

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

In response to the dramatic demographic shift toward an aging population, the Pruett Gerontology Center (PGC) proposes an 18 semester hour interdisciplinary minor in aging studies. ACU presently offers a 15-hour interdisciplinary Certificate in Gerontology through PGC within the College of Education and Human Services. It is propose that the interdisciplinary certificate be replaced by an interdisciplinary minor. The interdisciplinary Minor in Aging Studies will prepare students to focus their major discipline in leading and serving an aging population. Students will demonstrate ability to promote successful aging from a multidisciplinary perspective.

The New Program Application Form and supporting documentation are attached below.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another department: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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Change to a Degree Plan		COUNCIL ³							Board of Trustees
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A		A			--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			--
5.	Major — Revision of major ^{4,5}	A	A	A		A			--
6.	Major — Adopt or change admission requirements	A	A	A		A			--
7.	Major — Add ^{4,5}	A	A	A		A			I
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A			I
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A			--
11.	Minor — Revise course selection	A	A	A		I			--
12.	Minor — Add	A	A	A		A			--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A			I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A			I
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A			--

Provost-Proposed Change		COUNCIL ³							Board of Trustees
		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

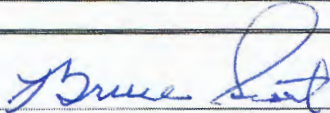
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

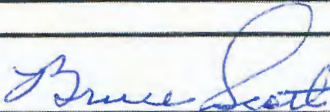
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

 Signature	Department/School Chair(s) 10/8/14 Approval date
_____ Signature	_____ Approval date

 Signature	College Academic Council(s) 2.3.2015 Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 2.3.2015 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

New Program Application

Title of program: Aging Studies Minor

Home department and program developer:

College: College of Education and Human Services (CEHS)

Department: Department of Social Work

Developer: Charlie Pruett, PhD
Director, Gerontology Center

Description of program (catalog entry for the program)

See catalog description attached

I. Overview

A. Mission of the program

The interdisciplinary Aging Studies Minor will support the mission of the University by offering an academic curriculum that will prepare students to lead and serve an aging population.

B. Goal

The interdisciplinary Aging Studies Minor will add value to various degrees at ACU. Students will gain a core gerontological knowledge that will assist them in focusing their major discipline in leading and serving an aging population. Students will demonstrate ability to promote successful aging from a multidisciplinary perspective.

C. Program Outcomes and Assessment Measures

See Program Outcomes and Assessment Measures attached

D. Description of the target audience

The target audience for this minor is any student at ACU whose future career may involve contact with older adults, those who are considering a career working with the elderly, or students who are interested in learning about the fastest growing segment of the population. Students across the University will have the opportunity to obtain the minor by focusing elect courses in aging studies. Any student in the

university may elect the study as preparation to lead and serve an aging society.

E. Admission requirements

There are no prerequisites or academic standing other than the major discipline in which the student is currently enrolled.

II. Feasibility Study and Documentation

A. Relation to ACU mission and key emphases

The curriculum seeks to set within the student a developmental paradigm by which aging is viewed as part of God's plan for His creation. The interdisciplinary nature of the program allows students to study aging from the perspective of several disciplines. Assignments within core gerontology courses give students the opportunity to interact with a much older cohort representing different social values and norms held by today's traditional college age student. Each student is required to complete a minimum of 130 hours in a service learning practicum interacting with older adults at an agency that serves the aging segment of the community.

B. Societal need for the program

In response to the dramatic demographic shift toward an aging population, the Pruett Gerontology Center (PGC) proposes an 18 semester hour interdisciplinary Aging Studies Minor. ACU presently offers a 15-hour interdisciplinary Certificate in Gerontology through PGC within the College of Education and Human Services. It is propose that the interdisciplinary certificate be replaced by an interdisciplinary minor.

Students of ACU will soon experience the challenge of leading and serving a world population much different than today. The phenomenon of aging is changing the demographics of the United States and the population of the world. The United States Administration of Aging predicts the number of adults age 65 and over will double to total 72 million between 2000 and 2030. Adult age 65 and older will represent almost 1 out of 5 persons in the United States. Minority elder will grow much faster than the present majority. For example, the number of elderly Hispanic is estimated to grow from 1.75 million in 2000 to 8. 5 million in 2030.

