

2-14-2017

Minutes, Curriculum Committee Meeting, Tuesday, February 14, 2017

Curriculum Committee

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**Curriculum Committee
Agenda for February 14, 2017**

Attending

Committee Members: Mario D'Amato, Josh Almond, Amy Armenia, Gabriel Barreneche, Steve Booker, Jonathan Harwell, Nick Houndonougbo, Shaayan Khalid, Emmanuel Kodzi, Laura Pfister, Jay Pieczynski.

Guests: Pennie Parker, Joan Davison, Lee Goldring, Chet Evans, Isabella Braga and Muniba Kahn.

- I. Approve minutes from February 7, 2017 meeting (Motion: Pieczynski, Second: Almond)

II. Subcommittee Reports

New Course: Did Maymester approvals, other new courses.

Appeals – Small number of appeals, usual issues.

Announcements: Student panel next week 2/21. Mario, Jay, Claire going as CC reps.

III. New business:

- A. Annual Athletics presentation to CC (as per NCAA guidelines): Pennie Parker and Joan Davison.

Pennie Parker: Presented information in report about demographics of student-athlete population. Working on increasing racial/ethnic diversity, identifying new sports that may draw a more proportional representation by gender. Update on new hires/coaches. Efforts to increase diversity.

Joan: raised two issue to be addressed by Dean's Office or CC.

1. Course schedules. There used to be a rule that for any required course in a major, one section had to be offered before 2pm/3pm. It does become difficult for student athletes to take late afternoon classes. Wednesday is an especially big competition day. Unclear whether that policy still exists or is enforced. Also, off-matrix classes (common in BUS listings) cause difficulties because they often cross two morning tracks. Conflicts with Holt cross-lists as well (athletes can't be Computer Science majors bc the department schedules many classes in the late afternoon to cross-list with Holt). (Issue needs to go to Dean's office or be part of a larger conversation about scheduling.)
2. A policy about absences was proposed by Jenny Queen and passed by the faculty, but is often not communicated to students. Some faculty (esp PT) do not know about the guidelines. The policy says that one can't fail a student for missing class for excused absences, and that there should be knowledge of possible absences and repercussions in a course before add/drop ends. A

version of this should be constructed for use on syllabi additions. (Add to future CC agenda)

- B. RCLL draft proposal for a new certification program in **Social Gerontology**: Presented by Lee Goldring and Chet Evans. (Motion to consider: Josh Almond)

Curriculum design done in-house, based on other programs. Letter of approval from Dr. Sterns sent around.

Hope to develop an advisory committee made up of faculty (want to do this for all certificate programs). Have gotten advice to date from Clinical Mental Health Program.

Not using a third party for this.

Q. Who will be instructors? Estimates that 50% of content could be taught by Rollins instructors

Feedback from committee: Proposal will be strengthened by information about drawing most instructors from Rollins faculty or adjuncts in departments. And that others will be hired through a department. Hiring through channels outside depts. raises concerns about hiring/supervision/evaluation.

Also, identify specific faculty in the proposal as potential advisory board and instructors.

RCLL will send support letter by email and include chart to distribute in "final version." CC will discuss separately and make official comments.

Also, there should be a CC liaison working with Holt to advise on these types of programs (similar to liaison with International Programs).

- C. Revisions to the **Dramaturgy Emphasis within the Theatre Major** (Marianne DiQuattro).

Not present – deferred until next meeting.

- D. Shaayan Khalid – prepared a power point to show to student colloquy. Mario will share some feedback one-on-one.

Suggested structure – 5-7 minute introduction to CC, and discussion about majors. Progress in governance, then 45 minutes open forum. Will email all students today with proposals. Pre planned questions solicited by email, other questions taken from audience. Faculty are invited to attend but not to participate. Goal: diffuse fears, hear reactions and new ideas. Will send pre-planned questions to CC representatives.

IV. Old Business (none)

V. Announcements

VI. Adjourn (Motion: Almond, Second: Pieczynski)



A Proposal to Establish A Social Gerontology Certificate

Chet Evans, MS, DPM, FACFAS

Executive Director

Rollins Center For Health Innovation

Lee Goldring, MBA

Director

Rollins Center For Lifelong Learning

Program Introduction

Between the years 2000 and 2030, the population of people age 65 years and older will more than double from 35 million to 71.5 million, with the oldest population – citizens over age 85 – as the fastest growing segment (U.S. Census Bureau, 2015).

