

The Center for the Study of Aging

McDaniel College



M.S. Gerontology

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

Graduate Certificate: Specialist in Aging

Undergraduate Minor in Gerontology

Professional Development

Workforce Development

Community Education

Please Note: Information contained herein is subject to change without notice. Revised: 8/2018

2 College Hill ♦ Westminster, MD ♦ 21157

Phone: 410-386-4646 ♦ Fax: 410-857-2515

aging@mcdaniel.edu ♦ www.mcdaniel.edu/csa

Message from the Director

Welcome to McDaniel's Center for the Study of Aging!

Locally and around the world, population aging is one of the most pressing issues of our time. According to the US Census Bureau, more than one in five Americans will be aged 65 or older by 2030. Moreover, an unprecedented 350% increase in the population aged 85 and older is expected during the first half of the 21st century.

Though the uncharted waters of living in an aging society will present some challenges, they will not be insurmountable. Opportunities are emerging in business, education, recreation & leisure, mental & physical health and wellness, government services, research, public policy, academia and other areas supporting our aging population and their families at the individual, organizational, and societal levels.

Recognizing and embracing these opportunities begins with becoming age-educated. Committed to "learning by doing," our academic programs, which include an undergraduate minor, an 18-credit hour post-baccalaureate certificate program, and a 36-credit hour Master's program, offer students unique opportunities for training and research that supplement classroom learning, some of which can be presented in the community and at regional and national conferences. This application of theory to practice, along with the interpersonal and professional skillset developed along the way, enables our graduates to fulfill essential roles in the public and private sector requiring gerontology knowledge and expertise. As an institutional member of the Academy for Gerontology in Higher Education (AGHE), our programs are designed to cultivate Gerontologists, defined by AGHE as persons who:

...improve the quality of life and promote well-being of persons as they age within their families, communities, and societies through research, education, and application of interdisciplinary knowledge of the aging processes and aging populations (www.aghe.org).

In addition to our academic programs, the CSA is also a regional leader in providing seminars, workshops, and programs related to the processes of aging and our rapidly aging society, some of which offer continuing education units (CEUs) for a variety of professionals, including social workers, psychologists, and senior advisors. We are also committed to providing quality educational programs designed for elders and their families, direct care workers, and professionals in the long-term care industry.

This handbook is your introduction to the opportunities to become age-educated 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. Links for more information, including careers in aging, are provided throughout the handbook.

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

Dr. Diane Martin

Director, McDaniel's Center for the Study of Aging

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Introduction to the CSA

Overview

The Center for the Study of Aging (CSA) at McDaniel College was established in 2006 to address specific unmet needs related to professional development and community resources regarding the care of and services for older adults. We believe that all people who work with and on behalf of older persons should understand aging and its affects so that they have the knowledge and tools to maximize the quality of life for older persons.

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 for the Study of Aging at McDaniel College will serve as the primary regional resource to promote successful aging in a community responsive approach.

Core Values (Derived from McDaniel's First Principles)

Honesty and Respect

Honoring Critical Thinking about 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 appreciates the interactive relationship of physical, mental, social, emotional, vocational, and spiritual factors that influence the processes of 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 (Baltimore, Carroll, Frederick, and Howard Counties in MD. Adams, Franklin, and York Counties in PA). 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. In 2017, the program was renamed the "Specialist in Aging" post-baccalaureate certificate.

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 Academy 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 the curriculum and resources were reviewed by the Academy for Gerontology in Higher Education (AGHE) and designated as a Program of Merit (POM), thus becoming the first undergraduate minor in the country to receive this national "stamp of approval." The Gerontology minor underwent a second review in 2016 and the POM designation was reaffirmed through 2022. Program of Merit status indicates that our 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 support 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, thus permitting 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.

Professional, Workforce, & Community Education

In consultation with the senior sector industry and others, the CSA has offered a variety of professional (CEU credits awarded), paraprofessional, and community outreach workshops on and off campus since 2008. These vibrant community education programs for non-academic credit include our two MHEC-approved workforce development programs, the 18-contact hour

Sr. Gerontology Specialist Program and the 9-hour Gerontology Specialist Program. In August 2015, we held our inaugural “State of Aging” conference, which attracts professionals from across our region and features topics related to improving quality of later life. In Fall 2016, the CSA launched its “Focus on Aging” seminars, a series of seven topical seminars (September, October, November, March, April, May, June) held on campus and open to the public.

