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Number: 91-10
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Gerontology Certificate Program
Suggested 20 Character Course Title: _____
Department: College of Human Ecology and Health Sciences
Contact Person: Carleen C. Zoni

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Department Curriculum Committee Department Chairperson
Mia M. Moore-Armitage David E. Wingard
College Curriculum Committee College Dean *

Director of Liberal Studies Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: Fall, 1991 Date to be published in Catalog: _____
to UWUCC: _____

**INDIANA UNIVERSITY OF PENNSYLVANIA
NEW PROGRAM PROPOSAL**

**UNDERGRADUATE
CERTIFICATE IN GERONTOLOGY**

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INTRODUCTION

There are more than 29 million persons in the United States age 65 and older; by the year 2030 this number is estimated to be 64.5 million. The growing needs of this group of older Americans represent a rapidly growing career field: gerontology. Both formally educated and certified professional and para-professional persons are needed for exciting and rewarding positions serving this older population in such areas as Housing Service, Food Service, Retirement Consulting, Corporate Human Resource Planning, Travel and Leisure Industries, Health Care Facilities, Family Service Agencies, Government Planning Agencies, Financial Planning Agencies, and Religious Congregation Administration. Some professions such as social work, nursing, and nutrition have had a high percentage of their practitioners involved in service to the aging for decades.

Because of the growing population of older adults, programs and services for this group are developing more rapidly than ever in number and quality. This suggests a concomitant need for the preparation, through gerontological studies, of anyone who enters the field of aging. The Gerontology Certificate Program at IUP will allow students to acquire a broad knowledge base in gerontology within their preservice educational programs that will prepare them to improve the quality of life for older adults and to eliminate the myths associated with aging. An undergraduate certificate program will allow students who are registered in any

major at the university, the possibility of combining their majors with an emphasis in gerontology. The program will provide students the opportunity to supplement their education with a holistic interdisciplinary study of the rapidly growing field of aging.

The proposed 21 credit hour program can be combined with any undergraduate major, or Certification can be offered to individuals seeking Continuing Education Units, whichever is preferred. The program will consist of three core courses, three elective courses, and a practicum that will provide experiential learning in an agency or program serving older adults. The courses will be offered by a variety of Academic Departments throughout the university. Upon completion of the program of study, the Certificate of Gerontology will be awarded, and appropriate documentation will be placed on his/her transcript.

APPROPRIATENESS TO MISSION

The State System of Higher Education (SSHE) is committed to excellence in education through programs that are consistent with regional, state, national and international needs. The development of an undergraduate Certificate Program in Gerontology at Indiana University of Pennsylvania arises from a direct response to national, state and regional demand for an increasing number of practitioners in the field of aging.

The last several decades have seen growing awareness of the needs of our aging population and efforts to meet these needs. Programs and legislation that address the older population's needs in health, nutrition, transportation and recreation, to name a few, have impacted the life of every community. These efforts have been encouraged and promoted by White House conferences, associations for the retired and aged, and coalitions of cross-generational groups. As we approach the twenty-first century, IUP can provide leadership and direction in addressing the diverse needs of this long-neglected group of citizens.

The group aged sixty-five and older, now estimated at over 11 percent of the population, is the fastest growing segment of the population in the United States in terms of numbers and proportion. This trend is expected to continue well into the 21st century, when older adults are expected to number 65 million. Within the older group, the 80-plus category is the fastest growing. As the population of seniors expands there is an increasing need for professionals who have specialized education in gerontology to work

with this special group of individuals. The "greying of America" is particularly evident in Pennsylvania. The United States Bureau of Census rated Pennsylvania third among states in the proportion of population over the age of 65. With this increase in the number of older adults there have been dramatic increases in aging-related job opportunities. The proposed Certificate in Gerontology Program is designed to help meet the specialized educational needs of the Commonwealth created by these changing demographics. The specialized educational needs include the study of aging as a broad multidisciplinary core of knowledge encompassing several disciplines: biology and physiology, psychology, and sociology. In a broader sense, gerontology encompasses other human service related professions including social work, recreation, home economics, law, public administration, personnel, and adult education; such disciplines as the humanities, economics, political science and philosophy; and several health professions including medicine, nursing, public health, occupational therapy, and physical therapy.

SSHE is committed to providing instruction that fosters personal growth of students. The Certificate in Gerontology Program would effectively introduce students to current knowledge about the biological, psychological, and social changes associated with aging and the relevant information about programs and services for the aged. In addition, the program is designed to foster creativity and to sharpen critical thinking skills. Students who choose the Certificate Program will have the opportunity to develop

an awareness of the normal process of aging that will facilitate an understanding of and adaptation to their own aging and that of significant others'. The program is designed to allow the student to:

1. survey the biological, psychological and sociological aspects of aging;
2. gain an understanding of the current services available to older persons;
3. dissipate various myths of aging, especially as related to wellness and the quality of life among the aging; and
4. examine contemporary policy issues facing the field of gerontology.

Manpower needs for individuals with gerontology training are already expected to exceed the supply in many areas including:

Adult Education Programs	Legal Services
Adult Day Care Programs	Nursing and Allied Health
Advocacy Programs	Nursing Home Administration
Area Agencies on Aging	Nutritional Services
Clinical Medicine	Physical Therapy Programs
Community Services	Recreational Programs
Counseling Services	Retirement Consulting
Family Service Agencies	Social programs
Government Planning Agencies	Travel and Leisure Industry
Home Care Programs	Religious Congregation
Housing Services	Administration

The Gerontology Certificate Program will offer specialized education in aging to provide students the content and skills in gerontology that will facilitate their work with older adults. Students who complete the Certificate program will be prepared to offer direct services to older adults in senior centers, nursing homes, business, industry, and the community; plan, administer and

evaluate services and service delivery systems for the elderly; conduct research on the aging processes and the living environments of older persons; advocate efforts on behalf of and with the elderly; consult directly with older persons and/or their families; provide staff services to organizations of elderly, legislative bodies, and public or private organizations serving older adults; analyze policy on issues related to older adults; advise business, industry, and labor regarding older workers and consumers; and teach some aspects of gerontology to appropriate audiences such as colleagues, college and university students, Senior Citizen groups, and elementary and secondary school students.

The growing needs of the more than 29 million older Americans represents a rapidly growing career field in gerontology. These demographic facts raise important questions about the future of the nation's economy, subsequent public policy and public expenditures for Social Security, health care and social services, levels of taxation, employment opportunities and retirement, continuing education, and the quality of life of the older population. Such important questions require the critical, analytical and integrative thinking skills of individuals who are knowledgeable about the field of gerontology. The study of gerontology will create endless opportunities for exciting and rewarding positions serving our older population.

IUP is committed to increasing its role in research and public service. As faculty and students become increasingly more knowledgeable about the field of gerontology, there will be a

natural progression toward the conduct of more basic and applied research in the field. IUP encourages and supports opportunities for research among its students and faculty as evidenced by the availability of internally funded research grants. In addition, significant federal grant money is available for research in gerontology.

At present, there are numerous public service organizations for the aging with which faculty are associated for the purpose of either education or consultation. Other faculty are involved in outreach programs as well as with health care facilities in the County of Indiana. As faculty continue to develop expertise in the field of gerontology through involvement with the Certificate Program there will be an increase in opportunities to participate in service for the community as well as for the university. For example, a wide range of topics may be offered through continuing education programs, speaker's bureaus, and professional presentations. Consultations with Commonwealth providers of services for the elderly will serve to strengthen the service programs and help to better meet the needs of the older adult.

IUP is concerned with the needs of the nation as a whole but has a primary responsibility to respond to the higher education needs of the Commonwealth, particularly in the critical need areas. Gerontology is one such critical need area, as the trend for an older population will continue. It is projected that by the year 2030, 24% of the population in Pennsylvania will be over the age of sixty. The provision of professional service in health and

human service fields overlap extensively; therefore, much of the future personnel needs can be filled from several different fields. The perception is widely held that service to the aging is currently important within each of these professions and that it will become even more important in the future. The field of service to the aging is so large, diverse, and important that there is great need for educational programs in the field. Expansion of programs at all levels and in all professions remains a major task to be completed.

The IUP Certificate in Gerontology Program goals are to:

1. provide an interdisciplinary education in gerontology that will increase students' understanding of the multi-faceted nature of the aging process;
2. provide opportunities for students to gain insight into personal and societal attitudes toward aging and older adults;
3. provide opportunities for students to apply discipline-specific knowledge and skills relevant to older adults;
4. provide students with the knowledge, skills, and abilities that are necessary to function effectively in the field of gerontology;
5. provide experience working with both well and frail elderly; and,
6. provide the credential, Certificate in Gerontology, as evidence of the student's demonstrated preservice education in the field of aging.

