The Center for the Study of Aging
McDaniel College

Gerontology Programs Handbook
2014-2015

M.S. Gerontology

5-year B.A/M.S. Gerontology

Post-Baccalaureate Certificate in Gerontology

Undergraduate Minor in Gerontology

Non-Academic Programs in Gerontology

Please Note: Information contained herein is subject to change without notice.
Revised: 7/2014
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Message from the Director

Welcome!! We are delighted by your interest in learning more about Gerontology and are certain that the need for education and expertise in the field will continue to grow in our aging world. Elie Metchnikoff introduced the scientific study of old age as an interdisciplinary field of study in 1903, a time when little was known about factors that bring about and influence the aging process and when only about 4% of the American population was age 65 or older. Although today this demographic makes up approximately 14% of our population, and the U.S. Census Bureau projects that more than 20% of the population will be over the age of 65 by the year 2030, we are just beginning to understand the interconnectedness of the bio-psycho-social-spiritual factors that direct aging processes and influence quality of life. While the challenges we face as an aging society are complex, the opportunities afforded those who become age-educated are vast.

The Gerontology programs offered through the Center for the Study of Aging (CSA) at McDaniel College explore aging processes, development, and change that occur biologically, psychologically, and socially, while exposing you to ethical thinking, spirituality, policy and social support considerations, cross-cultural factors, and health care issues. We also challenge you to consider your own attitudes about aging and older adults. Our interdisciplinary approach to understanding aging is essential in helping you to develop the competency and leadership skills necessary for meeting the challenges of an aging population in our region, in our country, and in our world. The knowledge and skills you acquire will be valuable throughout your life, regardless of whether your objective is to understand your own aging course, support your aging family members, friends, and neighbors, or apply your education in your current or future profession working alongside or in support of older adults. To the latter intent, the U.S. Bureau of Labor and Statistics has targeted the field of Gerontology as one of the highest occupational growth areas, since meeting the needs/wants of older persons will be a major, if not predominate emphasis in our country for the next several decades.

This handbook is your introduction to the Gerontology programs offered through the CSA at McDaniel College. It is written as a supplement to the McDaniel College program descriptions, the graduate and undergraduate catalogs, and the CSA webpage www.mcdaniel.edu/csa. You should familiarize yourself with your program information contained both in this handbook and the information available on the college’s website. Links to relevant graduate and undergraduate information on the McDaniel College website and other notable sites are provided throughout this publication.

On behalf of the CSA, I wish you the very best as you pursue your educational goals in Gerontology.

Sincerely,

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Introduction to the CSA

Vision

The Center for the Study of Aging at McDaniel College is a comprehensive entity that will serve as the central location for all members of the Carroll County community and the region to work together in support of the aging population. The CSA will be the clearinghouse in the community for the study of aging issues and the source for innovative educational opportunities.

Mission

The Center of the Study for Aging at McDaniel College will serve as the primary regional resource to promote successful aging in a community responsive approach that bridges generations and fosters understanding and innovations.

Core Values

Honesty and Respect
Honoring Critical Thinking about and Intellectual Interaction with the World
Engendering Knowledge and Skill Acquisition across the Liberal Arts
Promoting Personal Growth to Maximize Each Individual’s Potential
Social Responsibility
What is Gerontology?

Gerontology is defined as the scientific study of aging processes and topics related to an aging society. It is both an applied and basic science that examines the physical, mental, social, emotional, vocational, and spiritual factors that influence aging. Although much of the focus of gerontology is on the age 65+ demographic, the discipline appreciates that the process of aging is best understood by evaluating the complete life course.

History of the CSA

Gerontology was first introduced to the students of McDaniel College in 1997 with the establishment of a minor housed in the Department of Social Work. Early the next decade a task-force for Gerontology formed. In 2004 the team released data from their feasibility study, which projected a dramatic increase in the older adult population in the region surrounding the college (see Figure 1). This was supported by the Maryland Department of Planning’s population projections indicating that the number of adults over the age of 60 living in Carroll and surrounding counties will grow significantly by 2020. Specifically, growth projections are 123 percent for Carroll County (home to McDaniel College), 131 percent for Frederick County and 169 percent for Howard County. Similar growth projections in York, Adams, and Franklin Counties, Pennsylvania were revealed by the Pennsylvania State Plan on Aging (2004-2008). The task-force further found that this region was underserved by the services and resources available. Based on the feasibility study results, the group highlighted that programs in aging studies are necessary since surveys of employers in agencies serving older adults showed the need for a knowledge-based workforce.

Establishing the CSA

The task-force findings launched an initiative for the development of a center for aging, and, with the receipt of a grant from the Jessie Ball duPont Fund in 2006, the Center for the Study of Aging at McDaniel College was established with Alva “Buzz” Baker, M.D. appointed as its Director in 2007. Dr. Diane Martin was hired as the Academic Director for the CSA in fall 2007. The CSA was charged with addressing the specific unmet needs related to professional development and community needs regarding the care of and services for older adults, including:

- Serving as a central location for all members of the Carroll County community and adjacent counties to work together in support of the aging population;
- Incorporating older adults as leaders, advisors, and participants in programs and program development;
• Fostering partnerships to assist in program development, sustaining funding, and sharing resources;

• Offering courses and academic programs including degree, certificate, and non-degree programs, particularly including those that meet continuing education and professional certification requirements in the industry;

• Presenting relevant seminars, guest speakers, and conferences on topics that address the impact of aging demographics on traditionally non-aging fields, e.g. economics, law, public policy, planning and transportation; and

• Developing program delivery formats reflective of and responsive to the region’s working professionals and their schedules, such as off-site and online course offerings.

Academic Program Development

Concurrent with the College’s initiative to establish a center on aging, a post-baccalaureate certificate program in Gerontology was developed and approved by the Maryland Higher Education Commission (MHEC) in 2005. In 2006 this graduate program became the first academic program managed by the CSA. With the hiring of an Academic Director for the Center, the minor in Gerontology was relocated to the CSA from the department of Social Work in spring 2008. The minor was subsequently reviewed, comparing the existing requirement to the guidelines established by the Association for Gerontology in Higher Education for undergraduate minor programs in Gerontology. This review led to a complete revision of the minor curriculum; the changes were approved by the McDaniel College faculty in spring 2009, effective academic year 2009-10. In August 2011 this program was designated as a Program of Merit (POM) by the Association for Gerontology in Higher Education (AGHE), thus becoming the first undergraduate minor in the country to receive this national “stamp of approval.” Program of Merit status indicates the program has voluntarily undergone a review by AGHE and found to adhere to or exceed national guidelines, expectations, and practices in gerontology education. To learn more about POM, visit the AGHE website.

Committed to the continued expansion of academic programs related to aging and with the backing of the College, the CSA developed the 36-credit hour Master of Science degree in Gerontology. The program received approval from the McDaniel College faculty at the start of the 2008-09 academic year, was later approved by the Maryland Independent College & University Association, and approval to implement the program from MHEC was granted in November 2008. The first students enrolled in the Master’s program in January 2009 and the first candidates graduated in May 2011.

