

2014-2015 LONG SIGNATURE SHEET

RECEIVED
4-13-15

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RECEIVED
4/20/15

Proposal Number:

GRNT ~~1-30-45~~

UNC CHARLOTTE

Proposal Title:

GRNT 4353/5353

New Undergraduate / Graduate Course in Gerontology for "Environments for Aging"

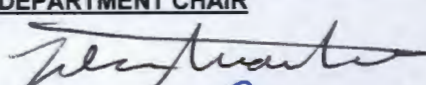
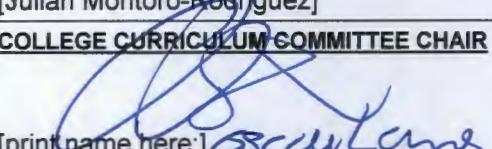
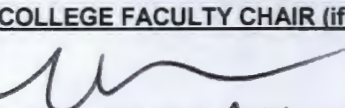
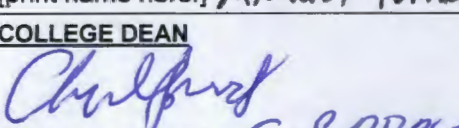
Originating Department: Gerontology

TYPE OF PROPOSAL: UNDERGRADUATE

GRADUATE

UNDERGRADUATE & GRADUATE X

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/10/15			Approved	<u>DEPARTMENT CHAIR</u>  [Julian Montoro-Rodriguez]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here:] Oscar Lugo
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:] Michael Turner
		4/22/15	Approved	<u>COLLEGE DEAN</u>  [print name here:] C. Brady
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

University of North Carolina at Charlotte

New Undergraduate and Graduate

Course and Curriculum Proposal from: GERONTOLOGY

Proposal Number: GRNT 04-07-2015

Title: Establishment of a new undergraduate and graduate elective course in Gerontology

PROPOSAL SUMMARY

- A. **SUMMARY.** State clearly and concisely the actions proposed (e.g., “the Biology Department proposes to add four new elective courses to the undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO 3210).

The Gerontology Program proposes the establishment of a new Undergraduate and Graduate course – GRNT 4353/5353 “Environments for Aging.”

This class will be a secondary elective for the Undergraduate Gerontology Minor and the Graduate Gerontology Certificate program, and an elective for the MA Gerontology program.

This course provides an overview of the evolving frameworks of how older adults age in their environments and how new models of housing and care are meeting the needs of an aging population. Topics in the course will require the overlapping of several domains such as environmental psychology, cognitive science, sociology, physiology, architectural and interior design, human geography and urban planning. The main objectives of this course are to: a) provide critical knowledge necessary to understand how older adults perceive and relate to their physical environment; b) describe the linkages between physical and sensory changes that occur with age; c) explore physical designs, technological strategies and community resources which enable older adults to remain in their home; d) identify social/political community issues around planning for an aging population; and e) discuss key policy and design issues relating to individuals living with dementia and those caring for them.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

This course addresses how the basic infrastructure of our communities were built to support a society with a fundamentally different age distribution than the society that we live in today, and that we are going to have in the future. These institutions will not function sufficiently unless they are modified significantly. This will require actively rethinking our societal infrastructure in order to put the right policies in place at both the national and local levels, reorienting core institutions to adjust to and support what life will be like in an aging society. This course addresses both national and international challenges and opportunities for this change, and has been offered twice in the past and is scheduled to be offered in the summer of 2015. It is a well-received course that will now be offered on a regular basis and will be available not only to Gerontology students, but also to student enrolled in other programs who are interested in the multi-layered topics.

2. Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

No prerequisites. Graduate standing for 5353.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

Students will be studying environmental gerontology, the study of how the physical environment, built and natural, interacts with the lives of older adults. The course emphasizes extensive readings and discussion. In addition, Graduate students will be required to complete an independent project and present their findings to the class. They will also complete supplementary reading and will be required to take two essay/short answer take-home examinations which will require the student to assimilate the learning with prior coursework and gerontological theories and concepts and to apply the knowledge learned in real-life situations and experiences.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The proposed course will add to the scope of elective offerings in the Undergraduate Gerontology Minor, MA Gerontology program and in the Graduate Certificate in Gerontology.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course has been taught by Dr. Emily Roberts, Associate member of the Graduate Faculty and Affiliated Gerontology Faculty Member since summer 2014 and it has been well received by both undergraduate and graduate students. The enrollment was:

Summer 2014 (9 Graduate students and 6 Undergraduate students)

Fall 2014 (11 Graduate students and 12 Undergraduate students)

C. IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

GRNT 4353/5353 will be offered at the undergraduate and graduate level. It has been offered twice and it will be offered again in Summer I, 2015. Most of the enrolled students are gerontology graduate students and most of the undergraduate students are gerontology minors. The course will also serve as an elective to students from other undergraduate and graduate program.

2. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

This course will be offered as needed. The content and frequency of offering of other courses will not be affected by the addition of this course which is presently offered by an adjunct faculty member.

- b. How will the content and/or frequency of offering of other courses be affected?
 - c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Based on the previous enrollment, the expected enrollment should be around 25 (10 graduate students and 15 undergraduate students).

- d. How will enrollment in other courses be affected? How did you determine this?

This course will have a minimal effect on other Gerontology graduate elective courses for the MA Gerontology and the Graduate Certificate. It will be offered in rotation with other elective courses.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum

outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The proposed course is an elective in the Undergraduate Gerontology Minor, MA Gerontology program and in the Graduate Certificate in Gerontology. Other areas of catalog copy are not affected.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

No new faculty positions are required. Dr. Emily Roberts is Associate member of the Graduate Faculty and Affiliated Gerontology Faculty. She is an established professional in the community and enjoys teaching students in issues related to aging, environmental and organizational factors. Dr. Emily Roberts will teach the course as an adjunct faculty member. This course will be part of the rotation of gerontology courses she is hired to teach.

- B. PHYSICAL FACILITY.** Is adequate space available for this course?

The current facility is adequate for the proposed course.

- C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

Current equipment and supplies are adequate for the proposed course.

- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Current computer resources are adequate for the proposed course.

- E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

Current audio-visual resources are adequate for the proposed course.

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No other resources are required. This will be part of the regular request for part time funding allocated by the Dean.

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

Not applicable. No additional funding is required.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of Consultation on Library Holdings).

Library consultation was provided by Ms. Bridgette Sanders on 1/27/15 and library resources were assessed as adequate (see Appendix A).

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

School of Social Work, 2/28/2015

School of Architecture Master of Urban Design, 2/28/2015

Kinesiology Department, 1/30/2015

Psychology Department, 1/30/2015

Department of Public Health, 4/13/2015

Sociology Department, 4/06/2015

All programs were in support of the proposed course(s).

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

GRNT 4353/53/53 is supported by the Gerontology interdisciplinary faculty.
No other units

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
Library Consultation
Department Consultations
Sample Syllabus GRNT 4353/5353
Evidence of Differences in Graded Requirements for undergraduate and graduate students
2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use **red text with "striketrough"** formatting for text to be deleted, and adding **blue text with "underline"** formatting for text to be added).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
☒ This course will be cross listed with another course.
☐ There are prerequisites for this course.
☐ There are corequisites for this course.
☐ This course is repeatable for credit.
☐ This course will increase/decrease the number of credits hours currently offered by its program.
☐ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.
 - b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.
4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

- ☐ Yes. If yes, please provide updated Academic Plan of Study in template format.
X No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
☐ Yes. If yes, please provide updated SLOs in template format.
X No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
X Yes. Briefly explain below.

A review of electronic textbooks will be conducted. Paperback textbooks will be given priority. Most of the readings will also be available online. A reserve copy will be place in the library.

- ☐ No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

SYLLABUS
University of North Carolina-Charlotte
Department of Gerontology
GRNT 4353/5353—Environments for Aging

Instructor:
Class Sessions:
Location:
Office:
Office hours:
Office phone:
Email:

COURSE DESCRIPTION

In this course you will acquire a great deal of information on a wide range of topics in order to build your own understanding of the relationships between older adults and their environments as they age. This will require the overlapping of several domains such as environmental psychology, cognitive science, sociology, physiology, architectural and interior design, human geography and urban planning. This course will include selected readings for each module topic; web-based tools and resources that can be used beyond the course; short experiential learning activities; group discussions via message boards; and short reflective writing assignments.

OBJECTIVES

1. Through environmental psychology, develop a foundational knowledge necessary to understand how older adults perceive and relate to their physical environment.
2. Describe the linkages between physical and sensory changes that occur with age.
3. Explore physical design, technological strategies and community resources which enable older adults to remain in their home.
4. Identify social/political community issues around planning for an aging population. Describe your future role in influencing policy development.
5. Examine the ethical implications of past, present and future models of long term care
6. Identify key policy and design issues relating to individuals living with dementia and those caring for them.
7. Discover the influence of the environment and evidence-based design practices for palliative care settings.

TEACHING METHODS

Lectures/discussion forums
Group work
Assigned readings/resource list
Preparation of written assignments and activities

TEXTBOOKS

Agich, G. (2003). Dependence and autonomy in old age: An ethical framework for long-term care. Cambridge: Cambridge University Press.

Anderzhon, J., Hughes, D., Judd, S., Kiyota, E., & Mijnties, M. (2012). Design for aging: International case studies. Hoboken: John Wiley & Sons, Inc.

Ball, M.S. (2012). Livable communities for aging populations. Hoboken: John Wiley & Son.
Schwarz, B., & Scheidt, R. (Eds.) (2013). Environmental Gerontology: What now? New York: Routledge.

COURSE MODULES

Module 1 THEORETICAL PERSPECTIVES ON AGING AND THE ENVIRONMENT

Week 1 Aging and the Environment: An Overview

- Week 1 Readings
- View Module # 1 Prezi
- Reflection #1

Week 2 Environmental Psychology: Ecological Frameworks/ Competence Press ***Model***

- Week 2 Readings
- Assignment #1: Site Visit

Week 3 Environmental Psychology: Place Attachment/ The Layered Meanings of ***Home***

- Week 3 Readings
- Reflection #2

Module 2 AGING IN PLACE

Week 4 The Physiology of Aging-Universal Design and Gerontechnology

- View Module #2 Prezi
- Week 4 Readings

Week 5 Planning for an Aging Society (Transportation, Medical, Community ***Outreach)***

- Week 5 Readings
- Reflection #3

Week 6 Traditional Housing Options (Retirements Villages, CCRCs)

- Week 6 Readings
- Quiz 1

Week 7 ***Trends in Community-Based Housing (NORC, Co-housing, Village to Village)***

- Week 7 Readings
- Reflection #4

Module 3 **LONG TERM CARE SETTINGS**

Week 8 ***The Ethics of Caring for Vulnerable Populations (History of institutionalization)***

- View Module #3 Prezi
- Week 8 Readings
- Reflection #5

Week 9 ***Person-focused Dimensions in LTC (Eden Alt., Green House and Small House)***

- Week 9 Reading
- View videos posted on Moodle

Week 10 ***International Models of Long Term Care***

- Week 10 Readings
- Quiz 2

Module 4 **ENVIRONMENTS FOR MEMORY SUPPORT**

Week 11 ***Living with Dementia***

- Week 11 Readings
- The Memory Tapes from the HBO Alzheimer's Project is a 85 minute video which profiles 7 individuals living with advancing stages of dementia.
- Reflection #6

Week 12 ***Environments for Social Interaction and Autonomy***

- Week 12 Readings
- The video this week is from CNN describing a Dementia Village in Hogewey, the Netherlands.
- Reflection #7

Week 13 ***Therapeutic Outdoor Environments***

- Week 13 Readings

Module 5 **ENVIRONMENTS FOR END OF LIFE CARE**

Week 14 ***Palliative and Hospice Environments***

- Week 14 Readings
- Reflection #8

Week 15 ***Couse summary/ Thanksgiving Break***

COURSE GRADES: GRADE RANGES

Grading will be based on a point system, including reflections on assignments, readings, individual participation in discussions, and two quizzes. 4050 students will have a final exam and 5050 students will have a final paper and class presentation.