A certificate program will offer students from many disciplines the necessary credential to qualify for a variety of entry-level positions within the aging network. The certificate will provide visible evidence that an undergraduate-level course of study in gerontology has been completed at IUP. Thus, the certificate will increase one's employment options by documenting an area of specialization in aging. Although students may elect to complete just a few classes designated as part of the gerontology program, the certificate will be awarded only upon the completion of all requirements of the program.

NEED

The second largest projected growth area in jobs in the United States in the 1990s is in positions working with older adults. Demographics indicate there is a rising need for additional professionals in the field of gerontology to care for our nation's aging population. Thus, there is an immediate need to augment the training of in-service personnel as well as to include such training in the preservice preparation of our students in existing degree programs. According to a report of the Association for Gerontology in Higher Education (1987), approximately 44% of the total number of campuses in this nation offer gerontology instruction on a regular basis. The number of campuses involved continue to grow in response to the changing demographics and the resultant interest in the field. The Geriatric Education Center of Pennsylvania (1987) investigated the status of geriatric/gerontology education for health professions in Pennsylvania and concluded that schools could be far more active in encouraging undergraduate students to study principles of gerontology, and that geriatric content needs to be more extensively included in curricula. The Public Health Service Bureau of Health Professions (1987) affirmed that all health personnel must be educationally prepared to serve the elderly.

The nucleus of an educationally sound program in gerontology is already available at IUP, and students have been enrolling in gerontology-related courses for many years. There are at least eight academic departments that currently teach courses directly

related to gerontology, and there are several more departments that offer coursework indirectly related to this field. Students in existing degree programs at IUP often request more opportunities to focus on the study of gerontology. A Certificate in Gerontology Program would consolidate existing coursework so as to create a program with substantial intellectual value to students and provide coherence of coursework. Such a program would support a wide variety of major fields of study, and it is anticipated that students in the following majors are most likely to complete the Certificate Program: psychology, biology, counseling, nursing, speech therapy, sociology, physical education, respiratory therapy, nutrition, medical technology, and several majors in the College of Business (National Institutes on Aging and Health, 1987; Peterson, 1987). In addition, a Certificate Program could be a separate emphasis program for persons not currently enrolled in a degree program who want or need continuing education credits. Such a program would also be beneficial to those individuals who have a previously earned degree who want to acquire a Certificate in Gerontology at the undergraduate level.

The elderly are still an underserved population. With the increase in service agencies and programs for older persons, the need for workers and administrators with education in gerontology is present at the professional, paraprofessional, administrative, and technical levels. A student who completes the proposed Certificate Program in Gerontology may work directly with older people as in nursing, outreach, and counseling. Others may perform

administrative or managerial responsibilities such as planning, developing, and coordinating service programs for the elderly. A Certificate in Gerontology would enhance students' personal awareness of gerontology as a discipline. Students would be provided a broad multidisciplinary core of knowledge encompassing several disciplines, to prepare them for positions that provide direct services to older adults in senior centers, nursing homes, facilities and organizations developed by and for senior citizens, and in numerous community programs. They can be involved in a variety of other activities, including: teaching older adults or others preparing for later life or retirement; conducting research on the aging processes and the living environments of older persons; planning, administering and evaluating services and service delivery systems for the elderly; transmitting information about aging or older people through writing, speaking, and teaching; advocating efforts on behalf of and with the elderly; consulting directly with older persons and/or their families; analyzing policy issues related to older adults; advising business, industry and labor regarding older workers and consumers; and working toward keeping older citizens active and productive in society, knowing that our elderly have unique contributions that will benefit all. The study of gerontology will create opportunities for rewarding careers or volunteer experiences with older Americans.

ACADEMIC INTEGRITY

Development of a proposal for an undergraduate Certificate Program in Gerontology occurred following a study by the Gerontology Coordinating Committee (GCC) regarding the need for such a program at IUP. Dr. Harvey Sterns, Director of the Institute for Life-Span Development and Gerontology at The University of Akron, served as consultant to the GCC during the initial investigation and in the development of the curriculum. Dr. Sterns found the academic atmosphere at IUP to be favorable for such a course of study and concluded that this is one of the few institutions of its size and scope that has not already developed a gerontology program.

The proposed undergraduate Certificate Program in Gerontology is designed to meet the needs of matriculated undergraduate students majoring in something other than gerontology. According to the Standards and Guidelines for Gerontology Programs of the Association for Gerontology in Higher Education (1989):

A minimum of 21 to 27 hours in the program is essential to cover the required core content, to integrate the student's gerontological knowledge with the content being presented in the major, to provide an opportunity for the student to take at least one elective, and to give credit for the practicum (p. 39).

In a study conducted by Johnson, et al. (1980), to determine guidelines for gerontology programs, respondents clearly described an interdisciplinary educational experience that would emphasize

aging as a normal process. The core curriculum that was determined as essential in that study included psychology of aging, health and aging, biology of aging, and environment and aging. Moreover, a majority of respondents indicated that a field placement or internship-type of experience should be required in a curriculum that focused on gerontology. The Western Gerontological Society (1978) recommended that coursework in gerontology programs focus on the bio-psycho-socio aspects of aging, and should require direct contact with older persons in a fieldwork experience. The Association for Gerontology in Higher Education Guidelines (1989) also requires a practicum experience in addition to a prescribed set of courses for a Certificate in Gerontology. The Guidelines can be found in Appendix A of this document.

Following careful consideration of the above data with respect to curricular development of certificate programs in gerontology, the faculty at IUP recommended the development of a program oriented toward basic knowledge of gerontology with the appropriate set of skills as the core, and a practicum experience that would be coordinated with the student's career goals. The proposed curriculum is outlined in Appendix B of this report.

COORDINATION WITH OTHER PROGRAMS

In order to prevent unnecessary duplication of programs, members of the Gerontology Coordinating Committee at IUP have repeatedly communicated with other institutions in Pennsylvania that have established gerontology programs. Thirty colleges and universities in our surrounding area were surveyed to determine the need for an additional program in gerontology. Survey results indicated that interdisciplinary general degrees in gerontology such as the baccalaureate or master's degrees were not needed; however, the need is for minors in gerontology, certificate programs, and continuing education programs at both the undergraduate and the graduate levels. The survey results support the need for a Certificate in Gerontology Program at IUP (Appendix A).

Expansion of existing programs at all levels and in all professions remains a major task to be completed. The Administration on Aging has established eight goals for fiscal year 1990 and beyond. Goal number seven states in part: "Increase awareness of and promote action to relieve the critical manpower needs in the field of aging..." (Appendix E). The establishment of a gerontology program at IUP would represent increasing efforts on the part of SSHE to prepare students for the challenges and opportunities of an aging society as we prepare for the 21st century. The proposed Certificate in Gerontology Program would be open to all students regardless of race, religion, creed, age, sex, disability or ethnic heritage.

PERIODIC ASSESSMENT

The program needs to be engaged in a continual process of self-evaluation, including evaluation of the curriculum (course content as well as course titles), of the faculty, and of the graduates. Program evaluation will meet the Standards and Guidelines of the Association for Gerontology in Higher Education (1989):

Each program is encouraged to conduct regular (annual or biennial) evaluations of its requirements, the faculty, the graduates, and employers and/or consumers of the graduates' knowledge and skills. Program data may include documentation of available student financial aid; information on recruitment policies for minorities; data on sex and age; full-time or part-time status of students' previous and current work experience; and other factors relevant to the educational mission.

It is generally agreed that retention and graduation rates of students for each year should be kept. Periodic evaluations of graduates to determine the effectiveness of the program in preparing them for employment, combined with evaluations of employers and consumers, will provide vital program reformulation (pp. 14-15).

In addition, all academic programs at IUP are evaluated every five years. A plan for formative evaluation conducted every two years that will include gerontology course reviews by students and faculty will be implemented by the Coordinator of the program and presented to the Executive Committee for the Gerontology Program.

RESOURCE SUFFICIENCY**STAFF**

A faculty member appointed by the Dean, College of Human Ecology and Health Sciences, will coordinate the program for a two or three-year renewable term. This length of time has been found to be beneficial in providing continuity for Gerontology Programs at other institutions of Higher Education. The coordinator/Director of the Certificate Program in Gerontology would continue to serve as faculty within his or her academic department and would receive 25% alternate workload to fulfill the responsibilities of the position. Replacement faculty will cost an approximately \$2902.50, plus 8% fringe benefits.

