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95-9
~~94-88~~
App 4/23/96

Senate App 4/30/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Christine Black Phone 4030

Department Health and Physical Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Hlth Aspects of Aging
Suggested 20 character title

New Course* Health Aspects of Aging: HP 350
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
Department Chair

[Signature]
College Curriculum Committee

[Signature]
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

TABLE OF CONTENTS

	Page
Part I	
Curriculum Proposal Cover Sheet	1
Part II	
Catalog Description	2
Syllabus	
Course Objectives	3
Detailed Course Outline	4
Evaluative Methods	6
Required Text	6
Bibliography	7
Course Analysis Questionnaire.	8
Course Details	8
Interdisciplinary Implications	8
Implementation	9
Miscellaneous.	9
Appendice.	10

L. CATALOG DESCRIPTION

2.

HP 350 - Health Aspects of Aging**(3c-01-3sh)****Prerequisites: PC 101. SO 151**

Current theory and research related to gerontology will be introduced to increase students understanding of the physical and psychosocial dimensions of aging. Additionally, this course will emphasize lifestyle factors and disease prevention aspects of aging. Recommended for students working with older adults.

3

When you're done with
this, **THERE'S MORE!**

4-25

Marcia-

Final copy of syllabus &
questionnaire for the files.

J. J. J.

635996 © RPP, Inc.

NEW COURSE PROPOSAL

HEALTH ASPECTS OF AGING
HP 350



I. CATALOG DESCRIPTION**HP 350 - Health Aspects of Aging****(3c-01-3sh)****Prerequisites: PC 101. SO 151, Junior Standing**

Current theory and research related to gerontology will be introduced to increase students understanding of the physical and psychosocial dimensions of aging. Additionally, this course will emphasize lifestyle factors and disease prevention aspects of aging. Recommended for students planning to work with older adults.

Course Syllabus
HP 350
HEALTH ASPECTS OF AGING

I. CATALOG DESCRIPTION

HP 350 - Health Aspects of Aging

3 Credits
3 Lecture Hours,
0 Lab Hours
(3c-01-3sh)

Prerequisites: PC 101, SO 151 , Junior Standing

Current theory and research related to gerontology will be introduced to increase students understanding of the physical and psychosocial dimensions of aging. Additionally, this course will emphasize lifestyle factors and disease prevention aspects of aging. Recommended for students planning to work with older adults.

II. COURSE OBJECTIVES:

This course will provide an overview of the holistic health (physical, psychological, and social) aspects of aging. Through readings, lecture-demonstrations, and various class activities and assignments , students will increase their knowledge of adult development and aging. Current theory and research on psychological issues as well as social and biological aspects of development will be introduced to increase student understanding of physical and behavioral age-changes over the life-course. The goal of this course is to prepare students for their own elder years by understanding more fully the total experience of aging including the potential and the possible aspects of aging.

More specifically, as a result of taking this course students will be able to :

1. Explain the wellness approach to aging.
2. Define basic terminology relevant to the study of aging.
3. Compare various theories of the causes and mechanism of aging.
4. Identify common physical and emotional conditions affecting elders.
5. Explain the physical and emotional effects of aging.
6. List ways to slow or limit the physical and mental effects of aging.
7. Identify misconceptions surrounding adult development and aging.
8. Develop a personal plan of action for healthy aging.
9. Work with older adults .

III. DETAILED COURSE OUTLINE

A. Course Introduction

1. Wellness Approach to Aging (3 Hours Lecture)
 - a. Health vs Wellness
 - b. Dimensions of Wellness
 - c. **Influencing the Aging Process**
 - d. **Prolongevity and Prevention**
2. Introduction to Gerontology
 - a. Field Development
 - b. Gerontology Terminology
3. Defining Old Age
 - a. Statistical Classifications
 - b. **Chronological vs Functional Aging**

B. Aging Demographics and Societal Values (4 Hours Lecture)

1. Current Population Studies
 - a. Characteristics of Men and Women
 - b. Future Trends
2. Perceptions of Elders'
 - a. **Ageism and Stereotyping**
 - b. **Changing Attitudes Toward Aging**

