



Proposal Title: Revision to the Master of Arts Degree in Gerontology

Submitted to CHHS Council, First Reading, 1 September 2009
Revised Proposal Unanimously Passed by the School of Social Work, 14 September 2009
Second Reading, Revisions Unanimously Passed by CHHS Council, 15 September 2009
Proposal with Suggested Revisions Passed by CRAC/Graduate Council on 6 October 2009

This document is a proposal to revise the Master of Arts degree in Gerontology.

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I. Introduction

Background

In 2004, the Gerontology faculty, in conjunction with then-Dean Don Zingale and then-Provost John Gemello, elected to suspend the Gerontology M.A. Program. Under the direction of then-Associate Dean of the College of Health and Human Services, Dr. Bob Spina, and Dean of the Graduate Division, Dr. Ann Hallum, an interdisciplinary task force was created to oversee curricular revisions to the Gerontology M.A. Program. The revised program was approved by all relevant parties (i.e., CHHS Council and Dean, Academic Program Development, Graduate Council, University Interdisciplinary Council, CRAC, the Academic Senate, and the Provost) in the spring of 2006. During this same semester, the Gerontology M.A. Program was removed from suspension.

The revised curriculum added 6 units to the original curriculum, added two additional academic emphases, and further refined another academic emphasis; it added required courses located in units outside of Gerontology, including courses in the core (i.e., Counseling; Kinesiology) and in courses in the three areas of academic emphasis (i.e., Consumer & Family Studies/Dietetics; Health Education; Management; Public Administration; Recreation, Parks and Tourism; and Social Work). Resources needed to maintain the program and offer the classes needed to meet all curricular requirements was always an ongoing issue.

The three years of experience with the revised Program, supported by an exit survey delivered to two cohorts of graduating students, has led to this proposed revision of the Gerontology M.A. Program. For your reference, Appendix A contains the results of the exit survey. The timing and (inconsistent) offering of some courses have become problematic for Gerontology students, necessitating many waivers to Program requirements (i.e., course substitutions) and potential bottlenecks in student progress and time to degree. In addition, students have commented on the perceived (albeit perhaps necessary) rudimentary gerontological content included in some of these non-Gerontology courses, questioning the applicability of these courses to the Gerontology M.A. Program. Students have similarly questioned the specificity of the academic emphases, suggesting a desire for a less restrictive program.

1 Problem Statement

2  
3 The graduate degree (MA) Gerontology Program currently admits approximately 30 students  
4 each year. Combining students in both years of the two-year program, there are about 60 students  
5 total. Despite its small size, the Gerontology Program offers three academic emphases, which is  
6 difficult to maintain, especially in this period of budget limitations.

7  
8 Resources needed to maintain the program and offer the classes needed to meet all curricular  
9 requirements was always an ongoing issue. This proposal presents a plan to eliminate all three  
10 academic emphases, and to strengthen the core foundation content needed for a graduate degree  
11 in gerontology.

12  
13 Purpose and Justification

14  
15 The School of Social Work and Gerontology Program seek approval to implement revisions to  
16 the Gerontology M.A. Program, as specified in this document. The proposed revisions will  
17 address the needs of students by strengthening the curriculum offered by the M.A. Gerontology  
18 Program. The changes will involve:

19  
20 *1. A reduction in the overall number of units required for graduation from 36 to 33.* The  
21 reduction in total number of units is aimed directly at the facilitation of timely completion of the  
22 program through a more streamlined, better coordinated and better integrated curriculum.

23  
24 *2. The elimination of all three academic emphases.* This elimination responds to student reviews  
25 and faculty perceptions of, on the one hand, at least one emphasis that lacked clarity and, on the  
26 other hand, the exclusive nature of (and sense of pigeon-holing students within) the emphases.  
27 This elimination offers students greater latitude to pursue an internship and culminating  
28 experience of their choosing and in line with their particular career goals.

29  
30 *3. The (associated) elimination of required courses offered by units outside of Gerontology.* This  
31 elimination is meant to insure that the courses required for a graduate student cohort are offered at  
32 times and intervals and at levels appropriate for our student majors.

33  
34 *4. The adherence to AGHE criteria.* The revised curriculum is meant to address service needs of  
35 communities and respond to professional standards and guidelines for graduate gerontology  
36 programs of the Association for Gerontology in Higher Education (AGHE).