Most recently, and with the endorsement of McDaniel College undergraduate faculty, the CSA launched a 5-year B.A./M.S. Gerontology program, enabling qualified undergraduate students to apply to the Master’s program in Gerontology as 2nd semester sophomores or 1st semester juniors. Accepted students begin their graduate coursework during the 2nd semester of their junior year at McDaniel College, enrolling in one course during each of their three remaining
semesters as undergraduates at no additional cost in tuition. Students earn their B.A. degrees in year four and then continue in the graduate program full-time for one additional year, earning their M.S. in Gerontology at the end of year five. The first 5-year B.A./M.S. candidate graduated in May 2012.

**Non-Academic Program Development**

In addition to the academic program development, the CSA has also developed vibrant community education programs for non-academic credit. The 18-contact hour Sr. Gerontology Specialist Program and the 9-hour Gerontology Specialist Program were both approved by MHEC in 2008. In consultation with the senior service agencies and related businesses, a variety of professional (CEU credits awarded), paraprofessional, and community outreach workshops are also offered each year.

**Moving Forward**

The continuum of study in the field of aging provided by the CSA, which includes degree, non-degree, and certificate programs as well as topic specific seminars, workshops and conferences has positioned the Center for the Study of Aging at McDaniel College to have a multi-faceted impact in our region, principally due to our collaborative, community approach. Our community responsive and interactive model is based on assessing the needs of the Center’s target audiences. The audiences include aging adults who currently reside in the region, undergraduate and graduate students, professionals in the field of aging such as health care workers and individuals who manage and operate assisted living and managed care facilities, and those who professions are affected by changing demographics such as financial advisors. As a result we continue to develop into a comprehensive organization to serve as a central location for all members of the Carroll County community and the region to work together in support of our aging population.

**Academic Programs in Gerontology**

**Graduate Programs**

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**Gerontology Graduate Programs Philosophy**

The Graduate Programs in Gerontology combine scholarly and professional perspectives to foster a deeper understanding of the aging process, issues relevant to older adults and an aging society, and the impact of aging on a variety of disciplines.

**M.S. Gerontology**

The Master of Science program in Gerontology provides students with state-of-the-art instruction and many hands-on and application-oriented activities to maximize understanding of the interconnectedness of the bio-psycho-social-spiritual aspects of aging. The program delivers
challenging, rigorous coursework to ensure that our graduates have attained professional excellence, particularly in the application of theory to practice, so as to enable them to fulfill leadership roles in the public and private sectors when gerontology knowledge and expertise is essential to improve the quality of life for older adults. Courses are offered at our main campus in Westminster, Maryland, online, or in a hybrid format that allows students to take course both ways.

**Key features of the program include:**

- Expands and integrates your knowledge of aging and elderhood through theory and practice so as to prepare you to work in one of the many diverse occupations in aging services available in the private and public sectors.

- Provides opportunities for you to increase your awareness about resources available to become informed, involved, and employed in the field of aging.

- Delivers an interdisciplinary approach to studying gerontology by evaluating the interconnectedness of the social, natural, and behavioral science components of aging.

- Prepares you to become an advocate for elders and assume a leadership role to improve quality of later life.

- Opportunities to develop your research and/or teaching portfolio.

- Internship requirement for candidates with no documented work history with elders.

- CEUs available for social workers, psychologists, and counselors in MD and PA.

**In addition, students develop skills to:**

- Complement undergraduate major field of study or current occupation.

- Better understand the complex interrelations among aging, health, and social structure.

- Assess, interpret, and apply gerontological research findings.

- Effectively communicate gerontological concepts in oral and written form.
Curriculum:

The M.S. program in Gerontology requires between 30 and 36 credits to complete, as outlined below:

Core Courses (15 credits)

- 1GRN 501: Interdisciplinary Approaches to Gerontology (3 credits)
- GRN 506: Biology of Aging (3 credits)
- GRN 517: Psychology of Aging (3 credits)
- GRN 527: Aging in a Diverse Society (3 Credits)
- RSM 550: Research Methodology (3 Credits)

1Students who have completed an undergraduate major or minor in Gerontology will have this course (and related credits) waived.

Independent Learning (3 credit hrs)

Choose either:

- 2GRN 552 : Internship in Gerontology (3 credits)
- 560: Applications in Gerontology (3 credits)

2GRN 552 must be chosen if student does not have experience working with an older population. However, students with significant documented and verifiable experience working with an older population can request that this experience be reviewed and the required internship (and related 3 credits) waived. See Appendix A for information on requesting a waiver.

Capstone Option (18 Credits)

- Graduate Gerontology elective coursework (15 credits)
- GRN 580: Master’s Capstone in Gerontology (3 credits)

Thesis Option (18 Credits)

- Graduate Gerontology elective coursework (12 credits)
- GRN 570: Proposal Writing in Gerontology (3 credits)
- GRN 590: Master’s Thesis in Gerontology (3 Credits)
Application requirements:

Admission requirements include completion of a Bachelor’s degree in any discipline with a minimum GPA of 2.5. Apply to the program online or download the application material at [http://www.mcdaniel.edu/graduate/admissions/apply/](http://www.mcdaniel.edu/graduate/admissions/apply/).

**Recommended** application filing deadlines for each semester are:

- **Fall:** June 15
- **Spring:** December 15
- **Summer:** May 1

**5-year B.A./M.S. Gerontology**

Beginning in January 2011 and continuing through December 2028, a baby-boomer (defined as an individual born between 1946 and 1964) will turn age 65 approximately every **8 seconds**. The U.S. Census Bureau projects that by the year 2030 and continuing through at least the middle of the 21st century, over 1/5 of the population will be age 65 and older. Additionally, the 85+ age group is the fastest growing sub-set of this demographic.

The need for qualified professionals who can effectively work with and for our aging population is greater than ever. The U.S. Bureau of Labor and Statistics has targeted the field of Gerontology as one of the highest occupational growth areas, since meeting the needs/wants of older persons will be a major, if not predominate emphasis in our country for the next several decades. Unprecedented opportunities exist in business, education, recreation and leisure, mental & physical health and wellness, social work, research, public policy, academia, and other areas supporting our aging population. Employment in some of these fields with a specific focus on the aging population is expected to grow by more than 36% over the national average of equivalent positions that don’t involve the 65+ age group. Therefore, coupling an undergraduate degree in any discipline with a graduate degree in Gerontology will provide skills and knowledge necessary to be more competitive in a multitude of employment arenas.

It’s cost effective, too! Undergraduate students meeting eligibility requirements (3.0 GPA- both in chosen major and overall) begin the graduate Gerontology program during the spring semester of junior year by taking just one graduate course during each of the remaining three (3) semesters of their undergraduate program (spring junior year, fall & spring senior year) as part of their regular course schedule (academic load cannot exceed 22 credits during each term) at no additional cost in tuition.

After receiving their B.A. degrees, students continuing in the Master’s program full-time complete 3 courses during each of the next three semesters (summer, fall, and spring) and graduate with their M.S. degree in Gerontology in spring of their 5th year.