C. Employment demand for graduates from the program

"By most accounts careers in aging are going to be among the next big things in the 21st Century workplace. Exponential growth is expected in all service-providing industries and almost limitless opportunity exist for the development and delivery of new products and services" (AGHE, website). The Aging Studies Minor will enable students from many discipline at ACU to focus their careers in the service to an aging population.

D. Prospective student interest, student pool

To identify interest in an aging studies minor among ACU students a survey (2012) was done in four courses: Introduction to Sociology (2), Introduction to Family Studies, and Adult development and Aging. Adult Development Class is required for the Child and Family Services degree. A total of 137 students responded to the survey, including 36 from the Adult Development (AD) class.

Within the AD class 64% (23 out of 36) said they would be interested in the minor. However, 19 of those were juniors or seniors who expressed an inability to complete the course work this late in their academic career. All gerontology certificate students enrolled in the class (6) expressed a greater interest in the minor than the certificate.

An analysis of the total (137) respondents indicated perceived benefit of the Aging Studies Minor to them personally. In choosing from a list of seven selections the responses are: "help me understand my own journey into later life," 41% (57); "I do not think it would help me at all," 38% (51); "better prepare me to help my family," 34% (46); "help me be better prepared for the aging of the United States and the world," 32% (44); "add value to my present course of study," 29% (40); "allow me to focus my present major on a specific segment of the population," 27% (37); and, "make me more competitive in a career field," 26% (36).

To identify the perceived benefit of a gerontology education, a survey (2013) was sent to ACU the alumni who had earned the Undergraduate Certificate in Gerontology, the Graduate Certificate in Gerontology or the Master of Science in Gerontology. Twenty nine alumni responded. Among other variables measured, participants were requested to make selection on a five point Likert scale from "strongly disagree" to "strongly agree." The following are percentages of those who responded "strongly agree" and "agree" to the choice option: "It helped me see the need for this kind of study," 91%; "I would do it again," 91%; "it helped me with my personal relationships," 87%; "it helped me be a better employee," 78%; and "it helped me find a job," 65%.

III. Curriculum Outline

A. Existing courses, rotation and frequency, and correlation to program outcomes

REQUIRED COURSES (9 HRS)					
Course No.	Title	Offered	Instructor	Department	Program Outcomes
GERO/SOCI350	Sociology of Aging	Spring	C. Pruett	Sociology	Objective 2 Objective 4 Objective 6
GERO 352	Adult Development and Aging	Fall	C. Pruett	Gerontology	Objective 1 Objective 5
GERO 495	Practicum In Gerontology	Fall, Spring	C. Pruett	Gerontology	Objective 3
ELECTIVE COURSES (9 Hours)					
Course No.	Title	Offered		Department	
BIOL 448	Biology of Aging	On Demand	P. Hernandez	Biology	
FAM 454	Aging and the Family	Spring		Child and Family Services	
GERO 437	Ministering to Older Adults	On Demand	C. Pruett	Gerontology	
SOCW/GERO 441	Social Welfare Policy and Services	Fall	R. Papilla	Social Work	
COMP/GERO 479	Programs and Services for the Elderly	Spring	D. Barnett	Communication Sciences and Disorders	
HED 410	Death Education	Fall	D. Hill	Kinesiology and Nutrition	
KINE 475	Physical Activities and Aging	Spring	M. Garver	Kinesiology and Nutrition	
NURS 320	Gerontologic Nursing (2 hour)	Fall		Nursing	
SOCI 415	Social Research (aging project)	Spring	S. Macaluso	Sociology	

B. New courses and correlation to program outcomes; title, description, competencies, developer, and teacher for each

No new courses or faculty appointments will be required at this time. Sufficient courses from seven departments across the University are presently offered which will support the interdisciplinary minor.