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 whose 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.

Opportunities for Community Engagement & Research

The CSA has a number of signed memoranda of understanding (MOUs) to create learning opportunities related to service, internships, and research opportunities for a variety of student interests and majors, including:

- Joint between the Carroll County Commission on Aging & Disability, Carroll County Citizen Services, and the Carroll County Bureau of Aging & Disability (2014): Initiative related **to Carroll County Aging in Place promotion;**
- Holy Cross Hospital-Geriatric Emergency Department (Silver Spring, MD) (2015);
- Carroll County—Retired and Senior Volunteer Program (RSVP) (2016); housed at McDaniel College; and
- Cross Keys Village-A Brethren Community (Adams Co., PA) (2016); 10th largest life plan community in the United States and home to more than 1000 residents, most of whom are physically and cognitively healthy and live independently, but others who have various health conditions impairing their ability to live independently and receive resulting in assistance for managing activities or round-the clock skilled nursing care.

In addition to providing opportunities for graduate and undergraduate student engagement through experiential learning (volunteerism, service-learning, and internships), these partnerships also provide a participant base for independent student research projects (such as theses) and to advance research initiatives originating from the CSA’s Healthy Aging Research Lab, developed in 2014. The purpose of this lab is to develop the [Spectrum Model of Aging](#), a model conceived by Master’s program alumna and now graduate program adjunct lecturer, Laura Gillen, and CSA director, Dr. Diane Martin, to promote quality of later life, regardless of one’s level of physical or cognitive functioning. Graduate and undergraduate students are active participants in this research lab, which is attractive to students from across disciplines because of the broad interdisciplinary reach of Gerontology.

Academic Programs in Gerontology

Graduate Programs

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.

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 graduate Gerontology program [online](#).

Application filing deadlines for each semester are:

Fall: June 15

Spring: December 15

Summer: May 1

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

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! Motivated 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:

- Applicable to **every major** available at McDaniel College
- 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 the program spring semester of their junior year and are required to complete 33-36 credit hours at the graduate level. After completing their undergraduate degree, candidates select either the Thesis or Capstone option to complete their Master's program. The M.S. Gerontology advising worksheet is attached as Appendix A. The following course schedule is recommended:

Spring Semester Junior Year: 3 credits

¹GRN 501: Interdisciplinary Approaches to Gerontology (3 credits)

¹Students who complete their undergraduate minor in Gerontology before beginning the MS program will have this course (and related credits) waived. Students receiving the waiver select either GRN 506 or GRN 527 as their first semester course

Fall Semester Senior Year: 3 credits

GRN 517: Psychology of Aging (3 credits)

Spring Semester Senior Year: 3 credits

GRN 506: Biology of Aging (3 credits) ***OR***

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

Two (2) Electives in Gerontology (6 credits)

GRN570: Proposal Writing in Gerontology or Elective in Gerontology (3 credits)

Spring Semester Year 5: 9 credits

GRN 506: Biology of Aging (3 credits) ***OR***

GRN 527: Aging in a Diverse Society (3 credits)

Elective in Gerontology (3 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) apply [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.

Specialist in Aging Post-Baccalaureate Certificate

The Specialist in Aging graduate certificate 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. The advising worksheet is attached as Appendix C.

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.

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 (POM) by the Academy for Gerontology in Higher Education (AGHE). Our designation as a nationally recognized POM program was reaffirmed by AGHE in 2017. Program of Merit status indicates that our program has voluntarily undergone a review by AGHE and was 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 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). The attached advising worksheet (Appendix D) provides more information about the minor in Gerontology.

Academic Policies & Guidelines

Graduate Students

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. All graduate students are expected to adhere to the academic policies and guidelines found in McDaniel's graduate catalog.

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 outlined in McDaniel's graduate catalog.