**Program highlights:**

1. Apply during spring semester of sophomore year or fall semester of your junior to begin graduate coursework as a second semester junior.

2. Take three (3) graduate courses as an undergraduate with **NO** additional cost in tuition.

3. Graduate courses available online or face-to-face in the evenings.
4. Receive your undergraduate degree at the end of year four.

5. Take three (3) graduate courses each term (summer, fall, spring) following graduation, including an internship linking your undergraduate major and Gerontology.

6. Receive your M.S. degree in Gerontology at the end of the spring semester of your fifth year, prepared to fulfill a leadership role in public or private sectors where Gerontological knowledge and expertise is essential to improve the quality of life for older adults- the fastest growing demographic of American society.

Key features of the program include:

- Expands and integrates your knowledge of aging and elderhood through theory and practice to prepare you to work in one of the many diverse occupations in aging services available in the private and public sectors.

- Provides opportunities for you to increase your awareness about resources available to become informed, involved, and employed in the field of aging.

- Delivers an interdisciplinary approach to studying gerontology by evaluating the interconnectedness of the social, natural, and behavioral science components of aging.

- Prepares you to become an advocate for elders and assume a leadership role to improve quality of later life.

- Internship requirement to provide practical experience in the field of Gerontology.

- Opportunities to develop your research and/or teaching portfolio.

In addition, students develop skills to:

- Complement your undergraduate major field of study.

- Better understand the complex interrelations among aging, health, and social structure.

- Assess, interpret, and apply gerontological research findings.

- Effectively communicate gerontological concepts in oral and written form.
Program completion:
Undergraduate students accepted into the 5-year program begin their spring semester of their junior year and are required to complete 36 credit hours at the graduate level. The following course schedule is recommended:

**Spring Semester Junior Year:** 3 credits  
GRN 501: Interdisciplinary Approaches to Gerontology (3 credits)

**Fall Semester Senior Year:** 3 credits  
GRN 506: Biology of Aging (3 credits)

**Spring Semester Senior Year:** 3 credits  
GRN 527: Aging in a Diverse Society (3 credits)

**Summer Session Following Completion of Bachelor’s Degree:** 9 credits  
Internship in Gerontology (3 credits)  
Elective in Gerontology (3 credits)  
RSM550: Introduction to Research Methodology (3 credits)

**Fall Semester Year 5:** 9 credits  
GRN 517: Psychology of Aging (3 credits)  
Elective in Gerontology (3 credits)  
GRN570: Proposal Writing in Gerontology (3 credits)

**Spring Semester Year 5:** 9 credits  
Two (2) Electives in Gerontology (6 credits)  
GRN580: Capstone in Gerontology or GRN590: Thesis in Gerontology (3 credits)

Application requirements:
Eligible students (3.0 GPA overall and in their chosen major, recommendation of major advisor, and completion of an interview with the Director of the CSA) online to the Gerontology graduate program during the spring semester of their sophomore year or fall semester of their junior year. Application material is due no later than December 1 of fall semester junior year. Contact the Director of the CSA for more information.

Post-Baccalaureate Certificate in Gerontology
The Graduate Gerontology Certificate Program allows students to examine aging from a biopsychosocial perspective. The program follows a professional orientation, focused on career-oriented knowledge, skills, and attitudes. The target audience is existing professionals in the senior service sector; professionals and others considering a career with elders; and individuals whose work or personal responsibilities include contact or working with aging adults.

This certificate program requires completion of 18 graduate credit hours in Gerontology.

Key features of the program include:
- Gain knowledge about aging and improve skills to maximize career opportunities in current employment arena or to enter the rapidly growing field of providing care and service to older adults.
• Program can be completed in a face-to-face, online, or hybrid format—combining both methods.

• Requires completion of six courses, allowing full-time students to complete the program in just one year.

• Credits earned in this program can be transferred to the M.S. in Gerontology program.

• Ability to tailor the program to fit your interests or career goals through choice of electives.

• CEUs available for social workers, psychologists, and counselors in MD and PA.

Curriculum:

The Graduate Gerontology Certificate Program requires completion of 18 credit hours in one of five specializations: Gero-Psychology; Health Promotion; Programming for Older Adults; Aging Services; or Generalist.

Required Core Courses

- GRN 501: Interdisciplinary Approaches to Gerontology (3 credits)
- GRN 507: Psychosocial Aspects of Aging (3 credits)
- GRN 506: Biology of Aging (3 credits)
- GRN 552 or GRN 560 (3 credits)
- Choose two electives (6 credits) from one of the following specializations:

Gero-Psychology

Similar to the rates of mental illness in the general population, approximately 20 percent of older adults suffer from a mental disorder. The most prevalent in later life are anxiety, cognitive impairment, depression, and addiction. Additionally, older adults have the highest suicide rates in the country. Unfortunately, only about 3% of all practicing counselors focus on this age group. The American Psychological Association (APA) estimates that between 5000 and 7500 psychologists educated to understand the aging process and the unique mental health needs of elders are necessary to meet current and future demands as the older adult demographic doubles to over 80 million people. Designed for practitioners providing or transitioning to begin providing counseling services to older adults, the focus of this specialization is on the psychological effects and mental health concerns of aging.
Health Promotion

By 2030, more than 20% of the American population will be over the age of and most will have at least one chronic health condition. A growing professional specialty in Gerontology relates to reducing the likelihood of disability and improving the health of older adults to reduce health care costs, increase functional ability, and improve overall quality of life. This specialization is designed to equip you with the knowledge and tools necessary to focus on wellness and increase the health, function, and overall well-being of older adults.

Programming for Older Adults

Enrichment programs facilitate the social, emotional, intellectual, and physical well-being of older adults, but can be targeted towards any of the six dimensions of wellness. With emphasis on both theory and application, this specialization recognizes the growing interests and diverse needs that must be taken into consideration when developing programs to improve the lives of older adults.

Aging Services

As the older adult population more than doubles over the next decade, there is a growing workforce need for leaders educated in aging issues to serve in management positions in private, public, and not for profit organizations that provide services to older adults. Become an informed leader in the aging service industry as you examine aging theory, policy, research, and organizations that impact delivery of health and social services to an aging population.

Generalist

Don’t need a specific focus? Consider aging topics of your choice by selecting any two Gerontology electives.

Application requirements:

Admission to the program requires completion of a Bachelor’s degree in any discipline. There is no minimum GPA required. See admissions for more information. Apply to the program online or download the application material at http://www.mcdaniel.edu/graduate/admissions/apply/.

Recommended application filing deadlines for each semester are:

Fall: June 15          Spring: December 15          Summer: May 1
Undergraduate Program

Undergraduate Gerontology Program Philosophy

The interdisciplinary undergraduate minor in Gerontology is designed to provide students with a scholarly and experiential understanding of aging and later life. The minor is open to all undergraduate students at McDaniel College and educates about the physical, mental, emotional, social, spiritual, and vocational changes that occur in people as they age. Although the primary focus is on age 65 and older, students will develop an appreciation of the diversity of this age group through examination of aging process influences over the life course.