Graded requirements GRNT 4050:

15%	8 Original Postings based on readings
15%	At least 2 follow-up responses to others (8)
25%	Two Quizzes @ 100 points/quiz
20%	Site Visit Assignment
25%	Final Exam

Graded requirements GRNT 5050:

15%	8 Original Postings based on readings (w/ 10 additional course readings)
15%	At least 2 follow-up responses to others (8)
20%	Site Visit Assignment
15%	Two Quizzes @ 100 points/quiz
25%	Final Paper
10%	Final Presentation

Grade Range

A=90-100	D=60-69.9
B=80-89.9	F=59.9 or below
C=70-79.9	

- While the **GRNT 4353** students will participate in two in-class exams consisting of multiple-choice and short answer questions the graduate students will complete two essay format take-home examinations. In addition all students will have a site visit to a a long term care facility, adult day care or dementia care facility.

- The **GRNT 5353** students will also be required to provide a more extensive and in-depth final project based on their site visits. The students will write an 8-10 page final paper written in APA format based on their site observations and the literature and theory relevant to their site visit place type. They will also prepare a 10-15 slide PowerPoint or Prezi presentation which they will make to the class and will lead a discussion about their paper topic.
- This project and research paper will require an increase length requirement in order to accommodate additional research, analysis and assimilation of coursework into this final project.

ACADEMIC INTEGRITY All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

DISABILITY SERVICES/SPECIAL NEEDS If you have a documented disability and require accommodation in this course, contact the Disability Services office, located in Fretwell building, room 230. Phone 704/687.4355 (voice/TDD). Information about available services can be found at <http://www.ds.uncc.edu>. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. Please initiate this process and inform me during the first two weeks of class. I will be communicating with the class as necessary via Moodle and UNC Charlotte email accounts. You are responsible for reading these messages.

APPENDIX A

Add the following elective course for the minor to the 2014-2015 Undergraduate Catalog: Gerontology:

- GRNT 4353 Environments for Aging

Add the following elective course for the Graduate Certificate and the MA Gerontology to the 2014-2015 Graduate Catalog: Gerontology:

- GRNT 5353 Environments for Aging

Add the following description to the 2014-2015 Undergraduate Catalog: Courses in Gerontology

GRNT 4353. Environments for Aging (3) Cross-listed with GRNT5353. Students will be introduced to the values and practices of a broad spectrum of housing alternatives for an aging population, which include traditional and household models of long term care, therapeutic environments for individuals with dementia, Naturally Occurring Retirement Communities (NORCS), as well as co-housing and intentional community options.

Add the following description to the 2014-2015 Graduate Catalog: Courses in Gerontology

GRNT 5353. Environments for Aging (3). Cross-listed with GRNT4353. With roots in environmental psychology, this course explores the ways in which older adults experience and interact with their physical environment at both the macro and micro levels. Students will be introduced to the values and practices of a broad spectrum of housing alternatives for an aging population, which include traditional and household models of long term care, therapeutic environments for individuals with dementia, Naturally Occurring Retirement Communities (NORCS), as well as co-housing and intentional community options.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Julian Montoro-Rodriguez

From: Bridgette Sanders

Date: January 27, 2015

Subject: GRNT4353/5353 - Environments for Aging

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: January 27, 2015

Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

XX

Comments:

Atkins Library has an excellent set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Social Services Abstracts, *Sociological Abstracts*, *Academic Search Premier*, *Project Muse*, *PsycInfo*, *JSTOR*, *Science Direct*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course. The library also has an excellent collection of ebooks that will supplement the print books in the collection.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders
Evaluator's Signature

1-27-15
Date

Gerontology

- **M.A. in Gerontology**
- **Graduate Certificate in**

Gerontology

Gerontology Program

gerontology.uncc.edu

Gerontology Program Director

Dr. Julian Montoro-Rodriguez

Graduate Program Director

Dr. Dena Shenk

Graduate Faculty

Dr. Anita Blowers, Associate Professor, Criminal Justice and Criminology

Dr. Martha Bramlett, Adjunct Faculty, Nursing

Dr. Bill Brandon, Metrolina Medical Foundation

Distinguished Professor of Public Policy in Health

Dr. Diane Brockman, Associate Professor, Anthropology

Dr. Allison Burfield, Assistant Professor, Nursing

Dr. Maria-Carla Chiarella, Lecturer, Psychology

Dr. Maren Coffman, Assistant Professor, Nursing

Dr. Boyd Davis, Bonnie E. Cone Professor of Teaching, Professor, English

Dr. Christine Davis, Associate Professor, Communication Studies

Dr. Mark Faust, Assistant Professor, Psychology

Dr. Scott Gordon, Professor and Chair, Kinesiology

Dr. Cynthia Hancock, Senior Lecturer, Sociology, Gerontology

Dr. Parminder Juneja, Assistant Professor, Engineering Technology and Construction Management

Dr. Aravind Kalais, Assistant Professor, Electrical and Computer Engineering

Dr. Martin Kane, Associate Professor, Civil and Environmental Engineering

Dr. Susan Kennerly, Professor and Director – Graduate Division, Nursing

Dr. James Laditka, Associate Professor, Public Health Sciences

Dr. Sarah Laditka, Associate Professor, Public Health Sciences

Dr. Othelia Lee, Assistant Professor, Social Work

Dr. Lisa Merriweather, Assistant Professor, Educational Leadership

Dr. Trudy Moore-Harrison, Lecturer and Practicum Supervisor, Kinesiology

Dr. Louise Murray, Adjunct Faculty, Gerontology

Dr. Jane Neese, Associate Dean for Academic Affairs, College of Health and Human Services