C. How We Age

(3 Hours Lecture)

1. Theories of Aging
 - a. Biological Theories
 - b. **Psychosocial Aspects of Aging**
2. **Age-related Changes and Physical Health**
 - a. **Physiologic Consequences**
 - b. **Functional Changes**
 - c. Chronic Conditions
 - d. Acute Conditions

(3 Hours Lecture)

D. Health and Health Habits Across the Lifespan

1. Physical Changes
 - a. **Appearance**
 - b. **Sensory**
 - c. **Musculoskeletal**
 - d. **Nervous System**
 - e. **Cardiovascular and Respiratory**
 - f. **Nervous System**
 - g. **Immune System**
2. Individual Differences in Health and Disease

(2 Hours Lecture)

 - a. **Sex Differences**
 - b. **Aging and Inequality in Physical Health and Well-being**
 - c. **Lifestyle and Risk Behavior**
 - d. **Personality and Health Habits**

E. Living Longer and Loving IT

1. Physical Aspects (3 Hours Lecture)
 - a. Exercise and Lifestyle
 - b. Nutrition and Weight Control
2. Psychosocial Aspects
 - a. Limiting Emotional Effects of Aging
 - b. Recognizing and Reducing Stress
 - c. Illness and Social Factors

F. Sexy Seniors: Sexuality and Aging

1. Normal Sexual Changes as We Age (5 Hours Lecture)
 - a. Physical
 - b. Emotional
2. Factors Affecting Sexual Expression in Later Adulthood
 - a. Partner Availability
 - b. Cultural Influences
 - c. Sexual Dysfunctions
3. Focus on Menopause
 - a. Defining Menopause
 - b. Myths and Misconceptions About Menopause
 - c. Wellness Perspective towards Menopause
 - d. Men and Menopause

G. Inherent Health Concerns and Social Issues of Aging

1. Alcohol and Substance Abuse (3 Hours Lecture)
2. Suicide Prevention for Elders

H. Addressing Social Concerns

1. Health Implications of Retirement (4 Hours Lecture)
2. Positive Living Environment
3. Programs and Services for the Elderly
 - a. National Health Insurance
 - b. Health Care Delivery
 - c. Quality of Life Issues
 - d. Community Senior Social Services

I. Special Topics in Gerontological Health

1. Death with Dignity (4 Hours Lecture)
 - a. Contemporary Issues of Dying and Death
2. The Elderly Homeless
3. Elder Abuse
4. Consumer Health Issues
 - a. Prescription and Over-the Counter Medications
 - b. Quackery

5. Therapeutic Benefits of the Arts for the Aging

6.

J. Productive Aging

- 1. Planning for Old Age (3 Hours Lecture)
- 2. Understanding the Aged
- 3. Professional Opportunitites in Gerontological Health Field
- 4. Rehabilitative Aspects of Working with the Aging

K. Student Presentations (5 Hours)

IV. EVALUATION METHODS

Various writing assignments as well as class participation will be required of each student. The types of assignments are listed below:

A. Quizzes and Examinations. Students will complete three unit quizzes. The format of each quiz will consist of essay , open ended , and objective questions.

B. In-class participation. Students are expected to read assigned chapters and articles prior to the specified class date and be prepared to contribute ideas and information. Participation will be evaluated by completion of in-class writing assignments as well as oral contributions based on the assigned topic.

C. Interview writing. Students are required to write an interview summary of a person in your community/college/family who has recently retired, perhaps a professor at school or a family member. Views of the retiree as well as personal input/reactions from the student in completing this assignment will be presented in this paper. A twenty minute class presentation is required for fulfillment of this assignment.

D. Media Assignment. Students will be asked to monitor various media influences for portrayals of either negative (ageism and stereotypical aging behavior) or positive role models representative of the elderly. The student will write a letter to the source (newspaper, radio, television, etc.) expressing their discontent or, in the event that a positive portrayal was chosen, their praise of the selected media resource.

