OAKLAND UNIVERSITY
University Committee on Undergraduate Instruction

Undergraduate Education

Modify Approved Undergraduate Academic Program

UCUI approves all major curriculum changes, deletions and additions to undergraduate certificate and undergraduate degree programs. Academic units, modifying the curriculum of an existing undergraduate program or renaming, merging or splitting a program must submit this brief proposal to UCUI for review. Major program modifications include course deletions or additions that change the nature of the program or change of total credit hours required. Please complete this brief proposal and submit an electronic copy to **pletz@oakland.edu**. Check all that apply below:

~~X add program~~

___ merge programs   ___ split program   ___ rename program

___ modify program (please specify)
      ___ deletion, addition, or substitution of 3 or more courses in major (non-electives)
      ___ change in total number of credit hours for program
      ___ elimination of pre-major
      X deletion or (creation) of a minor
      ___ change of rubric for all courses

Effective Term/Year   Fall 2013
Name of Current Program(s)
Name of Proposed Program(s)   Gerontology Concentration
Department   Department of Sociology, Anthropology, Social Work and Criminal Justice
College/School   College of Arts and Sciences

I certify that the proposal has been reviewed and approved by the appropriate Department and College/School committees:

_____ 4/10/14 _____
Dept Chair or Director (signature) Date Dept Chair or Director (print)

_____ 4/16/14 _____
Chair of College/School (signature) Date Chair of Curriculum Committee (print)
Curriculum Committee

_____ 10/6/14
Chair of UCUI Date

1. **Provide a copy of the current program(s).**

2. **List proposed program changes and provide a copy of the proposed program.**

The growing aging population in the United States is increasing the demand for well-trained and aging-savvy workers to respond to the needs of older adults and their caregivers. A recent study by the U.S. Department of Labor (2010) found that employment in the geriatric field is one of the nation's fastest growing occupations, with high demand for specialized knowledge in gerontology and in geriatric medical and health care.

In Michigan between 2000 and 2010, double-digit population growth among older adults contrasts with an overall population decline in the state. Additionally, the population of the oldest old—those over age 85—grew nearly 35% (The Older Population: Census Briefs, 2010). The same report also indicated that the city of Warren ranks in the top ten cities nationwide for percentage of persons over age 65. Therefore, the need to prepare professionals to work with older adults is prominent in this area.

The concentration in Gerontology is a multidisciplinary approach designed to provide students with in-depth knowledge about the aging process and skills needed to work with older adult as well as understand the psychological, social, economical and health/medical issues older adults face.

Students will learn about the aging process and its impact on the well-being of individuals and their families; theoretical concepts about human behavior; practice skills for preventive, rehabilitative and supportive services; health and medical care, health care policy; and personal and societal attitudes that can affect older adults.

Students will be prepared for direct service roles with seniors and their caregivers in nursing homes, geriatric health and mental health centers, hospitals and long-term-care facilities, multipurpose senior centers, senior citizen social services, and retirement communities.

Curriculum (28 Credits)

Required Core Classes
    SW 358 Death and Dying
    SOC 465 Sociological Perspectives on Aging
    PSY 323 Adulthood and Aging (students who have declared a concentration
       in Gerontology are waived from the prerequisite required for this course but
       must have taken SOC 202)
    AN 333 - Medical Anthropology
    SOC 328 - Sociology of Health and Medicine

Elective Choose one of the following
   SW 315 - Social Welfare Policies
   PS /HS 359 Public Policy and Health Care
   AN 305 - The Life Course in Anthropological Perspective
   PHL 318 – Bioethics
   CRJ 360- Criminal Careers & Career Criminals
   SW/SOC/PSY/AN/CRJ Special topic course in aging (this must be reviewed
   and approved by an advisor)

3. Describe the reason(s) for the proposed change.

4. Provide a list of all new courses and deleted courses. Label the course(s)
   as major core or elective

5. Do any of the courses being deleted or modified affect other degree
   programs? If so, which programs? Have departments whose programs are
   impacted been consulted?

   Courses comprising the concentration are mainly offered by the Department of
   Sociology, Anthropology, Social Work and Criminal Justice. The Departments of
   Psychology, Philosophy, and Political Sciences were consulted about use of their courses
   in this curriculum and expressed approval of their use.

6. If any resources needed (personnel, FTE academic, facilities or equipment)
   please provide budget. If no resources required, please state that in the
   proposal.

   N/A

7. If the program is professionally accredited, identify the accrediting body
   and discuss how the proposed change may affect accreditation.

   N/A

8. Explain the impact of the proposed change(s) on current students,
   enrollment, time-to-degree, target audience, faculty workload, etc.

9. Provide an explanation for how students enrolled in the program prior to
   effective date of any curriculum change may complete their program under
   old requirements – if they so desired. (The courses required must remain
   available, or suitable substitutions be specifically designated.)

10. Provide any other information that you believe would be useful to the committee.

Concentration of Gerontology

The current catalog lists Gerontology as a concentration, how was this approved and allowed to be entered into the catalog?

This is was accidental oversight. During the time of COI approval, a new process for UCUI approval just started and the program modification form was omitted.

The curriculum indicates 28 credits are required for the concentration, but only 24 credits can be accounted for within the curriculum.

This was a typo and was corrected in a final draft which was reflected in the course catalog. The approved COI curriculum is 28 credits and illustrated below.