Dr. Tara O'Brien, Assistant Professor, Nursing

College of Liberal Arts & Sciences 517

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Dr. Amy Peterman, Associate Professor, Psychology
Dr. Rachel Seymour, Adjunct Faculty, Gerontology
Dr. Dena Shenk, Professor, Anthropology
Dr. Dorothy Smith-Ruiz, Associate Professor, Africana Studies
Dr. Jamie Strickland, Lecturer, Geography and Earth Sciences
Dr. Lori Thomas, Assistant Professor, Social Work
Dr. Rosemarie Tong, Mecklenburg County Medical Society Distinguished Professor
Dr. Meredith Troutman-Jordan, Associate Professor, Nursing
Dr. Jennifer Troyer, Associate Professor, Economics
Dr. Jillian Tullis, Assistant Professor, Communication Studies
Dr. Michael Turner, Associate Professor, Kinesiology
Dr. Jan Warren-Findlow, Assistant Professor, Public Health Sciences
Dr. Diane Zablotzky, Associate Professor, Sociology; Director, Levine Scholars Program
Dr. Nigel Zheng, Assistant Professor, Mechanical Engineering

MASTER OF ARTS IN GERONTOLOGY

The Master of Arts in Gerontology is designed to prepare graduates with the knowledge and skills to fill a wide variety of positions in the developing field of aging. Interdisciplinary Gerontology courses integrate materials from various disciplines. Multidisciplinary Gerontology courses are also included, requiring students to study aging from a variety of disciplinary perspectives. The core of essential materials included in the required courses are augmented by the selection of elective courses in an individually designed program for each student. Students work with their advisor to develop a program that will best prepare them to meet their goals.

Potential students are encouraged to apply to begin the program in the fall semester, although applications are reviewed throughout the year. The program can be completed on either a full-time or part-time basis with all required courses and a selection of electives offered in the evening. Some courses may require prerequisites and it is the responsibility of the candidate to meet any prerequisites (e.g., statistics is a required prerequisite for GRNT 6201). Students will work in conjunction with their advisor and graduate committee to design and implement their individual program.

Additional Admission Requirements

- Grade point average (GPA) of at least 2.75 overall

and 3.0 in courses in Gerontology

- Satisfactory GRE or MAT scores (*A standardized test score is waived for a student who completes the Graduate Certificate Program in Gerontology with grades of all B or above*)
- Three letters of recommendation from persons familiar with the applicant's personal and professional qualifications
- An essay is required describing the applicant's relevant experience and objectives in undertaking graduate study in Gerontology

Degree Requirements

The Gerontology Program requires a minimum of 36 semester hours of graduate coursework.

Required Core Courses (21 hours)

GRNT 6124/PSYC 6124 Psychology of Aging (3)

GRNT 6130/SOCY 6130 Sociology of Aging:

Theories and Research (3)

GRNT 6201 Research and Methods in Aging I (3)

GRNT 6202 Research and Methods in Aging II (3)

GRNT 6400 Practicum (3)

GRNT 6600 Current Issues in Gerontology (3)

GRNT 6275/NURS 6275 Health Promotion,
Nutrition, and Wellness for Older Adults – OR–

KNES 6232 Physiology of Human Aging (3)

In addition to these core courses, each student will complete either a thesis (GRNT 6999) or an applied project (GRNT 6990).

Elective Courses

CSLG 7681 Grief and Loss (3)

EIST 6101 The Adult Learner (3)

GRNT 5050 Topics in Gerontology (1-4)

GRNT 5134 Families and Aging (3)

GRNT 5150 Older Individual and Society (3)

GRNT 5250 Programs and Services for the Aging (3)

GRNT 5260 Women: Middle Age and Beyond (3)

GRNT 5270 Intergenerational Relationships &
Programs (3)

GRNT 5280 The Experience of Dementia (3)

GRNT 5353 Environments for Aging

GRNT 6050 Topics in Gerontology (1-4)

GRNT 6210/MPAD 6210 Aging and Public Policy (3)

GRNT 6211/MPAD 6211 Administration of Aging
Programs (3)

GRNT 6800 Independent Research Study (3) (*may be repeated; up to 6 credits may be counted towards MA electives*)

MPAD 6128 Foundations of Public Policy (3)

MPAD 6172 Admin of the Healthcare System in the
U.S. (3)

NURS 6115 Health Planning in the Healthcare
System (3)

Other electives may be selected in consultation with the student's advisor.

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UNC Charlotte Graduate Catalog • 2014-2015

Comprehensive Examination

Each student will complete an oral comprehensive exam at the time of the thesis or applied project proposal defense. Students must pass all of the exam questions in order to earn their Master's degree. The grading options for each question are "High Pass," "Pass," "Low Pass," and "Fail." In order to pass, students may not earn more than one "Low Pass." In the case of failing one question, students may be allowed to prepare an essay answering the question, if they have not received a "Low Pass" on any other questions. With this option, students cannot receive more than a "Low Pass" for that question, and if students get more than one low pass, they have failed. If students fail the oral exam, they will be allowed to retake it one time and the questions may be revised. Students should discuss with their Graduate Committee Chair in advance of the Proposal Defense about how to prepare for the Comprehensive Exam.

Committee

Each student should select his/her Graduate Committee before completion of GRNT 6201.

Thesis or Applied Project

The thesis option entails 9 hours of elective credits and 6 hours of thesis credits (GRNT 6999). The student must also pass an oral defense of both the thesis proposal and thesis, and oral comprehensive exams at the time of the thesis proposal defense. The applied project option generally entails 12 hours of elective credits and 3 hours of applied project credits (GRNT 6990).

The student must also pass an oral defense of both the applied project proposal and the project, and oral comprehensive exams at the time of the project proposal defense.

In order to apply for Candidacy, the student must have passed the Oral Comprehensive Exam and Thesis or Applied Project Defense before the deadline for applying for Candidacy for the given semester.

Financial Aid/Financial Assistance

The program offers the NMR Gerontology Graduate Scholarship annually with all application materials due by June 1.

Early Entry Program

Exceptional undergraduate students may be accepted into the M.A. in Gerontology program and begin work toward a graduate degree before completion of the baccalaureate degree.