E. Final Grade.

The final grade for the course will be determined as follows:

Tests - 3 Quizzes (50 points each)	150 Points
Inclass activities/participation -10 (5 pts each).....	50
Interview.....	100
Media Assignment.....	<u>100</u>
	400

5. Therapeutic Benefits of the Arts for the Aging

6.

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Interview.....	100
Media Assignment.....	<u>100</u>
	400

A= 400 -360 B= 359 - 320 C= 319 - 280 D= 279 - 240 F= 239 and below

V. REQUIRED TEXT

Aging: Annual Editions, 9th edition, 1994. Dushkin Publishing Co. Guilford, Conn.

VI. SPECIAL RESOURCE REQUIREMENT

No special resources are required for this course.

VII. BIBLIOGRAPHY

American Association of Retired Persons. (1991). Resourceful aging: Today and tomorrow, (volume II) Conference Proceedings. Washington, DC :AARP.

Crandall, R.C. (1991). Gerontology: A behavioral science approach. New York: McGraw-Hill.

Ebersole, P., & Hess, P. (1990). Toward healthy aging: Human needs and nursing response (3rd ed.). St. Louis: Mosby.

Ibrahim, M.A. (Ed.). (1991). Featuring aging and health. American Journal of Public Health, 81(9).

Masters, W. H., Johnson, V.E., & Kolodny, R. C. (1992). Human Sexuality (3rd ed.) New York: Harper Collins.

Poc, O. (1994). Human Sexuality (19th ed.): Annual editions, Guilford, CN: Dushkin.

Porterfield, J.D., & St. Pierre, R. (1992). Healthful Aging, Guilford, CN: Dushkin.

Schaie, K.W., & Willis, S.L. (1991). Adult development and aging (3rd ed.). New York: Harper Collins.

**COURSE ANALYSIS QUESTIONNAIRE
HEALTH ASPECTS OF AGING
HP 350**

Section A: Details of the Course

A1 Open to any University/graduate or senior level course introduces student to the aging process. Course related to gerontology will enhance student's understanding of the social dimensions of aging. Additional emphasis on lifestyle and prevention aspects.

4-16-98

This course is appropriate as a free elective for any student interested in working with older adults. Also, it is a core course for the Gerontology Certification Emphasis.

A2 This course does not require changes in any other courses or programs in the department.

A3 Yes, this course has been offered as a Special Topics course. Student evaluations of the course have been very positive.

A4 This course is not intended to be dual level.

A5 This course is not to be taken for variable credit.

A7 Similar courses are offered at these institutions:

1. Pennsylvania State University, University Park, PA
2. Slippery Rock University, Slippery Rock, PA

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor from the Health and Physical Education Department.

B2 This course does not overlap with other courses at IUP.

B3 Seats in each section of the course will be available for students in the School of Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach the course. One section will be taught during the spring semester.
- C2 **Resources**
- a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No additional laboratory supplies or consumable goods are needed.
 - d. Current library material are adequate.
 - e. Travel funds are sufficient.
- C3 No grant funds are associated with this course.
- C4 This course will be offered every year, in the spring semester.
- C5 One section of the course will be offered at a time.
- C6 Due to the nature of in-class activities, assignments, and to encourage interaction and group discussion, Twenty-five (25) students will be accommodated in this course.
- C7 There are no limits or parameters to limit enrollment stated by a professional society.

Section D Miscellaneous

No additional information is necessary.

MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 2-APR-1996 13:00:36.23
To: MMCCARTY
CC:
Subj: HP 350

Marcia, please print this as an attachment to the file copy of the HP 350 proposal. Thank you.

From: GROVE::CHAIKEN "Miriam Chaiken" 2-APR-1996 12:23:42.14
To: KUZNESKI
CC: CHAIKEN
Subj: Proposed Course HP 350

Jodi, as per your request, my comments on the proposed course HP 350, Health Aspects of Aging. I believe the course will be a valuable addition to the gerontology cluster and support the course approval. The course that we have taught, Anthropology of Aging, examines the social implications of aging, and has a cross-cultural emphasis, so would complement, rather than conflict with the proposed course. Additionally, we may not continue to teach this course, and certainly will not do so following Dr. Olin-Fahle's retirement. If the Sociology program wishes to do the SO section it would be their decision, but it would not be a course cross-listed in Anthropology. As the advertising materials for the Sociology Department all list a gerontology specialist (Dr. Heckart) I believe they may opt to continue the course.