Core Classes

- SW 358 Death and Dying
- SOC 465 Sociological Perspectives on Aging
- PSY 323 Adulthood and Aging (students who have declared a concentration in Gerontology are waived from the prerequisite required for this course but must have taken SOC 202)
- AN 333 Medical Anthropology
- SOC 328 Sociology of Health and Medicine

Electives
Choose **two** of the following:

- SW 315 Social Welfare Policies
- PS/HS 359 Public Policy and Health Care
- AN 305 The Life Course in Anthropological Perspective
- PHL 318 Bioethics
- CRJ 360 Criminal Careers and Career Criminals
- SW/SOC/PSY/AN/CRJ Special topic course in aging (this must be reviewed and approved by an advisor)

The proposal indicates that the program prepares student for direct service roles with seniors, however there is no evidence of direct care preparation within the curriculum. Please clarify how this preparation for direct service is derived from the curriculum and what types of service will students be able to provide.

We agree with UCUI's concern. There is some applied learning in SW 358 Death and Dying. For example, students learn grief response techniques, resource brokering, as well as the understanding implications for caregivers and the skills needed to support their role. This information is outlined in SW 358 syllabus and attached to this repose. However, we recognize this is not sufficient to assert that students are prepared for direct service roles, as such, we are proposing the following change to objective three:

Old objective: Students will be prepared for direct service roles with seniors and their caregivers in nursing homes, geriatric health and mental health centers, hospitals and long-term-care facilities, multipurpose senior centers, senior citizen social services, and retirement communities.

Revised objective: Students will be prepared to work with older adults in variety of roles and settings, applying knowledge from the curriculum for employment.

The committee is aware that there is extensive research in gerontology and in fact certain fields offer accreditation, however the proposal does not identify connection with research and best practices within the area. Please explain how the curriculum is connected with potential accrediting bodies.

There were several methods used to develop the curriculum for the concentration in gerontology. The Gerontology curriculum was developed in consultation with the accrediting body of Social Work Education, (Council on Social Work Education) through their Gero-Ed Center which is funded and supported by the John A. Hartford Foundation. The Gero-Edu program has supported several universities in enriching their gero-ed curricular, providing evidence-base practices both inside and out of the classroom along with interdisciplinary program development. The curriculum was reviewed by Gero-Ed consultants with over 25 years of experience working within interdisciplinary programs in undergraduate education.

A second method employed was an exploration of curriculum from gerontology minors and concentrations at multiple universities for undergraduate students. The attached document includes a review of 28 universities that offer either a minor in gerontology, the academic unit which hosts the concentration or minor, and the curriculum combination. After a thorough review of the curriculum from each institution, the Chair of the Department of Sociology, Anthropology, Social Work and Criminal Justice, and Social Work Program Director reviewed similar courses offered at Oakland University, as well as other courses that offered aging or older adult content. Courses highlighted in the attached document are courses that we used for the core and elective course options. Finally, we reviewed best practice information on program development along with programs that earned merit recognition from the Association for Gerontology in Higher Education.

All three methods combined were used to develop the curricula and program objectives for the concentration in gerontology. However, we recognized that there are other possible courses to use and would certainly welcome any changes or recommendations on how to best include and connect other disciplines to the list of required or elective course options.

All courses within the concentration are upper level and have pre-requisites, or major restrictions, to take these courses. How do these factors influence completion of the concentration? Who is the target audience for completing this concentration?

A concentration in Gerontology will mainly attract students who are interested in the helping professions such as social work, sociology, psychology, anthropology, health sciences, public policy and criminal justice. These majors already prepare students to be culturally competent, possess strong knowledge of the healthcare delivery systems and recognize appropriate methods for accessing various social service programs—all key components to work effectively with older adults (Worthington, 2008). In addition, many of these majors prepare students for a career in social and human service— a field expected to grow by 28 percent by 2020, due to an

increase in the older adult population and a growing demand for health care and social services (Bureau of Labor Statistics, 2012). Furthermore, it is becoming increasingly important for criminal justice and legal professionals to have an understanding of the psychological, social, and health issues older adults face. For example, criminologist needs to understand the nature and extent of crime committed by older adults, the manner in which law enforcement and other legal professionals interact with older adults, the costs (societal, financial, etc.) of providing geriatric care to elderly prisoners, and the victimization of older adults, especially related to elder and financial abuse.

The table below outlines the required and elective courses along with their prerequisites. Most courses only require the basic introduction level courses that many students already take to fulfill general education requirements. In addition, it was also agreed upon by both department chairs of Psychology and Sociology, Anthropology, Social Work & Criminal Justice that students completing the required research methods course within their discipline would be waived from PSY 250. This model has been applied several times and we have had no concerns or issues with students being restricted. Moreover, we would apply this method should any student run into similar issues that may restrict them from completing any required courses for the concentration.

GERONTOLOGY	
CORE CLASSES	**PRE-REQS**
SW 358 Death and Dying	SOC 100 or PSY 100 or SOC 210 or SW 210
SOC 465 Sociological Perspectives on Aging	SOC 100 or SOC 205
PSY 323 Adulthood and Aging	PSY 250 with a grade of 2.0 or higher
AN 333 Medical Anthropology	AN 102 or SOC 100 or PSY 100
SOC 328 Sociology of Health and Medicine	SOC 100 or SOC 205
ELECTIVES	**PRE-REQS**
SW 315 Social Welfare Policies	SOC 100 or SOC 210 or SW 210
PS/HS 359 Public Policy and Health Care	None
AN 305 The Life Course in Anthropological Perspective	None
PHL 318 Bioethics	PHL 103 recommended
CRJ 360 Criminal Careers and Career Criminals	CRJ 100 and CRJ 200
SW/SOC/PSY/AN/CRJ Special topic course in aging	Major or permission of instructor