



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY
FOR THE
GGCP PROGRAM IN GERONTOLOGY
PREPARED BY THE
DEPARTMENT OF PSYCHOLOGY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
FOR
YEAR 2: 2002-2003

COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY FOR THE

GRADUATE GERONTOLOGY CERTIFICATE PROGRAM

Overall Assessment of the Program's Quality

The overall program quality is rated as strong. Adherence to accreditation standards, quality of the faculty, and responsiveness to assessment, change, and improvement are rated as very strong. The purpose of this program is to provide a multi-disciplinary training in Gerontology at the graduate level. This is accomplished through course work offered in Health and Physical Sciences, Nursing, Psychology, and Sociology. The courses were developed in accordance with the Association for Gerontology in Higher Education (AGHE) guidelines to provide a quality academic foundation in gerontology that facilitates the student's successful placement in a career in the field of gerontology or as the foundation for advanced studies at the Master's level. In addition to the rigorous academic coursework there is also an emphasis on applied fieldwork. Students are also encouraged to engage in applied research. The only area rated as weak is the University's annual financial investment in the program's operation. All other areas are rated as either strong or satisfactory. As the program matures and enrollment increases it is expected that all ratings will improve. It is recommended that the University fund a full-time Director's position. This single investment would allow the Director to devote the necessary time to aggressive recruitment of students, the development of additional practicum sites, and the further establishment of relationships with both for-profit and not-for-profit agencies and businesses. These relationships are an important component of the future success of the program, providing both additional practicum placements and potential funding of student scholarships.

List of Recommendations for Improving the Program's Productivity

Overall, program productivity is weak, but must be viewed in the context of a program that has only one year of history to draw upon. Hiring a full-time director who could develop an aggressive recruitment plan would increase productivity dramatically. Increased funding for recruitment efforts is also necessary. There is a need for a dedicated space for the program. Such a space would help to establish an identity for the program and provide much needed space for instruction, advisement, and student resources. Tracking the statistics for the program will allow for a more accurate assessment of program productivity in the future.

Conclusion About the Program's Viability at KSU

Given the early stage of this program, it is considered viable. We have successfully enrolled two cohorts and continue our recruitment efforts. The program is strong in

those areas that relate to faculty, student services, and quality of instruction. Areas of that need improvement are related to the newness of the program and funding issues.

Potential for Mission-Driven “Model Program” Status

With further maturation, the program has the potential to become a model program. The program is already distinctive in having filled a need for graduate level training in gerontology. The certificate provides training that is currently unavailable elsewhere while simultaneously delivering the foundational coursework for more advanced training. While there are other Masters level programs in the university system, this program is unique in that it provides the type graduate level training that has been identified as necessary by employers in the field of gerontology in the context of a one year program. Feedback from our Steering Committee has consistently suggested that a one year program would be particularly desirable for supporting current employees both in terms of providing time off to attend classes and in terms of potential funding of these students by their employers. Students emerge with the practical applied skills identified by potential employers through the needs assessment that was conducted, and they are well prepared for more advanced studies in gerontology. As the program matures we will seek accreditation and Program of Merit status from the Association of Gerontology in Higher Education.

Recommendations for Future General Institutional Investment and Supporting Rationale

It is recommended that the University expand future investment in the Graduate Gerontology Certificate Program. GGPC is in a strategic position to meet an important demand. Current estimates indicate that by 2050, 25% of the population will be over 65 years old (US Census) creating a major need for people trained in the field of gerontology. As the program increases its enrollment the university will need to invest more resources to ensure program quality. The program will require a full-time director and a dedicated space in the new Social Sciences building as well as some instructional equipment. If this type of support could be procured, it is possible that the program could expand into a Master's of Gerontology with its own full-time graduate instructors.