My only reservation about the course is due to one of the assignments, the one entitled "Interview Writing." Most people outside the social sciences are not aware that there are very specific and important federal guidelines that dictate the ways in which human subjects can be utilized in research (including in interviewing). As the proposal is for the students to interview someone from outside the university, I believe that this would require the approval of the Institutional Review Board who oversees the use of human subjects. I suggest that you (or the instructor) contact the Director of the IRB, Dr. Ginger Brow for advice on this matter. The issue of liability and responsibility in research shouldn't be overlooked.

If I can clarify any of my comments or provide additional support, please don't hesitate to call.

Miriam

Miriam Chaiken, Chair
Anthropology
x3932

APPENDIX A

COURSE DESCRIPTIONS

Slippery Rock University - Slippery Rock , PA

GERO 265: AGING and the Older Person - Introduction to the interdisciplinary study of gerontology as a social, behavioral and biological science.

West Virginia University - Morgantown, WV

MDS 50:(Multidisciplinary Studies) - Introduction to Gerontology - 3 hr, Introduction to biological, psychological, and sociological processes and problems associated with human aging, with attention to selected social problems

Specialization/Tracks

The gerontology credential at this level is, in itself, a specialization or a track. There is little room in the program to provide more than a basic overview of gerontology and the 3 to 6 hours of electives students can use to pursue their individual interests. Provision of specializations or tracks is not appropriate in this program.

Thesis Issues

Students pursuing a degree in liberal arts with a certificate, minor, or emphasis in gerontology should be required to write a senior thesis that demonstrates the development of critical, analytical, and integrative thinking skills.

Summary of Curriculum Requirements*

Required courses	
Introduction to gerontology	3 credits
Social aspects of aging	3 credits
Psychological aspects of aging	3 credits
Biology/physiology/health aspects of aging	3 credits
Integrating course (gerontology content integrated with student's major)	3 credits
Elective (additional 3 credits if integration course is not available)	3-6 credits
Practicum	3-6 credits
Total	21-27 credits

*In semester hours. To convert to quarter hours, multiply semester hours by 1.5.

Policy and Planning: Administrative Issues

The gerontology program should be a recognized academic unit of the institution. Time should be assigned so that administration of the program is a part of a faculty member's recognized academic load. One or more faculty members should have their primary identification, if not their primary assignment, in gerontology, as evidenced by their professional activities, scholarly productivity, and membership in professional associations. Optimally, the program should have an identifiable physical location on campus and a procedure for identifying students in the program. Students need to be able to follow the institution's usual procedure for meeting with faculty in the gerontology program regarding advising, suitability for the field, and program requirements. Documentation of program completion and the awarding of any credential must be handled so that students' records and transcripts accurately reflect their accomplishments.

Program Advisory Committee

Faculty members with primary teaching assignments in the gerontology program should constitute an advisory committee that meets regularly to provide for curriculum development and to evaluate the program. As there is much to be done in gerontology beyond the teaching of courses, additional faculty who have research, service, or other interests in gerontology could be valuable partici-

pants on the committee. Other responsibilities of the advisory committee are to advise on personnel matters and expenditure of funds, plan special events, foster professional development, provide service to the community, generate research and funding, and counsel and advise students. The committee should be multidisciplinary and reflect the nature of the field.

Faculty

The number of faculty should be sufficient so that students can complete the program in a timely manner. This number will vary according to the type of programs offered, the institution, and the teaching loads of individual faculty members. A minimum of three faculty, one qualified to teach in each of the core areas (sociological, psychological, and biological aspects of aging), is required to be permanently assigned to gerontology, at least part-time. They should have a terminal degree in their discipline, training in gerontology, and practice experience. They should also have community involvement in aging services if they teach practice courses or supervise practica. The rank of faculty should be commensurate with their experience, as should their tenure status. The gerontology program faculty should be involved in decisions to hire, promote, and grant tenure to faculty teaching in the program. The gender, racial, and ethnic balance of the faculty should reflect the institution's affirmative action programs.