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 Standards

High quality writing is expected in all of the Gerontology graduate programs. 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 or drop by Hill Hall 101. The writing center also offers online writing support service for graduate students. See <https://writingcenter.mcdaniel.edu/online-tutoring/> for more information.

Guidelines to Support Online Learning

Course Preview

All online courses open one-week ahead of the course start date (i.e., a course starting on March 20 is open for students to preview on March 12). Candidates should take this time to become familiar with the course lay-out; review the syllabus (Read Me First) calendar, and assignments; and introduce themselves to their professor and classmates.

Textbooks & Preparing for Class

Textbook information is available on Archway. All candidates need to ensure that they have all required course material ahead of the course start date. Online courses progress very quickly (a semester's worth of material in 8-weeks); many candidates find it helpful to preview/ read textbook material ahead of the course start date. The American Psychological Association (APA) offer [useful tips](#) to successfully manage all of the readings required in a social science graduate program, such as Gerontology.

Time expectations:

Graduate and Professional Studies at McDaniel College requires 12.5 hours of engaged “seat time” and 25 hours of engaged time outside of “seat time” for one (1) graduate credit hour. Accordingly, for three (3) credit hour courses require 35 hours of engaged “seat time” and 75 hours of engaged time outside of “seat time.” Consequently, candidates are expected to fulfill 112.5 hours of engaged time to earn three (3) graduate credit hours, regardless of the course delivery format (live, online, or hybrid).

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 (**15 hours each week**), roughly divided as follows:

- 45 hours participating in online Discussions/Activities in the Discussion Forums
- 35 hours reading course material
- 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 adventuresome. 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 Help Desk. You can call them at 410-871-3390 or email helpdesk@mcdaniel.edu.

Undergraduate Students

All undergraduate students are expected to adhere to the academic policies and guidelines found in McDaniel's 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.

Compliance with Americans with Disabilities Act

McDaniel College, in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and the Federal Rehabilitation Act of 1973/ Section 504, will provide reasonable accommodations for eligible students with disabilities. If you require special assistance, please see me privately and/or seek assistance directly from the Student Academic Support Services Office (SASS). You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SASS Office and me.

Non-Discrimination Policy

McDaniel College does not tolerate discrimination or harassment on the basis of race, religion, color, national origin, disability, age, sex, sexual orientation, pregnancy, military status, genetic information, marital status, veteran's status, or any other legally protected status. To report an incident occurring within an academic context, contact the Office of Academic Affairs. To report other on campus incidents, contact the Division of Student Affairs.

Resources for Students Who May Witness or Experience Gender-Based Discrimination, Harassment, or Violence (Title IX): McDaniel College is committed to preserving an educational environment that is free from gender-based discrimination, gender-based harassment, sexual harassment, sexual violence, and relationship violence and stalking. To report an incident and/or to obtain an academic accommodation, contact any member of the Division of Student Affairs, Department of Campus Safety, any Dean, the Provost or the Title IX Coordinator. Faculty members are not considered confidential resources and therefore incidents shared with them must be reported to the Title IX Coordinator. If you wish to speak confidentially about an incident, please contact the Wellness Center.

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 Academy 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.



Scholarships & Tuition Assistance

As the proportion of older adults increases in the US and around the globe, the need for an age-educated workforce is becoming more evident. In response, a growing number of [philanthropists and organizations offer scholarships](#) for both graduate and undergraduate students studying gerontology. McDaniel students are eligible to apply for the Gerontology scholarships listed below. [Collegescholarships.org](#) provides information about additional [undergraduate](#) and [graduate](#) loans, grants, and scholarships for which you may be eligible. In addition to these, many industry employers (i.e., long-term care and life plan communities, hospitals) offer tuition assistance. Additionally, some life plan communities have a resident-directed education fund to support part-time and full-time employees. Check with your Human Resources department to learn about financial assistance that may be available to you.

[A Place for Mom Senior Care Innovation Scholarship](#)

A Place for Mom offers scholarships to students interested in the fields of aging and gerontology. Scholarships awarded to a citizen or a Permanent Resident of the United States or Canada (excluding Quebec) enrolled and currently taking classes at an accredited college or university in the United States or Canada (excluding Quebec).