THE PROGRAM'S DETAILED SELF-STUDY

I. Brief Program Overview

The Graduate Gerontology Certificate Program (GGCP) was initiated in the Fall of 2001. It is a cohort model with each new cohort starting in August and finishing in May. This year the program admitted its second cohort. The purpose of this program is to provide a multi-disciplinary training in Gerontology at the graduate level. This is accomplished through course work offered in Health and Physical Sciences, Nursing, Psychology, and Sociology. In the first semester the students are introduced to important issues and contemporary trends (PSYC 6000) in the field as well as sociological theory and research in applied settings (SOCL 6100). The second semester introduces issues related to healthy aging, health care, and maintenance physical fitness among older citizens (HHS 6200). Issues related to psychological development (cognitive, social, and physical changes) and mental health are presented in PSYC 6300. In addition, PSYC 6400 provides an applied experience of 150 hours of service at an agency or business that affords each student the opportunity to integrate their course work with their experiential work in the field. The courses were developed in accordance with the Association for Gerontology in Higher Education (AGHE) guidelines to provide a quality academic foundation in gerontology that will facilitate the student's successful placement in a career in the field of gerontology or as the foundation for advanced studies at the Master's level. In addition to the rigorous academic coursework there is also an emphasis on applied fieldwork. Students are also encouraged to engage in applied research.

II. Summary Conclusion About the Strength of the Program's Overall Quality

Overall the program is strong. We have an excellent curriculum based on national standards for graduate programs in Gerontology. The faculty is comprised of individuals trained and active in the field and capable of directing advanced student research.

II A. Curricular Adherence to Guidelines for Quality Programs and/or Accreditation Standards in the Discipline

The program is very strong in terms of adherence to guidelines for quality programs.

The primary guidelines for the development of this program are those provided by the Association for Gerontology in Higher Education. The AGHE is the only organization that provides accreditation for undergraduate or graduate level programs and certificates in gerontology. Currently KSU's GGCP meets all guidelines for accreditation (see <http://www.aghe.org/POMdes.htm#pre>).

Over the next several years, as the program matures and financial resources permit, GGCP will apply for Program of Merit status and accreditation from the AGHE.

II B. The Quality of the Faculty Supporting the Program

The quality of the faculty supporting this program is very strong.

Carol Holtz, Ph.D. Nursing (Provisional Graduate Status: part-time)
 Barbara Karcher, Ph.D. SGA (Provisional Graduate Status: part-time)
 Angela Lanier, Ph.D. HPS (Provisional Graduate Status: part-time)
 Judith Stillion, Ph.D. CAREing (Provisional: First year only)
 Valerie Whittlesey, Ph.D. (Provisional: First year only)
 Ginny Zhan, Ph.D. Psychology (Provisional Graduate Status: part-time)
 Christine Ziegler, Ph.D. Psychology Program Coordinator: Graduate Status

All instructors hold a terminal degree in their discipline and have graduate level training in geriatrics or gerontology. Each instructor, except for the Program Coordinator, teaches one course per year. The Program Coordinator teaches two courses per year. The program relies entirely on part-time faculty.

To insure the continued growth of the program a full-time Director and at least one full time faculty position is desirable. These positions would make the development of a Master's in Gerontology feasible.

II C. The Quality of KSU Facilities, Equipment, Learning Support Resources, & Practicum Placements Supporting the Program

The rating assigned for this indicator is satisfactory.

During the first year of the program courses were held in the KSU Center where it was more difficult to arrange for equipment and learning support. Currently the program relies on the facilities, equipment, learning support resources of the Department of Psychology where the program is housed. Due to the fact that all courses are scheduled on Fridays, this has worked well this year, however, the quality of the program would be enhanced with additional presentation hardware as the Department of Psychology is currently considering expanding scheduling options that may include additional offerings on Fridays.

The certificate requires that each student engage in a practicum experience that involves 150 hours per student, per site. The Program Coordinator has developed over twenty placement sites that include for-profit and not-for-profit aging agencies and services for elders. Each student is supervised and evaluated on-site and through regular meetings with the Coordinator. To date all on-site evaluations have been very positive and each site has requested that another student from the upcoming cohort be assigned to them.

The program is requesting a dedicated area in the new Social Science building. This space would permit the development of a gerontology resource area that would provide career information, a dedicated advising area and a computer with internet capabilities

for student use and eliminate the need for additional presentation technology. Drs. Ziegler (GGCP Program Coordinator) and Devine (Interim Chair of Psychology) are currently collaborating on eliciting enrollment commitment from corporate sponsors. These efforts should increase yearly enrollment.

II D. The Quality of the University's Annual Financial Investment in the Program's Operation

The quality of the University's annual financial investment in GGCP is weak.