37  
38 The Master of Arts in Gerontology at SF State was established in 1986 and is the first, and thus  
39 the oldest, graduate program in Gerontology in the California State University and the University  
40 of California systems. The goal of the Gerontology M.A. Program is to provide an applied,  
41 professional program of study in Gerontology designed for students preparing for a career in the  
42 field of aging, or a related human service field, who wish to improve their knowledge and skills.

43  
44 Course work leading to the Gerontology M.A. Program is designed to: 1) emphasize the broad,  
45 interdisciplinary nature of issues which relate to and influence older adults; 2) provide students  
46 with the academic background, professional experience, and research capabilities necessary to  
47 pursue advanced study at the doctoral level; and 3) prepare students for professional practice and  
48 leadership positions in the public and private sectors where gerontological knowledge is required.

49  
50 This proposed revision addresses the aforementioned criticisms and challenges to the effective  
51 and timely mounting of the Gerontology M.A. Program. Proposed herein is a streamlined and  
52 targeted curriculum that focuses on educational requirements that will develop student knowledge  
53 and skills for effective practice in communities. The curriculum includes courses that address  
54 service needs of communities and respond to professional standards and guidelines for graduate  
55 gerontology programs of the Association for Gerontology in Higher Education (AGHE). For  
56 your reference, **Appendix B** contains the AGHE standards and guidelines for graduate  
57 gerontology programs.

1 In January 2009, the Gerontology Program and the School of Social Work became partners under  
2 one School. Immediately thereafter, the School embarked on planning efforts to revise the  
3 Gerontology M.A. Program, to strengthen its core curriculum, and to develop avenues to enhance  
4 enrollments. This proposal presents structural and content changes that will streamline and enrich  
5 the curriculum.

## 6 7 **II. Curriculum Proposal**

### 8 9 Description of Proposed Changes

10  
11 There are three structural and eight course and content-specific changes proposed; the structural  
12 changes primarily address issues of overall curriculum delivery and the course content-specific  
13 changes primarily address course specificity and related materials. These changes retain the  
14 Program's commitments to the School's mission to educate professional service providers for  
15 culturally competent and diversity-sensitive practice to populations who have been historically  
16 under-represented and under-served.

17  
18 The proposed changes are aimed at facilitating timely progress through the degree and ensuring  
19 coverage of the content deemed important and necessary for graduate-level preparation of  
20 gerontologists, as articulated by Association for Gerontology in Higher Education (AGHE)  
21 standards and guidelines, while at the same time offering the flexibility to accommodate student-  
22 particular career interests and directions.

23  
24 The three structural changes include:

- 25
- 26 1. A reduction in the overall number of units required for graduation from 36 to 33;
- 27 2. The elimination of all three academic emphases;
- 28 3. The (associated) elimination of required courses offered by units outside of Gerontology.

29 In support of these structural changes, the eight course and content-specific changes proposed  
30 include the following:

- 31
- 32 1. Moving to the core a revision of GRN 710 (renaming to Aging Processes: Health and  
33 Human Services) and revising the course description;
- 34 2. Moving to the core a revision of GRN 715 (renaming to Age and Social Policy Analysis)  
35 and revising the course description;
- 36 3. Renaming GRN 725 (becoming Aging and Diversity);
- 37 4. Renaming GRN 735 (becoming Ethical and Legal Issues in Aging and Social Services)  
38 and revising the course description;
- 39 5. Introducing a new course: GRN 765 (Aging and Continuum of Care);
- 40 6. Renaming GRN 838 (becoming Gerontology Internship Education) and revising the  
41 course description;
- 42 7. Renaming GRN 839 (becoming Gerontology Internship Fieldwork) and revising the  
43 course description;
- 44 8. Revising the course description for GRN 890 (Integrative Seminar).

45  
46 For your reference, **Appendix C** contains a side by side comparison of existing and proposed  
47 changes.

48  
49 Each of the changes enumerated above are described in greater detail below. The structural  
50 changes are primarily oriented to facilitate timely progress through the degree, insure delivery of  
51 core content, and offer students more latitude in their choice of internship and culminating  
52 experience.

