hours) which constitute the requirements and other components of the program. Append a current (quarters-based) and new (semesters-based) curriculum advising sheet for the program, formatted to meet unit's standards.

(see attached)

Required Course (3 Credits)

AM 4600 Health after Mid-Life, Faculty: Margaret H. Teaford, PhD, 3 semester credits

Core Courses (6-7 credits) Students are to select two of the following three core courses:

Course # 1: HDFS 5430 Adult Development and Aging, Faculty: Eugene Folden, PhD, 3 semester credits

Course # 2: Anthropology 5645 Biology of Senescence, Faculty: Douglas Crews, PhD, 4 semester credits

Course #3: Psychology 3552 Psychology of Adult Years, Faculty: Charles Emery, PhD., 3 semester credits.

Elective Courses (Minimum of 4-5 Credits) - TOTAL CREDITS: 14

All students will be required to take elective courses equivalent to a minimum of 4-5 semester credits from the Master List of Courses, (see attached list).

7. Provide a curriculum map** that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*).

Required Courses - offered by the responsible unit	Program Learning Goals			
	Goal #1	Goal #2	Goal #3	Goal #4, etc.
Course 1 AM 4600 Health after Mid-Life	beginning	beginning	beginning	
Required Courses - offered outside of the responsible unit	Goal 1	Goal 2	Goal 3	
Course 1 HDFS 5430 Adult Development and Aging	beginning	beginning		
Course 2 Anthropology 5645 Biology of Senescence	beginning			
Course 3 Psychology 3552 Psychology of Adult Years	beginning	beginning		
Elective Courses / Tracks / Categories or Baskets of Courses				
AM 5610 Death, Loss, and Grief in Multiple Perspectives	intermediate	intermediate		
AM 7500: Global Aging	intermediate	intermediate	intermediate	
Allied Med 7620-Aging Accessibility and Design UG3	intermediate			
Psych 2340 Intro to lifespan developmental psychology	beginning		beginning	
Psych 4597.01 Psychology of aging and health	intermediate	intermediate	intermediate	
SWK 5009: Family Caregiving: Contemporary Issues, Programs, & Policies	intermediate	intermediate	intermediate	
SWK 5010: Women & Aging: International Perspective	intermediate	intermediate	intermediate	

SWK 5011: Loss and Grief: A Social Work Practice Perspective	advanced		advanced	
Speech 3550 Speech-Language Communication across the Life Span: Issues and Problems in Our Communities	intermediate		Intermediate	
General Education courses				

8. Rationale for proposed program changes (either significant or minimal). Describe how these changes will benefit students and enhance program quality. Include date of last significant program revision. [Word limit: 750]

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These students come from social work, psychology, health sciences, biology, human development and family sciences, health administration, public health, anthropology, and education and human ecology. The program has been evaluated annually by a faculty advisory committee from the School of Allied Medical Professions and Psychology.

The proposed changes include moving the administration of the minor to the School of Allied Medical Professions at the College of Arts and Sciences. This will allow more students to learn about the minor and to encourage more students to pursue the minor as part of their undergraduate studies. The goal is to attract students beyond Arts and Sciences in such fields as communications, business, and the social and behavioral sciences where a broad knowledge of aging will be important as the general population ages in the coming decades.

The Aging Minor required 20 hours for completion under the quarter system. This proposal suggests 14 hours (as outlined above) would serve the needs of students under the semester system.

This minor prepares our undergraduate students to pursue graduate opportunities in fields with a gerontology focus, such as medicine, allied medical professions, nursing, pharmacy, psychology, social work, consumer sciences, anthropology, and sociology. The minor also positions students well to enter the work force in jobs engaged with the elderly. It is expected that there will be an increasing need for individuals with this more specialized knowledge base in the workforce.