Minor in Gerontology

The gerontology minor offered through the Center for the Study of Aging at McDaniel College was the first in the country to be designated as a Program of Merit by the Association for Gerontology in Higher Education (AGHE). Program of Merit status indicates the program has voluntarily undergone a review by AGHE and found to adhere to or exceed national guidelines, expectations, and practices in gerontology education. To learn more about POM, visit the AGHE website.

Gerontology is an important field of study and one that couples well with nearly every major at McDaniel College. Choosing to minor in Gerontology will prepare students to meet the challenges of our aging world. There will be unprecedented opportunities for qualified professionals who can work effectively with and for our aging population. In fact, the U.S. Bureau of Labor and Statistics has targeted the field of Gerontology as one of the highest growth areas for jobs in the future. The reason for this is two-fold. First, people born between 1946 and 1964, known as the baby-boom generation, are turning age 65 at the rate of one person every 8 seconds, a trend which will continue for the next two decades. Secondly, people are living longer than ever, resulting in the 85+ age group being the fastest growing demographic in our country. Because of these demographic changes, the U.S. Census Bureau projects that by the year 2030 the number of individuals age 65 and older will make up over one-fifth of the American population and by 2050 the 65+ age group will outnumber the 15 and younger age group. We are not unique in this trend. Most of the developed world is aging at a pace equivalent to or greater than United States.

Courses in the minor allow students to explore adulthood and aging processes and development and change that occur biologically, psychologically, and socially. The minor also provides exposure to ethical thinking, spirituality, policy and social support considerations, cross-cultural factors, and health care issues. Students examine current theories and research, analyze program, policy, and research issues, and complete an internship designed to expose them to gerontology work within their chosen major.
Key features of the program include:

- Enables students to gain an interdisciplinary understanding of aging processes.
- Knowledge to pursue a career in the growing field of Gerontology related to chosen undergraduate major.
- Opportunities to see connection between classroom learning and real-world applicability.

Declaration of minor and advising:

Students interested in declaring the minor are encouraged to meet with the coordinator of the Gerontology program to discuss the requirements, course sequencing, career interests, etc. Students declare the minor in Gerontology by submitting the major/minor declaration form to the registrar’s office. Although not required, all students declaring the minor in Gerontology are encouraged to have an advisor from the CSA to assist with planning a course of study to complete the minor, choosing classes, determining an internship placement site, discuss career opportunities, etc. The Gerontology program coordinator serves as the student advisor for the Gerontology minor. The declaration of Major/Minor/Advisor form is available in the Registrar’s Office.

Curriculum:

The minor in Gerontology requires completion of 22 credits: 12 credits in required course work, a 2-credit hour internship, and two electives (8 credit hours). Review the undergraduate catalog for the Gerontology minor requirements, which includes the list of approved program electives. Contact the Gerontology program coordinator for approval of elective courses not on this list.

Academic Policies & Guidelines

Graduate Students

All graduate students are expected to adhere to the academic policies and guidelines found in the graduate catalog. Additionally, McDaniel College has an honor code and its students have agreed to abide by it. Students who inadvertently use another individual’s work, facts, or ideas without proper acknowledgement may be guilty of plagiarism. See the College’s System for more information.

Policy on Professional Ethics and Standards

Graduate and Professional Studies (GPS) expects candidates to understand economic, legal, and social issues surrounding the use of information. GPS candidates will access and use information ethically and legally. Plagiarism, cheating in coursework, appropriating intellectual property
(including internet sources), misusing library or department materials (including databases) or lending privileges are examples of unethical and, in some cases, illegal behavior. Candidates are expected to read and adhere to the GPS policy on Professional Ethics and Standards located at http://catalog.mcdaniel.edu/index.php?catoid=16.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources: http://search.arcadia.edu/content/issues-students

**Policy on Diversity**

The Education Department at McDaniel College defines diversity as it impacts teaching and learning as “differences, or variety, among groups of people based on a range and combination of backgrounds and histories related to ethnicity, race, gender, language, socioeconomic status, sexual orientation, disability, geographical area, religious background, and exceptionality in learning.” McDaniel College and the CSA are committed to addressing diversity in curriculum, instruction, assessment, and interpersonal relations.

**Compliance with Americans with Disabilities Act**

In accordance with the terms and spirit of the Americans with Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973, Section 504, the CSA will cooperate with McDaniel College to make reasonable accommodations for eligible students with disabilities. Students with a disability requiring accommodation are asked to advise their instructor in writing no later than the end of the second week of class. Students are encouraged to seek assistance in preparing this notification directly from the Student Academic Support Services Office (SASS) on the first floor of Merritt Hall (410-857-2504). Additionally, students are responsible for initiating arrangements for accommodations for tests and assignments in collaboration with course instructors and the SASS office.

**Grading Policy**

Graduate students must maintain a B average in all coursework in order to remain in good academic standing. If the overall GPA drops below a 3.0, the student will be placed on academic probation. Additionally, a grade of C+ or lower will result in being placed on academic probation. Two grades of C+ or lower or one F results in dismissal from program.

Faculty in the graduate Gerontology programs uses the grading scale below for all graded courses:

- A+ = 97-100%
- B+ = 87-89%
- C+ = 77-79%
- F = < 70
- A  = 93-96%
- B  = 84-86%
- C  = 74-76%
- A-= 90-92%
- B- = 80-83%
- C- = 70-73%
Statement of Writing Expectations

High quality writing is expected in all of the Gerontology graduate programs. In addition to assignment grading rubrics provided by course instructors, all instructors use the writing rubric provided in Appendix B to assess student writing. It is expected that graduate students write at a level 4 or higher. Students whose papers do not meet this minimum requirement may be asked to re-write their papers. Capstone papers and theses will continue to be re-written by the candidate until it meets this minimum requirement.

Professors are willing to discuss papers and make sure you are on the right track, etc. but are generally not available to read drafts before the assignment due dates. You are encouraged to show your writing to others outside of the class for feedback on the writing and structure of your piece, especially if you feel that writing is not your strong suit. Additionally, the Writing Center provides tutors to assist with these skills; call 410-386-4645, drop by Hill Hall 101, or look online at http://writingcenter.mcdaniel.edu/ for more information.

The writing center also offers online writing support service for graduate students. See http://writingcenter.mcdaniel.edu/online-tutoring/ for more information.

Guidelines to Support Online Learning

Time expectations:

All online courses in Gerontology are based on the traditional 3-credit-hour graduate semester over an 8-week timeframe. To do well in online classes, students should expect to spend approximately 115 hours during the span of the 8 weeks, roughly divided as follows:

- 45 hours participating in online Discussions/Activities in the Discussion Forums
- 35 hours reading and studying
- 35 hours working on individual/collaborative projects, papers, and reflections

(Obviously, different individuals may spend more or less time on any of the above.)

Characteristics of successful online learners:

1. Motivated, self-disciplined, and submit all work on time. They start early, ordering and previewing any textbooks and other course materials in advance of the course start date. On the first day of the course, they log on to get an overview of the course and the workload, plan their learning schedule, and surf around to see what resources are available (help desk, tutorials, etc.).