GRADUATE CERTIFICATE IN GERONTOLOGY

The Graduate Certificate in Gerontology is designed to provide graduate education in Gerontology for those who already have a graduate degree in another field, those currently completing a graduate degree in another field, who are interested in working with older adults, and others seeking a credential to work in the aging field. It requires completion of a set of core and elective courses related to the study of aging. Applications for admission to the Graduate Certificate Program in Gerontology are considered as they are received and admissions are ongoing. Students are admitted to the Graduate School in a special category for certificate students.

Additional Admission Requirements

In addition to the general requirements for admission to a certificate program, applicants must provide:

- Official transcripts of all baccalaureate and graduate work attempted.
- Three letters of recommendation from persons familiar with the applicant's professional and personal qualifications. These letters may be waived if the student is already enrolled in a Master's or doctoral program.
- An essay describing the applicant's relevant experience and objectives in undertaking graduate study in Gerontology.

Degree Requirements

The Graduate Certificate Program requires completion of a minimum of 15 semester hours of graduate coursework related to aging and older adults.

Core Course

GRNT 6600 Current Issues in Gerontology (3)

Electives

Primary Electives (choose at least one course from each of the following groups):

GRNT/NURS 6275 Health Promotion, Nutrition, and Wellness for Older Adults (3)

KNES 6232 Physiology of Human Aging (3)

GRNT/PSYC 6124 Psychology of Aging (3)

GRNT/SOCY 6130 Sociology of Aging: Theories of Research (3)

GRNT 6400 Practicum (3) *(Students who do not have experience working with older adults are expected to complete a practicum)*

Secondary Electives (choose 1-2 from the following):

CSLG 7681 Grief and Loss (3)

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EIST 6101 The Adult Learner (3)

GRNT 5050 Topics in Gerontology (1-4)

GRNT 5134 Families and Aging (3)

GRNT 5150 Older Individual and Society (3)

GRNT 5250 Programs and Services for the Aging (3)

GRNT 5260 Women: Middle Age and Beyond (3)
GRNT 5270 Intergenerational Relationships & Programs (3)
GRNT 5280 The Experience of Dementia (3)
GRNT 5353 Environments for Aging
GRNT 6050 Topics in Gerontology (1-4)
GRNT 6210/MPAD 6210 Aging & Public Policy (3)
GRNT 6211/MPAD 6211 Administration of Aging Programs (3)
KNES 6232 Physiology of Human Aging (3)
MPAD 6128 Foundations of Public Policy (3)
MPAD 6172 Administration of the Healthcare System in the U.S. (3)
NURS 6115 Health Planning in the Healthcare System (3)

Secondary electives may also be chosen from other appropriate courses as offered with the approval of the Gerontology Graduate Coordinator.

Transfer Credit

Transfer credit is not accepted toward a Graduate Certificate in Gerontology program.

COURSES IN GERONTOLOGY

(GRNT)

GRNT 5050. Topics in Gerontology. (1-4)

Investigation of specific issues in Gerontology, either from the perspective of a single discipline or from a multidisciplinary perspective. *May be repeated for credit with change of topic. (On demand)*

GRNT 5134. Families and Aging. (3) Theories explaining the formation and functioning of American families with emphasis on the impact of the aging of society. Examination of the current demographic trends and expectations of multigenerational families, as well as the future demands and modifications. *(Yearly)*

GRNT 5150. Older Individual and Society. (3) Study of the social and cultural context on the lives of aging individuals in American society. Will include a focus on expectations, social interactions, and psychological well-being in the context of retirement, caregiving, and health *(Yearly)*

GRNT 5250. Aging Programs and Services. (3) Examination of federal, state and local framework of services and programs for the aging. Graduate students required to complete a more extensive final paper. *(On demand)*

GRNT 5260. Women: Middle Age and Beyond. (3) Position of older women in society and the particular problems and issues for women as they age. *(On demand)*

GRNT 5270. Intergenerational Relationships & Programs. (3) Exploration of the importance of and consequences of intergenerational relationships and the range of programming currently available to

encourage interaction between people of different ages. *(On demand)*

GRNT 5280. The Experience of Dementia. (3)

Provides an overview of Alzheimer's disease and related disorders using a person-centered perspective.

This topic is explored from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers.

Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society. *(On demand)*

GRNT 5353. Environments for Aging (3). Cross-listed as GRNT4353. With roots in environmental psychology, this course explores the ways in which older adults experience and interact with their physical environment at both the macro and micro levels. Students will be introduced to the values and practices of a broad spectrum of housing alternatives for an aging population, which include traditional and household models of long term care, therapeutic environments for individuals with dementia, Naturally Occurring Retirement Communities (NORCS), as well as co-housing and intentional community options.

GRNT 6050. Topics in Gerontology. (3) Permission needed from program.

GRNT 6124. Psychology of Aging. (3) Psychology of aging with particular emphasis on issues related to community / clinical psychology and industrial / organizational psychology. Topics include: myths and stereotypes about aging, problems faced by older workers, retirement, mental health and normal aging, counseling the older adult, and psychological disorders in later life. *(Fall, Alternate years)*

GRNT 6130. Sociology of Aging: Theories and Research. (3) Application of stratification theories and demography are applied to the older population. Issues of race, gender, socio-economic status, age, and geographic distribution are examined to investigate the diversity of the older age group and their access to resources. *(Yearly)*

GRNT 6201. Research and Methods in Aging I. (3)
Prerequisite: Statistics. Examination of variety of qualitative and quantitative methods used in research on aging and analysis of Gerontology research from a range of disciplines. Students will develop a working draft of their thesis-applied project proposal. *(Fall)*

GRNT 6202. Research and Methods in Aging II. (3)
Prerequisite: GRNT 6201. Examination of the variety of qualitative and quantitative methods used in evaluation research in applied settings. Students will develop an evaluation project plan. *(Spring)*

GRNT 6210. Aging and Public Policy. (3) Cross-listed as MPAD 6210. Examination of the public policy

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making process with attention to aging policy. Consideration of determinants of aging policy and institution and actors in the policy making process and piecemeal development of legislation will be

analyzed as factors related to the making of policy for the aged. *(Alternate years)*

GRNT 6211. Administration of Aging Programs. (3)