[Sigma Kappa Foundation](#)

Since 1984, the Sigma Kappa Foundation has recognized the need for the continued study of aging to meet the unique needs of increasingly critical problems facing older Americans by offering the Alzheimer's/Gerontology Scholarship Award each year. Eligible applicants must be upper-division undergraduate or graduate students, be majoring in gerontology, attend an accredited U.S. institution, carry a minimum overall GPA of 3.0, have at least one year's study remaining, and be Sigma Kappa sorority members in good standing.

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 burn-out 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 available upon completion of all CSA-sponsored programs, workshops, and conferences.

Gerontology Specialist Program

This non-credit certificate is designed specifically for individuals with *less than* a high school education who presently care for older adults or have a desire to do so. Through a series of six 90-minute seminars, participants gain personal and job-related knowledge regarding elder care. These workshops help provide families and para-professionals knowledge about aging and behavioral health issues, and impart skills to develop and enable community-based teams of providers to prevent, assess, and intervene or manage a variety of age-related concerns that arise when caring for older persons in their homes or in long-term care communities. 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 staff turn-over rates by providing information specifically related to aging processes that impact providing care to 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 18-contact hour non-credit program is designed specifically for individuals with at least a high school education or equivalent. It is appropriate for anyone who has a personal or career interest in the field of aging. The course work includes a total of 18 hours (six 3-hour sessions) of classroom instructions designed to prepare a community workforce knowledgeable about aging and behavioral health issues, and impart skills to develop and enable community-based teams of healthcare workers and families. Instruction topics include exercise and balance, physical health & nutrition, ethical treatment of elders, public policy, communication, and mental & behavioral health for older adults. Participants can choose to attend individual sessions or to complete the entire program. Program offers CEUs for several professions. Contact the CSA for more information.

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 and Workforce Development, Continuing Education, and Community Programming

The CSA offers non-degree professional workshops & seminars and outreach to the community, including our annual August “State of Aging” conference and our fall monthly series “Focus on Aging.” Visit our website the [community education page](#) on our [website](#) for a list of upcoming events. Click [here](#) to view a CSA-moderated discussion titled “Differentiating between Alzheimer’s Disease and Dementia” hosted by the Carroll County Toastmasters. Certificates of attendance are available to all participants. We can also tailor programs to meet your specific needs. [Contact us](#) to learn more.

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, as well as Certified Senior Advisors and Certified Dementia Practitioners. Additionally, we periodically offer CEUs for other professionals. [Contact](#) the Director of the CSA for more information.

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. 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 professional CEUs and 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.

Academy 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 Academy 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 and affiliate memberships. 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, the CSA invites 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 *Gerontology* Club is part of the youth movement against Alzheimer's and 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. More Information on the youth movement can be found at <http://www.theyouthmovement.org/#/>

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 with an overall anticipated increase of 35% 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)
- Government Agencies
- Long Term Insurance Companies

- Mental Health
- Nursing Homes
- Pharmaceutical Companies
- Religious Organizations
- Professional Volunteer Recruitment
- Skilled Nursing Facilities
- Transportation & Travel (inc. hospitality and leisure)

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 Academy 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.
- [Academy for Gerontology in Higher Education \(AGHE\)](#)
Links to [AGHE’s student site](#), which includes careers in aging, 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 usually 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 generally available to current students in the M.S. Gerontology program; however we periodically recruit candidates from other disciplines who have an interest in gerontology. 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 expands the knowledge of age-related issues and trends through a holistic and community responsive approach that bridges generations and fosters understanding and innovation.

Leadership Advisory Council

The Director of the CSA is advised by a Leadership Advisory Council (LAC), which 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. Graduate and undergraduate students are also invited to attend/participate in LAC meetings. The CSA's LAC has the following characteristics:

- **Purpose:** The Council 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.
- **Composition:** The Council is constituted by a maximum of twenty (20) 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:** The Council meets every other month for two hours.
- **Expectations of Council Members:** Persons serving as members of the LAC participate in the following ways:
 - Regularly attend meetings of the Council and contribute to discussion and the generation of ideas.
 - Enthusiastically support the CSA and its efforts within the member's sphere of influence.
 - 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

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 members include:

Diane J. Martin, Ph.D.