Currently there is no direct financial investment from the University for the program. There are no full-time faculty positions dedicated to the program. Currently all instructors are full-time faculty who serve as part-time instructors in the program. These instructors are compensated through reassigned time provided through their individual departments. The support staff consists of the Psychology department secretaries who are paid through the department budget. Currently there is no designated travel money and all expenses for the program (e.g., books, professional memberships, and supplies) are paid through student fees.

An effort to develop advertising materials to recruit more students is underway. This effort is being funded by Dean Noble. If enrollment is increased sufficiently, it is hoped that the University will provide funding to help ensure continued program quality and place the program in a more competitive position that may eventually justify the need for a Masters in Gerontology.

II E. Use of Technology for Program Development and Support

This indicator is rated as satisfactory.

All instructors are using presentation technology in the classroom. This equipment is provided through the Psychology Department. WebCT is also employed by one of the professors in the program. Since the classes are held once or twice per month (see <http://www.kennesaw.edu/gero/schedule.htm> for course schedule) all students are encouraged to stay in contact with their instructors through e-mail.

As the program grows presentation technology will be purchased to reduce the demand and potential scheduling conflicts that may occur with the continuing use of the Psychology Department's equipment.

II F. Quality of Program Advising, Enrollment Management & Student Services for this Program

This indicator is rated as strong.

Each student in the program is required to schedule an appointment with the program coordinator once they have been officially accepted into the program. This meeting

takes one hour minimally. During this meeting the coordinator determines what the students interests are and how they are planning to use the certificate in their career aspirations. The coordinator then matches each student's interests and career goals with a field practicum that best matches their expressed goals. Students are assured that they can contact the coordinator at anytime during the year for additional advisement or to discuss any other concerns they might have. The practicum coordinator meets with the students at every class date to ensure a quality experience for the students and provide a liaison between the student and their site supervisors. In addition, each student is provided with a student handbook that outlines policies and procedures as well as a listing of student services and contact information. Enrollment management has been somewhat problematic due to the fact that the GGCP deadlines for admission were different than University deadlines. We have corrected this problem for the upcoming cohort and it is expected this will make enrollment management more efficient. For the current cohort the entire schedule was also adjusted to bring GGCP course schedule in line with the university schedule reducing problems with grade submissions and student registration.

The program coordinator will work closely with the registrar and bursar to continually improve enrollment management. As the program grows, more faculty resources will be required to maintain the high level of advisement currently in place.

II G. Program Opportunities that Give Graduates Competitive Advantages

The program is rated as strong in this area.

Results of our needs assessment and feedback from our Steering Committee indicate that the training provided in our program provides a competitive advantage since there is so little formal training offered in the area of gerontology. In addition, the wide range of practicum placements provides each student with the opportunity to use what they learn in applied settings. These placements also allow the students to network and to become established as knowledgeable, viable candidates for employment in the field.

Currently it is difficult to maintain placements if there are not enough students to place in each site. As enrollment increases there will be an increase in the number of sites required. There is an ongoing effort to expand on the number of current placements, broaden the range of sites to include for-profit placements, and increase membership in the Steering Committee.

II. H Diversity & Global Perspective in the Curriculum, Faculty, and Students of the Program

The diversity and global perspective of our program is rated as strong.

A major focus of the program is the diversity of aging. Diversity and global perspective are a part of the philosophy on which the program was build and thus, are integral components of each of the courses offered. Each course in the curriculum emphasizes

the influence of socioeconomic, ethnic, socio-historic, and cultural factors in understanding and meeting the needs of the aging population. The students' understanding of these issues is assessed directly through extensive writing assignments on the issues of diversity and is a component of the evaluations provided by each student's practicum site supervisor. Of the six faculty who have taught in the program, one is African American, one is Asian American and the rest are Caucasian. Of the students who have graduated and those currently enrolled, 11.7% are African American. Approximately 57% of all students are non-traditional. Currently the program is unable to consider study abroad or faculty exchanges with universities of other nations.

Recruitment efforts are aimed at attracting a broad range of students through advertising in for-profit and not-for profit organizations.

II. I Endowments, Scholarships, Gifts, Grants, Premium Fees, and Sponsors for the Program

In this area the program is weak.

This year Cobb Senior Services provided four \$500 scholarships for residents of Cobb County. In addition, one non-renewable graduate assistant position for \$2000 was made available through the CAREing Center. We consider this an encouraging beginning.