The responsibilities of the Coordinator/Director of the Gerontology Certificate Program will include:

- a. Monitor the quality of the program;
- b. Oversee the Admission process of the program;
- c. Chair the Executive Committee of the program;
- d. Chair the Advisory Committee of the program;
- e. Promote recognition of the Gerontology Program both internally and externally;
- f. Maintain student records and other records as appropriate
- g. Conduct regular (annual or biennial) evaluations of program requirements, the graduates, and employees and/or consumers of the graduates' knowledge and skills;
- h. Coordinate Gerontology Practicum experiences and conduct Gerontology Practicum seminars;

- i. Attend related professional meetings; and,
- j. Seek funding for program activities such as conferences and workshops.

The Executive Committee will include the program coordinator, the Associate Dean, College of Human Ecology and Health Sciences, designated gerontology faculty, and students in the program. The Advisory Committee will include members representing various community agencies such as Aging Services, Elderhostel, Home Health Services, and AARP.

It is important for program credibility that faculty are qualified to teach gerontology courses. It has been found (Peterson, et al., 1987) that approximately forty-four percent of those faculty who teach gerontology courses have had some formal instruction in gerontology. IUP has approximately 10 faculty who are already qualified either by formal education in gerontology or by completing sufficient continuing education courses. Two faculty members and one administrator are Fellows of the Geriatric Education Center of Pennsylvania. Those faculty who are not gerontologists but who have a teaching or research interest in gerontology (or both) will be cultivated by assisting them to attend faculty development workshops and professional meetings. It will not be necessary to hire additional faculty to support the needs of this program.

Secretarial services related to program administration will be provided by the College of Human Ecology and Health Sciences. Program faculty will utilize secretarial support and supplies from

within their academic departments for course offerings.

Resources necessary for sufficient advertising brochures and Certificates of Completion of the program will be approximately \$245.00. Continuing membership in the Association for Gerontology in Higher Education is \$150.00 per year.

LEARNING RESOURCES

The Gerontology Coordinating Committee consulted the staff of Stapleton Library in the assessment of available learning resources. The Gerontology consultant also assessed library resources and found them to be sufficient for program support. Gerontology holdings will continue to be acquired at a projected \$500.00 per year. No additional office space required.

INSTRUCTIONAL EQUIPMENT

No additional instructional equipment will be required.

FACILITY MODIFICATION

No facility modifications are required. The Coordinator, secretary, and faculty will work out of already assigned office space.

IMPACT ON EDUCATIONAL OPPORTUNITY

The proposed Certificate Program in Gerontology will be open to all students regardless of race, religion, creed, age, sex, disability or ethnic heritage. This certificate program will provide excellent opportunities for females, males and minorities who intend to work with senior citizens, to complete a program with a core curriculum that is multidisciplinary and emphasizes normal aging. The program will provide opportunity for "mature" individuals who are interested in job change and/or enhancement, as well as providing special interest education for the traditional 18 to 22-year-old. Services to the aging are currently recognized as extremely important, and the anticipated growth in the older population will lead to expanded services and increased professional employment opportunities. The increased employment opportunities concomitantly require an increase in the need for gerontology knowledge for those individuals entering the field of gerontology. Presently, most gerontology training is acquired on the job or through continuing education workshops. This suggests that it is time to move beyond general platitudes that everyone "should" have some gerontology instruction, and undertake the development of a comprehensive definition of what gerontology content practitioners in various professions should know. Preservice education in gerontology for persons who work with older people is essential. The number of persons working with older people who have limited gerontological preparation is so large that

continuing education offerings will be in demand for many years to come.

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APPENDIX A

CHAPTER 6

UNDERGRADUATE CERTIFICATE PROGRAMS IN GERONTOLOGY
OR OTHER CREDENTIALS ADJUNCT TO A DEGREE

Programs in this category are designed to meet the needs of matriculated undergraduate students majoring in something other than gerontology. Credentials included in this category go by various titles.

At the bachelors level there were 80 certificate programs compared to 32 degree programs identified in the AGHE/USC survey. There were also 43 "minors," 12 that were designated as "concentrations," "specializations," and 2 "emphases" (Peterson, et al, 1987b). There were significantly more "minors" at the undergraduate level than at the master's or associate levels of education. The content and requirements of the minor have not been analyzed or compared to the certificate, but they appear to be designed for the same purpose.

DESCRIPTION OF THE CREDENTIAL

Any title appropriate to the institutional environment in which it is awarded is acceptable; however, whatever the designation, it should appear on a student's official transcript. Credentials usually are offered upon completion of a multidisciplinary program that requires at least 15 semester hours of courses, focusing on aging and being from at least three different disciplines, and includes a practicum.

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

receiving the credential. Additional course requirements should integrate the student's gerontological knowledge with the content being covered in the student's major area of study.

CURRICULUM

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

Gerontology Requirements

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

Gerontology Electives

It is recommended that three to six hours of gerontology electives be included so that students can pursue their individual interests. These courses should have at least 50 percent of their content focused on gerontology.

Non-gerontology Requirements

Because this gerontology credential is supplemental to a student's major field of study, there should be no requirements that students take courses without gerontological content.

Practicum

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

Specialization/Tracks

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

Thesis/Dissertation Issues

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

Summary of Undergraduate Certificate Requirements

Required Courses:

Introduction to Gerontology	3 credits
Biological Aspects of Aging	3 credits
Psychological Aspects of Aging	3 credits
Social Aspects of Aging	3 credits
Integrating course (gerontology content integrated with student's major)	3 credits

Elective 3-6 credits
 (additional 3 credits if integration course
 is not available)

Practicum 3-6 credits

Total 21-27 credits

POLICY AND PLANNING: ADMINISTRATIVE ISSUES

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

Program Advisory Committee

Faculty members with primary teaching assignments in the gerontology program should constitute the advisory committee. Since there is much to be done in gerontology beyond the teaching of courses, additional faculty who have research, service, or other interests in gerontology could be valuable participants in the committee, which would meet regularly to provide for curriculum development and to evaluate the program. Other responsibilities would be to advise on personnel matters and expenditure of funds, to plan special events, to foster professional development, to provide service to the community, to generate research and funding, and to counsel and advise students. The committee should be multi-disciplinary and reflect the nature of the field.

Faculty

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

Articulation

Specific procedures to articulate the program with those taken by students holding associate degrees and with the student's major need to be developed. Students transferring from a community college should receive credit for having taken the introductory course; additional

courses will need to be evaluated individually so that students are not required to repeat content already covered. Whenever possible, agreements should be made with nearby community colleges.

CONCLUDING COMMENTS

The program needs to be engaged in a continual process of self-evaluation, including evaluation of the curriculum (course content as well as course titles), of the faculty, and of the graduates. Gerontology adjunct programs may also offer services to elders in the community. Conferences for and about the aging, workshops for service providers or caretakers, involvement in senior centers, nursing homes and highrises, Elderhostel programs, community volunteer opportunities for students, and recruitment and involvement of the aging in campus activities are all ways to reach out to the aging community and to provide opportunities for students to have contact with this population group.

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CHAPTER 7

UNDERGRADUATE CONTINUING EDUCATION CERTIFICATE PROGRAMS IN GERONTOLOGY

Data regarding the number of Undergraduate Continuing Education Certificates programs are not available. It is estimated that there are a significant number of these programs across the nation and that they will increase in number.

DESCRIPTION OF CREDENTIAL

An Undergraduate Continuing Education Certificate in Gerontology is a credential awarded upon the successful completion of a broad-based interdisciplinary study of the aging process by non-traditional students through a college or university's adult or continuing education division. The students in this program are not enrolled in a degree program. The Continuing Education Certificate is focused more on liberal arts than on vocational training. The curriculum is directed towards creating positive attitudes about aging and the aged. Discussions center on society's impact on the older population and the impact of the older population on society.

The program reflects the local needs of the community that the college or university serves. Because these needs vary from community to community, the curriculum of each community's program will vary. However, all programs must be of a recognized quality and somewhat comparable to other programs in the country.

The same admission standards established by the college or university for admission into the adult education programs should apply for admission into the gerontology certificate program. Students who may be attracted to such a program include 1) post-undergraduate/professional degree students seeking a credential in gerontology; 2) adult students with only a high school degree who are preparing for job entry into the aging network; 3) staff working in the aging

network who are seeking to update their knowledge in gerontology; and 4) older people who are interested in the subject.