2. Actively participate in conferences, small groups, and the Discussion Forum. They ask questions because they know that the interchange leads to a better understanding of the topic.

3. Understand that there are no time and place barriers and access their courses 24 hours a day, 7 days a week, at home or away. They understand that their coursework fits their schedule; it doesn't dominate it. They work on their course when they can give full concentration to it.
4. Work at own pace. Some modules may take some students longer than others (others may take less time). Because there is no rigid pacing as required in a classroom, successful students take the extra time they need to absorb material before moving on.

5. Are adventurous. The course material provided on the Web is just the beginning. The advantage of the medium is the window it provides to all sorts of electronic libraries that give new perspectives or updates on the course material. Research is easier on the Web, and research is a significant advantage in understanding graduate-level material.

6. Understand the power of their computer. In addition to the Web resources, online learners know how to manipulate text, cut and paste citations (always using proper references, of course), e-mail, and chat.

7. Use an informal and clear writing style that aids online communication, which is predisposed to textual ambiguity. They give correspondents the benefit of the doubt when their intentions seem unclear. They ask for clarification and always assume the best intentions. They realize that it takes patience, courtesy, and kindness to listen.

Technical requirements and blackboard support:

A computer (PC or Mac) with a connection to the internet is required. It is best if the computer is relatively recent (last 3-4 years) and keeps up-to-date in programs and OS. It is also best to have Microsoft Office Suite, but it is not required for this class.

The preferred browser is Internet Explorer for PC and Safari for Mac, but Firefox usually works well.

It is the student's responsibility to make sure the technological equipment being used is up-to-date and compatible.

Technical Help: In many cases, the instructor can help, especially if it concerns logging into Blackboard or the use of Blackboard's features. If you need additional assistance, McDaniel has a HelpDesk. You can call them at 410-871-3390 or email help@mcdaniel.edu.

Undergraduate Students

All undergraduate students are expected to adhere to the academic policies and guidelines found in the undergraduate catalog. Additionally, McDaniel College has an honor code and its students have agreed to abide by it. Students who inadvertently use another individual’s work, facts, or ideas without proper acknowledgement may be guilty of plagiarism. The Honor Code (below) needs to be written on all graded assignment.

HONOR CODE

I have neither given nor received unauthorized aid on this piece of work, nor have I knowingly tolerated any violation of the Honor Code.
Policy on Diversity

The Education Department at McDaniel College defines diversity as it impacts teaching and learning as “differences, or variety, among groups of people based on a range and combination of backgrounds and histories related to ethnicity, race, gender, language, socioeconomic status, sexual orientation, disability, geographical area, religious background, and exceptionality in learning.” McDaniel College and the CSA are committed to addressing diversity in curriculum, instruction, assessment, and interpersonal relations.

Compliance with Americans with Disabilities Act

In accordance with the terms and spirit of the Americans with Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973, Section 504, the CSA will cooperate with McDaniel College to make reasonable accommodations for eligible students with disabilities. Students with disability requiring accommodation should advise their instructor in writing no later than the end of the second week of class. The Student Academic Support Services Office (SASS) on the first floor of Merritt Hall (410-857-2504) can assist with preparing this notification. Students are responsible for initiating arrangements for accommodations for tests and assignments in collaboration with course instructors and the SASS office.

Program of Merit Certificate of Completion

The Gerontology minor offered through the Center for the Study of Aging at McDaniel College is a nationally recognized Program of Merit. Graduating seniors with a declared minor in Gerontology who satisfactorily complete the requirements will receive a certificate of completion from the Association for Gerontology in Higher Education (AGHE). These students are recognized and the certificates are distributed during the CSA’s annual spring “Your Future is Aging” event.

Non-Academic Programs in Gerontology

The CSA is a regional leader in providing seminars, workshops, and programs for professionals, paraprofessionals, and community members related to the process of aging and our rapidly aging society. Many of our offerings are approved by professional licensing boards to meet Continuing Education Unit (CEU) requirements. Visit our website, www.mcdaniel.edu/csa, for more information.

The CSA is also committed to providing quality educational programs to families, direct care workers, and other professionals in the direct care industry. This is important since the Family Caregiver Alliance reports that four out of ten family caregivers are not prepared to provide care for their aging family members and neighbors. As a result, these care providers suffer from burnout and often become isolated, depressed, and lose some sense of self due to the care needs of
their loved one. Additionally, the national turnover and vacancy rates of direct care staff are a “serious workforce issue” in 97% of states. A commonly cited reason for industry turnover is the lack of training and understanding of the demands of the job. Although many of these frontline workers receive training to assist with tasks such as bathing, dressing, eating, toileting, and oral care, aging and disease processes that affect one’s ability to adequately interact with elders while completing these tasks are not addressed in these training programs. The non-academic offerings of the CSA focus on the unique challenges that must be understood in order to provide quality care to these individuals.

Certificates of attendance are distributed upon completion of all CSA-sponsored programs, workshops, and conferences.

**Gerontology Specialist Program**

Although open to anyone with an interest in aging and older adults, the Gerontology Specialist program is specifically designed for volunteers and direct care staff (or persons interested in these positions) who do not have a high school diploma/equivalent. In the 9-hour program, presented as a series of six 90-minute seminars, participants will gain personal and professional knowledge that will increase their understanding of aging processes and improve the quality of interactions with and care provided to elders. Topics addressed include ageism, ethics, biological, social, and psychological changes of aging, dementia, and effective communication strategies.

**The objectives of the program are aimed to:**

1. Reduce turnover rates by providing information specifically related to aging processes that impact providing care to and interactions with elders;
2. Improve employee morale and compassion toward elders;
3. Improve attitudes toward aging and older adults; and
4. Improve communication with elders and their families.

**Senior Gerontology Specialist Program**

This continuing education program is open to anyone with at least a high school diploma or equivalent with a professional or personal interest in the processes and effects of aging. The course work includes a total of 18 hours (six 3-hour sessions) of classroom instruction on topics such as ethical treatment of elders, public policy, communication, mental & behavioral health, exercise & balance, and physical health & nutrition. Participants can choose to attend individual sessions or to complete the program.

**The objectives of the program are:**
1. Understand the needs and wants of the one of the fastest growing segments of society, the population of adults over the age of 65;

2. More fully understand the physical, cognitive, and emotional aspects of aging and related challenges;

3. Improve intergenerational communication and attitudes toward aging and older adults; and

4. Improve compassion toward elders.

**Professional Development/Continuing Education**

The CSA offers workshops, seminars, and conferences for professionals and the general public. These events are offered both on and off-campus and can be tailored to meet the needs of a variety of groups and organizations. Check our website for upcoming events or contact us to develop a program for you.

**Continuing Education Units (CEUs)**

The CSA at McDaniel College is an authorized sponsor of CEUs for Social Workers, Psychologists and Counselors in Maryland and Pennsylvania. Additionally, we periodically offer CEUs for other professionals. The eligible offerings include the graduate-level Gerontology courses, as well as the non-academic programs, workshops and conferences presented by the CSA. Contact the Director of the CSA for more information. CEU certificates indicating the number of hours earned are distributed at the conclusion of each eligible offering.