C. Minor Degree plan and proposed 4-year student schedule

ACU is a member of the Association for Gerontology in Higher Education (AGHE). Standards and Guidelines for Gerontology Programs (Fourth Edition), published by AGHE, was followed to develop this minor. By adding the minor ACU will give additional strength to the gerontology program when it seeks Program of Merit status from AGHE.

A minimum of 18 hours in gerontology is essential to cover core AGHE content, to integrate the student's gerontological knowledge with the content being presented in the student's major field, to provide the student with opportunity to focus elective credits on blending major and minor studies, and to give credit for 130 contact hours in a practicum experience. All courses proposed for the minor are part of the current ACU curriculum. Core courses are offered each academic year. Most electives are offered each year. The Aging Studies Minor requires a total of 18 semester hours. Three core courses are required (9 hours) and three elective course (9 hours) are to be chosen from a list of approved aging studies courses.

Students will be advised, but not required, to complete GERO350 and GERO352 prior to taking electives. GERO495 Practicum in Gerontology will be taken in the final semester of completion of minor.

Please see "Aging Studies Minor Course Plan."

IV. Institutional Supports Required from ACU

A. Faculty requirement and availability

The proposed Aging Studies Minor will require no additional courses or faculty. The interdisciplinary nature of the curriculum will use aging studies course already in place from Social Work, Family Studies, Kinesiology, Biology, Sociology, Communication Sciences & Disorders, Communication & Sociology, and Gerontology.

No additional financial expenditure will be required. The program will be organized and administered by the director on the Pruett Gerontology Center within the College of Education and Human Services.

B. Staff requirements and impact on current loads

No new staff will be required. The Administrative Coordinator of the gerontology center presently supports the work of the Pruett Gerontology Center as well as the Undergraduate Certificate in Gerontology. No additional load will be added to this position.

C. Impact on existing programs in home department and other departments.

No impact on existing program is foreseen. When the minor becomes available, enrollment in the certificate will decline as enrollment in the minor increases.

D. Administration and leadership for the program

Administrator for the minor program will be the director of the gerontology center.

E. Library requirements

No additional library resources will be needed. Please see attached letter from Dr Mark McCallon

F. Equipment, classroom/lab space, office space requirements

No additional classrooms or office space will be required.

G. Recruiting and scholarship plans

Recruiting for the undergraduate gerontology certificate will be refocused to the minor. No additional funds will be required.

The gerontology center has been in place at ACU since the late 1980s. During that time efforts have been made to develop gerontology student scholarship funding. The gerontology center presently has four endowed/named scholarships: The Joe McKissick Endowed Scholarship; The Helen C. Nelson Scholarship; The Virgil Bently Endowed Scholarship; and The Dorothy and Lindsey Pruett Endowed Scholarship. The principle balance for these scholarships totals \$209,556, as of September 18, 2014.

H. Impact on revenue of the university

Historically, potential students interested in serving older adults have been attracted to the University due to the gerontology offerings. Whereas there is not a degree in gerontology offered by the University, the director of the gerontology center advises potential students to enroll at ACU choosing a major in a related field while earning the Undergraduate certificate in gerontology. Students who have followed this advice have gone on to major in sociology, social work, communication

sciences and disorders, child and family services, and kinesiology. The minor should be considered as value added for the University.

V. Assessment Plans

A. Outcomes assessment measures for each program outcome

Program Outcomes and Assessments for the minor have been developed. These will be entered into TaskStream for annual evaluation and program improvement.

B. Program assessment measures

As mentioned above, it is the practice of the gerontology program to survey alumni who have earned a gerontology credential. This practice will be continued. Interdisciplinary faculty of the University will be given opportunity to discuss needed improvements in the curriculum.

VI. Timeline for program development and implementation

No time is required for development and implementation of the program other than the approval of appropriate academic committees.

VII. Supporting Documentation

A. Other department chairs - Interdepartmental agreement

Attached is a memo signed by department chairs across the University whose department teaches courses that support the interdisciplinary Aging Studies Minor. Each of the chairs states that the courses are part of the regular load of a faculty member in their department. The seven department chairs also state that it is their intention to continue offering the courses. Each also indicates the benefit of the minor to their departmental majors.