Drs. Ziegler and Devine are exploring opportunities to elicit support from corporate sponsors. The support we are seeking would involve renewable scholarships and enrollment commitments from corporations who have gerontology related businesses.

II. J Recognition, Honors & Awards Received by the Program

There is insufficient history for this program to provide a rating.

The program is in its second year and therefore does not have sufficient history to qualify for honors, recognition, or awards. Over the next several years, as the program matures and financial resources permit, GGCP will apply for Program of Merit status and accreditation from the AGHE.

Over the next two years, as enrollment increases (our goal is 15-20 students per cohort), the program will be in a good position to apply for accreditation from the Association for Gerontology in Higher Education.

II K. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty

The program is very new and there is no data available in this area. The faculty involved have numerous honors (e.g., Distinguished Teacher nominations, The Betty Siegel

Award, Outstanding Advisor, etc) but these are related to their undergraduate teaching history.

II L. Success of Program Graduates

There were nine students who received their certificate in July of 2002. There is no data available yet on the job offers, salaries, or admissions to other programs.

This information will be tracked as the program develops and a database will be established.

II M. Stakeholder Satisfaction with the Program

Satisfactory.

There is very little information available in this area due to the newness of the program. Student evaluations in the first year were not as strong as we would have liked. Most of their comments revolved around scheduling issues. Most of these revolved around registration problems due to the fact that our program was not on the same schedule as the university. Based on these comments changes were made in the scheduling of classes. Our students now register during the same time as the rest of the university and the program is now completed in two semesters rather than the three semesters that the first cohort experienced. At the end of our first year, Cobb County Senior Services, who are represented on our Steering Committee, have provided four \$500 scholarships to residents of Cobb county. We view this as a concrete indication of stakeholder satisfaction with the program. In an effort to facilitate stakeholder satisfaction, the program has responded directly to the recommendations of our Steering Committee through the scheduling of courses to facilitate employer support and by emphasizing the development of the writing skills deemed as especially important by the members of the Steering Committee.

This information will be obtained as the program proceeds, using student surveys and the feedback provided from the Steering Committee.

II N. Selectivity and Academic Achievement of Students & Graduates in the Program

Currently selectivity criteria in the program are satisfactory.

Students are required to have an undergraduate degree with a minimum 2.5 GPA and to submit a letter of intent or to apply under the Accelerated Master's/Bachelor's Program. At the present time there are no requirements for any graduate admissions examination. Except for not requiring a graduate admissions exam, these admissions criteria are consistent with other graduate programs at KSU.

II O. Program's Responsiveness to Assessment, Change & Improvement

In this area the program is rated as very strong.

The program is committed to regular assessment and responsiveness to change and improvement when needed. Program evaluation consists of a pre-test administered during the first class session and a post-test administered in the last class of the program. Analysis for the first cohort indicated a significant ($p < .05$) improvement from pre to post test assessment. Each instructor also prepares an exit exam that each student must pass, irregardless of their current grade in the class, in order to demonstrate mastery of the course materials. Student suggestions are also solicited each year and changes are implemented based on these suggestions, when possible.

There will be ongoing yearly assessment of program effectiveness. The administration will continue to respond to relevant student suggestions.

III. Summary Conclusion About the Strength of the Program's Overall Productivity

With only one year to draw upon, the program's productivity could be considered weak. The program has not had sufficient time to develop additional support and resources.

III A. Enrollment of Graduate Students in the Program

The rating in this area is weak.

For the first cohort (Fall 2001) there were initially 15 students enrolled. Of these, two withdrew due to health concerns, one was called up to active service, and three more withdrew for academic reasons. Of the nine students remaining, all completed the requirement for the certificate. This year's cohort started with nine students and one has withdrawn for personal reasons. While these numbers are not large they are encouraging for a program that is starting its second year particularly given the fact that other graduate programs in the University have experienced enrollment declines this year. Our program has been listed in this year's Graduate Catalog, we have developed a website, and we are actively recruiting undergraduates through the Accelerated Masters/Bachelors program. It is expected that these efforts will increase enrollment in subsequent cohorts and offset the decline in enrollment for this year's cohort.

We are working with University Relations to develop recruitment materials to boost enrollment for the upcoming year. We will also be working in the community to advertise the program and to identify potential sponsors.