9. Council on Academic Affairs reviewers' aid and credit hour expansion check. Provide a table which includes the following information:

	A.) Number of credit hours in current program <i>(Quarter credit hours)</i>	B.) Calculated result for 2/3rds of current quarter credit hours <i>(Multiply the value in column A by 0.667 and round to the nearest tenth of a credit hour)</i>	C.) Number of credit hours required for new program <i>(Semester credit hours)</i>
Program requirements:			
Prerequisite courses	0	0	0

required for admission to program which are not counted toward total hours			
Required courses offered by the responsible unit	3	2	3
Required courses offered outside of the responsible unit	6-7	4-4.6	6-7
Double counted courses that meet two or more requirements (e.g., prerequisites, GECs, and/or program requirements)	0	0	0
Free Electives	10-11	6-7	4-5
Total required for completion of program	20	14	14

10. Credit hour expansion rationale. If there is a difference of more than 3 semester credit hours between the values listed in columns B and C for any row in the table above, provide a rationale for that difference. [Word limit: 500]

There is no change in the equivalent credit hours.

III. ASSESSMENT CONVERSION*

11. Describe how the program's current quarter-based assessment practices** will be modified, if necessary, to fit the semester calendar. For example if there are embedded assessments used in selected courses, a modified assessment plan may identify the new semester courses which will include testing student attainment of program goals. If an undergraduate degree program or major does not have a plan on file with the Office of Academic Affairs, provide a list of the following:

- a. The means the program uses / will use to evaluate how well students are attaining program goals. Please refer to the Appendix of the *Quarter to Semester Conversion Guide to Curriculum* for some examples (p.4 of draft template).
- b. How the program uses / will use the evaluation data listed above to periodically make evidence-based improvements to the program. Please refer to the Appendix of the *Quarter to Semester Conversion Guide to Curriculum* for examples (p.5 of draft template).

Goal 1: Students will gain a broad-based interdisciplinary understanding of field of gerontology including biological, social, psychological, and public policy factors in aging

Methods: Means/Methods	Pre and post-test testing, specific embedded test questions on exams, written assignments
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DRAFT

Criteria	Over five year period of time, 90% of the students who enroll in the minor will successfully complete it and will demonstrate from their examinations that they have gained this interdisciplinary understanding of gerontology.
Planned Use	Faculty from the courses will meet annually to review content to be sure that there is not overlap or gaps in the materials presented; there will also be discussions of teaching techniques.
Implementation Schedule	To be Implemented in 2011-12

Goal 2: Students will develop an understanding of impact of aging population on the United States and internationally

Methods: Means/Methods	Pre and post-test testing, specific embedded test questions on exams, written assignments
Criteria	Program will successfully complete a program review done by other Ohio gerontology faculty through the Ohio Association of Gerontology and Education. This will be based on national standards set forth by the Association for Gerontology in Higher Education.
Planned Use	Faculty will review semester courses and prepare document for OAGE review.
Implementation Schedule	To be done after first year of semesters in 2013-14.

Goal 3: Students will pursue a pathway to prepare for profession serving older adults

Methods: Means/Methods	Alumni surveys and student interviews and focus groups ; interviews with employers in the field
Criteria	Over five year period of time, 90% of students who complete the program will have gained employment in the field of aging or pursued graduate training with a goal to working with older adults. A survey of potential employers will identify areas of strength and weakness in the program in terms of employee preparation.
Planned Use	To be used to revise existing program and to identify new course areas.
Implementation Schedule	To be Implemented in 2011-12.

IV. TRANSITION POLICY

12. Transition Policy:

All students enrolled in the Aging Minor will be guided throughout their programs to assure graduation occurs without penalty due to the semester change. Those who begin the program under quarters, but finish the program under the semester system will still take the 1 required course, the two required core courses, and 1 to 2 electives.

Proposed Advising Sheet for Aging Minor

The School of Allied Medical Professions

July 2011

Introduction: According to the US Administration on Aging, the older population--persons 65 years or older--numbered 39.6 million in 2009 (the latest year for which data is available). They represented 12.9% of the U.S. population, about one in every eight Americans. By 2030, there will be about 72.1 million older persons, more than twice their number in 2000. The population 65+ is expected to grow to be 19% of the population by 2030. In Ohio, 1.5 million people were age 65 and over in 2010, and Ohio has the 7th largest older population in the nation.

This minor prepares our undergraduate students to pursue graduate opportunities in fields with a gerontology focus, such as medicine, allied medical professions, nursing, pharmacy, psychology, social work, consumer sciences, anthropology, and sociology. The minor also positions students well to enter the work force in jobs engaged with the elderly. It is expected that there will be an increasing need for individuals with this more specialized knowledge base in the workforce.