CURRICULUM

The knowledge base, attitudes, and the types of skills that are to be included in the program will depend, in part, on each community's needs. A national consensus exists regarding the minimum core knowledge: normal age-related biological changes, normal age-related psychological changes, and certain identified age-related sociological changes. The knowledge, attitudes, and types of skills required for the certificate program should be incorporated into the curriculum as either part of the gerontology course requirements or the non-gerontology requirements.

Balanced, unbiased attitudes toward older persons are important qualities in gerontological practitioners who work effectively with aged clients. Thus, students in the program should have some direct contact with well, vibrant elderly to develop positive attitudes toward the aging.

Community needs will largely determine the skills that need to be taught. A set of student competency criteria should be developed to measure whether programs and individual course knowledge, attitudes, and skills have been learned.

Gerontology Requirements

The certificate program should have approximately 24-30 semester credit hours of course work distributed between the core courses, which will have a minimum of 12 semester credits, and electives. The content of all core courses should be focused entirely on aging and, at a minimum, the courses should include an introductory course in gerontology (age-related sociological changes), normal age-related biological changes, and normal age-related psychological changes.

The elective courses should have a minimum of 50 percent gerontology content, be focused on aging, and be multi- or interdisciplinary. Any courses having less than 50 percent of the content on aging should be considered as non-gerontology electives.

Non-Gerontology Electives

Certain courses that have little or no gerontology content may be included under the elective category to meet mission or goal requirements. These courses should be held to a maximum of no more than six semester credits (two courses).

Practicum

A working experience with the aged should be required of all students in a certificate program. This experience should be a contractual agreement between the program and an agency, to include a supervised minimum of 45 clock hours and an evaluation of performance. A practicum sponsored by a traditional discipline program could be substituted for a gerontology practicum if the focus is with aged clients or programs that serve the elderly. The decision to include credit for the practicum will depend upon the advisory committee and the policies of the college or university. It is recommended that at least three credit hours of practicum be earned.

Summary of Continuing Education Certificate Requirements

Required Courses:

Age-related sociological changes	3 credits
Normal age-related biological changes	3 credits
Normal age-related psychological changes	3 credits
Gerontology Electives	9-12 credits
Gerontology Practicum	3 credits
Non-Gerontology Electives	<u>3-6 credits</u>
Total	24-30 credits

POLICY AND PLANNING: ADMINISTRATION ISSUES

The program coordinator or director must have the following minimum qualifications: 1) a background in gerontology (either formal training or experience); 2) an appointment in one of the disciplines represented in the program; and 3) be active in gerontology (attends professional gerontology meetings, involved in the community aging network).

An advisory committee should be appointed prior to the development and implementation of the certificate program, and the program coordinator or director should be a member of this committee. Representation on the committee should reflect the disciplines that are part of the certificate program. Because the agencies and the elderly are the recipients of the competencies of the program graduates, the advisory committee should include community representation.

Many state departments of education recognize and certify continuing education programs. When available and appropriate, the college should seek such state certification for students upon completion of the program. Students would then receive an official certificate from the college or university. The certificate should also be recorded on the student's record and transcript.

An annual evaluation procedure should be used to determine whether the mission and goals of the program are being met and what, if any, changes are necessary. Graduating students should be surveyed annually, and all graduates surveyed every five years to provide direction for program changes.

Faculty

Program faculty will need to be recruited and developed. Their commitment should go beyond the teaching of a course to include attendance at seminars, workshops, and professional gerontology conferences and, where appropriate, to conduct research on aging. In meeting these needs, assurances must be made by the college or university to support the development of these faculty in preparing them to be involved in the teaching of gerontology.

Although faculty have the right to determine the content of their courses, content guidelines

should be used by the advisory committee to ensure proper compliance with the program's intent.

Articulation

Articulation agreements should be developed between the Continuing Education Certificate program and the associate and baccalaureate credentialing programs within the state. These agreements should allow for the option of transfer of certain credits for the student entering the continuing education certificate program or for the student's completing the certificate and applying for additional education.

CONCLUDING COMMENTS

The development of a Continuing Education Certificate program in a college or university setting should meet the needs of the community. To ensure the success of the program the institution must make a commitment to the community in terms of faculty and resources. It is important that community practitioners and community agency representatives be involved in the development and evaluation of the program.

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APPENDIX B

PROPOSED

GERONTOLOGY CERTIFICATE PROGRAM CURRICULUM
REQUIREMENTS AND COURSE DESCRIPTIONS

Gerontology Certificate Requirements

1. Core Courses (Nine credits are required)

HP 481 Health Aspects of Aging 3 credits
Designed to synthesize interdisciplinary content on health care and maintenance needs related to: wellness in aging, health and gender issues, and conditions and personal abilities of older adults. Opportunities will be provided for building empathy skills.

or

BI 160 Biology of Aging 3 credits
An examination of the biological changes that occur during the aging process in humans, including discussion of recent theories on the causes of aging.

PC 312 Adult Development and Aging 3 credits
A survey of physiological, cognitive, emotional and social issues affecting the young adult, the middle-aged and the elderly. Includes an examination of significant adult life crises.

SO 357 Sociology of Aging 3 credits
Introduction to various problems faced in the process of growing older. Attitudes of society toward elderly and social and cultural impact of an aging U.S. population examined.

2. Elective Courses (Any 9 credits are required)

AN 322 Culture and Personality 3 credits
Examination of personality characteristics produced in a given cultural milieu or subgroup. Cross-cultural comparisons and analyses made with respect to child rearing, male-female role differentiation, bodily movements, suppression, mental disturbance, and religious expression.

- AN 340 Anthropology of Aging 3 credits
Introduces the student to various experiences faced by elderly people in numerous world's societies. Explores the impact of such factors as ethnicity, nationality, race, and class and the processes of cultural change on the lives of people growing older. Comparative, cross-cultural perspectives will be stress. (Part of IUP's interdisciplinary gerontology program).
- AN 444 Medical Anthropology 3 credits
Focuses on the study of human confrontation with disease and illness and on the adaptive arrangements made by various human groups for dealing with these dangers. Health and disease are viewed from a broad array of micro and macro perspectives, e.g., evolutionary, ecological, and psychosocial.
- CS 315 Consumer Economics and Family Finance 3 credits
Economics, sociological, and psychological principles are applied to family money management problems. Information needed to manage finances effectively and to become a rational consumer is presented.
- FN 410 Food, Nutrition and Aging 3 credits
Survey of principles of food and nutrition applied to the feeding of adults in middle and later years in health and disease. Survey of dietary concerns, current research and community programs related to the older population.
- HE 324 Family Dynamics 3 credits
Emphasis on processes and models of family development topics. Focus on approaches and dynamics of principles related to familial and marital adjustment and coping.
- HE 456 Independent Living for Individuals with Special Needs 3 credits
Home management and work simplification techniques for individuals with special needs. Includes adaptations and modifications for housing, clothing, food, child care, and consumer problems of handicapped and elderly individuals.
- HP 413 Physical Activity and Aging 3 credits
Presents major aspects of physical activity, its importance to the older adult, and the organization of an activity program. Attention to physiology of physical activity, effects of activity on growth and aging, exercise prescription, flexibility, overweight and obesity, and motivational strategies.

- MG 300 Human Resource Management 3 credits
Designed to recognize and evaluate the application of behavioral science approaches in the study of human resource management. Topics include recruiting and selection, training, management development, performance evaluation, communications, wage and benefit programs, and management-labor relations.
- MG 311 Human Behavior in Organizations 3 credits
Human problems of management. Basic ideas and theories from the behavioral sciences as they apply to human behavior in organizations are presented. Management solutions to problems resulting from individual-organization interaction are emphasized.
- NU 616 Gerontological Nursing 3 credits
The focus is on aging, the problems and nursing care of the elderly, health, adaptation, the changes associated with aging, and ethical, legal, and future issues related to the elderly.
- PC 376 Psychology of Health Behavior 3 credits
An examination of the role of behavior factors in health status with a strong focus on preventive health behaviors and the role of the psychologist in promotion of health-related behavioral changes.
- PC 378 Psychology of Death and Dying 3 credits
Theories and research which delineate the psychological factors affecting the dying person as well as those persons close to one who is dying are discussed.
- PH 400 Ethics and Public Policy 3 credits
An analysis of the ethical dimension of public policies. Provides a general understanding of ethical theories, then focuses on their application to specific policy issues. Topics will vary from semester to semester. See current schedule of classes
- PH 405 Justice and Human Rights 3 credits
An analysis of a concept which is the focus of much moral, political, and legal dispute. Philosophical sources are supplemented by recent social science research concerning the comparative abilities of human and nonhuman animals and by environmental studies which prompt consideration of the possible rights of future generations.
- RH 312 Psychological Basis of Disability 3 credits
Study of emotional and social responses which govern behavior and relationships of handicapped individuals and rehabilitation workers alike, with emphasis on the role of disability in formation of the concept of human worth.