See Memorandum of Understanding for Aging Studies Minor

B. Library

The Brown Library reports that the present level of resources are available to support the program. No additional resources are needed at this time.

See attached memorandum from Dr Mark McCallon,
Associate Dean for Library Services

C. Office of Instructional Design

Curriculum outline was sent to the Office of Instructional Design. After a review of the program, the Director of Instructional Design states the program has a great rationale, a clear vision as well as a solid plan for the program.”

See attached letter from
Berlin Fang, Director of Instructional Design
Adams Center for Teaching Excellence

VIII. Approval Signature Page are Attached

Interdisciplinary Minor in Aging Studies

Gerontology

Charlie D. Pruett, *Director*
Pruett Gerontology Center
ACU Box 27793
Abilene, Texas 79699-7793
Hardin Administration Building, Room 118

Phone: 325-674-2350
Fax: 325-674-6804
Email: pruettc@acu.edu
Web: www.acu.edu/gerontology

A Minor in Aging Studies is a value added complement to many undergraduate majors. The growing number of older adults in the nation and the world is creating opportunities for most majors to focus on leading and serving an aging population.

The minor may be obtained through the Pruett Gerontology Center and the College of Education and Human Services as a specialization in conjunction with any other degree.

Introduction

Job potential in the rapidly expanding field of aging studies includes social work, family services, health care, retirement home industry, a broad area of non-profit organizations, communities of faith, public agencies, research opportunities and a host of other positions in the network of professionals serving the older adult.

The undergraduate student, in consultation with the advisor, will design a program of study that will meet the individual student's need in the area of gerontology.

MINOR IN AGING STUDIES

PURSUING GERONTOLOGY MINOR	
Obtained through Pruett Gerontology Center and the College of Education and Human Services in conjunction with a degree from certain other disciplines; <i>or</i> Obtained as an independent credential certification of student's successful completion of a nationally recognized course of study in aging.	
MINOR REQUIREMENTS	
Aging Studies Core (9 hours)	
GERO 350 Sociology of Aging	3
GERO 352 Adult Development and Aging	3
GERO 495 Practicum in Gerontology	3
Aging Studies Electives from the following (9 hours)	
Chosen with gerontology advisor's approval.....	9
BIOL 448 Biology of Aging	
COMP/GERO 479 Programs and Services for the Aging	
FAM 454 Aging and the Family	
GERO437 Ministry to the Older Adult	
HED 410 Death Education	
KINE 475 Physical Activities and Aging	
NURS 320 Gerontologic Nursing (2 hrs)	
SOCI 415 Social Research (if project in aging)	
SOCW/GERO 441 Social Welfare Policy and Services	
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page). Courses offered in the Gerontology Program include those with the following designation: GERO.

Minor in Aging Studies

Program Outcomes and Assessment Measures

Outcome 1 Concepts and Theories Used to Study Aging: Demonstrate the ability to evaluate, from a developmental (bio/psycho/social) theoretical framework, personal life strengths characteristics which can assist in dealing with challenges faced by functional decline in later life.

Measure: GERO 352: Life Strengths Case Study

Course level: Direct - Student Artifact

Details/Description: Students demonstrate the ability to evaluate, from a micro level, how the elderly deal with problems by designing a questionnaire, interviewing a person over the age of 75 years, and then writing a report assessing the person's strengths and weaknesses.

Level of Proficiency Target (Competency Target): 75% of students will earn a score of 90 or above on the case study.

Ideal Target: 90% of students will earn a score of 90 or above on the case study.

Evaluation Plan: Scores on the Life Strengths Case Study will be evaluated to discover improvements needed to reach learning objective.

Key/Responsible Personnel: Charlie Pruett

Outcome 2 Personal Ethics: Demonstrate a knowledge and appreciation of the contributions that aging persons make to their families and society.

Measure: GERO 350: Life Review Interview

Course level: Direct - Student Artifact

Details/Description: Students will be required to spend time interacting with older adults through an interview process. Students are given a list of questions which lead the older adult in a process of life review.

Level of Proficiency Target (Competency Target): 75% of students will earn a score of 90 or above on the Life Interview assignment.