With this growth will come an increasing demand by professionals and clinicians in nearly every field to seek specialized training in gerontology. Geriatrics is the scientific study of the human aging processes primarily practiced by physicians and studied by researchers. Social Gerontology, however, is a multidisciplinary field that specifically focuses on the social, psychological and cultural aspects of growing older (Philips, 2016). Professionals in social gerontology strive to improve the interactions between older adults and their community including family members, friends, healthcare professionals, and caregivers. Demand for knowledgeable and skilled providers is increasing dramatically as the new generation of older Americans desire high-quality physical, mental, and emotional lifestyles as they age, as well as a desire to understand how to best manage the inevitable changes to their minds and bodies (DMW Direct, 2014).

Students who are currently enrolled in a Health Services master degree may find the program very attractive, as it will appreciably enhance their professional body of knowledge. From this perspective, they will examine the challenges and opportunities involved in supporting this growing demographic. The proposed certificate program will provide a detailed look at the relevant psychological, biological and social factors, and develop the knowledge to better serve older adults in fields such as health and wellness, finance, housing and recreation.

Social Gerontology may also be of special interest to undergraduate students preparing for careers in such fields as social work, nursing, counseling, public policy, long-term care administration, medicine, psychology, adult education, rehabilitation therapy, community and regional planning, sociology and nutrition. The Social Gerontology Certificate program is interdisciplinary, drawing from departments across the entire Rollins campus to give students a thorough knowledge of the field.

There is growing demand in the State of Florida, including the Central Florida region, for certificate programs that validate professional knowledge and expertise in a specialty field (Florida College Access Network, 2012). This growing demand provides an opportunity for certificate providers such as Rollins College, to set the standards for quality and establish a reputation for excellence in our own community.

In addition, certificate programs can inspire new for-credit credit programming, enhance the institution's brand identity and awareness, increase interest by individual and corporate donors, and help promote and support other credit-bearing graduate programs (Van Noy, et al., 2008).

By offering a certificate in Social Gerontology, Rollins College is joining a national trend, providing "content" in gerontology for students majoring in one of the human services. Thus, the certificate in gerontology is complementary and supplemental to the degree and provides proof for graduates seeking employment that they have mastered the specific knowledge. Current labor statistics indicate that gerontology and geriatrics are among the fastest growing employment fields in the U.S. Having a degree in their own discipline and a certificate in gerontology will enable graduates to find employment in institutional settings, community care agencies, mental health services, and other areas.

Learning Objectives and Program Benefits

The learning objectives of this Certificate Program are (a) for the student to learn about the concepts related to the aging population; (b) to understand the role of the human service professional in the gerontology field; (c) to learn to apply theoretical perspectives on aging, (d) to analyze the roles of older adults in society, and (e) understand and develop social policies that affect older adults in the United States.

There are multiple benefits of the Social Gerontology Certificate program for students, both within Rollins College graduate and undergraduate student population, and in the external population of healthcare professionals, including:

- Enhances a student's employment opportunities and earnings
- Provides up-to-date skills for those working with older adults
- Develops an interdisciplinary perspective on aging
- Distinguishes practitioners as knowledgeable, skilled and committed professionals
- Fulfills CEU requirements for many professionals who are already in the workforce as healthcare providers (in some cases)

It is important to note that although non-credit programs like the one we are proposing will not count for college credit, they can serve to introduce students to Rollins College and potentially promote interest in for-credit programming in Social Gerontology.

Students who successfully complete the Rollins Social Gerontology Certificate will be able to apply their knowledge in several environments, including social work, counseling, health administration, developing intergenerational activities and leisure for older adults; providing direct care to frail, ill, or impaired older adults in hospitals, nursing homes, or at home; conducting research on the aging process and various diseases associated with aging; planning, executing, and evaluate community-based services for older adults; advocating on behalf of older adults before legislative bodies; and assessing psychological and clinical needs of older adults.

Program Target Market

As previously mentioned, a significant source of candidates for the Social Gerontology Certificate is the current population of students already enrolled in a Health Services Administration Masters Degree. In addition, another possible source of candidates for the Social Gerontology Certificate is current undergraduate students. The primary message to this group is that they can use the certificate as a way to assess whether they truly want to advance their education to one of the various Rollins College masters-level healthcare programs. Students may also use the certificate to enhance their undergraduate degree learning.