Articulation

Specific procedures to articulate the gerontology program with coursework previously taken by students holding associate degrees and with students' majors should be developed. Students transferring from a community college should receive credit for having taken the introductory course; additional courses will need to be evaluated individually so that students are not required to repeat content already covered. Whenever possible, articulation agreements should be made with nearby community colleges (see Chapter 4).

Conclusion

The program must engage in a continuous process of self-evaluation, including evaluation of the curriculum (course content as well as course titles), the faculty, and the graduates. Gerontology adjunct programs may also offer services to older persons in the community. Conferences for and about the aging; workshops for service providers or caregivers; involvement in senior centers, nursing homes, and retirement housing complexes; Elderhostel programs; community volunteer opportunities for students; and recruitment and involvement of the aging in campus activities are all ways to reach out to the aging community and to provide opportunities for students to have contact with this population group.

Reviewers: JoAnn T. Vahey and Thomas Visgilio, III

APPENDIX B

CHAPTER 5

BACHELOR'S CERTIFICATE PROGRAMS AND MINORS IN GERONTOLOGY

Carolyn C. Rizza

Programs in this category are designed to meet the needs of undergraduate students majoring in a field other than gerontology. Credentials included in this category have a variety of titles. At the bachelor's level, 80 certificate programs, compared to 32 degree programs, were identified in the AGHE/USC survey (Peterson, Douglass, et al., 1987). There were also 43 minors, 14 of which were designated as "concentrations," "specializations," or "emphases" (Peterson, Douglass, et al., 1987). There were significantly more minors at the undergraduate level than at the master's or associate levels of education. The content and requirements of the minors have not been analyzed or compared to those of certificate programs, but they appear to be designed for the same purpose.

Description of the Credential

Any title for the credential that is appropriate to the institution that awards it is acceptable. Whatever the designation, however, it should appear on a student's official transcript. Credentials are usually offered upon completion of a multidisciplinary program that requires at least 15 semester hours of courses, including a practicum, focusing on aging and including courses from at least three different disciplines.

The programs offered must be consistent with the other curricular requirements of the institution granting the credential. A program may either focus on a liberal arts approach to the study of aging or provide students with content and skills in gerontology that will facilitate their work with older adults. Because such a credential is supplemental to a student's major field of study, the program must be explicit about the core knowledge required of all persons receiving the credential. Additional course requirements should integrate students' gerontological knowledge with the content being covered in their major areas of study.

Curriculum

A minimum of 21 to 27 hours in the program is essential to cover the required core content, to integrate the student's gerontological knowledge with the content being presented in the major, to provide an opportunity for the student to take at least one elective, and to give credit for the practicum.

Gerontology Requirements

The core content should include current knowledge about the social, psychological, and biological changes associated with aging and relevant information about programs and services for the aged. In addition, students should be required to take a course on aging within their major field of study in order to integrate the gerontological content with their particular area of interest. Content on the demography and economics of aging, public policy, and death and dying is desirable. A survey course in gerontology could cover these topics in a minimal way and should be a prerequisite for other courses to avoid duplication of the introductory material in each gerontology course. A clear distinction should be made between social gerontology and sociology of aging, or students should not be required to take both. Introduction to aging (a survey course), social gerontology/sociology of aging, psychology of aging, and biology of aging are the necessary courses, in addition to a course integrating the student's major with gerontology. In most cases, these five courses total 15 semester credit hours.

Gerontology Electives

It is recommended that 3 to 6 hours of gerontology electives be included so that students can pursue their individual interests. At least 50% of the content of these courses should be focused on gerontology.

Non-Gerontology Requirements

Because this gerontology credential is supplemental to a student's major field of study, courses without gerontological content should not be required.