III B. Annual Degree Productivity of the Program

Satisfactory.

There has been one graduation involving nine students. There is insufficient data to analyze trends. Comparison to other graduate program will become possible once certificate programs are tracked by the university.

Data will be analyzed on a yearly basis.

III C. Program Completion Efficiency & Graduation Rate

The rating here is satisfactory.

Based on Fall 2002 enrollment (N=15), 60% of the class completed the program. 20% of the group that did not finished left for reasons beyond their control (e.g., medical reasons and military service). The remaining 20% were not prepared for the rigor of graduate level work and we are currently considering changes in the admissions selection process, such as a more extensive statement of intent, that will provide a more accurate predictor of academic success in the program.

With increased enrollment and the implementation of a graduate admissions test it is expected that only students who are academically qualified will be admitted to the program.

III D. Efficiency & Clarity of the Program's Course Requirements

This area is rated as strong.

By their nature, cohort programs are very straightforward with respect to requirements. The course requirements were developed for efficiency in program delivery and to enhance student success through the use of a cohort model. The five courses required are offered only once per year and each cohort takes the courses in predefined sequence as a group. Program requirements are published in the *Graduate Catalog* and on the gerontology website (<http://www.kennesaw.edu/gero/>). These requirements are also displayed on a bulletin board in the Social Sciences building. Once a student is accepted into the program they are required to meet with the program coordinator before the semester begins. At this meeting the coordinator ensures that each student understands the program requirements and design and responds to any questions the students have about the program. Each student is also provided with a *Student Handbook* that contains comprehensive information about program requirements, policies, and procedures.

The dissemination of information about the program is considered strong. The procedures used to date have been highly effective in will continue.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

The frequency and sequencing of course offerings is rated as strong.

There are five courses required to obtain the certificate. These courses were developed using the guidelines suggested by the AGHE. As a cohort program, these courses are offered in a predetermined sequence, allowing each course to draw on the material and content offered in the previous course work. This sequence represents a logical progression of content that supports student success and the development of skills necessary for a productive career in gerontology. Students for each cohort are admitted each Fall and a new cohort begins after the previous cohort has graduated in the Spring.

There are no plans to change either the frequency or sequencing of course offerings.

III F. Enrollment in the Program's Required Courses

This area is rated as very strong.

All courses offered are required. In the cohort model each student in the cohort must enroll for each course in the sequence that they are offered. As a result, once the cohort starts, none of the courses is ever dropped from the schedule. There has been no need for approved substitutions or directed studies to substitute for a required course.

There is no need for improvement in this area.

III G. Diversity of the Program's Students and Graduates

The program is rated as strong in this area.

To date, 11.7% of current students and graduates are African American. Approximately 57% of all students are non-traditional and 94.5% are women. There are no international students.

Recruitment efforts are aimed at attracting a broad range of students through advertising in for-profit and not-for profit organizations.

III H. Instructional Productivity of FTE Faculty in the Program's Home Department

The rating in this area is satisfactory.

This assessment is difficult to make for several reasons. The program is interdisciplinary with only two of the five part-time instructors based in the program's home department. In addition, one course is team taught resulting in 1.5 credit hours credited to each of the two instructors involved. To date 189 credit hours have been generated by the program.

This indicator will be more accurately assessed when certificate programs are tracked by the university.

III. I Cost-Effectiveness of the Instructional Delivery in the Program's Home Department

This area is rated as satisfactory.

Instructional expense is distributed across the several departments: nursing, Health and Physical Sciences, Sociology, Geography, and Anthropology, and Psychology. Each department contributes the cost of reassigned time, approximately \$2700 per instructor. For HHS 6200 which is team taught, is \$2700. In the first year Drs. Stillion and Karcher provided their two courses through the CAREing Center and no department was charged.

Cost-effectiveness will be more precise as data is gathered by the university.

III J. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

The rating for this indicator is very strong.