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

Dr. Diane Martin is the director of the Center for the Study of Aging at McDaniel College in Westminster, Maryland, where she also serves as an Assistant Professor of Gerontology and coordinator of the graduate and undergraduate Gerontology programs. 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.

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 McDaniel's institutional representative of the Academy for Gerontology in Higher Education and a member of the Gerontological Society of America. She is also an active member in Sigma Phi Omega, the National Honor and Professional Society in Gerontology, where she currently serves on the board as a member-at-large.

Alva S. Baker, M.D.

Adjunct Instructor of Gerontology

Dr. Baker served as the Director of the CSA from January 2007- June 2013. He is a certified geriatrician and currently serves as 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/McDaniel College.

Mary Francis De Rose, M.S.

Adjunct Instructor of Gerontology

Mary Fran is an environmental gerontologist and former architect who, since 1993, has designed over 5,000 private homes for people with neurocognitive disorders. At the macro-level, using a combination of integral human development, public health, and collective impact frameworks, she has consulted worldwide on the development of age-friendly master plans. She, subsequently, has created interactive (patented) software to facilitate the implementation and evaluation of complex community protocols. As a co-principal investigator, Mary Fran collaborated with researchers at Harvard on the invention of anticipatory design-based automated devices that enable dementia patients to age-in-place. From 2011-2015, she was a Stein Cross-Sector Fellow with the Obama Administration and is currently a Reeves Scholar teaching transdisciplinary design and policy courses in graduate and doctoral programs throughout the US and the EU.

Laura Gillen, M.S.

Adjunct Instructor of Gerontology

Professor Gillen is a graduate of McDaniel's M.S. in Gerontology program (2014). With an interest in the application of gerontological theory and research for the practice of designing individualized optimal aging trajectories, together with Dr. Martin, Professor Gillen developed the Spectrum Model of Aging, which has been published in a peer-reviewed journal. Professor Gillen applies her gerontological knowledge daily as Learning & Development Specialist at Integrate Institute in Sykesville, MD. A member of several honor and professional societies, she also serves on the boards of the Center for the Study of Aging, the local Lions Club Foundation, and the Trustees of Carroll Hospice. Professor Gillen holds a B.S. in Finance and Mathematics from Duquesne University.

Victoria Shiflett-Fisher, M.S.

Adjunct Instructor of Gerontology

Professor 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 in 2011. She also earned her M.A. in Counseling from McDaniel College in 2015. Professor Fisher has worked in the elder home care industry and is currently a case manager and mental health therapist treating individuals and families. Her treatment frequently addresses trauma and intergenerational challenges within the family.

Appendices

Appendix A

PROGRAM REQUIREMENTS: MS GERONTOLOGY

REQUIRED COURSES (12-18 CREDITS)

- **GRN 501: INTERDISCIPLINARY ASPECTS OF AGING**

Waived for students who have completed an undergraduate major or minor in Gerontology (UG transcript required) or program transfer from another institution (GR transcript required).

Online; 1st 8-week sessions of both fall and spring semesters

- **GRN 506: BIOLOGY OF AGING**

Online; 1st 8-week session spring semester

- **GRN 517: PSYCHOLOGY OF AGING**

Online; 2nd 8-week session fall semester

- **GRN 527: AGING IN A DIVERSE SOCIETY**

Online; 2nd 8-week session spring semester

- **RSM 550: RESEARCH METHODS**

Offered fall, spring, summer session both online (8-wks) and face-to-face (full-semester)

- **GRN 552: INTERSHIP IN GERONTOLOGY**

Students with significant documented and verifiable experience working with an older population can request that this experience be reviewed and the required internship GRN 552 waived. Three life experience credits will then be applied to the student's program evaluation. For information on requesting a waiver please consult the Gerontology Program handbook available at www.mcdaniel.edu/csa.