**Non-Academic Policies & Guidelines**

Persons interested in attending a non-academic offering need to register following the information provided on the event announcement or on the CSA web page, [www.mcdaniel.edu/csa](http://www.mcdaniel.edu/csa). Any associated costs are made payable to the Center for the Study of Aging at McDaniel College and sent to the address provided in the event announcement. Credit card payments are only accepted online through the link provided in the event announcement. All credit card payments must indicate the name of the CSA event for which the payment is being made.

The CSA provides CSA-sponsored event attendees with a certificate of attendance/completion (indicating number of CEUs earned, when appropriate) upon conclusion of the program, class, workshop, or conference. If this certificate is misplaced, the registrar’s office at McDaniel College can verify your attendance for employment or licensing purposes.
All information and corresponding surveys necessary to meet the CEU requirements of the various licensing boards are maintained by the CSA for the period of time required by the boards.

Getting Involved with Gerontology

Academic & Professional Organizations

Students, faculty, and affiliates of the CSA are encouraged to become involved in the aging network through membership in one or more of the many state and national organizations. Membership in these organizations affords the opportunity to create professional networks, have access to career resources, and broaden knowledge of the aging field. Additionally, many provide opportunities for students to present their original research and qualify for awards.

Sigma Phi Omega—National Academic Honor & Professional Society in Gerontology

http://www.sigmaphiomega.org/

The Center for the Study of Aging at McDaniel College is home to Delta Chi, a chapter of Sigma Phi Omega (SPO), the national academic honor and professional society in gerontology. SPO was established in 1980 to recognize excellence of those who study gerontology and aging and the outstanding service of professionals who work with or on behalf of older persons. SPO provides a much needed link between students, educators, practitioners, and administrators in various settings where older persons are served.

Goals: SPO seeks to promote scholarship, professionalism, friendship, and services to older persons, and to recognize exemplary attainment in gerontology/aging studies and related fields.

Student membership is open to undergraduate and graduate students who are majoring or minoring in gerontology/aging studies and related fields and are in at least their second term of enrollment. To be eligible for membership in SPO:

- Undergraduates must have a grade point average at least 3.3 on a 4.0 scale
- Graduate students must have a grade point average of at least 3.5 on a 4.0 scale.

Professional membership is open to anyone working in support of our elders. Applicants need to provide their degree(s) and date(s) awarded as well as their employer and job title. Contact the Director of the CSA for membership information: aging@mcdaniel.edu.

Association for Gerontology in Higher Education (AGHE)

http://www.aghe.org/

The Center for the Study of Aging at McDaniel College is an institutional member of the Association for Gerontology in Higher Education (AGHE), the academic branch of the
Gerontological Society of America. Students in all of the Gerontology programs available through the CSA are encouraged to take advantage of opportunities afforded by this membership, including presenting at the annual national AGHE conference. Contact the director of the CSA for more information on presenting your original research or becoming involved in faculty research.

Other Professional Development Opportunities

There are many professional organizations in Gerontology offering student membership. Graduate and undergraduate students are encouraged to consider joining one or more of these organizations. Additionally, the CSA faculty holds membership in several of these organizations and present at the various conferences. All students are encouraged to speak to faculty about becoming involved in faculty research. Some organizations to consider joining include the Gerontological Society of America, the American Psychological Association- Division 20 (Adult Development & Aging division), the American Society on Aging, the Maryland Gerontological Association, and the Pennsylvania Behavioral Health and Aging Coalition.

Campus Opportunities

In our effort to bridge generations to foster understanding, we invite all members of the McDaniel College community to become involved in opportunities that recognize the value of later life and promote the dignity of older adults.

Delta Chi

Delta Chi, McDaniel’s chapter of Sigma Phi Omega (see above) promotes scholarship, research, service, professionalism, and excellence in Gerontology, and recognizes excellence in these pursuits. The chapter hosts speakers and films and is involved in service to the community. Students in the CSA programs eligible for membership will receive a letter of invitation to join from the chapter advisor and president. Professionals interested in membership should contact the Director of the CSA for application material. Delta Chi sponsored events are announced at the start of each semester and advertised on campus and in the surrounding community prior to the event.

Gerontology Club

The Forever Young Club participates in a variety of intergenerational and service-oriented activities throughout the year, including our annual fall “Walk to End Alzheimer’s Disease” fundraiser to benefit the Central Maryland Chapter of the Alzheimer’s Association. Club activities provide opportunities to improve the quality of life and well-being of elders living in our community. Membership is open to all McDaniel College students. The coordinator of the Gerontology program serves as faculty advisor for the Club and can be contacted at aging@mcdaniel.edu.
**Center for Experience & Opportunity**

McDaniel’s Center for Experience & Opportunity connects students with experiences and opportunities designed to enhance classroom learning and develop ties to the community. Drop by their offices located in the lower level of Rouzer or visit the [CEO website](#) for more information.

**Other Campus Opportunities**

The CSA is committed to providing educational, enrichment, and mentorship opportunities to our retired community members. We recognize that the six dimensions of aging, which involves cognitive, psychological, social, physical, vocational, and spiritual interaction and stimulation, are critical components of successful aging and we regularly integrate elders through guest lectures and intergenerational learning and service-learning opportunities in the academic Gerontology course offerings at both the graduate and undergraduate levels. We encourage all McDaniel College faculty members to do the same and provide assistance to integrate appropriate activities into existing or new courses in many departments across campus.

Additionally, we offer educational activities for members of the community age 55+ to continue to grow intellectually, while also enabling them to engage in the six dimensions of aging and legacy-building opportunities. Undergraduate and graduate students, faculty, and community members are encouraged to submit proposals to the CSA for possible inclusion in the program. Contact the Director of the CSA for more information.

**Employment Opportunities**

The U.S. Bureau of Labor and Statistics has targeted the field of Gerontology as one of the highest occupational growth areas, anticipating a 35% overall increase in Gerontology-related jobs beginning in 2014. This growth rate is expected to continue for the next several decades, as meeting the needs/wants of older persons becomes a major, if not predominate emphasis in our country. While the demand will remain high in the healthcare industry, and is expected to expand to include positions related to prevention of age-related diseases, promotion of healthy habits, and self-management of chronic conditions, careers in Gerontology are no longer restricted to this industry. Rather, the workplaces and sample careers for persons with education in Gerontology includes:

- Academia & Research
- Adult Day Care
- Advocacy Groups
- Assisted Living Communities
- Business, Management, & Marketing
- Case Management
- Community Organizations
- Consumer Product Development (esp. digital & electronic)
- Counseling
- Elder Law
- Financial Services
- Fitness & Wellness
- Hospitals
- Housing & Interior Design (inc. new construction, adaptive remodeling to support aging in place, and planned communities)
Careers in Aging Week

Careers in Aging Week (CIAW) is celebrated every April at colleges and universities across the country, including McDaniel College. This annual event is sponsored by The Gerontological Society of America and its educational branch, the Association for Gerontology in Higher Education. Visit the CIAW website for more information.