Practicum

Students in professional programs need to have experience working with both well and frail older persons. In the senior year, a practicum is usually required in their major. The required number of clock hours and credits should be determined by gerontology faculty and faculty from the major field. The student may choose to take the practicum with the gerontology program. In either case, the practicum experiences and the number of credit hours awarded should be commensurate with the number of clock hours specified by institutional policies; 3 credit hours is the minimum. Adequate supervision by persons knowledgeable in gerontology is essential. Academic assignments (field seminars, papers, and presentations) could be included as part of the practicum experience.

MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 3-APR-1996 20:30:25.32
To: MMCCARTY
CC:
Subj: for the HP 350 files

From: GROVE::HERBHUNT 3-APR-1996 19:52:50.88
To: KUZNESKI
CC: HERB HUNTER
Subj: HP 350

Jodi:

I have reviewed the course proposal, HP 350, the Health Aspects of Medicine, and discussed it with Miriam Chaiken in the anthropology department. The emphasis of this course on the physical and psychological aspects of aging does not overlap with SO 357, the Sociology of Aging, which stresses societal attitudes towards aging, aging as a social problem, and social and cultural issues related to aging. Both courses are more likely to supplement each other and strengthen your program. Therefore you have my department's support for the proposal.

Herb

```

*****
Herbert Hunter                AT&T:          (412) 357-2730
Chairperson                   BITNET:       HERBHUNT@IUPOAK
Sociology Department          INTERNET:     HERBHUNT@GROVE.IUP.EDU
Indiana University of Pennsylvania OFFICE:       126 KEITH HALL
Indiana, PA. 15705
*****

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MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 9-APR-1996 11:42:57.36
To: MMCCARTY
CC:
Subj: a copy for the files

From: GROVE::SCHNEIDE 9-APR-1996 09:11:41.67
To: JODY_KUZNESKI
CC: BARBARA, ME
Subj: HP350

DATE: April 9, 1996
TO: Jodell Kuzneski
FROM: Carl W. Schneider, Chair
Psychology Department
RE: Proposal for HP350: Health Aspects of Aging

The Psychology Department views the proposed course, HP350: Health Aspects of Aging, as one of three required and complementary courses to be included within the multidisciplinary concentration in Gerontology. With consideration of the complementary relationship among these courses, HP 350 was reviewed as a focused course presenting the "Health Aspects of Aging." The revised course proposal has removed the most obvious overlap with the psychological content of PC 312: Adult Development and Aging. Consequently, the Psychology Department supports the proposal for this course.

CHRISTINE BLACK

239 Zink Hall • Health & Physical Education • IUP • 357-4030

TO: Jodell Kuzneski

DATE: March 26, 1996

RE: HP 350- New Course Proposal

It is finished! I have responded to the questions and concerns of the UWUCC and hope that we are well on the way to having this approved.

As you can see from the attachments , I have addressed the items of concern and included an updated syllabus and course analysis.

As far as getting a letters of support from the Psychology and Sociology Departments, I have not received any letters or feedback. Dr. Mill spoke with Dr. Schneider last Monday (March 18) requesting a letter, but obviously to no avail. I have included the documentation regarding my initial attempts at securing the letters of support from the Psychology Department. A similar letter was sent to Dr. Hunter.

I appreciate your help and also the recommendations and suggestions from the committee. Please let me know the status or if there are any further areas of concern. Thanks, Jodi.

A handwritten signature in cursive script, appearing to read "Christine", with a long, sweeping underline that extends to the right.

MEMORANDUM

TO: Dr. Carl Schneider , Chair
FROM: Christine Black
DATE: December 5, 1995
RE: New Course Proposal

*Copy of
letter sent
to chair
of Psy.
soc.*

I am in the new course proposal process and I am writing to ask that you review the attached course proposal for Health Aspects of Aging (Hp 350). This course is a Liberal Studies elective as well as a required core course for the Gerontology Certificate Program. This introductory class exposes the student to psychosocial aspects of aging but not to the depth that would be covered in PC 312. If you support and approve this new course, please respond by sending a letter of approval to me at 239 Zink Hall. If you have any further questions or concerns, please contact me at 4030. I look forward to your comments and thanks so much.