- SA 380 Institutional Safety Management 3 credits
Historical aspects of safety for both private and public institutions; introduction to trends in liability and institutional safety regulations. Distinctions will be made between employee, visitor and patient hazards and their control.
- SO 322 Culture and Personality 3 credits
Examination of personality characteristics produced in a given cultural milieu or subgroup. Crosscultural comparisons and analyses made with respect to child-rearing, male-female role differentiation, bodily movements, suppression, mental disturbance, and religious expression.
- SO 342 Social and Cultural Aspects of Health 3 credits
Medicine
Review of the fields of medical sociology and anthropology. Focus on such topics as health and illness in cross-cultural context, aging, social and psychological aspects of pain and social organization of health facilities and services. Definitions of limits of "life" and "death" in context of new technological and ethical issues such as euthanasia, genetic counseling, and organ transplants also discussed.
- SO 345 Interpersonal Dynamics 3 credits
Study of the interaction between and among individuals and groups in various social settings. Emphasis on small groups, socialization, social influence and compliance, person perception, collective behavior, and mass communication.
- SO 459 Development of Social Services 3 credits
Examination of ideological and institutional conditions which shape health, unemployment, social security, and welfare services.
- SW 346 Social Welfare Policies 3 credits
Examination of the historical development of social welfare policies in Western society.
- SW 407 Human Services Management 3 credits
Treats social agencies as social systems. Focuses on interpersonal and intergroup relationships, communication, decision making, and policy formulation and administrative implications of training, supervision, fundraising, consultation, budgeting, and research.

3. Gerontology Practicum

(3 credits)

The gerontology practicum will be completed through a fieldwork experience within the student's major. The goal of the practicum is to assist the student in developing skills in and gaining a realistic view of a career in gerontology. The student will have the opportunity to apply theoretical concepts at the practicum site. The practicum site will be tailored to each individual student's interest. An internship sponsored by a major program could be substituted for a gerontology practicum if it has primary involvement with aged clients and/or programs.

The practicum sites will be agencies that serve aging clients such as senior centers, hospitals, retirement centers, nursing homes, mental health centers and advocacy projects. An on-site preceptor will enter into an agreement with the student and faculty advisor regarding supervision of the student.

There will be a seminar portion of the course conducted by the faculty member responsible for practicum supervision. The seminar will meet for one hour each week and will be designed to allow for informal scholarly exchange of information and ideas related to practicum experiences.

APPENDIX C

REPORT ON GERONTOLOGY PROGRAM

DEVELOPMENT AT

INDIANA UNIVERSITY OF PENNSYLVANIA

BY

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The two day visit to Indiana University of Pennsylvania gave me an opportunity to meet with key faculty and administrators and to discuss with them in depth on-going activities in the field of aging and plans and prospects for future activities in the field of aging. My initial reaction is very favorable in terms of developing a gerontology program at Indiana University of Pennsylvania. There are a number of faculty who are trained in the field and who have an interest in developing an aging program to compliment already existing programs at I.U.P. You have a number of individuals who have the ability and potential to provide important leadership in the development of the program. An important first step in designing the program at Indiana University of Pennsylvania is to carefully look at all of the existing programs in the State of Pennsylvania. In an appendix to this report I have included all of the pages on Pennsylvania from the Associate for Gerontology in Higher Education Directory that was recently published this year. It is clear that the State of Pennsylvania already has numerous programs in gerontology. A number of them are of national leadership quality. This would include Universities such as University of Pennsylvania, Penn State University, Temple University, University of Pittsburgh to name a few. In addition, there has also been considerable development of gerontology programs within the smaller colleges, so that there are both Bachelor degrees in gerontology, and Masters Degrees in gerontology as well as certificate programs. It is important for IUP to decide on what

its philosophy is regarding its program development in gerontology.

There have been two major approaches to the development of gerontology programs in the U. S. One has followed the certificate model originated at the University of Michigan by Wilma Donahue and associates which has been around for close to 30 years in which a additional credential is given on top of a major. The certificate in gerontology has a long history. In those areas of country where such programs have existed and this would be true of Pennsylvania, a certificate approach would have meaning. It would be important to carefully look at what have been the strengths and weaknesses of certificate programs and degree programs in the State of Pennsylvania. Direct interaction with the Pennsylvania Department of Aging could be part of this process. Usually in the aging network people are hired for disciplinary specific training with additional training in aging. This may well be the best way for you at IUP to develop your program. If steps have been taken within the State of Pennsylvania, so that students who do have degrees from Bachelor's and Master's Programs in gerontology are seen equivalency to social work for instance (and that employability is on an equal basis) then one may want to consider developing both a certificate and a degree program. Another approach, of course, is to first develop a certificate program and then use that as the basis in the near future for a degree program combining courses that have been developed for the certificate program. It is important to realize that one is developing a

course sequence for the certificate program as well as having an impact on all those major departments where aging courses will sit. So not only do you have these courses available for people in a very specific certificate program but they are also available to those majors in those departments which have courses. For some individuals, their only exposure to the field of aging will come from one of these courses. So in one sense, one does two things in developing a gerontology certificate program; one makes available a sequence of courses that can be taken as a specialization and one is also gerontologizing the curriculum in all of the major areas that are important to have exposure to the field of aging.

A major discussion point is, of course, the structure of the program and the placement of such a program in the organizational structure of the University. In discussion with the Provost, it was felt that during a developmental phase it would be possible for gerontology, to report directly to the Provost Office. The Provost did feel that having programs directly report to the Provost was not her preferred management style. There is much to be said for having the Certificate Program, if it is to be university wide, reporting to an individual above the College level so that the program is clearly available to all units of the university on an equal basis. An alternative approach which can be equally effective is to have a Council of Deans, made up of the Deans of the colleges of the university that are involved in the certificate program to sit as kind of a governing body that meets infrequently. The Council of Deans basically meets

once or twice a year to confirm the general guidelines and directions of the program with the faculty. Since a large amount of the activity of the program will sit in one unit, it may be appropriate to appoint the dean of the major unit to chair The Council of Deans. Another approach would be to have a more neutral individual such as the Dean of the Graduate School or the Provost or some other designated individual. I think this is very much up to the style of the particular university and its history. I think it is very important to emphasize the fact that you want to involve all parts of the university. You already have courses in Biology of Aging, Psychology of Aging, Health Issues in Aging, Nutritional Aspects of Aging, etc., new areas such as business administration aspects that you may not have now but you may want to have as part of a future involvement. Administration degrees in business and management or finance as well as training in gerontology is going to be one of the healthy areas of the future. To insure that each college has ownership of the program some mechanism must be developed. The leadership of such a program can be done in a number of different ways. My conclusion is that you have a number of faculty who have the management skills and background to serve as the founding director of the program. In order to do this it is necessary to provide anywhere from a 25 to 50 percent reassignment time to give them the opportunity to develop the program, coordinate student development recruitment materials, work with the faculty on a one to one basis and also to take on a specific role in teaching part of the program. I see no need for the

administration of IUP to go outside. From my interaction and visit, there are a number of individuals on the Gerontology Coordinating Committee who could serve as the founding director of the program. In fact, I would even suggest that you consider having a Director and an Associate Director or Assistant Director or whatever structure will insure that there is a core of individuals who can serve as an Executive Committee to work together in furthering developing the program. The development of the Gerontology Program needs to be seen in the context of the development of the graduate and undergraduate programs. There must be a careful assessment of where are the growth areas for the university in the future and how do these relate to existing degree programs at the university. One of the examples of this is the fact that recently the university became an APA approved clinical program. It may well be possible given this fact for IUP as part of its development of a graduate certificate program to make aging one of the specializations that can be part of the training in clinical psychology. I think the same can be said for a number of other disciplines. For example, I did have an opportunity to meet with the head of your School of Nursing or Department of Nursing who seemed extremely well versed in issues of gerontological nursing and already seems to be providing students with good initial exposure to aspects of gerontology. The question can be raised, how can IUP become one of the places in the State of Pennsylvania that if someone wants to study nursing and develop a specialty in gerontology can IUP be one of those centers of excellence and we would do the same kind of

process with social work, nutrition, recreation and so forth. The reason why all of these issues come together at one time is development of a certificate program and a sequence of courses as it relates to the different disciplinary majors is very much the same process regardless of whether someone is in psychology or recreation, nutrition, or nursing. There is a core of gerontological knowledge such as the Biology of Aging, Psychology of Aging, and Sociology of Aging that is needed by all of the individuals in the program. After one has determined the core that is appropriate for your school then one must develop missing courses. I might mention for example that it may not be possible to develop a Biology of Aging course or if the Biology Department does not wish to assign faculty for that task then a course can be developed that deals with Health Issues of Aging and can have very similar content. The placement of some of these courses can be very much up to the discretion of the Gerontological Coordinating Council based on the cooperation that they receive from various academic departments.