Annual “Your Future is Aging” Spring Event

As part of McDaniel’s Careers in Aging Week activities, the CSA hosts speakers and information sessions to provide important information about the wide range of professions in the field of aging and aging research, raise awareness about older populations and their needs, and inform students and the public of the many academic programs available to get one started on a career path. This event is co-hosted by McDaniel’s Center for Experience & Opportunity and includes an internship and job fair, as well as volunteer sites in aging services. Visit our website for more information: www.mcdaniel.edu/csa.

Center for Experience & Opportunity

McDaniel’s Center for Experience & Opportunity assists students and alumni with career exploration and resume’ development and host/co-host career fairs throughout the academic year. Drop by their offices located in the lower level of Rouzer or visit the CEO website for more information.

Web Resources

There are many resources available online to assist with Gerontology career exploration and development. Hover your cursor over the title to search the sites linked below for more information.

- American Society on Aging (ASA)
  Links to ASA’s job board to search positions by state. Also links to other ASA information, including conferences and gerontology resources.

- Association for Gerontology in Higher Education (AGHE)
  Links to AGHE’s student site, also click on the careers in aging tab in the left margin that opens to provide articles on gerontology careers, funding information, calendars of events, and occasional job postings.
- **Careers in Aging**  
  Article related to entering the field of Gerontology.

- **AgeWork Career Center**  
  The Gerontological Society of America’s (GSA) career website. Provides job seekers a forum to post resume and search job listings.

- **Alzheimer’s Association Career Opportunities**  
  Current nationwide job openings with the Alzheimer’s Association. For more employment openings contact local chapters of the Alzheimer’s Association.

- **American Geriatrics Society (AGS) Career Connection**

- **AARP Career Opportunities**  
  AARP’s career site for job openings and internships in their various departments.

- **Center for Medicare and Medicaid Services (CMS)**  
  Information about job openings and student programs at CMS.

- **Veteran’s Administration**

**Organizations and Programs:**

- **AoA (Administration on Aging)**
- **National Association of Area Agencies on Aging (N4A)**
- **National Institute on Aging (NIA): Information on training and research opportunities**
- **Social Security Administration**
- **U.S. Senate Special Committee on Aging: Information on internship program**

**Part-Time Employment for Current Students**

The Center for the Study of Aging employs one undergraduate work study student each semester. This position is *not* restricted to Gerontology minors. Students interested in this position must meet the federal guidelines for work study. Graduate assistantships (1-2) are also periodically available. These positions are only available to current students in the M.S. Gerontology program. Undergraduate and graduate students interested in employment opportunities with the CSA should contact the Center’s Director.

In addition to these paid positions within the CSA, we keep a listing of part-time jobs available within the community working with older adults. We also periodically post full-time position announcements. All students enrolled in the CSA programs receive email notifications when community positions become available. Interested students should follow the directions provided in the email when applying for community-based positions.
CSA Administration

Director

The Director of the CSA, working under the direction of the Dean of Graduate and Professional Studies, provides leadership for the Center in order to establish and maintain excellent academic programs that meet the needs of students, older adults, and the community; support the College’s mission and strategic plans; and promotes successful aging in a community responsive approach that bridges generations and fosters understanding and innovations.

Leadership Advisory Council

The Director of the CSA is advised by a Leadership Advisory Council (LAC) which is made up of two branches: the Academic Advisory Council and the Community Advisory Council. The LAC is made up of the directors and administrators of agencies/bureaus of aging, continuing care retirement communities, senior centers, assisted living facilities, and medical and non-medical home care agencies, as well as faculty from McDaniel College and other academic institutions within our geographic region and members of the community surrounding McDaniel College who have an interest in better serving our rapidly aging population.

In addition to being charged with promoting and increasing regional awareness of the CSA, LAC has the following characteristics:

- **Purpose:** The Community branch of the LAC advises the CSA of the needs for education in gerontology for persons wanting or needing knowledge and skills in the discipline. Such persons would be professional and paraprofessional service providers, laypersons working with older adults, and older persons themselves. The Academic branch works together to develop programs to meet the identified needs.

- **Composition:** Each branch of the Council is constituted by a maximum of fifteen (15) volunteer members who are:
  - Leaders in the field of Gerontology and disciplines & sectors/organizations that provide services to older persons.
  - Recruited and selected from the both local and regional geographic areas served by the CSA. It is also appropriate that one to two members of the Council be persons from the national arena.

- **Meetings:** Each branch of the Council meets a minimum of twice a year for two hours. An additional combined LAC annual meeting is also held.
• **Expectations of Council Members:** Persons serving as members of the LAC participate in the following ways:
  o Regularly attend meetings of the Council and contribute to discussion and the generation of ideas.
  o Enthusiastically support the CSA and its efforts within the member’s sphere of influence.
  o Share personal expertise with the CSA, either as a mentor or within the structure of a collaborative project, as such expertise may apply to the furtherance of the mission and work of the CSA.

**Faculty & Staff**

The Center for the Study of Aging has a full-time Director who also serves as the Gerontology Programs Coordinator and teaches at both the graduate and undergraduate level and in the non-academic offerings. Undergraduate courses in the Gerontology minor are also taught by full-time and adjunct faculty members in their respective disciplines. These professors all have some education or training in Gerontology, either through their own graduate work, professional experience, or through attendance at workshops with age-related themes specific to their disciplines. Adjunct faculty members also teach in the graduate and non-degree programs. Additionally, candidates in and graduates of the M.S. in Gerontology program periodically teach or facilitate the non-academic offerings.

The CSA graduate faculty and staff members for academic year 2014-15 are:

**Diane J. Martin, Ph.D.**
410-386-4618
dbmartin@mcdaniel.edu

*Director, The Center for the Study of Aging*
*Coordinator, Gerontology Programs*
*Assistant Professor of Gerontology*

Dr. Martin joined McDaniel College in August 2007, serving as the Center’s Academic Director and Visiting Assistant Professor of Gerontology through June 2013. Dr. Martin’s areas of particular teaching/research interest include ageism, intergenerational relationships, psychology of aging, and successful aging.

Dr. Martin formerly served as a Research Program Coordinator for The Alzheimer's Disease Research Center at The John Hopkins University School of Medicine and was an adjunct lecturer in the behavioral sciences and psychology departments at York College of Pennsylvania, Penn State-York, and Harford Community College.

The author of several professional and academic presentations and publications on aging, Dr. Martin earned a Ph.D. in Psychology from Northcentral University, an M.A. in Experimental
Psychology from Towson University and a B.A. from the College of Notre Dame of Maryland.

Dr. Martin is a member of the Gerontological Society of America and is McDaniel College’s institutional representative to the Association for Gerontology in Higher Education (AGHE). Additionally, she is an active member in Sigma Phi Omega, the National Honor and Professional Society in Gerontology, where she serves on the executive board as secretary (2012-present).