MEMORANDUM

TO: Dr. Charles Cullum, Chair Senate Undergraduate
Curriculum Committee

FROM: Christine Black, HPE

DATE: January 23, 1996

RE: New Course Proposal

Just wanted to bring you up to speed on my course. I sent memos and course outlines to Dr. Hunter and Dr. Schneider as requested by your committee. As of this date, I have not received any correspondence. I have attached the edited version of the course analysis for your approval. Please advice if their are further questions and or correction. Thanks !

**QUESTIONS/ CONCERNS
OF THE
UWUCC**

**HEALTH ASPECTS OF AGING
HP 350^B**

NEW COURSE PROPOSAL

Submitted by

**Christine Black
HPE**

3-26-94

HP 350

#138 5-FEB-1996 13:46:56.65
From: GROVE:CCULLUM "Charles Cullum"
To: BLACKIE
CC: CCULLUM
Subj: HP350 Proposal

MAIL

Hi, Christine—

The UWUCC as a whole reviewed the proposal for HP 350 this past Tuesday. They have several questions/concerns that they would ask you kindly to address, as follows:

Course syllabus— Prerequisites—you list two first-year level courses—PC 101 and SC 151—as prerequisites. However, in section A1 of the Course Analysis Questionnaire (p. 8), the course is described as "junior/senior level. Do you mean to make "junior standing" a prerequisite also? *NO I do not.* *however language in A1 remains the same.*

Catalogue description—suggested change—"Recommended for students who plan to work with older adults" for "Recommended for students working with older adults" since not all, if any, of the students will actually be working with older adults at the time that they take this course. *SEE NEW CATALOG DESCRIPTION*

Please clarify the terms "lifestyle" and "prevention aspects" of aging. And one catalogue description says "during" aging while the other catalogue description says "of" aging. *LOOK FIXED - see new catalog description*

ok?
See Below for CLARIFICATION

Lifestyle factors - Individual practices that are part of an established pattern of long-term behavior. Lifestyle factors may be habits or cultural practices and often affect health status and wellness levels. Examples include food consumption patterns, exercise habits, drug use and abuse, stress management techniques, and the like

Disease prevention aspects - ... the aggregate of all purposeful activities designed to improve personal and public health through a combination of strategies, including the competent implementation of behavioral change strategies, health education, health protection measures, risk factor detection, health enhancement, and health maintenance.

As another course objective, include the ability of students who have taken this course to work with older adults. - done.

Done New
9

Course Objectives—suggested change—"Students will increase knowledge of" to "Students will increase their understanding of" since students will not be doing original research that will lead to new knowledge in the field.

Done

Objective #8—clarify "influencing"—is there redundancy with #6's phrase "slow or limit"?

Omitted
OLD #8 ok

Detailed Course Outline—Throughout, change "3 sh" to "3 hours."

DONE ok

Course Analysis Questionnaire—A1, 2nd paragraph—says "appropriate as a liberal studies elective," but approval as such has not been applied for. Please clarify. I am NOT Applying TO HAVE IT LISTED AS such.?

This is merely A STATEMENT AND IT STANDS ON ITS OWN.?
Says "core course elective." Is this course a core course or a controlled elective? It is a core course

Friendly suggestion—on syllabus—include Therapeutic Benefits of the Arts for the Aging and Rehabilitative Aspects of Working with the Aging to help meet objectives #6 and 9.

See "I"
Special
Topics... # 5

Address potential overlap—the UWUCC believes that more time and effort should go into getting a response from the Departments with courses that may overlap this course, especially Psychology. Please ask them again for a letter of response to your proposed course. If you have any problems, please consider asking Jody Kuzneski, the Chair of the UWUCC, or me to contact them to request their

and
"J"
Productive
Aging... # -

Press RETURN for more...

MAIL>

3-26-96

NEW COURSE PROPOSAL

**HEALTH ASPECTS OF AGING
HP 350**