The certificate program is also designed to meet the educational needs of a variety of working professionals within a specific geographical distance of Rollins College. This target market is already working with older adults, may desire to enhance their current knowledge in the field, or they may be contemplating a career change. They also may be working in other fields and wish to increase their knowledge of aging processes. From this perspective, the certificate program will target a range of professionals and direct care workers planning to enter, or who are already working in the field of human services and healthcare. Some of the specific fields in which older adults are served including the following:

Social Workers
Case Managers
Mental Health Counselors
Medical Directors
Physical Therapists
Assisted Living Directors

Nurse and Nurse Assistants
Home Healthcare Workers
Healthcare Administrators
Occupational Therapists
Geriatricians
Activity Directors

Psychiatrists
 Hospice Care Providers
 Retirement Planners
 Clinical Nutrition Specialists

Wellness Managers
 Researchers
 Caregivers

Some of the most prevalent institutions who serve older adults include the following:

Hospitals
 Adult Day Care
 Nursing Homes
 Independent & Assisted Living Facilities
 Retirement Communities

Insurance Companies
 Home Healthcare Agencies
 Physical Therapy Facilities
 Private Practice- Physician, Counseling

Employment, Salary Prospects and Competitive Analysis

According to the Bureau of Labor Statistics (bls.gov, Occupational Outlook Handbook By Field, 2015), annual employment prospects for Aging and Geriatric Specialists is as follows:

Occupation	Annual Growth 2014-2024	#of Jobs 2014	2015 Median Pay
Health Services Managers	17%	333,000	\$94,500
Registered Nurses	16%	2,751,000	\$67,490
Gerontologists	13%	103,000	\$76,980
Recreational Therapists	12%	18,600	\$45,890
Social Workers	12%	649,300	\$45,900
Social and Community Service Managers	10%	138,500	\$63,530
Average Wage in U.S.			\$26,695

As an interdisciplinary field, the Rollins Social Gerontology Certificate will have broad appeal. Based on the data provided above, growth in major occupations associated with gerontology are expected to grow significantly in the next decade. In fact, much higher than the average growth and wage rate in the U.S. The level of income represented in the Bureau’s statistics above is commensurate with the target market for our certificate program, especially when considering mid to senior-level managers in health services organizations and individual private practitioners.

As of January 2017, The Association for Gerontology in Higher Education (AGHE), *Directory of Educational Programs in Gerontology and Geriatrics*, listed 69 individual universities and colleges as offering a “Post-Baccalaureate Certificate” in gerontology; 6 alone in the state of Florida. Refer to Appendices A and B - “Relevant Comparison – Select Florida-Based and Other National Gerontology

Programs". Demand for gerontology professionals is reflected by the large increase in specializations and certificates incorporating an aging curriculum. It is worthy to note that all available statistics identified for all forms of non-credit bearing certificates, those associated with the healthcare field consistently depict the highest level of long-term growth.

Faculty Advisory Council

We recommend the formation of a small faculty advisory council to oversee the Social Gerontology Certificate program. This will include advisement and final approval for the program curriculum, instructor selection, admissions requirements and budget. The council will meet periodically to review performance, and suggest adjustments to the program director as needed. The specific objectives and role of the council will be finalized once the certificate program proposal has been approved.

We also recommend utilizing specific Rollins faculty members for the purpose of initial and continued development of the program as well as providing guidance to the Rollins Center For Lifelong Learning and Center For Health Innovation Directors. We have included an annual stipend to the budget for this purpose.

Admission Requirements

All candidates for admission must have an undergraduate degree to register for a course or be enrolled in the certificate program.

GRE's are NOT required for this certificate program.

Potential candidates for admission must submit:

- 1) Completed application form
- 2) Non-refundable application fee
- 3) Brief cover letter indicating you would like to be considered for admission
- 4) Official transcript indicating evidence of a bachelor's degree from an accredited college or university. A minimum GPA of 3.0 is required.
- 5) Three letters of recommendation
- 6) Personal statement indicating your experiences and why you wish to enter the program.

Certificate Curriculum

The program will cover the following non-credit courses and educational domains:

SGR 300: Biological and Psychological Aspects of Aging- This course provides an overview of the physiologic and psycho-social aspects of aging. The aging process, psychological age, issues of increased levels of biological deterioration, physical decline, mental and cognitive impairment (eg. dementia, Alzheimer's disease, etc.), and self and outward perception will be emphasized and addressed.