**Alva S. Baker, M.D.**  
abaker@mcdaniel.edu

*Adjunct Instructor of Gerontology*

Dr. Baker served as the Director of the CSA from January 2007- June 2013. He is a certified geriatrician and is currently the Chief Medical Officer for Hospice of Washington County. Dr. Baker formerly served as Vice President/ Medical Director of Episcopal Ministries to the Aging (EMA) and as the Executive Director of the Copper Ridge Institute.

Dr. Baker was engaged in the private practice of medicine in Westminster until 1994, when, concurrent with the opening of Copper Ridge, he began working full time for EMA. He is a member of the American Geriatrics Society and the Southern Medical Association.

He is certified medical director and a member of the American Medical Directors Association and served as its president in 2007. Dr. Baker has certification in hospice and palliative medicine and was an associate medical director for Carroll Hospice. He served on the Executive Council for the Partnership for a Healthier Carroll County through December 2012, and has been a member of the medical staff of Carroll Hospital Center since 1972. Dr. Baker earned his M.D. from the University of Maryland School of Medicine and his B.A. from Western Maryland College.

**Barbara H. Leasure, M.A.**  
bleasure@mcdaniel.edu

*Adjunct Instructor of Gerontology*

Ms. Leasure holds an M.A. in Gerontology from Edinboro State University of Pennsylvania. She is currently the Director of Education and Compliance at Carroll Lutheran Village, a continuing care retirement community located a few miles outside of Westminster where she has been on staff since 1997. With 30-plus years of experience in the field of aging and as an adjunct instructor with McDaniel College since 2000, Ms. Leasure adds a “real world” perspective to her teaching.
Shannon Hammond, Esq.

Adjunct Instructor of Gerontology

Attorney Hammond is the founding partner of Hammond Law, a boutique elder law practice. She is a member of the National Academy of Elder Law Attorneys and the Elder Law Section of the Maryland State Bar Association. She also serves on the Board of Directors for By Their Side, a non-profit organization serving Marylanders with developmental disabilities. Attorney Hammond is a frequent lecturer on various estate and long-term care planning topics and has taught elder law courses at Johns Hopkins University’s Odyssey Program and the College of Notre Dame of Maryland’s Renaissance Institute. She has been named to Maryland’s SuperLawyers list in 2013 and 2014.

Keith Karnish, M.S.
kkarnish@mcdaniel.edu

Adjunct Instructor of Gerontology

Mr. Karnish is a graduate of the CSA, earning his M.S. in Gerontology from McDaniel College in 2012. He also holds a Bachelor of Arts degree in English from Penn State University. Mr. Karnish’s interests focus on how aging is represented in the Humanities.

Victoria Shifflett-Fisher, M.S.
vls003@mcdaniel.edu

Adjunct Instructor of Gerontology

Ms. Fisher is a graduate of the 5-year B.A./M.S. program offered through the CSA, earning her M.S. in Gerontology from McDaniel College in 2012 and her B.A. in Psychology/Business Administration from McDaniel College in 2011. Ms. Fisher is employed full-time in the elder home care industry.

Gail Slater, Administrative Assistant
410-857-2500
geslater@mcdaniel.edu

Olivia Maturano, 2014-2015 Graduate Assistant to the CSA
ogm001@connections.mcdaniel.edu
410-386-4646

Olivia enrolled in the M.S. Gerontology program in fall 2013, after taking a year off following her graduation from Mansfield University (B.S. Psychology). A native of the Philadelphia region, Olivia lives in Westminster and actively participates in Gerontology-related activities, both on and off campus. Her academic interests include mental health and aging, and learning more about Alzheimer’s disease and dementia, and its effect on the older population.
Appendix A

Requirements for Waiver of Graduate-Level Internship

Students in the graduate Gerontology programs (M.S. and post-baccalaureate certificate) may qualify for a waiver of the required internship if they have worked a minimum of 3 years directly serving and interacting with the senior population on a regular basis.

To be considered for a waiver, submit the following as one packet (either by USPS [address below] or hand-delivered) to the Director of the CSA:

1. Letter requesting the waiver, outlining the reasons for the request and summarizing why you believe you are eligible for the waiver;
2. One letter of recommendation from an immediate supervisor; and
3. Copy of your current resume (The Center for Experience & Opportunity, located in the lower level of Rouzer, can assist you with developing your resume).

Note: Students pursuing the graduate Gerontology degree or certificate because they are interested in a career change are strongly discouraged from applying for an internship waiver since the internship offers the opportunity to gain knowledge and experience in a field of interest outside of your current occupation.

M.S. Gerontology candidates granted a waiver of this 3-credit requirement will need to satisfactorily complete a total of 33-credit hours to earn the degree.

Post-baccalaureate certificate in Gerontology candidates please note that this waiver does not change the total number of credits required to complete the program (18-credit hours). Students granted a waiver will be required to complete an alternative independent activity. Contact the Director of the CSA for more information.

Mailing Address
Director
The Center for the Study of Aging
McDaniel College
2 College Hill
Westminster, Maryland 21157
Appendix B

Writing Rubric: Graduate Gerontology Programs

Graduate students in the Gerontology programs are required to submit APA-formatted papers written at a level of 4 or higher. Students submitting papers determined by their instructor to be at a level 3 or lower may be required to re-write the assignment.

Thesis/Capstone documents will only be accepted as final papers if written at a level 4 or higher. ALL candidates submitting a paper deemed less than a level 4 will be required to edit/revise this required program completion document.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Paper shows little understanding of the questions posed or the mechanics of writing. Contains severe and persistent writing errors.</td>
<td>Paper attempts to address the questions but writing errors (grammar, spelling, punctuation, word choice) obscure meaning.</td>
<td>Paper adequately addresses the questions but contains occasional writing errors that distract the reader.</td>
<td>Paper adequately addresses the questions, contains few writing errors, but little variety or sophistication in language usage.</td>
<td>Paper demonstrates a clear understanding of your topic, uses language effectively, and contains few writing errors.</td>
<td>Paper demonstrates unusual fluency, language control, and sentence variety. Addresses all points in a clear and articulate manner.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Paper fails to develop the topic, there is little or no detail, shows intellectual confusion with lack of organization.</td>
<td>Serious problems in organization or focus; insufficient material presented.</td>
<td>Analysis is straightforward and understandable, but with some problems of organizational structure. Responses are not well developed, lacks support and discussion of relevant literature, etc. to support position.</td>
<td>Analysis shows adequate organization and development. Uses enough specific information and examples to support position.</td>
<td>Well-organized and well-developed analysis with good use of supporting examples including theory and research literature.</td>
<td>Exceptional quality of content, organization, and amount of detail used to support or illustrate all points.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Severe formatting problems.</td>
<td>Several formatting problems; some major.</td>
<td>Several formatting problems may be present, but few if any are major.</td>
<td>Few formatting problems are present; any problems are relatively minor.</td>
<td>Few formatting problems are present; any problems are relatively minor.</td>
<td>Any formatting problems are very minor.</td>
</tr>
</tbody>
</table>