53  
54 The course and content-specific changes render the titles and descriptions of some courses better  
55 tailored to the content delivered and the content required, according to AGHE standards and  
56 guidelines. One course that was previously an elective (and required only in one of the three  
57 emphases) is now required of all students. A new course is proposed that fills out the curriculum

1 and brings to all students issues that were previously spread over several courses, some of which  
2 were electives, and/or delivered in two of three previous emphases.

3  
4 Structural Changes to this proposed revision of the Gerontology M.A. Program:

5  
6 1. *A reduction in the overall number of units required for graduation from 36 to 33.* The  
7 reduction in total number of units is aimed directly at the facilitation of timely completion of the  
8 program through a more streamlined, better coordinated and better integrated curriculum.

9  
10 2. *The elimination of all three academic emphases.* This elimination responds to student reviews  
11 and faculty perceptions of, on the one hand, at least one emphasis that lacked clarity and, on the  
12 other hand, the exclusive nature of (and sense of pigeon-holing students within) the emphases.  
13 This elimination offers students greater latitude to pursue an internship and culminating  
14 experience of their choosing and in line with their particular career goals.

15  
16 3. *The (associated) elimination of required courses offered by units outside of Gerontology.* This  
17 elimination is meant to insure that the courses required for a graduate student cohort are offered at  
18 times and intervals and at levels appropriate for our student body by faculty in the Gerontology  
19 M.A. Program.

20 Course and Content-specific Changes to this proposed revision of the Gerontology M.A.  
21 Program:

22  
23 1. *Renaming GRN 710 (becoming Aging Processes: Health and Human Services) and revising*  
24 *the course description.* This renamed course and revised description serve several purposes.  
25 GRN 710 is intended to offer students an integrated presentation and analysis of theories in  
26 gerontology that span biological, psychological, and social approaches; it also will adopt a focus  
27 on health and human services. The previous curriculum had no such single source for theory  
28 discussion or a venue for the discussion and integration of theories (other than their culminating  
29 project), and students commented on this as a lack in their preparation, an appraisal with which  
30 the faculty agree. Removing this course from the bank (along with GRN 705) and requiring it of  
31 all students allows the curriculum to more closely align with the parameters set by AGHE. In  
32 addition, this course content and structure may be of interest and relevance to students in the  
33 MSW program, potentially offering a venue of integration between the two programs.

34  
35 2. *Moving to the core a revision of GRN 715 (and renaming to Age and Social Policy Analysis).*  
36 This revised course was previously an elective in the Geriatric Home Care Management  
37 emphasis. The revision of the course makes more prominent and fundamental the analysis of  
38 policy and programs available to and targeted at older populations. From this course, students  
39 will engage in critical and analytical thinking as they pinpoint policy models, utilize policy  
40 frameworks, analyze policy, identify policy alternatives, and address recommendations for policy  
41 change. In addition to the regional and national level analysis, a focus on global aging is  
42 embedded as such content is increasingly important for all Gerontology students. This course is  
43 similar to the social policy analysis course offered by social work except that the focus here is on  
44 older populations. Therefore, the two courses will offer gerontology and social work students a  
45 choice between both to meet the policy analysis requirement.

46  
47 3. *Renaming GRN 725 (becoming Aging and Diversity).* The renaming of this course  
48 (previously entitled, Aging and Ethnicity) better suits the nature of the content delivered, which  
49 includes groups not traditionally considered “ethnic groups,” such as Lesbian, Gay, Bisexual and  
50 Transgender persons as well as Persons with Disabilities. This broadens the focus to incorporate  
51 all dimensions of human diversity. This course may provide another possible venue for  
52 integration with social work, as the course connects with a foundation diversity requirement in  
53 social work.

54  
55 4. *Renaming GRN 735 (becoming Ethical and Legal Issues in Aging and Social Services) and*  
56 *revising the course description.* This course content and structure may be of interest and  
57 relevance to students in the MSW program, potentially offering a venue of integration between  
58 the two programs. This course will expand options for social work students, who currently may

1 take “Social Work and The Law.” While GRN 735 focuses on older populations, the social work  
2 course addresses populations of the entire age spectrum.

3  
4 5. *The introduction of a new course: GRN 765 (Aging and Continuum of Care).* This new course  
5 brings together in a single venue aspects of the curriculum that were previously cast over several  
6 courses and unequally distributed over the curriculum (i.e., highlighted in two emphases and not  
7 formally presented in the third). This new course solidifies a significant area of study and  
8 practice in Gerontology and provides for students an overview of the continuum of care from  
9 home and community-based services to adult day care, assisted living, nursing and hospice/end of  
10 life care, emphasizing quality of care and quality of life issues.