The question that was raised both by the Provost and the President as well as the GCC itself, is what constitutes a minimum cost of resources to develop a gerontology program on campus. Based on my experience in consulting with approximately 10 other schools as well as the involvement that I have in my own program, that of my consortiums' schools, it would seem to me that it is absolutely essential to have a core budget for the development of a gerontology program and after developmental phase a core budget to continue the support and refinement of the

certificate program. In reality, the actual teaching of the courses should not be a problem. If faculty are assigned to these courses and they have students in them and they are of size to fit the formula of what is usual university procedure, then each of the courses will be self supporting. It is then necessary to make it a priority that those faculty who have gerontological knowledge and the desire to teach such courses be given the opportunity. One of the very exciting things in program development is to see the evolution of individual faculty members so that a major part of their formal assignment becomes consistently teaching a number of aging courses.

One area of formal decision making is on what is the appropriate amount of release time for the program director. As I said earlier a 25 to 50 percent assignment is not inappropriate. In addition, there should be secretarial services made available or a secretary assigned proportional to the growing demands of the program. It is also essential especially during the developmental phase to provide money for travel and faculty development. One of the most effective ways of enhancing and developing a program is to have the faculty be given the opportunity to attend professional meetings such as the Association for Gerontology In Higher Education, Gerontological Society of America, The American Society on Aging, and the National Council on Aging depending on the disciplinary orientation that we're talking about. There are also of course aging groups as part of the American Psychological Association, the National Council of Social Work and so forth. Here some

judgement should be left up the individual faculty members involved about which would be the most useful meetings to attend. The special workshops and seminars that are offered by these national organizations as well as training events being offered by the federal government and state governments can at a relatively low cost contribute to the professional development of the faculty that are involved. I strongly recommend that there be the opportunity for the faculty to develop and continue to developed through involvement in national meetings, organizations, special seminars, and special training events. The ideal situation is when one has tenured senior faculty, who are interested in taking on new assignments by teaching a gerontological course and want to continually up-grade and expand their skills. This is an issue of revitalization, professional growth, and I think what your doing is your getting a very capable, able faculty member who will be up to date and who is very much committed the program and to the institution as a whole.

When the GCC determines the full extent of the desired program, and has determined the key courses that are missing, then of course the next step is to develop a set of priorities. When departments are recruiting new faculty then the choice of someone with aging background can be part of the formal recruitment process.

Given the time and investment that is already taking place at IUP I can see no reason why a formal program could not be up and running within one calendar year. This would of course depend on

the cycle of the approval for academic programs at your particular university. Based on the discussions that I had with the gerontology committee, I feel that a formal proposal to create a certificate program could be carried out rather quickly and that one can start it with the courses that are already in place and then move within the year to adding what may be considered missing needed courses. Regardless as a preliminary step an announcement can be made to students of the intention to establish the program subject to approval, student interest can be polled, students can be told what are the courses that will be part of the program. Depending on what is considered proper on campus students can be told that if they take these courses there is every likelihood subject to final approval that they will be moving toward receiving a certificate when the program is formally approved. We used that approach at my university. Obviously, there is not a guarantee, but if a package is well developed and clearly presented the student is not really at risk. The courses will count towards degree and, they are part of good professional training. If for some reason the certificate program is delayed, the student still would be just fine.

Another suggestion made was to go through the formal process of surveying all faculty members at IUP to determine whether or not they were doing things in the field of aging and these can include community advisory boards, formal writing in the field, formal research. I suggesting a one-page questionnaire that would be sent to every faculty member at IUP to determine if they

have an interest in the field of aging. This is an essential step because in developing a new program like this you want all faculty to feel that they have had an opportunity to become a part of it. It has always been true that when you do such a survey you uncover a number of individuals who may not be known to core faculty who may have an interest in the field of aging. This should be done on a periodic basis. The steps to be followed are outlined in the article of that I wrote for the 1978 AGHE book which has already been given to you.

In addition to the funding for travel and attendance at special workshop meetings in the developmental phase, it is also useful to bring a number of national speakers to the campus so that both faculty and students can together explore issues in the field of aging. Usually such visits are of a multi-dimensional quality. First of all the person presents a topic of research which can be of interest to a large number of faculty, secondly that person is typically involved in a program in gerontology and can share ideas and solutions to issues that emerged with development of the program. In this way, the faculty in aging has a number of different perspectives presented to them. They can then make choices for their own program. Thirdly, the stimulation of having a lecture series by a national individual is always a positive and important part of campus life. Fortunately within a reasonable distance of I.U.P. you have many well known people in the field of aging who can come to your campus and present. Speaking fees with good planning can be kept in the range of \$200 plus transportation cost and if necessary having people stay

overnight. You will be surprised that there are many, many people in the field of aging who will be very willing to come to your campus at moderate rates because they believe in the importance of helping new programs develop. I myself, would be happy to return to do a presentation on Psychology of Aging or Industrial Gerontology and I would be happy to do that for expenses.

As one moves into the implication phase of the program, I think it is important to establish the philosophy of why IUP is developing the field aging. As soon as possible, I would suggest that you get a hold of the new National Institute of Aging document that deals with personpower power needs between now and the year of 2020. We need to train nurses, social workers, nutritionist, etc. for the future and so developing a certificate program, is really a way of making sure that your disciplinary program should remain competitive as we move toward the year of 2000 and beyond.

Health and human service programs from now on will need to have strong training in the field of aging. I think the evidence for this be reflected very quickly in the outcomes of the standards project from the Association for Gerontology In Higher Education. It is also apparent in the increase in aging curriculum requirements that are taking place in various national accrediting bodies such as the American Nursing Association or the National Council of Social Work, OT, PT National Organizations. One of the issues that the GCC will want to carefully look at is how the standards process of AGHE is going

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and one would want to carefully follow the emerging recommendations. As that process refines itself one will want to bring the certificate program in line with these newly emerging national norms. This is a developmental process. In the initial creation of the program we are only launching a developing situation. It would, of course, be easier if one could be more definitive, but I think that the development of curriculum in gerontology is in the process of undergoing some transitions now at the end of the 80's. It would be very possible for IUP to really benefit from the first generation programs and really move into a second generation program.

A major issue for graduate faculty members who are involved in the GCC would be how to effectively increase their personal research in the field of aging and how to develop research programs that can be used effectively by graduate students in their thesis and dissertations. A major point is that there are still good opportunities for quality research to be supported through the National Institute of Health and as Andrus Foundation and other private foundations. The competition for funding is certainly there and it is perhaps more difficult now to receive research grants than it may have been a decade ago but there is still very much of an opportunity for quality people to be successful in the grand arena.

Another area of budget that can be extremely useful is to develop some funds or to channel an already existing university seed money program. It is important to either develop a special seed money program in the field of aging or to give good consideration

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through existing programs to provide money for grant development. More and more to be competitive on the national scene, it is necessary to have some preliminary data. It is also possible for members of the faculty who want to develop research programs to develop some collaborative relationships with more experienced investigators. In the kind of mentorship program, there are a number of very strong individuals not too far from your campus who can serve as a resource.

Another possibility would be to encourage faculty members to apply for the Gerontological Society of America Summer Fellowship Awards that are available. I think what is important here is to develop a set of expectations and to provide information to help guide future faculty development as researchers and graduate faculty members. The way in which one can develop quality and depth in the program is to make sure that faculty do have an opportunity to up-grade and expand skills. Occasionally this may mean faculty engaging in some post-doctoral work, either in select specific courses or in going through a formal training program such as receiving graduate certificate from another university.