Ideal Target: 90% of students will earn a score of 90 or above on the Life Interview assignment.

Evaluation Plan: Scores on the Life Interview assignment will be evaluated to identify improvements needed to reach learning outcomes.

Key/Responsible Personnel: Charlie Pruett

Outcome 3 Professional Ethics: Demonstrate an understanding of ethical behavior in relation to clients and colleagues in the profession of aging.

Measure: GERO 495: Practicum Agency Evaluation
Course level: Direct – Agency Evaluation

Details/Description: Students who earn the interdisciplinary undergraduate gerontology certificate are required to take GERO495 Practicum in Gerontology. Students will be involved in 130 hours of volunteer placement at an agency that serves older adults or their families. A Likert scale instrument is provided by which the agency supervisor evaluates the student.

Level of Proficiency Target (Competency Target): 75% of students will be evaluated at the “meets requirement” level.

Ideal Target: 90% of students will be evaluated at the “meets requirement” level

Evaluation Plan: Program director will discuss with both students and agency supervisor ways to improve practicum experience.

Key/Responsible Personnel: Charlie Pruett

Outcome 4 Professional Development: Demonstrate an ability to identify specific career opportunities appropriate to the student’s academic discipline and major.

Measure: GERO 350: Careers in Aging Paper
Course level: Direct - Student Artifact

Details/Description: Students use various search methods to discover how the study of aging relates to their present major as well as demonstrating how the study of aging can enhance their career opportunities. A short paper is written using ten sources of information.

Level of Proficiency Target (Competency Target): 75% of students will earn a score of 90 or above on the careers in aging paper.

Ideal Target: 90% of students will earn a score of 90 or above on the careers in aging paper.

Evaluation Plan: Scores on the Careers in Aging paper will be evaluated to identify needed improvements in the assignment in order to meet learning objective.

Key/Responsible Personnel: Charlie Pruett

Outcome 5 Application of Gerontological knowledge in Professional Setting: Demonstrate an ability to apply Gerontological elements within the specific academic discipline of the student.

Measure: GERO 352: Group Project
Course level: Direct - Student Artifact

Details/Description: The class is divided into groups determined by major. Each group is assigned a scenario specific to the major discipline of the group. The group is required to develop a presentation which addresses the problem presented in the scenario. Students are required to do literature searches as well as interviews with professionals. A group presentation is given in class. Each group member writes an individual paper giving an overview of the scenario response.

Level of Proficiency Target (Competency Target): 75% of students will earn a score of 90 or above on the individual paper.

Ideal Target: 90% of students will earn a score of 90 or above on the paper.

Evaluation Plan: Scores on the paper will be evaluated to identify needed improvements in the assignment.

Key/Responsible Personnel: Charlie Pruett

Outcome 6 Professional Skills: Demonstrate an ability to design research pertaining to issues of aging in light of relevant contextual variables.

Measure: GERO 350: Undergraduate Student Survey
Course level: Direct - Student Artifact

Details/Description: Students will participate in a class research assignment in which students will gather data to measure the knowledge and attitudes about aging held by undergraduate university students.

Level of Proficiency Target (Competency Target): 75% of students will earn a score of 90 or above on the research assignment.

Ideal Target: 90% of students will earn a score of 90 or above on the research assignment.

Evaluation Plan: Scores on the Undergraduate Student Survey will be evaluated to identify improvements needed in the assignment.

Key/Responsible Personnel: Charlie Pruett

Minor in Aging Studies: Course Plan
Pruett Gerontology Center
Abilene Christian University

This course plan should be filled out, approved, and signed by the Director of the Gerontology Center.

A copy must be given to student's major advisor.

Add Aging Studies Minor form must be completed and submitted to the Registrar's office.