11  
12 6. *Renaming GRN 838 (becoming Gerontology Internship Education) and revising the course*  
13 *description.* The renaming of this course (previously entitled, Gerontology Seminar) and its  
14 revised description better suit the nature of the content delivered and is aimed to eliminate the  
15 confusion students experienced with this name, particularly in relation to its paired course, GRN  
16 839, and concomitant registration complications.

17  
18 7. *Renaming GRN 839 (becoming Gerontology Internship Fieldwork) and revising the course*  
19 *description.* The renaming of this course (previously entitled, Internship) and its revised  
20 description better suit the nature of the content delivered and is aimed to eliminate the confusion  
21 students experienced with this name, particularly in relation to its paired course, GRN 838, and  
22 concomitant registration complications.

23  
24 8. *Revising the course description for GRN 890 (Integrative Seminar).* The revision of this  
25 course description withdraws the sentence that this course “culminates in the production and  
26 presentation of a portfolio.” The actual culminating project is left open and provides greater  
27 flexibility in the nature of the project to be conducted serving as the culminating project  
28 experience. Retained are the ability and skills that are to be demonstrated and expected of a  
29 graduate level culminating experience.

### 30 31 Student Learning Outcomes

32  
33 The proposed Gerontology M.A. Program curriculum is organized in such a way as to follow the  
34 Association for Gerontology in Higher Education (AGHE) *Standards and Guidelines for*  
35 *Gerontology Programs.*

36  
37 AGHE standards require a minimum of 30 semester units with a range of 30-60 semester units.  
38 Practicum/Internship placements are designed for a minimum of 6 semester units with a range of  
39 6-12 semester units. This usually translates into a two year graduate program. Competencies  
40 include: psycho/social basis of behavior, biological basis of aging, research methodology and  
41 statistics, and other relevant areas including human development, public policy, family relations,  
42 administration, death and dying, and other gerontology/special topics that reflect the unique  
43 characteristics of the programs, and internship and culminating experience.

44  
45 Students are expected to obtain knowledge, skills, analytical abilities, and critical thinking  
46 capacities in the areas of: the multidimensional contexts of aging including the continuum of care;  
47 the psychological aspects of human development including mental health, cognitive wellness and  
48 decline; the political/economic issues relevant to an aging society at the macro and micro levels,  
49 aging social policy including the aging network and global practice; the biological dimensions of  
50 human aging including health promotion and disease prevention (assistive technologies); the  
51 fundamentals of research methods including quantitative and qualitative methods in theory and  
52 application in the field; and the application of acquired knowledge and skills in the field.

53  
54 Students become knowledgeable about the long-term care continuum and at the more institutional  
55 end of the continuum students gain knowledge, skills and practices in the finance, policy,  
56 programs, and regulations related to quality of care and quality of life for elderly residents.  
57 Students gain competencies in supervised Administrator-In-Training internships resulting in State  
58 certification as ALF (Assisted Living Facilities) and RCFE (Residential Care Facilities for the

1 Elderly) Administrators as well as licensure as Nursing Home Administrators. Learning  
2 outcomes at the more community-based end of the continuum comprise of strategic planning,  
3 assessment and care planning, program development, implementation and evaluation, leadership,  
4 public policy, advocacy and grant writing.  
5

6 All students are expected to be culturally competent service providers who are sensitive to and  
7 respectful of diversity and cultural context. They gain knowledge of family dynamics, relations,  
8 support community networks and interventions. Students learn about the bio/psychological/social  
9 aspects of aging including spirituality and the complexity of social policy creation and political  
10 economics. Students are able to apply a range of social science and gerontological theories to  
11 aging social problems, develop explanations and, in so doing, offer possible solutions. Students  
12 apply skills and knowledge in a selection of field sites and engage in internships ranging from  
13 administration and political staff support at the macro level to hospice and ombudsman training at  
14 the micro level.  
15