Cross-listed as MPAD 6211. Focus will be implementation of public policies and programs for the aged and the development and administration of these programs. Students will become familiar with the process through which policies are transformed into aging programs and the budgetary, management and evaluative considerations that must be taken into consideration. *(Alternate years)*

GRNT 6238 Intergenerational Issues of Justice. (3)

Cross-listed as PHIL 6238. Examination of intergenerational issues of justice in public policy toward the elderly and their healthcare needs. Issues of justice and morality will be explored in terms of the distribution of limited healthcare resources among competing age groups. *(On demand)*

GRNT 6275. Health Promotion, Nutrition, and Wellness for Older Adults. (3)

Cross-listed as NURS 6275. Explores self-care measures and health promotion practices with an emphasis on nutrition, that promote a healthy lifestyle in later life. Topics include: principles of teaching and learning adapted to diverse older adults' needs and learning styles. Common barriers to healthcare and appropriate nutrition in older adults are also examined. Current findings from research will be integrated throughout the course. A foundational knowledge of human development is expected. *(Summer, Even years)*
(Online)

GRNT 6400. Practicum. (3) Completion of a fieldbased educational experience which relates to the student's career goals and objectives. *Graded on a Pass/Unsatisfactory basis. (Summer)*

GRNT 6600. Current Issues in Gerontology. (3) Study of current topics and issues in the field of Gerontology from an interdisciplinary perspective. An ethical framework will be used to examine the issues. *(Fall)*

GRNT 6800. Independent Research in Gerontology.

(3) Graduate students meet individually or in small groups with the instructor and will complete readings and/or research on a topic in gerontology according to a contract. Attendance at lectures of an undergraduate course in Gerontology may be included among course requirements. *May be repeated for credit up to 6 credits. (On demand)*

GRNT 6990. Applied Project. (3) Permission needed from program. *Graded on a Pass/Unsatisfactory basis. (Fall, Spring, Summer)*

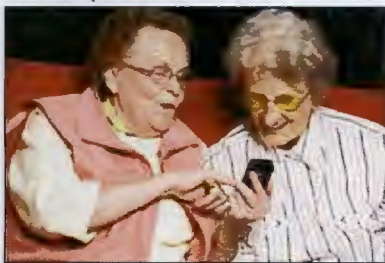
GRNT 6999. Master of Arts Thesis. (3 or 6)

Prerequisite: application for admission to the thesis option. A completed paper and oral presentation are required. *Graded on a Pass/Unsatisfactory basis. (Fall, Spring, Summer)*

Gerontology

<http://gerontology.uncc.edu>

The interdisciplinary program in Gerontology is designed to provide students with academic and field experiences in the area of aging. An understanding of the basic processes of aging and of its social consequences is valuable not only for students who



wish to pursue careers directly related to gerontology but also for students interested in traditional careers in other areas and interested in their

own aging. As the number of older persons in our society continues to increase, it will be important for people in every occupation and profession to have a basic understanding of the aging process. The goal of the program is to provide students with that basic understanding.

Gerontology is both an interdisciplinary and a multidisciplinary field. Invariably, the best research, training, and service programs in gerontology have developed when professionals from a variety of traditional academic disciplines have been afforded the opportunity to work together, each contributing a unique expertise while benefiting from the expertise of others. The minor in Gerontology is built around a core sequence of interdisciplinary and multidisciplinary courses that are taught from a variety of different academic disciplines. This approach is designed to bring together information from multidisciplinary sources, integrate theoretical and applied concepts in gerontology, and communicate to students the need for an integrated approach to meeting the needs of older persons.

A Minor in Gerontology can be useful in combination with a broad range of majors. With the aging population growing rapidly in the U.S. and globally, there are consequences that translate into diverse career options. Projections indicate opportunities in city planning, administration, management, recreation, counseling, physical therapy, social work, program development, research, long-term care administration and healthcare, for example.

Minor in Gerontology

The Minor in Gerontology is awarded only to students completing an undergraduate major at UNC Charlotte. A total of 18 hours in gerontology courses with an

overall GPA of 2.5 in those courses is required. Students must earn a C or above in courses that are counted toward the minor.

Required Courses

GRNT/SOCY 2100 Aging and the Lifecourse (3) (SL)
GRNT 3600 Senior Seminar and Field Experience in Aging (3) (W)*

**Participation in a preliminary orientation session a semester in advanced is required to receive a permit for this class. Students must be declared minors who have completed all other gerontology course requirements and should take this course as close to graduation as possible.*

Primary Electives

Select at least two of the following: GRNT/PSYC 2124 Psychology of Aging (3) GRNT/HLTH 3115 Health and the Aging Process (3) GRNT/SOCY 4110 Sociology of Aging (3)
GRNT 4250 Aging Programs and Services (3)

Secondary Elective Courses

Secondary elective courses may be chosen from the following list of approved courses related to gerontology in consultation with the Gerontology Undergraduate Coordinator. Other appropriate courses may be chosen as electives in consultation with the Gerontology Undergraduate Coordinator.

ANTH/GRNT 3132 Aging and Culture (3) (W)
GRNT/SOCY 3267 Sociology of Dying, Death and Bereavement (3)
GRNT 3800 Independent Study in Gerontology (1-8)
(total of 3 credits can be counted toward minor)
GRNT 4050 Topics in Gerontology (1-4)
GRNT/SOCY 4134 Families and Aging (3)
GRNT/SOCY 4150 Older Individual and Society (3)
GRNT/HLTH/WGST 4260 Women: Middle Age and Beyond (3)
GRNT 4270 Intergenerational Relationships and Programs (3)
GRNT 4353
Environment
s for Aging
GRNT 4280 The Experience of Dementia (3)
LBST 1102-425/426 Arts & Society Film (GRNT):
Aging and the Lifecourse in Film (3)
PHIL 3230 Healthcare Ethics (3)
PSYC 3125 Older Worker and Retirement (3) (W)
SOCY 4130 Sociology of Health and Illness (3)
SOWK 4101 Social Work Practice with Elderly (3)

Because this is designed to be an interdisciplinary minor, no more than three courses in the student's major may count toward the minor.