SGR 100: Foundations of Gerontology- This introductory course provides a broad, multidisciplinary overview to the field of gerontology. Basic conceptual and theoretical perspectives on aging will be emphasized including the myths and stereotypes of aging, demographic changes, available programs and services, and other current issues affecting older adults.

SGR 200: Social and Cultural Aspects of Aging- This course will review various cultural and ethnic perspectives on aging in light of the expanding aging population. There will be a focus on the impact of a constantly changing urban and industrial society in creating problems for the older adult in the usually abrupt social transition from productivity to retirement, often with an accompanying loss of role and status.

SGR 400: Social Policy and Aging- This course will review the federal, state and local health care resources for the older population, and the roles of senior based organizations in that process. Policies as they affect the economic, health and general well being of the aging, as well as future directions for research, policy development and the use of technology as an intervention and tool will be studied.

SGR 500: Counseling Older Adults and Their Families- Counseling older adults and their care givers pose unique challenges for clinicians and other healthcare providers. This course will focus on consideration of the effects of physical and cognitive aging, social and economic influences, consideration of clinician behavior and bias, with the purpose of improving counseling exchanges with older adults and their families

Class Schedule

Classes will meet twice weekly for three hours each session, over a sixteen-week period, *not* including vacations, holidays and exam dates, from October through April, and May through September. Each admitted cohort will proceed through the program as a group with two cohorts admitted during year 1 and 2.

Sample Schedule

Weeks 1-6	Session 1-Biological and Psychological Aspects of Aging Session 2- Foundations of Gerontology
Weeks 7-12	Session 1- Social and Cultural Aspects of Aging Session 2- Social Policy and Aging
Weeks 13- 16	Sessions 1 and 2 – Counseling Older Adults and Their Families

Note: Session refers to the day of the week that the course will be taught.

Assessment

Enrollees will be evaluated by examination, written and oral presentation and special project development and completion. Courses will be recorded on a pass/fail basis and the certificate will be awarded upon successful completion and passing of all courses in the program.

Budget

The proposed programmatic tuition for the Certificate in Social Gerontology is \$4,995. This is based on review of similar certificate programs. We have established a goal that during the first two academic years after program launch, there will be 2 cohorts of 10 students each. After the second year, once awareness of the program has grown, the number of annual cohorts could increase correspondingly.

Proposed Academic Year 2017-2018 Budget Goals (Year 1)

Revenue

	AY 2017-18
Number of Students (2 Cohorts/10 each)	20
Tuition	\$4,995
Program Revenue	<u>\$99,900</u>

Expenses

Instructor Stipends (One/course @\$1,750)*	\$17,500
Instructor P/T Benefits (@8.1%)	\$1,418
Marketing (Refer to Appendix D for detail)	\$15,000
Textbooks (Prefer NOT to include)	\$5,000
Rollins Faculty Stipends**	\$3,500
Postage/Copies/Supplies	\$1,000
Total Direct Program Expenses	<u>\$43,418</u>
AY 2017-18 Anticipated Contribution	\$56,482
Contribution Margin	57%

*2 Cohorts annually x 5 classes each x \$1,750 Instructor Stipend

** Provided annually for Rollins' faculty member to help develop and coordinate the program and advise the program director.

Citations

Association of Gerontology in Higher Education online directory of educational programs in Gerontology and Geriatrics. (2014)

DMW Direct, Consumer Insights Report 1.0417.SP (2014)

Florida College Access Network (2012). Policy Brief-The Certificate – Florida's Postsecondary Workhorse September 2012 Vol.VI, Issue 3

Florida Department of Economic Opportunity (2011-2019, 2015). Florida Employment Projections by Level of Education.

Philips, David R. Social Gerontology Syllabus (2016). Department of Sociology and Social Policy. Lignan University. Hong Kong

U.S. Census Bureau, (2015). An Aging Nation: The Older Population in the United States

Van Noy, M., Jacobs, J., Korey, S., Bailey, T., & Hughes, K. (2008). Noncredit enrollment in workforce education.