Total number of credits: Minimum of 14 semester credits

Required Introductory Course: AM 4600 Health after Mid-Life, 3 semester credits

Core Courses: Students are to select **two** of the following three core courses (6-7 semester credits):

Course # 1: HDFS 5430 Adult Development and Aging, 3 semester credits

Course # 2: Anthropology 5645 Biology of Senescence, 4 semester credits

Course #3: Psychology 3552 Psychology of Adult Years, 3 semester credits.

Electives: (minimum of 4 semester credits)

Course # and Name	Psych 4597.01 Psychology of aging and health (3 credits)	Speech 3550 Speech-Language Communication across the Life Span: Issues and Problems in Our Communities (3 credits)
AM 5610 Death, Loss, and Grief in Multiple Perspectives (2 credits)	SWK 5009: Family Caregiving: Contemporary Issues, Programs, & Policies (3 credits)	
AM 7620 Aging, Accessibility, and Design (3 credits)	SWK 5010: Women & Aging: International Perspective (2 credits)	
AM 5700 Global Aging (2 credits)	SWK 5011: Loss and Grief: A Social Work Practice Perspective (2 credits)	
Psych 2340 Intro to lifespan developmental psychology (3 credits)		

Enrollment: Students should enroll before their junior year.

Further information and to enroll, contact Margaret H. Teaford, PhD, 406 Atwell Hall, 292-8152 or teaford.1@osu.edu

The Ohio State University
Colleges of the Arts and Sciences
Interdisciplinary Studies

Aging Minor (Aging, 297)

Colleges of the Arts and Sciences

<http://artsandsciences.osu.edu>

Please see an advisor in Arts and Sciences Advising and Academic Services in 115 Denney Hall to declare the minor.

The goal of the minor is to provide students with a broad-based understanding of the field of gerontology.

The Aging minor requires the completion of 20 hours. Students must successfully complete a required foundational course and two of three core courses. The remaining hours may be taken from a range of elective courses.

Required Foundational Course

Allied Medicine 665: Understanding the Aging Process (3)

Core Courses

Students must complete 2 courses.

Biological Aspects:

Anthropology 640.05: Biology of Senescence (5)

Psychological Aspects:

Psychology 552: Psychology of Adult Years (3)

Sociological Aspects:

HDFS 670.01: Adult Development & Aging (3)

Electives

Students must complete additional electives from the courses listed below to total a minimum of 20 hours.

Allied Med 601: Death, Loss, and Grief from Multiple Perspectives (4)

Allied Med 667: Aging and Public Policy (3)

Allied Med 668: Prevention & Wellness in Aging (3)

Allied Med 693: Pathophysiology of Aging

Allied Med 720: Aging and Design (3) *cross listed with Textiles & Clothing 720*

Allied Med 721: Practicum in Home Modifications and Universal Design (3)

*Anthro 640.02: Growth, Development, & Senescence (5)

Anthro 640.05: Biology of Senescence (5)

Fam Res Mgt 561: Retirement Planning and Employee Benefits (3)

*HDFS 364: Life Span Human Development (5)

HDFS 560: Advanced Family Development (3)

HDFS 670.01: Adult Development & Aging (3)

Nursing 430: Nursing Care of Older Adults (8) *student may count a maximum of 5 credits toward the minor*

*Psych 340: Introduction to Life Span Developmental Psychology (5)

Psych 552: Psychology of Adult Years (3)

Psych 597.03: Aging in the Modern World: A Health Psychology Perspective (5)

Social Work 695.14: Aging (3)

Social Work 695.24: Caregiving Across the Life Span: Contemporary Issues, Program and Policies (3)

Social Work 695.25: Women and Aging: International Perspectives (3)

Sociology 629: Sociology of Health: Mental and Physical Dimensions (5)

Sociology 630: Medical Sociology (5)

Sp & Hr Sc 605: Multicultural Aspects of Communication and Its Disorders (5)

Textiles & Clothing 720: Aging and Design (3) *cross listed with Allied Med 720*

Theatre 675.01: Crones, Curmudgeons, and Living Treasures (5)

Theatre 675.02: The Practice of Theatre and Aging (5)

*Students may count only one of the following courses due to significant content overlap: Anthro 640.02, HDFS 364, Psych 340.