Students who have earned a bachelor's degree from UNC Charlotte may be readmitted to pursue a minor in Gerontology, just as they may be readmitted to pursue

a second major. (For further information on readmission, see the Admission to the University section of this *Catalog*.)

Students who have earned a bachelor's degree from an institution other than UNC Charlotte may not receive a minor in Gerontology from UNC Charlotte (unless they earn a second baccalaureate degree from UNC Charlotte). Such students may request a letter from the program and/or a transcript notation that acknowledges completion of courses specified for the minor but indicates that the minor can only be awarded upon completion of a degree.

The Gerontology Program offers both a Master's degree and a graduate certificate program in Gerontology. See the *UNC Charlotte Graduate Catalog* for more details.

Department of Global, International, and Area Studies

<http://gias.uncc.edu>

The Department of Global, International, and Area Studies brings together a number of interdisciplinary programs: International Studies; Islamic Studies; Judaic Studies; and Holocaust, Genocide, and Human Rights Studies. It promotes global awareness and knowledge of cultural, economic, geographic, political and social issues around the world. Through its

Montoro-Rodriguez, Julian

From: Lord, Vivian
Sent: Wednesday, January 28, 2015 8:32 AM
To: Hancock, Cynthia
Cc: Shenk, Dena; Montoro-Rodriguez, Julian; Ezell, Mark; Herman-Smith, Bob
Subject: RE: Course and Curriculum Proposal for Environments for Aging

Cynthia,

We are delighted to support your new course, Environment for Aging. I believe both of our programs could use it as an elective if you have seats open and it was offered when our students were able to take it. I'm copying the BSW and MSW Directors. Vivian Lord

Vivian B. Lord, PhD | Interim Director of the School of Social Work
Mediation Program Director
Professor, Criminal Justice and Criminology; Professor, Public Policy
UNC Charlotte
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-0752 Fax: 704-687-5285
vb lord@uncc.edu

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From: Hancock, Cynthia
Sent: Wednesday, January 28, 2015 7:55 AM
To: Lord, Vivian
Cc: Shenk, Dena; Montoro-Rodriguez, Julian
Subject: FW: Course and Curriculum Proposal for Environments for Aging

Dear Dr. Lord,

I'm forwarding information related to the Gerontology Program's proposal to turn a topics course into a course entitled "Environments for Aging." Your department has been identified by the instructor as one that could be impacted by the creation of this course.

Per instruction IV.B. on the Long Form, I'm asking for your feedback as to the impact of this course on your department. Please note, this course would be taught at the undergraduate and graduate level. Would you please send your reply to Dr. Montoro-Rodriguez (I've copied him on this email).

Thank you for your time.
Cynthia Hancock

Cynthia Riffe Hancock, Ph.D.

Senior Lecturer, Undergraduate & Service Learning Coordinator Gerontology Program
UNC Charlotte | Department of Sociology
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704.687.7807 | Fax: 704.687.1397
chancock@uncc.edu | Gerontology.uncc.edu
Office hours T/TH 11-12 and 2-3 in 460F Fretwell

From: Montoro-Rodriguez, Julian
Sent: Thursday, January 22, 2015 1:37 PM

Montoro-Rodriguez, Julian

From: Lin, Zhongjie
Sent: Wednesday, January 28, 2015 8:25 PM
To: Hancock, Cynthia
Cc: Montoro-Rodriguez, Julian; Shenk, Dena
Subject: Re: Course and Curriculum Proposal for Environments for Aging

Cynthia and Julian,
This course would not impact the courses we offer in the School of Architecture Master of Urban Design program.

Thanks,

Zhongjie Lin, Ph.D.
Associate Professor & Director of Urban Design Program
University of North Carolina at Charlotte, School of Architecture
9201 University City Blvd, Charlotte, NC 28223, U.S.A.

From: <Hancock>, Cynthia <chancock@uncc.edu>
Date: Wednesday, January 28, 2015 at 8:00 AM
To: Zhongjie Lin <zlin1@uncc.edu>
Cc: "Montoro-Rodriguez, Julian" <jmontoro@uncc.edu>, "Shenk, Dena" <dshenk@uncc.edu>
Subject: FW: Course and Curriculum Proposal for Environments for Aging

Dear Dr. Lin,

I'm forwarding information related to the Gerontology Program's proposal to turn a topics course into a course entitled "Environments for Aging." Your department has been identified by the instructor as one that could be affected by the creation of this course.

Per instruction IV.B. on the Long Form, I'm asking for your written feedback as to the impact of this course on your department. Please note, this course would be taught at the undergraduate and graduate level. Would you please send your reply to Dr. Montoro-Rodriguez (I've copied him on this email).

Thank you for your time.
Cynthia Hancock

Cynthia Riffe Hancock, Ph.D.
Senior Lecturer, Undergraduate & Service Learning Coordinator Gerontology Program
UNC Charlotte | [Department of Sociology](http://DepartmentofSociology)
9201 University City Blvd. | Charlotte, NC 28223
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chancock@uncc.edu | Gerontology.uncc.edu
Office hours T/TH 11-12 and 2-3 in 460F Fretwell

Montoro-Rodriguez, Julian

From: Gordon, Scott
Sent: Friday, January 30, 2015 3:14 PM
To: Hancock, Cynthia
Cc: Montoro-Rodriguez, Julian; Shenk, Dena; Turner, Mike
Subject: RE: Course and Curriculum Proposal for Environments for Aging

Hi Cynthia,

The Department of Kinesiology supports the course proposal for GRNT4353/5353 "Environments for Aging". We think this a great addition to the GRNT course offerings and will complement existing coursework in KNES well.

Scott Gordon

Scott E. Gordon, Ph.D.
Professor and Chairperson
Department of Kinesiology
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 28223
Phone: 704-687-0855
Email: Scott.Gordon@uncc.edu
Website: <http://kinesiology.uncc.edu/>

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From: Hancock, Cynthia
Sent: Wednesday, January 28, 2015 7:57 AM
To: Gordon, Scott
Cc: Montoro-Rodriguez, Julian; Shenk, Dena
Subject: FW: Course and Curriculum Proposal for Environments for Aging

Dear Dr. Gordon,

I'm forwarding information related to the Gerontology Program's proposal to turn a topics course into a course entitled "Environments for Aging." Your department has been identified by the instructor as one that could be impacted by the creation of this course.