16 In the students' final semester before graduation, they are required to analyze, synthesize, and  
17 apply the knowledge and skills they acquired throughout the graduate program. Each student  
18 completes individual written culminating projects, reflecting their learning and ability to assess  
19 and evaluate principles, concepts, and theories relevant to human service practices with older  
20 adults. These culminating projects are the final course requirement in GRN 890, an integrative  
21 seminar that provides the instructions and ongoing feedback to assist students in completing their  
22 final culminating project. Drafts of the written project are reviewed by the instructor, and after  
23 the draft is in close to final form, a second faculty reader evaluates the culminating project. Both  
24 faculty readers must be satisfied that the culminating project meets requirements before signing  
25 University forms verifying project completion.  
26

#### 27 Job Outlook for MA Degree in Gerontology 28

29 Gerontology is one of the fastest growing disciplines within the field of health and human  
30 services. Current demographic projections indicate that California will experience a doubling of  
31 the population over the age of 65 by the year 2020. There will be a vast increase in the numbers  
32 of single, female, and ethnically diverse elders.  
33

34 A Master of Arts in Gerontology prepares the student for effective performance in a career of  
35 service to older Americans. It also lays a firm academic foundation in applied gerontology for  
36 students who choose to work toward a doctoral degree. Students have the opportunity to select  
37 from a number of career paths in the field of aging within the public and private sectors.  
38 Graduates in gerontology find exciting career opportunities in fields such as: adult education,  
39 applied research, community and professional advocacy, geriatric care management, health and  
40 aging, intergenerational programs, long-term care administration, multicultural services,  
41 technology and aging, universal design, and many others. Some specific jobs may include:

- 42 • Service providers, administrators, and managers of long-term care facilities
- 43 • Workers in all areas and levels of assisted living facilities and geriatric care centers
- 44 • Program developer and service provider for home health care and wellness agencies
- 45 • Hospice care provider or facility operator
- 46 • Hospital care service provider to older populations of diverse backgrounds
- 47 • Rehabilitation specialist
- 48 • Residential care facility manager, administrator, or direct-line service provider
- 49 • Senior centers owner/operator or provider
- 50 • Skilled nursing facility service worker or administrator/manager
- 51 • Planner for interagency collaborations and consultation
- 52 • Policy analyst to identify policies, programs, and practices affecting older persons
- 53 • Programmer for comprehensive service facilities
- 54 • Referral resource for older adults
- 55 • Consultant regarding culturally competent provision of geriatric services
- 56 • Mental health service provider for older adults
- 57 • Health promoter with focus on geriatric populations

- 1 • Organizer to address needs of older populations
- 2 • Geriatric group worker
- 3 • Geriatric program evaluator
- 4 • Assessment specialist
- 5 • Researcher
- 6 • Program innovator and initiator
- 7 • Advocate and activist

#### 8

#### 9

#### 10 Timeline

11 We request approval for a revision of the Gerontology M.A. Program. Should the proposed  
12 revision be approved, we anticipate that it will be published in the *2010-2011 SF State Bulletin*,  
13 and would apply to all students entering the major beginning in Fall 2010. The students who  
14 declared the Gerontology major prior to Fall 2010 will have a choice of completing their degree  
15 under either the old or the revised major. During the transition, both groups of students—new  
16 and continuing—will be able to seek faculty advising as well as receive peer or alumni advising  
17 and obtain better understanding of the Gerontology major and its curriculum.

#### 18

#### 19 Projected Outcomes

20  
21 The changes proposed in this document should have limited effect on the pleasing pattern of  
22 student enrollment: interest in the Gerontology M.A. continues to be significant and growing.  
23 The proposed curriculum, with its removal of academic emphases, offers students greater latitude  
24 to pursue an internship and culminating experience of their choosing and in line with their  
25 particular career goals. Rather than perceived restriction, as noted in the existing curriculum by  
26 student comment and evaluation, the proposed curriculum provides a solid and demonstrated core  
27 in Gerontology with greater flexibility and choice in the foci of special study, field work, and an  
28 elective. It is believed that such a combination of a Gerontology core with flexibility and choice  
29 are highly desired qualities of a graduate program and will be well-received by interested  
30 students.