Appendix A

Relevant Comparison – Florida Gerontology Programs

	UCF	UCF	FSU	USF	FAU	UF
School/College	Division of Continuing Education	Health and Public Affairs	College of Social Work	College of Behavioral and Community Sciences/School of Aging Studies	College of Business	College of Medicine Department of Aging and Geriatric Research
Name of Program	Certificate in Gerontology (not for credit)	Aging Studies Graduate Certificate	Gerontology/Aging Studies Certificate	Graduate Certificate in Gerontology	Gerontology Certificate	Aging and Geriatric Practice Graduate Certificate
Credit/Non-Credit	Non-Credit	Non-Credit	Non-Credit	May transfer up to 12 credits to graduate degree Offered at Tampa campus and online	May transfer credits to Master' in Gerontology	May transfer credits toward the online master's degree in gerontology
# of courses to complete Credit hours	11 courses 25 contact hours	5 courses 15 credit hours	4 courses 12 credit hours	5 course 15 credit hours	5 courses 15 credit hours	5 courses 15 credit hours
Additional requirements	None	Must have Bachelor's degree	40 hours of paid or volunteer experience Minimum 3.0 GPA	Must have bachelor's degree, 3.0 GPA	No degree required No student enrollment required	Must have Bachelor's degree, 3.0 GPA
Program Tuition*	\$215/ On-line	N/A	\$4,860	\$5,220	\$4,560	\$8,786
Time to complete	6 weeks Fully Online		Within 4 years of enrollment	No time limit	Not given	1 year
Other	Through Ed2Go (3 rd party provider)	As of 2010, no longer accepting students				

*Represents individual institution's resident graduate per credit tuition fees. Source is *State University System of Florida, Tuition and Required Fees, 2016-17*.

Note: As of 1/1/17, Stetson University and Everglades University do not offer a certificate in gerontology

Appendix B

Relevant Comparison – Notable National Gerontology Programs

	Johns Hopkins	Rutgers	SUNY Oswego	Virginia Tech	Hood College
School/College	JHU Advanced Academic Programs	Office of Continuing Education	Graduate Studies		The Graduate School at Hood College
Name of Program	Certificate on Aging	Basic Certificate in Gerontology	Gerontology Graduate Certificate	Gerontology Certificate	Gerontology Certificate
Credit/Non-Credit	Non-Credit	Non-Credit	Non-Credit	Practicum Credits Only Available	Non-Credit
# of courses to complete Credit hours	8 courses plus a capstone project	8 workshops	15 credit hours	9 credits	4 (3) credit classes
Additional requirements	A baccalaureate is not required	None	None	None	None
Program Tuition*	\$2,600	\$1,083	\$6,795	\$6,220	\$5,400
Time to complete	1-2 courses may be taken per term	14 days	1-2 years		2-3 semesters
Other	Courses may be counted toward MD CEU credits.	Rutgers offers an "Advanced Certificate" which requires an additional 8 workshops in addition to all the Basic workshops		Students may chose a credit or non-credit option	

*Represents individual institution's resident graduate per credit tuition fees.

Relevant Comparison – Notable National Gerontology Programs

	Case Western Reserve	U. of Missouri at St. Louis	Kent State	La Salle University in Philadelphia	Portland State U.
School/College	Center on Aging, housed in Dept. of Sociology	Human Development & Family Science	Human Development & Family Studies	School of Nursing	College of Urban & Public Affairs
Name of Program	Graduate Certificate in Gerontology	Certificate in Gerontology	Gerontology Certificate	Gerontology Certificate	Graduate Certificate in Gerontology
Credit/Non-Credit	Non-Credit	Non-Credit	Non-Credit	Courses carry university credit, they may apply the courses toward undergraduate or graduate degrees in any field.	Courses completed for this Graduate Certificate may be applied toward graduate degrees, provided they meet the appropriate standards for use in the degree
# of courses to complete Credit hours	Four (3) credit courses	8 required courses, 21 credit hours	18 credit hours	10 credits	Five (3) credit courses
Additional requirements	Must be enrolled in a master's or doctoral program	None	Must be enrolled in a masters program or already have one to enroll	Final practicum	Required internship
Program Tuition*	\$7,070	\$7,350	\$8,200	\$5,700	\$1,840
Time to complete				2 semesters	1-2 years
Other		This program is entirely online	Two options: Gerontology Studies or Applied Gerontology		

*Represents individual institution's resident graduate per credit tuition fees.