Another issues that must be clearly addressed is how participation with the gerontology certificate program either as a faculty member or as a member of the GCC or as an administrator of the program will be viewed as part of the evaluation of the faculty member in terms of retention, tenure and promotion. One of the things that does happen to faculty involved in interdisciplinary gerontology programs is that they may be caught

in a crunch between the loyalty to the home department and their interest and commitment in the gerontology certificate program. This is really a matter of developing a good faith relationship between the Provost, Council of Deans, Department Heads or Chairperson and the faculty members themselves. I think it is important for faculty to engage in these activities and that a formal mechanism be worked out so that these activities are rewarded and that these activities does not place the faculty member in jeopardy. This is a real issue that has occurred again and again in programs and should be formally addressed right from the very beginning as you finalize the initial formal aspects of your program.

An important public service is to work with the Area Agency on Aging and the Penn. Department of Aging to offer training events for your area. Continuing education activities are a very good way for faculty to start to develop their teaching and curriculum in the field of aging. The flexibility of developing a half day, full day, multi-day training programs gives faculty a chance to experiment with presenting information, selecting materials (both reading and video-visual) as well as having an opportunity to explore numerous teaching techniques. Obviously, continuing education must be well done but there is much more flexibility in the developmental period then for formal course work. I think it is not unusual for faculty for instance to use short-term training as a way of developing their skills but at the same time providing important information to the community. Carrying out good continuing education can be more difficult than developing a

formal course. But at the same time, developing of a one-day workshop or half-day workshop can really help a faculty member move dramatically in refining their interest and involvements in specific of gerontological services or gerontological knowledge. You can start in a very low-key way, very low cost by working on local training issues such as basic gerontology, a next step might be to take a small contract and do some training events in the area or to do a workshop that is self-supporting through a small registration fee. The next stage would be to bid for training contracts with the Pennsylvania Department on Aging. I only recommend this that if it fits with the interest and development of the faculty who might be potentially involved. This is more useful for certain faculty and I wouldn't be surprised that already some of your faculty have been engaged in these activities.

The meeting with the University librarian was very instructive, it appears that you have many of the major journals that are necessary to have for an aging program and a acquisition priority should be developed by the GCC so that additional planful purchases can be made. The listings of holdings already show some good acquisitions. There appears to be missing key handbooks and texts that will be necessary for enhancing the library collection. There is a national association of gerontological librarians it would be useful to become aware of that group and to make an effort to acquire bibliographies. Fortunately, in many key areas, the Association for Gerontology in Higher Education has developed short bibliographies which can

be very useful in this process. An issue that you will have to consider is whether or not the GCC should have a separate budget fund for library acquisitions in gerontology or whether gerontological acquisitions should be encouraged through the normal disciplinary specific acquisitions. The committee can of course monitor the acquisitions of the library and if there are specific volumes or areas that are not being acquired then a acquisition plan could be developed. I was struck by the supportive approach by your director of the library. His interest and enthusiasm for moving forward with a developed collection in gerontology was very facilitative.

In summary, I think I coined the phrase when I was there for the site visit that you are pregnant but refuse to give birth. I think that this phrase is indeed true. You have an interested core faculty, you have a number of potential leaders, you have a number of courses in place, you have the ability to take these courses and to expand them, and you are in a state that has very strong gerontological leadership. There have already been many programs developed in your state and you have the opportunity to look at what their strengths and weaknesses are. There is no reason why you have to model yourself after any of these programs. You may want to do something different or unique and at the same time you want to develop a program mechanism so that you are competitive. Based on the national data that is presented in the AGHE report, which I shared with the faculty when I visited, I.U.P. is one of the few institutions of its size and scope that has not already developed a formal gerontology

program. In the exist meeting with the President and the Provost I found them supportive, willing to give faculty the opportunity to develop such a program. I found the enthusiasm and direction that I would hope to see in university leadership who are looking toward the future. There is every indication that the faculty will be given the resources to move the program forward. For a relatively small core budget, there can be a number of important new activities initiated on the campus. There can be the enhancement of individual disciplines by addition of specific courses in aging. In addition there can be the creation of the certificate specialization by linking these courses together in a meaningful and organized framework. There is the potential for the expansion of faculty involvement as well as the opportunity for professional revitalization. There is the opportunity for research and development both on the part of faculty and students. There is also the possibility of becoming competitive in select areas by competing for federal funded research as well as that of private foundations. There's every indication that IUP can create a quality program.

APPENDIX D

COLLEGE OF HUMAN ECOLOGY AND HEALTH SCIENCES
INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA, PA 15705

DATE: October 16, 1987
SUBJECT: Summary Report of Gerontology Needs Assessment Committee
TO: Harold E. Wingard
Dean
FROM: Mary Ann Cessna, Interim Associate Dean
College of Human Ecology and Health Sciences

October 31, 1986 I surveyed faculty to determine their perception of IUP's needs. Results attached.

December 9, 1986 Appointed:
a.) College Gerontology Needs Assessment Committee to focus on curricular needs.
b.) Gerontology Continuing Education Committee to work on a Continuing Education Conference at IUP. As far as I know, this Committee did not meet, but Jim Mill, Chair of the Committee, did meet with Ernie Dettore in Continuing Education.

SPRING 1987

Needs Assessment Committee did the following:

February 2, 1987 Al Andrew surveyed about 30 colleges and universities with gerontology programs in our tri-state area to determine if they thought we needed a gerontology program at IUP. Schools with gerontology programs were obtained from National Directory of Educational Programs in Gerontology, published by Association for Gerontology in Higher Education. Committee concluded from this survey that interdisciplinary general degrees in Gerontology (B.S. and M.S.) were not needed. However, there seems to be a need for minors, both undergraduate and graduate, certificate programs and Continuing Education programs.

February 2, 1987 Identified jobs which require some college level training in gerontology. See attachment.

March 4, 1987 Betty Wood surveyed community services agencies in the Indiana area. Her findings are attached. She found a strong need for continuing education programs. Check with her for other findings.

March 24, 1987 Committee examined a number of graduate (Masters) and Undergraduate programs to determine if a Minor could be "squeezed into" free electives -- so students

would not have to come an extra semester for a gerontology minor. Minors were possible in the following:

- B.S. CS - Community Services (16 credits free electives)
- Philosophy and Religious Studies (42 credits free electives)
- Sociology
- Physical Education and Sport
- Dietetics
- Food Service Management
- Psychology
- Economics
- Geography and Regional Planning

Masters

- Adult and Community Education
- Physical Education and Sport
- M.Ed. in Social Science (maybe)
- M.A. in Social Science (maybe)
- Food and Nutrition
- Psychology (12 credits free electives)
- M.A. in Public Affairs

Although we did not examine every undergraduate and graduate program, we concluded there is good potential for both undergraduate and graduate minors.

March 24, 1987

Ed Nardi explained the specialist certificate in gerontology that Continuing Education has, but has not marketed.

April/May 1987

Committee awaited whether or not the proposed Liberal Studies program would pass the University Senate. What impact would that proposal have on curriculum proposals/revisions?

May 1987

Marian Murray and Mary Ann Cessna attended 7-day intensive training in gerontology at University of Pittsburgh.

September 16, 1987

I consulted with Helen Wright, Nutrition Professor at Penn State. Dr. Wright serves on the Gerontology Advisory Committee at Penn State. She said we were on the right track and had excellent potential for gerontology with our newly merged College.

September 18, 1987

I disseminated summary of "Status of Geriatric/ Gerontology Education for Health Professions in PA printed in Fall 1987 AgeLink to Dr. Richards, Dr. Wingard, Human Ecology and Health Sciences Chairs, Dr. Lynch, and Needs Assessment Committee. This study documents the need for gerontology programs in PA. I have also obtained a copy of the complete study.

September 30, 1987

Needs Assessment Committee recommended undergraduate and

graduate general interdisciplinary minors in gerontology to Dr. Wingard.

November 4, 1987

2:15 - 3:15 p.m., Ackerman 3 - Next meeting of our Committee. We will begin identifying courses for both Minors.

Miscellaneous

California University of Pennsylvania seems to be the leader in gerontology in the SSHE. They received a 63,000 grant from the Howard Heinz Endowment of Pittsburgh to conduct a 2 year research and demonstration project in aging.