31  
32 The new curriculum, particularly in conjunction with the association of Gerontology and Social  
33 Work, will offer renewed opportunity to achieve high visibility, enhancing recruitment efforts and  
34 subsequent enrollments. This association is manifest, in this proposal, by the stronger alignment  
35 and integration of the Gerontology curriculum with that of Social Work; this alignment will result  
36 in higher visibility and in greater awareness of gerontology as well as aging in the field of Social  
37 Work. The course offering schedule (see Roadmap section) will retain the Program's successes  
38 in facilitating timely graduation rates and progress through the degree.

39  
40 The course offering schedule is designed to support a two-year cohort program and to insure a  
41 measured and graduated understanding of the fundamentals with a firm base of gerontological  
42 theory, core content and landscape; subsequent courses will build upon this base and provide for  
43 students the opportunity to learn about applications and apply for themselves this theory and  
44 research—in practice settings as well as the culminating project.

45  
46 In sum, we project outcomes of this revision to be positive: maintaining encouraging enrollment  
47 trends, achieving greater awareness of aging and integration of gerontology and social work with  
48 concomitant visibility, and in a coherent and well-organized curriculum.

#### 49

#### 50 Evaluation

51  
52 An exit survey was designed to deliver to the first cohort of graduating students in Spring 2008.  
53 The survey comprises evaluations of student career goals and advising, core curriculum, and  
54 general perceptions of the program. Analyses of the initial administrations of the survey  
55 instrument have informed the rationale for the proposed curriculum; these surveys will also form  
56 a comparison point for subsequent administrations of revised surveys. A charting of the success  
57 of this revision can be afforded by the annual administration of this survey; this quantitative data  
58 can be further enhanced by focus group surveys and other follow-up interviews with graduating

1 students and alumni over time. These surveys also offer a context for the interpretation of course-  
2 specific data drawn from regular course evaluations.

3  
4 Evaluations of the success of this revision rest not only on student appraisals, but also on resource  
5 allocation for the implementation of this curriculum. Analyses of FTEs can partially address  
6 these issues. It is anticipated, given the cohort nature of the revised curriculum and the more  
7 exclusive gerontology curricula, that FTEs will both consistent and more predictable from course  
8 offering to course offering.

9  
10  
11 **III. Consultations**

12  
13 CHHS Students, Faculty, and Administration

14  
15 CHHS Dean, Don Taylor, and the CHHS Council whole heartedly support the revisions outlined  
16 in this proposal. During the fall of 2008, CHHS Dean, Dr. Don Taylor and members of the  
17 CHHS Council, met with the Gerontology faculty, continuing and former student representatives  
18 for a facilitated discussion on possible organizational and curriculum revisions. During the  
19 summer of 2009, Gerontology Coordinator, Dr. Darlene Yee, met with all first-year gerontology  
20 students for the New Student Orientation where the current gerontology curriculum and proposed  
21 revisions were presented. Students were offered the opportunity to comment on the gerontology  
22 curriculum revisions. To date, the majority of students are in favor of this proposed revision to  
23 the M.A. degree in Gerontology.

1 School

2  
3 During the spring of 2009, then-Gerontology Coordinator, Dr. James Murphy, and School of  
4 Social Work Director, Dr. Rita Takahashi, worked with the Gerontology faculty to create a  
5 revised curriculum. Ultimately, this curriculum (see **Appendix C**) was passed by the School of  
6 Social Work faculty on May 11, 2009, and it will now be sent to the CHHS Council and  
7 appropriate University committees for review and approval.  
8

9 Profession/Discipline

10  
11 During the summer of 2009, the Gerontology faculty carefully consulted and considered the  
12 Association for Gerontology in Higher Education (AGHE) standards and guidelines. In revising  
13 the program, the faculty worked to incorporate content that met the established professional  
14 standards and discipline criteria.  
15

16 Library

17  
18 During the summer of 2009, current Gerontology Coordinator, Dr. Darlene Yee, consulted with  
19 Ms. Eloise McQuown (J. Paul Leonard Library). On August 21, 2009, Ms. McQuown wrote “As  
20 the J. Paul Leonard Library’s collection development specialist for Gerontology, I appreciate  
21 receiving and reviewing the proposed curricular revision of the Masters of Arts (M.A.) in  
22 Gerontology. It is clear that the Library has the resources, monographs and periodicals, to  
23 support the proposed curricular revision of the M.A. in gerontology.” (See **Appendix D**).  
24