Arts and Sciences minor program guidelines

The following guidelines govern this minor.

Required for graduation No

Credit hours required A minimum of 20

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted

Overlap with the major Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

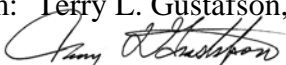
- The academic unit offering the minor, or
- A college/school counselor



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September 2, 2011

To: W. Randy Smith, Vice Provost, Office of Academic Affairs
From: Terry L. Gustafson, Special Assistant to the Executive Dean for Semester Conversion
Re:  Program Proposals from Arts and Sciences

Arts and Sciences is pleased to submit the following programs to the Office of Academic Affairs for conversion from quarters to semesters. The vote for approval of the programs at the full CCI was unanimous.

Program Name	Academic Plan Code	Conversion Designation	CCI Approval	Last Revision
Aging Minor	AGING-MN	Converted	8/18/2011	Prior to 2006
Associate of Arts	ASSOC-AA	Converted	9/2/2011	Prior to 2006
Capital Program		Converted	8/24/2011	Prior to 2006
Entomology Minor	ENTOMOL-MN	Converted	8/26/2011	Prior to 2006
Legal Foundations of Society Minor	LEGFNTN-MN	Converted	8/18/2011	Prior to 2006
Survey Research Minor	SURVEYR-MN	Converted	8/18/2011	2/20/2008

College of Arts and Sciences Transition Policy: The College of Arts and Sciences is committed to the principles outlined in the university's Pledge to Undergraduate Students. Each unit has a plan on how best to assist its majors and minors through the transition. And the Arts and Sciences Academic Advising Services will advise students on how to transition their GE program. Dual advising is the existing process used in Arts and Sciences and will continue under semesters.

Additional Notes on the Submitted Program:

Note that the Aging Minor, the Capital Program, the Legal Foundations of Society Minor, and the Survey Research Minor are not new programs. The program codes were not in curriculum.osu.edu, so the programs were entered as new.

The following comments are recommended by CCI for CAA to consider:

Aging Minor:

- On the PACER table, numbers in Column C should probably be 14, 3, 7, 7, 11.
- The third goal is ungrammatical. It appears both on the PACER form and on pg 4 of the PDF.

- On the PACER form, the question as to whether this is a degree program should be marked No.
- In the comments under "Assessment practices" (bottom of Page 1 & top of Page 2 of the PACER form) and "Rationale for proposed program changes", suggestion to point out that communications and the social and behavioral sciences are within ASC, so that students attracted from these programs are coming from within ASC
- Pg 3 of 5, section 8, "Rationale": In the first sentence of the 3rd paragraph, "at" should be replaced by "from," to read, "moving ... from the College of Arts and Sciences."
- In the Transition Policy -- a student has to complete at least 2 elective courses in the quarter-version of the program, and will have to complete at least 2 elective courses in the semester-version. Why does the transition policy present the option of the student completing 1 or 2 electives? Why not require completion of 2 elective courses, in any combination of quarter and semester versions?
- On the semester advising sheet, it might be clearer, instead of "Electives: (minimum of 4 semester credits)," to say "Electives (4-5 semester credits)." This will alert students that the statement that the major requires a minimum of 14 hours takes precedence.
- Are there significant prerequisites for any of the required core courses or the electives, other than the single required course? If so, a general note should be added on the advising sheet, as we've requested for other minors.

The Capital Program:

- The Capital Program is officially a Course of Study, not a minor. The program is a collaboration between the Colleges of Business and Arts and Sciences. A letter of support from the College of Business is attached.

Legal Foundations of Society Minor:

- A student who is already underway in the minor might have chosen quarter courses that do not fulfill the 6 hours (or more) at 3000-level-plus needed under semesters; CCI assumes advisors will use their discretion in such cases.

Survey Research Minor:

- There are two "x"'s in the Faculty Advisor's letter should perhaps be replaced with the correct dates.