Relevant Comparison – Notable National Gerontology Programs

	UNC Charlotte	Wright State	U. of Akron	Towson U	U of Kansas
School/College	College of Liberal Arts & Sci.	College of Liberal Arts, housed in Dept. of Social Work	Department of Psychology	College of Health Professions	College of Human Ecology
Name of Program	Graduate Certificate in Gerontology	Gerontology Certificate	Gerontology Certificate	Applied Gerontology Certificate	Certificate in Geriatrics
Credit/Non-Credit	With permission from the Gerontology Program Director, students will receive credit for courses taken as a post baccalaureate student while seeking admission to the Graduate Program in Gerontology.	Non-Credit	The graduate certificate is to be received with either a master's or doctoral degree. Individuals who already hold a graduate degree may also pursue the certificate.	Non-Credit	Non-Credit
# of courses to complete Credit hours	15 credit hours	27 credit hours	18 credits	18 credits	15 credit hours
Additional requirements	Practicum required during the summer	Two required practicums	None	None	None
Program Tuition*	\$3,975	\$16,794	\$7,596	\$9,036	\$8,175
Time to complete	1 year	2-3 years	2 years	1 year	1-2 years
Other					Fully Online

*Represents individual institution's resident graduate per credit tuition fees.

Appendix C

Links to Specific Florida-Based Gerontology Programs

FSU: Gerontology/Aging Studies Certificate <http://csw.fsu.edu/academics/certificate-programs/gerontologyaging-studies-certificate>

UCF: Certificate in Gerontology (not for credit) <https://www.ce.ucf.edu/Program/2893/Certificate-In-Gerontology-Non-credit/>

UCF: Aging Studies Graduate Certificate
<https://www.graduatecatalog.ucf.edu/programs/program.aspx?id=1434>

FAU: Gerontology Certificate <http://business.fau.edu/undergraduate/minors-certificates/certificates/gerontology-certificate/index.aspx#.WGWrM1MrLIU>

USF: Gerontology <http://www.usf.edu/innovative-education/graduate-certificates/programs/gerontology.aspx>

UF: <http://online.aging.ufl.edu/programs/geriatric-graduate-certificate/>

Appendix D

Proposed Marketing Plan



Office of Admission

Memo

Date: January 4, 2017
Subject: Social Gerontology Marketing Plan Outline
From: Nick Georgoudiou, Director of Admissions, Hamilton Holt School
To: Chet Evans, Lee Goldring

Overview/Objectives

The purpose of this document is to outline initial ideas for increasing awareness of and enrollment in a new Social Gerontology program from the Rollins Evening program. Included are recommendations for paid media, free media, and grassroots efforts.

Paid Media

Options include:

- WMFE radio
- Pandora radio
- Enzian sponsorships/movie theater slides
- Facebook/LinkedIn advertising
- Orlando Life magazine print
- Direct mail

Free Media

Getting placement through public relations efforts (AKA free media) is a cost effective way to get the word out about the program. A conversation with the public relations team in the Office of Marketing & Communications will determine the level of interest from the media to cover the program.

Grassroots Efforts

Grassroots efforts should focus on partnership opportunities and word-of-mouth information distribution. This includes:

- Creating partnerships like the ones that the Center for Health Innovation and the Center for Lifelong Learning already has with organizations like Florida Hospital and Winter Park Towers.
- There are a number of meet-up and free speaker events happening around Orlando, many of them geared towards the volunteer and senior communities. Sponsorship or simply attending the events to network could help recruitment.

Collateral

Based on the distribution plan outlined above, posters, postcards and pamphlets are recommended. These can be produced through Print Services. Please note that anything that we print must be easy to understand, have a clear call to action, and contain information that is relevant to the audience.

Appendix E

Letters of Support



LETTER OF SUPPORT FOR THE SOCIAL GERONTOLOGY CERTIFICATE

TO: Dr. Chet Evans, Director of the Center for Health Innovation

Social Gerontology is a multidisciplinary field that specifically focuses on the social, psychological and cultural aspects of growing older.

Professionals in social gerontology strive to improve the interactions between older adults and their community including family members, friends, healthcare professionals, and caregivers.

The elderly population is a vulnerable population for mental health issues. They also account for a large majority of prescription drug spending in the U.S. People often do not take the time to recognize that those individuals who are aged may have other issues in addition to chronic diseases that may be addressed by understanding the multi-faceted issues of this demographic.

The Social Gerontology certificate provides a knowledge opportunity to enhance these interactions with the growing U.S. elderly population. This certificate can be a wonderful opportunity for many students in the health professions department including both the undergraduate and graduate cohorts. I would recommend my undergraduate healthcare management students to take this course. I believe it would be a valuable addition to their curriculum.