Georgia ranks number five in the number of citizens over the age of 65. The needs assessment, which was the foundation for the development of this program, indicated a substantial need among area aging agencies for people trained in the field of gerontology. In addition to responding to this need for graduates in the field, courses were scheduled in such a way as to allow those who were already working in agencies to attend with minimal interference in their work schedules. The requirements for completion of the certificate are accomplished over two semesters and scheduled once or, in some cases, twice per month to provide maximum flexibility for those currently employed. Students are provided with the type of excellent training in gerontology (according to AGHE guidelines) that employers are demanding and are able to manage full-time employment with minimal interference in their work schedules. In addition, this coursework provides the foundation for Masters level training in gerontology. These decisions were made with the guidance of the members of the Steering Committee that consists of primarily of employers in the community.

The program will seek to expand in this area by seeking input and support from for-profit companies who are not currently represented on the Steering Committee.

III K. Position of the Program's Annual Degree Productivity Among Comparable USG Programs

The program is rated as very strong in this area.

Currently there are no other certificate programs of this type in the state.

The program provides a unique opportunity for basic training in gerontology at the graduate level. The program has responded directly to the demand by shareholders in the community to provide advanced training in gerontology and we are delivering that training in a timeframe that allows the student to remain employed and complete the program in two semesters. Courses are offered on a schedule that allows employers to give their employees a once monthly day to attend classes. This schedule delivers the necessary course content while causing minimal interference in regular employee duties. Other graduate level programs in the state require a two year commitment and courses offered on a weekly basis, making it difficult for students to attend classes and maintain employment. Our program offers a unique and viable alternative to the time commitments of these other program. As the program matures we will be in an excellent position to propose a full Master's program.

III L. This Program's Contribution to Achieving KSU's Mission

The Graduate Gerontology Certificate Program's contributions to achieving KSU's mission are rated as very strong. The program, still in the earliest stages of development is none-the-less designed to be consistent with and complimentary to the University and College of Humanities and Social Sciences' mission statement.

GGCP supports the mission of Kennesaw State University and the College of Humanities and Social Sciences with programs and policies which foster teaching and learning; professional service responsive to institution, department, academe, and community needs; and scholarship and creative activity in support of instruction, service, and the advancement of the understanding of mental processes and human behavior. The mission of the department is accomplished through:

- Faculty, staff, and students who strive for excellence in graduate instruction with an emphasis on facilitating an understanding of the consistency and variability of the aging process.
- A program that emphasizes critical thinking, cultural understanding, ethical responsibility, problem solving, effective communication, interpersonal and lifelong learning, that fosters in our students the knowledge, skills, and versatility needed to succeed personally and professionally in an ever-changing society.

The program will continue to provide high quality course offerings that meet national standards. In order to meet the growing needs and demands for trained gerontology specialists we will continue to solicit the input and support of community agencies and businesses. To ensure the success of our students we will continue to gather and respond to student feedback. We will continue our ongoing policy of monitoring our

program to insure consistency between the University, College, and Departmental mission statements.

IV. Summary Conclusion About the Program's Viability at KSU

This program is very viable. The program is in its second year and doing well. The quality of the curriculum and instruction are excellent. Students are exposed to the most contemporary theory and research in the field while simultaneously receiving applied training in the community through their practicum placements. The program benefits from the counsel of a Steering Committee composed of academicians, researchers, and agencies that serve the elderly. The program provides valuable services to our students and the community.

V. Potential for "Model Program" Status

With further maturation, the program has the potential to become a model program. The program is already distinctive in having filled a need for graduate level training in gerontology. The certificate provides training that is currently unavailable elsewhere while simultaneously delivering the foundational coursework for more advanced training. As the program matures we will seek accreditation and Program of Merit status from the Association of Gerontology in Higher Education.

VI. Program Improvement Plan

There are several efforts currently underway to increase enrollment. The program has been advertised on the local Public Broadcast Station and National Public Radio. There are also new printed advertisement materials being developed. Each of these efforts have been funded through the college of Humanities and Social Sciences. If these efforts are successful and there is a significant increase in enrollment figures there would be justification for proposing a Master's in Gerontology.

VII. Summary Recommendation

GGPC is in the position to meet an important demand. Current estimates indicate that by 2050, 25% of the population will be over 65 years old (US Census) creating a major need for people trained in the field of gerontology. As the program increases its enrollment the university will need to invest more resources to ensure program quality. The program will require a full-time director and a dedicated space in the new Social Sciences building as well as some instructional equipment. If this type of support could be procured, it is possible that the program could expand into a Master's of Gerontology with it's own full-time graduate instructors.