25 Other Affected Programs/Departments

26  
27 During the summer of 2009 and early in the fall 2009 semester, Dr. Darlene Yee communicated  
28 with the Chairs/Faculty of those academic units where there will be changes in the curricular  
29 offerings. These include: Consumer & Family Studies/Dietetics (Dr. Nancy Rabolt); Counseling  
30 (Dr. Robert Williams); Health Education (Dr. Mary Beth Love); Kinesiology (Dr. Marialice  
31 Kern); Recreation, Parks and Tourism (Dr. Patrick Tierney); Management (Dr. John Dopp); and  
32 Public Administration (Dr. Genie Stowers). Please see **Appendix E** for evidence of all  
33 consultations and e-mail correspondence.  
34

35 College

36  
37 This proposal was submitted to the College of Health and Human Services (CHHS) Dean and  
38 Chairs Council in late August and early September 2009 for their consideration. Represented at  
39 this table, in addition to the School of Social Work, are the following departments and school:  
40 Child and Adolescent Development; Consumer & Family Studies/Dietetics; Counseling; Health  
41 Education; Kinesiology; Nursing; Physical Therapy; and Recreation, Parks and Tourism.

1           **Resource Implications**

2  
3           Students

4  
5           This proposal does not create budget demands on the graduate students majoring in Gerontology.  
6           Students will benefit from the revised Gerontology M.A. Program with a strong core foundation  
7           of courses and an elective course which will help to augment their academic interests and career  
8           needs. The revised Gerontology M.A. Program will facilitate their time to degree, graduation and  
9           student success in aging studies.

10  
11          School

12  
13          Currently, there are three full-time, tenured professors of Gerontology. At the moment, there are  
14          no general fund lecturers. Historically, the faculty have been productive in bringing externally-  
15          funded research, program development and service resources into the program. These funds  
16          have, over the years, supplied the Program with much needed lecturers (primarily offering  
17          multiple sections of undergraduate, feeder courses). All Gerontology faculty are very supportive  
18          of and committed to the implementation of this revision to the M.A. degree in Gerontology. At  
19          this time, no additional resources are required to implement the revisions described herein. The  
20          Program's needs for office space are satisfactory and also will not change should this proposal be  
21          implemented. At present, at least 7 persons daily occupy a modest suite of offices in HSS 242.  
22          Each faculty member shares her or his office with administrative and/or student assistance  
23          working on grants or other academic activities.

24          College

25          This proposal does not create budget demands on the College of Health and Human Services.  
26          The CHHS and SF State will benefit from the revised Gerontology M.A. Program which provides  
27          an efficient and effective delivery of courses facilitating time to degree, graduation, and student  
28          success.

29          University

30          Please see Item III (Consultations) and Appendix D for resource implications on the SF State  
31          Library.

32  
33          **IV. University Requirements/Policies**

34  
35          Major - Approach to the Revised Curriculum

36  
37          Further described and reviewed below are the revisions to the curriculum under the headings of  
38          “what is new?” “What is being revised?” and “what is being deleted or discontinued?”

- 39  
40          • *What is new?* This proposal introduces the following new components to the  
41          Gerontology MA:  
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43                  1. A new course is proposed: GRN 765, Aging and Continuum of Care. This new  
44                  course brings together in a single venue aspects of the curriculum that were  
45                  previously cast over several courses and unequally distributed over the  
46                  curriculum (i.e., highlighted in two emphases and not formally presented in the  
47                  third). This new course solidifies a significant area of study and practice in  
48                  Gerontology and provides for students an overview of the continuum of care  
49                  from home and community-based services to adult day care, assisted living,  
50                  nursing and hospice/end of life care, emphasizing quality of care and quality of  
51                  life issues.  
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53          • *What is being revised?* This proposal contains the following revisions:

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1. The core of the program is being revised to comprise Gerontology prefix courses exclusively. This entails removing from the course bank two courses that have been previously banked (GRN 705 and GRN 710, one of which is also revised and mentioned previously and below). This also entails requiring of all students a course that was formerly required only of students in one of the three academic emphases (GRN 715, a course that is also revised and mentioned previously and below). There is also a reduction in the number of units required of students to graduate (from its present 36 to the proposed 33 units, also mentioned under “what is being deleted or discontinued?” below).
  2. GRN 710 is being renamed (becoming “Aging Processes: Health and Human Services”) with a revised description to focus on health and human services and an integrated presentation and analysis of theories from across the field of and fields relevant to Gerontology.
  3. GRN 715 is being renamed (becoming “Age and Social Policy Analysis”) with a revised description to make more prominent and fundamental the analysis of policy and programs available to and targeted at older populations, at regional, national and global levels.
  4. GRN 725 is being renamed (becoming “Aging and Diversity”) to better reflect the broader nature of the content delivered.
  5. GRN 735 is being renamed (becoming “Ethical and Legal Issues in Aging and Social Services”) with a revised description to focus on ethical dilemmas and legal issues as they pertain to the professional practice of gerontology and the delivery of social services to the elderly.
  6. GRN 838 is being renamed (becoming “Gerontology Internship Education”) with a revised description to better suit the nature of the content delivered and to eliminate confusion.
  7. GRN 839 is being renamed (becoming “Gerontology Internship Fieldwork”) with a revised description to better suit the nature of the content delivered and to eliminate confusion.
  8. GRN 890 (“Integrative Seminar”) is being revised to offer greater flexibility in the nature of projects to be conducted serving as the culminating project experience.
- *What is being deleted or discontinued?* Although not a formal “deletion” or “discontinuance,” this proposal includes reductions and eliminations:
    1. There is an overall reduction in the total number of units required from 36 to 33 to facilitate timely completion of the program through a more streamlined, better coordinated and better integrated curriculum.
    2. All three academic emphases of the program (Geriatric Home Care Management; Health, Wellness and Aging; and Long-Term Care Administration), from which students were required to select one, are being discontinued. This elimination offers students greater latitude to pursue an internship and culminating experience of their choosing and in line with their particular career goals.
    3. The Program will no longer be dependent on other departments to offer courses required in Gerontology. Although courses offered by units outside of Gerontology are no longer a part of the required core courses, students must select one elective course outside of Gerontology in consultation with the faculty adviser.

The Master of Arts in Gerontology consists of 33 units which includes ten required core courses and one elective course. The required internship (GRN 838 and GRN 839), included in the core consists of student placement in an off-campus facility or organization. The required culminating experience (GRN 890), also included in the core consists of a culminating project course integrating bodies of knowledge from within the required courses. This usually translates into a two-year or four-semester roadmap to complete the academic program for the Master of Arts in Gerontology.

Semester 1	Semester 2	Semester 3	Semester 4
GRN 705	GRN 725	GRN 838	GRN 839
GRN 710	GRN 735	GRN 760	GRN 890
GRN 715	GRN 765	Elective*	

\*Elective course may be chosen from relevant and related graduate courses, including ones in Consumer & Family Studies/Dietetics; Counseling; Health Education; Kinesiology; Nursing; Recreation, Parks and Tourism; Management; Public Administration, and Social Work.

### Writing Requirements

Gerontology students will meet their level one pre-admissions writing requirement by demonstrating their ability to write in a proficient manner. They will complete the GRE with a passing score of at least 4.0. As part of the admissions application process, gerontology students will be required to submit a written statement of purpose for pursuing the graduate degree in gerontology. Gerontology applicants who do not pass the GRE or who do not submit a well-written statement of purpose will not be admitted into the program. They will be advised to enhance their writing proficiency by taking a prerequisite course through the College of Extended Learning or elsewhere. They may then re-apply to the program with a passing GRE score and a well-written statement of purpose. Gerontology students will meet their Level Two writing requirement by revealing the ability to write in a scholarly manner in the discipline by satisfactorily completing GRN 890 for the culminating experience requirement. In GRN 890, each student writes a final culminating project paper.

### **V. Appendices**

- ✓ Appendix A: Exit Survey and Assessment
- ✓ Appendix B: Gerontology Curriculum and ACHE Standards
- ✓ Appendix C: Current and Proposed Gerontology Curriculum
- ✓ Appendix D: Library Supports and Verification of Resources
- ✓ Appendix E: Consultations with External and Related Departments and Schools

### **VI. Attached Required Documents**

- ✓ Routing Sheet
- ✓ Curriculum Review and Approval Committee (CRAC) Proposal Checklist
- ✓ Letter from Dean Don Taylor, supporting proposal
- ✓ Evidence of consultations (Library (Appendix D), and departments/Schools (Appendix E))
- ✓ Bulletin copy of existing and proposed curriculum