Per instruction IV.B. on the Long Form, I'm asking for your written feedback as to the impact of this course on your department. Please note, this course would be taught at the undergraduate and graduate level. Would you please send your reply to Dr. Montoro-Rodriguez (I've copied him on this email).

Thank you for your time.
Cynthia Hancock

Cynthia Riffe Hancock, Ph.D.

Senior Lecturer, Undergraduate & Service Learning Coordinator Gerontology Program
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chancock@uncc.edu | Gerontology.uncc.edu
Office hours T/TH 11-12 and 2-3 in 460F Fretwell

Montoro-Rodriguez, Julian

From: Cann, Arnie
Sent: Friday, January 30, 2015 12:27 PM
To: Montoro-Rodriguez, Julian
Subject: FW: Course and Curriculum Proposal for Environments for Aging
Attachments: EFAcourse offering_Emily Roberts Topics Course.docx

Julian,

The Psychology Department supports your proposal for courses on Environments for Aging. We see no conflict with courses that we currently offer or might offer.

Arnie Cann
Interim Chair

Arnie Cann
Professor and Interim Chair
Department of Psychology
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001
voice: 704-687-1325
fax: 704-687-1317
Personal Web: clas-pages.uncc.edu/arnie-cann/
Posttraumatic Growth Research Web: www.ptgi.uncc.edu/
Please consider the environment before printing.

From: Shenk, Dena
Sent: Wednesday, January 28, 2015 7:58 PM
To: Cann, Arnie
Cc: Hancock, Cynthia
Subject: FW: Course and Curriculum Proposal for Environments for Aging

I'm forwarding this to you as Acting Chair. Thanks,

Dena Shenk/Graduate Director, Gerontology Program and
Professor of Anthropology
UNC Charlotte | 222 Barnard Building
9201 University City Blvd. | Charlotte, NC 28223-0001
Phone: 704-687-5091 | Fax: 704-687-1678
dshenk@uncc.edu / gerontology.uncc.edu

From: Hancock, Cynthia
Sent: Wednesday, January 28, 2015 4:51 PM
To: Cachelin, Fary
Cc: Montoro-Rodriguez, Julian; Shenk, Dena
Subject: FW: Course and Curriculum Proposal for Environments for Aging

Dear Fary,

Montoro-Rodriguez, Julian

From: Moller, Stephanie
Sent: Monday, April 06, 2015 3:05 PM
To: Montoro-Rodriguez, Julian
Subject: RE: GRNT 4353/5353

Julian: I don't believe that this proposed course will impact the sociology program. It does not appear that you are requesting sociology faculty to teach the course so I have no concerns about resources.

Stephanie Moller

Stephanie Moller, PhD
Professor and Chair, Department of Sociology
Professor of Public Policy
Chief Editor, *Social Science Research*
UNC Charlotte
<http://clas-pages.uncc.edu/stephaniemoller/>

From: Montoro-Rodriguez, Julian
Sent: Monday, April 06, 2015 10:55 AM
To: Moller, Stephanie
Subject: RE: GRNT 4353/5353

Dear Stephanie,

I'm forwarding information related to the Gerontology Program's proposal to turn a topics course into a course entitled "Environments for Aging." Your department has been identified by the instructor as one that could be affected by the creation of this course.

Per instruction IV.B. on the Long Form, I'm asking for your written feedback as to the impact of this course on your department. Please note, this course would be taught at the undergraduate and graduate level.

Thank you for your time.

Dr. Julian Montoro-Rodriguez, Ph.D.
Director, Interdisciplinary Program in Gerontology
Professor, School of Social Work and Sociology
9201 University City Blvd. CHHS 499C
Charlotte, NC 28223
Phone: 704-687-6166
Fax: 704 687-1658
Email: jmontoro@uncc.edu
Website: gerontology@uncc.edu

MEMO

Date: April 14, 2015

From: Julian Montoro-Rodriguez
Gerontology

To: CLAS CCC

Re: GRNT 4353/5353

Catalog entry:

GRNT 4353/5353. Environments for Aging (3) Students will be introduced to the values and practices of a broad spectrum of housing alternatives for an aging population, which include traditional and household models of long term care, therapeutic environments for individuals with dementia, Naturally Occurring Retirement Communities (NORCS), as well as co-housing and intentional community options.

Course description:

GRNT 4353/5353 Environments for Aging

With roots in environmental psychology, this course explores the ways in which older adults experience and interact with their physical environment at both the macro and micro levels. Students will be introduced to the values and practices of a broad spectrum of housing alternatives for an aging population, which include traditional and household models of long term care, therapeutic environments for individuals with dementia, Naturally Occurring Retirement Communities (NORCS), as well as co-housing and intentional community options.



UNC CHARLOTTE

College of Health and Human Services
Department of Public Health Sciences

9201 University City Boulevard, Charlotte, NC 28223-0001
t/704.687.8742 f/704.687.1644 <http://publichealth.uncc.edu/>

April 13, 2015

Dr. Julian Montoro-Rodriguez, PhD.
Director, Interdisciplinary Program in Gerontology
Professor, School of Social Work and Sociology
9201 University City Blvd. CHHS 499C
Charlotte, NC 28223

Dear Dr. Montoro-Rodriguez,

Thank you for the opportunity to review your course proposal for "Environments for Aging, GRNT 4343-5353. We would welcome the availability of this course, as it covers a very important area. I suspect that our students regularly would welcome the opportunity to enroll in this course as it offers important coverage potentially appropriate to fulfil a course elective requirement in Public Health.

One small note is that the proposal identifies the Department of Public Health Sciences incorrectly as a School. Unfortunately, we are not there yet!.

Best of luck with this new course.

Sincerely,

Gary S. Silverman, Professor and Chair