Name of Student:	Banner Number:	Date:
Address:	City: State: Zip:	Phone:

REQUIRED COURSES (9 Hours)

Course No.	Course Title	Notes	Semester	Hours	Grade
GERO350 SOCI 350	Sociology of Aging				
GERO 352	Adult Development and Aging				
GERO 495	Practicum In Gerontology				

ELECTIVE COURSES (9 Hours)

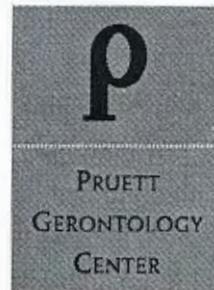
BIOL 448	Biology of Aging				
FAM 454	Aging and the Family				
GERO 437	Ministering to Older Adults				
GERO 441 SOCW 441	Social Welfare Policy and Services				
GERO 486	Counseling Older Adults and Their Family				
GERO 479 COMP 479	Programs and Services for the Elderly				
GERO 400	Guided Study				
HED 410	Death Education				
KINE 475	Physical Activities and Aging				
NURS 320	Gerontologic Nursing (2 Hours credit)				
SOCI 415	Social Research (If project done in aging studies)				
	Approved Elective				

Director/Advisor's Signature: _____ Date Approved: _____ Date Student will begin: _____
 Total Hours Completed: _____ Date Certificate Ordered: _____ Date Certificate was submitted to student: _____

Notes: _____

Abilene Christian University
Pruett Gerontology Center
ACU Box 27793
Abilene, Texas 79699-7793

325-674-2350



Memorandum of Understanding (MOU)

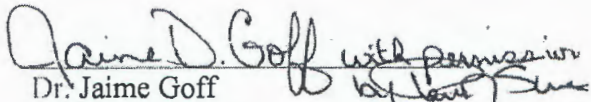
To: Dr. Charlie Pruett
Director, Pruett Gerontology Center

From: Interdisciplinary Department Chairs and Dean

Date: April 28, 2014

Re: Support for Interdisciplinary Minor in Aging Studies

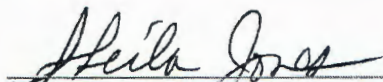
One or more courses to be included as required or elective in the Interdisciplinary Minor in Aging Studies is/are taught by the department for which I am chair. The course(s) is/are part of the regular load of a faculty member in my department. At this time my department intends to continue offering the course. In addition, I believe the Interdisciplinary Minor in Aging Studies would be beneficial to our departmental majors should they choose to pursue it.

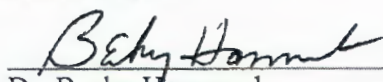

Dr. Jaime Goff
Chair, Department of Marriage and Family Studies


Dr. Tom Lee
Chair, Department of Biology


Dr. Brenda Bender
Chair, Department of Communication Sciences
and Disorders


Dr. Tom Winter
Chair, School of Social Work


Dr. Sheila Jones
Chair, Department of Kinesiology
and Nutrition


Dr. Becky Hammack
Dean, School of Nursing


Dr. Joe Cardot
Chair, Department of
Communication and Sociology

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: November 3, 2014
TO: Dr. Charlie Pruett
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Program Proposal – Minor in Aging Studies

The library has examined the program application and is able to support the proposed minor because there are no new courses to be added. Please contact your librarian liaison, Karen Hendrick (hendrick@acu.edu) if additional library resources are needed to support the proposed minor. Thank you.

Berlin Fang
Director of Instructional Design
Adams Center for Teaching Excellence
PO Box 29201
Abilene Christian University
Abilene Texas 79699

October 9, 2014

Dr. Charlie Pruett
Pruett Gerontology Center
Hardin Administration Building Rm 118B
ACU Box 27793
Abilene, TX 79699-7793
(325) 674-2350
pruettc@acu.edu

Re: Review of Aging Studies Minor program proposal

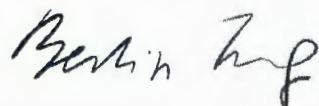
Dear Dr. Pruett,

Thank you for the submission of the Aging Studies Minor program proposal. David and I reviewed the program and we found that you have a great rationale, a clear vision as well as a solid plan for the program.

We feel that the Adams Center instructional team should be able to support you in the development of the program when needed.

We would like to thank you for allowing us to review your program proposal. We wish you great success with the program. Please feel free to engage us if there is any need for the revision or redesign of any of the courses proposed in the plan.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Berlin Fang", written in a cursive style.