

UMBC UGC Change in Existing Course: AGNG 310: Introduction to the Management of Aging Services

Date Submitted: 2/5/16

Proposed Effective Date: Fall 16

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COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	AGNG 310	
<input checked="" type="checkbox"/>	Formal Title	Introduction to the Management of Aging Services	Overview of Management in Aging
<input checked="" type="checkbox"/>	Transcript Title (≤30c)	Intro. To Mgmt. of Agng. Svcs.	Overview of Mgmt. in Aging
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.	Permission of instructor; passed with a “C” or better.	
<input type="checkbox"/>	Credits	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3	Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input type="checkbox"/>	Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

The objective of this course is to provide students with a fundamental understanding of the unique challenges inherent in managing aging services organizations, and to learn the aging services manager's role in planning, organizing, staffing, leading, and evaluating. The course uses practical applications to enable students to apply the fundamental principles of both project management and transactional management in an aging services environment, as well as, in understanding the challenges and contemporary issues facing the 21st century manager in aging services organizations. Students will be exposed to the hierarchy of management competencies, and be prepared to make the transition to entry level management positions in aging services while learning how to effectively manage people, understanding how to create a strategic management framework to capture and grow an organization to its full potential. This course reviews a variety of organizational management issues, as they are unique in the aging services sector, such as organizational performance, organizational culture, management theories, and reviews a number of quality assessment tools.

PROPOSED CATALOG DESCRIPTION (no longer than 75 words): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

RATIONALE FOR CHANGE: AGNG 310-311 were created several years ago with its first delivery in spring semester of 2012. As creator of the management series, we wanted to be intentional on crafting two courses that were unique for those students we wanted to “Introduce” to Management of Aging Services (AGNG 310) and those students we wanted to deliver a more highly rigorous content based and experiential experience (AGNG 311). After several deliveries of this course, we have learned that the distance between the two courses in terms of content, and learning outcomes, are very similar and can be applied and delivered in one course. Thus the new course sets up to be a more diversity focused, dynamic, and succinct experience. This new course allows both the introductory and more experience ready Management of Aging student a variety of experiences in terms of its management-diversity content foundation, content rigor, and experiential exposure that will allow students to master the objectives of both the old courses in one course. The courses had to be taught and have several deliveries for this element of hidden curriculum to be realized.