I wholeheartedly support this effort.

Nancy J. Niles

Nancy J. Niles, Chair, Department of Health Professions.



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January 5, 2017

To Whom It May Concern:

Health Services Administration (MHS) graduate students are trained to lead and manage in a variety of healthcare settings ranging from hospitals to long term care facilities. Many of the users in these settings are members of the growing elderly population; a trend which is only expected to continue especially in Florida. Health services administrators need to be informed about the unique needs of this population in order to best serve them. Therefore the proposed Social Gerontology certificate would likely be of interest to health services administrators or students within the MHS program.

Sincerely,

Renee Brent Hotchkiss, PhD, MHS
Associate Professor
MHS Program Director
Department of Health Professions
Hamilton Holt School
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January 10, 2017

Subject: Support for the proposed Social Gerontology certificate

Dear Colleagues,

I would like to express my support for the proposed Social Gerontology certificate under review by the Curriculum Committee. I recognize that the certificate is designed an optional “specialization” in the Health Services programs, much like our certificate in College and University Counseling. However, Rollins graduate students from related fields such as Clinical Mental Health Counseling will be able to enroll. Every year several students in Graduate Studies in Counseling express an interest in counseling seniors and in the gerontology field in general; thus, completion of this certificate would be a useful way for them to increase their knowledge, skills, and expertise in this area without having to leave the Rollins community to do so. Advanced training in a particular clinical specialty area is extremely helpful for graduates in pursuit of employment and for those who eventually set up successful private practices, where having a “niche” or specialization is extremely important.

Please let me know if you have any questions.

Sincerely,

Kathryn Norsworthy

Kathryn L. Norsworthy, Ph.D.
Professor and Chair
Graduate Studies in Counseling



Winter Park Health Foundation

2017 Board of Trustees

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January 10, 2017

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Executive Director
Rollins Center for Health Innovation
1000 Holt Av, #2725
Winter Park, FL 32789

Dr. Evans,

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Vice-Chair: Community Health

David Stanley
Vice-Chair: Older Adults

As the leader of a community based organization with a long history of supporting programs and policies that further older adult health, I appreciate the educational value of the proposed Social Gerontology Certificate program. The five course curriculum will equip graduates with the knowledge necessary to better understand and interact with older adults in social, business, service and family settings. Given the growing number of older adults in our society, and the uniqueness of this population, I am hopeful that this certificate program will be approved.

Rita Bornstein, Ph.D.

Marisa Carnevale-Henderson

Debbie I. Chang

Michael K. Hays

George H. Herbst

Christine E. Jablonski, M.D.

Barbara Jenkins, Ed.D.

Eddie Needham M.D., FAAFP

Joyce Swain

Courtney Wagner

Sincerely,



Patricia A. Maddox
President & CEO



January 17, 2017

Chet Evans, MS, DPM, FACFAS
Executive Director
Rollins Center for Health Innovation
1000 Holt Avenue, #2725
Winter Park, FL 32789

Dear Dr. Evans,

It is my sincere pleasure to offer this letter of recommendation for your proposed certificate program in Social Gerontology.

As a community leader who works closely with older adults and understands their unique physical, emotional and social health needs, I believe that this program would provide great value in training future leaders to meet the needs of our great and growing older adult population.

I value the Rollins College partnership and a program such as this would enhance opportunities for Healthy Central Florida and Rollins College students and graduates of the Social Gerontology program to partner in new and valuable ways.

Sincerely,

A handwritten signature in black ink, appearing to read "Jill Hamilton Buss". The signature is fluid and cursive, with a large loop at the end of the last name.

Jill Hamilton Buss
Executive Director, Healthy Central Florida



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January 11, 2017

To Whom It May Concern:

Although the discipline of applied behavior analysis (ABA) is most recognized for its contribution to the lives of individuals with developmental disabilities, the same techniques have demonstrated efficacy with a variety of additional populations. For example, behavior analysts are perfectly poised to help individuals compensate for age-related declines, including teaching behavioral management skills they can use themselves as well as training their caregivers in those same procedures. Therefore the proposed Social Gerontology certificate would potentially be of interest to behavior analysts or students of behavior analysis who are interested in working with the elderly population.

Sincerely,

(April) Michele Williams, PhD, BCBA-D
Associate Professor
Program Director, Applied Behavior Analysis & Clinical Science