Internships require a minimum of 120 site hours. Available fall, spring, summer sessions

ADDITIONAL REQUIREMENTS (18 CREDITS): SELECT EITHER CAPSTONE OR THESIS OPTION

Capstone Option:

Graduate Gerontology elective coursework (15 credits)

GRN 580 - Master's Capstone Gerontology

Thesis Option

Graduate Gerontology elective coursework (12 credits)

GRN 570 - Proposal Writing in Gerontology

GRN 590 - Master's Thesis Gerontology

CONSULT THE [2017-18 GRADUATE CATALOG](#) FOR A LIST OF APPROVED ELECTIVES

COURSE OFFERINGS VARY BY SEMESTER

CONSULT YOUR ADVISOR FOR APPROVAL OF COURSES NOT ON THIS LIST **BEFORE YOU REGISTER**

Appendix B

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 C
PROGRAM REQUIREMENTS:
SPECIALIST IN AGING GRADUATE CERTIFICATE

REQUIRED COURSES (12 CREDITS)

_____ ● **GRN 501: INTERDISCIPLINARY ASPECTS OF AGING**

Students who have completed an undergraduate major or minor in Gerontology (UG transcript required) or program transfer students from another institution (GR transcript required) can replace this course with an additional program elective. **Online; 1st 8-week sessions of both fall and spring semesters**

_____ ● **GRN 506: BIOLOGY OF AGING**

Online; 1st 8-week session spring semester

_____ ● **GRN 507: PSYCHOSOCIAL ASPECTS OF AGING**

Online; 2nd 8-week session fall semester

_____ ● **GRN 560: APPLICATIONS IN GERONTOLOGY**

Independent study, culminating experience for program. **Available fall, spring, summer sessions**

GERONTOLOGY ELECTIVES (6 CREDITS): TWO COURSES FROM AREA OF SPECIALIZATION

AGING SERVICES

GERO-PSYCHOLOGY

HEALTH PROMOTION

PROGRAMMING FOR OLDER ADULTS

GENERALIST

CONSULT THE [**2018-19 GRADUATE COURSE CATALOG**](#) FOR A LIST OF COURSES RELATED TO EACH AREA OF SPECIALIZATION.

COURSE OFFERINGS VARY BY SEMESTER

Appendix D
PROGRAM REQUIREMENTS:
UNDERGRADUATE MINOR IN GERONTOLOGY (22 credits)

Required Courses (14 credits):

- GRN 1101 - Introduction to Aging Studies
- BIO 1121 - Biology of Aging
- GRN 3392 - Internship in Gerontology
- PSY 3308 - Adulthood and Aging **OR** SWK 2225 - Human Behavior in the Social Environment II

Two courses (8 credits) from:

EPE 1185 - Contemporary Health Issues

EPE 2223 - Motor Development: A Lifespan Perspective

EPE 3224 - Exercise and Chronic Disease

EPE 3325 - Nutrition

PSY 2305 - Health Psychology

PSY 3308 - Adulthood and Aging (If not taken as a required course)

IDS 2002 - The Natural and Social Science of Aging

SWK 2225 - Human Behavior in the Social Environment II (If not taken as required course)

SWK 3355 - Aging and Social Identity

Consult the [2018-19 undergraduate course catalog](#) for course descriptions.

Contact the Gerontology program coordinator, Dr. Martin (dbmartin@mcDaniel.edu), Merritt Hall, Room 259A or by phone 410-386-4618 for more information or approval of elective courses not on this list.

COURSE OFFERINGS VARY BY SEMESTER

Take your career to the next level.

Committed to “learning by doing,” McDaniel College's Gerontology programs offer students unique opportunities for training and research that supplement classroom learning. With a focus on application of theory to practice, along with the interpersonal and professional skill-set developed along the way, our graduates are empowered to fulfill essential roles in the public and private sector requiring gerontology knowledge and expertise.

Options available:

- Minor in Gerontology (undergraduate level)
- Master's in Gerontology (graduate level)
- Specialist in Aging Certificate (graduate level)
- Numerous opportunities for professional and personal development

LEARN MORE about Gerontology programs at McDaniel College, visit www.mcdaniel.edu/csa or call 410-857-2516.



 **MCDANIEL COLLEGE**

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