MAC:cv

APPENDIX E

**THE ADMINISTRATION ON AGING
GOALS FOR FISCAL YEAR 1990 AND BEYOND**

1. **Public/Private Partnerships:** Increase awareness of the challenge of changing demographics, and stimulate expansion of services and resources for older persons by promoting public/private partnerships.
2. **Older Persons as a Resource:** Promote the recognition of older persons as a resource to themselves, to their community, and to the nation.
3. **Strengthening the Family and Generational Bonding:** Increase understanding of the societal implications of aging, with particular attention to the development of strategies for strengthening the family and the interdependence of generations.
4. **Prevention and Alternatives to Institutional Care:** Promote the recognition of the importance, and the development of preventive, in-home and community-based supportive services as vital components of the continuum of care.
5. **Promotion and Enhancement of Effective Community-Based Service System:** Promote and support the continued strengthening of comprehensive and coordinated community service systems to insure that such services are available, accessible, and acceptable to older persons.
6. **Targeting Strategic Resource Allocation:** Develop and implement new strategies for more effectively targeting resources and programs on the needs of the most vulnerable older persons, with special emphasis on low-income minority elderly.
7. **Manpower Development:** Increase awareness of and promote action to relieve the critical manpower needs in the field of aging, with particular attention to the need for an adequate supply of trained personnel to care for older persons at home, in the community, and in nursing homes.
8. **Preparing for the 21st Century - Challenges and Opportunities of an Aging Society:** Promote public information and technical assistance to targeted groups for better decisions which need to be made now to ensure that public, voluntary, and private sector organizations are responsive to the resources and needs presented by the increasing numbers of older persons during the first decades of the 21st century.

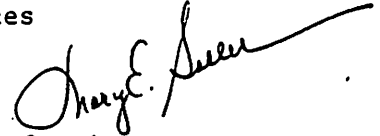
APPENDIX F

DATE: January 26, 1990

SUBJECT: Letter of Support for the Certificate in Gerontology Program

TO: Dr. Carleen C. Zoni, Associate Dean
College of Human Ecology and Health Sciences

FROM: Mary E. Sadler, Chairperson
Department of Nursing and Allied Health Professions



I am pleased to learn that the program proposal for the undergraduate Certificate in Gerontology is pending approval in the Chancellor's office. This proposed program has my support as well as the support of the department faculty. It is my belief that such a program will meet the educational needs of the various categories of paraprofessionals who work with the growing geriatric population. IUP is in the forefront for recognizing these needs and addressing them with the proposed Certificate Program in Gerontology.

dkm

January 22, 1990

TO: Carleen Zoni, Associate Dean
College of Human Ecology and Health Sciences

FROM: Allan T. Andrew, Chairman
Biology Department



RE: Certificate Program in Gerontology

I'm writing to offer the support of the Biology Department for the certificate program in gerontology to be offered through the College of Human Ecology and Health Sciences. Several courses in the program will be taught within the Biology Department including a new course developed specifically for the program on the Biology of Aging. As we are all well aware, the United States is becoming an older society. Programs in gerontology are clearly needed and they will become increasingly important in the years to come. The Biology Department wishes to offer its strong support to this program.

lh

January 18, 1990

SUBJECT: Letter Support for Certificate in Gerontology
Program at IUP

TO: Carleen Zoni, Associate Dean
College of Human Ecology and Health Sciences

FROM: Douglas A. Ross, Chair
Psychology Department



This is to assure you that the Psychology Department entirely supports the Certificate in Gerontology program at IUP and Psychology's course contributions to it. We do not anticipate that the changes will require additional courses in the department however should the Gerontology program grow significantly such a request could be forthcoming in the future. Best wishes in completing all aspects of successful institution of this program.

NURSING AND ALLIED HEALTH PROFESSIONS DEPARTMENT

DATE: January 17, 1990

SUBJECT: Gerontology Certification Program

TO: Dr. Carleen C. Zoni, Associate Dean

FROM: Helen C. Cunningham, Coordinator

Recognizing that this Certification Program is again being forwarded for approval I would like to address the importance of such an addition to the offerings of this university. The faculty at IUP continue to provide a variety of courses that can easily be applied to the needs of such a Certification Program. The societal demand for prepared individuals in diverse fields to support the needs of aging individuals in our populations is fully documented in the studies and needs assessments of all of the health related professions. The College of Human Ecology and Health Science, its departments and its faculty have long since identified the need for implementing a curriculum of this nature to serve our students both traditional and non traditional. As we continue to expand our efforts to recruit learners for the health care professions, we must likewise continue to expand our offerings. It is apparent that a program of this nature will have much appeal for the practicing professional who is desirous of acquiring a valid credential to supplement a degree currently held.

The diversity of the applicant pool seeking advanced information and knowledge in the field of gerontology demands the flexibility of this program as it is proposed. The health care consumer likewise deserves the right to identify providers who are prepared to deliver the quality of care and support they are entitled to.

I support the need for implementation of this Certification Program and will be eagerly awaiting the decision to approve it. I sincerely believe IUP deserves an opportunity to once again demonstrate its commitment to excellence, this time with the offering of a Certification Program in Gerontology. Best wishes to you in this pursuit.

Helen C. Cunningham, Allied Health Professions/Nursing

HCC:am

Department of Safety Sciences
Indiana University of Pennsylvania
117 Johnson Hall
Indiana, Pennsylvania 15705-1087

(412) 357-3018



January 12, 1990

SUBJECT: Letter of Support for the Certificate in Gerontology Program at IUP

TO: Carleen Zoni
Associate Dean

FROM: Nick Pacalo, Chairperson
Safety Sciences Department

A handwritten signature in cursive script, appearing to read 'Nick Pacalo', written over the typed name in the 'FROM' field.

The purpose of this correspondence is to indicate our full support for the Certificate in Gerontology Program at IUP. As we have discussed in the past, we will make arrangements to accommodate the Gerontology Program students in our classes. Please let me know if I can be of further assistance.

Department of Food and Nutrition
Indiana University of Pennsylvania
Ackerman Hall
Indiana, Pennsylvania 15705-1087

(412) 357-4440

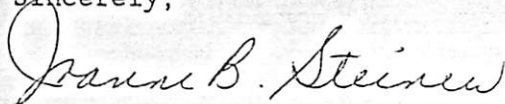
February 6, 1990

Dr. Carleen C. Zoni
Associate Dean
College of Human Ecology and
Health Sciences
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

Dear Dr. Zoni:

I fully support the Gerontology Program. The Department of Food and Nutrition will be able to provide instruction in the nutritional care of the elderly with the course FN 410 Food, Nutrition and Aging.

Sincerely,



Joanne B. Steiner, Ph.D., R.D.
Chairperson

JBS/jfh



Indiana, Pennsylvania 15705

Date: February 13, 1990

Subject: Letter of Support from the Department of Philosophy & Religious Studies for a course in Gerontological Ethics to be offered by the Department

To: Carleen C. Zoni
Associate Dean

From: Sharon Montgomery, Chairperson
Philosophy & Religious Studies

Sharon Montgomery

The Department of Philosophy & Religious Studies is presently in the final stages of developing a course for the undergraduate Certificate in Gerontology program and wholeheartedly gives its support to this program. This course, entitled "Gerontological Ethics," will be offered in Spring, 1991.

Date: February 8, 1990

Subject: Gerontology Program

To: Dr. *Carl Zoni* Zoni, Associate Dean
Human Ecology and Health Sciences

From: Dr. *Jim Mill* Mill, Chairman
Health and Physical Education

The Health and Physical Education Department would like to go on record as being highly supportive of the certification program in Gerontology which is being proposed through the College of Humanities. It has been a long time coming, but once in place will be a great addition to existing programs in the College. The faculty in HPE look forward to playing an integral part in the future development of course and programs which will supplement the initial curriculum. I compliment you on your perseverance and hard work seeing this program through to the finish. I know it hasn't been easy but I'm sure the results will show it was well worth it. I wish you the best in the program approval process at the state level and if I can be of further assistance, please call on me.

JM/ao

COMMONWEALTH OF PENNSYLVANIA

March 6, 1990

SUBJECT: Gerontology Program

TO: Dr. Carlene Zoni, Associate Dean
Human Ecology and Health Sciences

FROM: Dr. Kay Snyder, Chairperson
Sociology-Anthropology Department *Kay Snyder*

The Sociology-Anthropology Department enthusiastically supports the proposed gerontology program. We feel that this program will be of great interest to many students -- including a number of our majors. Clearly such a program is important and needed at IUP.

If I can be of any further assistance to you, please do not hesitate to contact me.

KAS:slr