Program of Merit

Gerontology Education Programs
Information & Application

Providing a Globally Recognized Voluntary External Evaluation Process in Gerontology Education

Revised: May 2018

Contact AGHE for additional information or to receive an Educational Programs in Gerontology Application Form

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Purpose of the Gerontology Education Program

In July 1998, the Executive Committee of the Academy for Gerontology in Higher Education (AGHE), formerly known as the Association for Gerontology in Higher Education, approved a proposal to establish and implement a voluntary program of evaluation known as the Program of Merit (POM). The POM designation provides gerontology programs with an AGHE “stamp of approval,” which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program. In 2014, AGHE Gerontology Competencies for Undergraduate and Graduate Education© were established and have been integrated into this process. Additionally, as of 2015, health professions programs are eligible to apply for POM based on the AGHE Standards and Guidelines for Gerontology/Geriatrics in Higher Education, Sixth Edition, Chapter 12 (2015). This worldwide process of evaluation for both Gerontology and Health Professions Programs:

1. Verifies for students that the program is consistent with globally vetted criteria in gerontology and/or geriatrics endorsed and recognized by AGHE;

2. Assures the public of the quality of programs and their graduates;

3. Clarifies for employers the knowledge and skills imparted to students who graduate from POM designated gerontology and health professions programs;

4. Informs campus administrators of global guidelines, expectations, and practice in gerontology education and health professions programs; and

5. Indicates to interested students that the program is of high quality.

AGHE’s Academic Program Development Committee oversees the POM initiative. Programs of AGHE member and non-member institutions may apply for review. Applicable programs include:

1. Programs at the Minor, Certificate, Specialization and Doctoral levels;
2. Programs that culminate in the award of a certificate, minor, or other designation that is either reflected on the student’s transcript or the student receives identifiable recognition; and
3. Free-standing certificates within programs integrated into another degree program.

NOTE: As stated, health professions programs that meet the AGHE Standards and Guidelines for geriatrics/gerontology competency based integration may also apply for the AGHE POM using the POM Application for Health Professions Programs.
Prerequisites for the Gerontology Program to Apply for POM

1. Courses offered for credit.
2. Comprehensive coverage of the content (physical, cognitive, emotional, and social aspects).
3. A sequenced developmental curriculum so that introductory information precedes advanced information.
4. A program/curriculum title that clearly identifies the emphasis on aging and/or older people.
5. Courses that create opportunities to demonstrate gerontological competencies and address content primarily on aging or old age.
6. Courses listed in the campus catalog and schedule of classes.
7. Students admitted to the program or recognized as being enrolled in it.
8. Recognition and support by the host institution.

Program Evaluation Process and Related Information

A self-study using the Program of Merit Application Form is prepared by the faculty of the program being evaluated. This report should compare the program curriculum and learning activities with that presented in AGHE’s Standards and Guidelines, Sixth Edition (2015) and/or AGHE Gerontology Competencies for Undergraduate and Graduate Education© (2014). (See Resource List on page 5 for a summary of these documents)

The self-study report should include statements on the need for gerontology instruction; description of the instructional program, students, and student services; an outline of the organizational structure and administration; and a description of the relationship with the community.

POM Reviewers and Decision Timeline. Senior faculty from three colleges or universities (other than the one being evaluated) are selected and appointed by the POM Chair(s) to be a POM Review Team. All POM Review Teams have been trained on how to evaluate self-study reports. Efforts are made to select reviewers from diverse institutional settings with one reviewer from an institution comparable to the applicant’s institution and/or applicant’s program. Reviewers base their evaluations on their expertise and a set of guidelines that have been developed for this purpose. This is a confidential review; the identity of members of each Review Team are not disclosed.

To help reduce the cost of the POM process, reviewers provide their services at no cost to AGHE. Therefore, applications are limited to ten per year, unless the AGHE Executive
Committee determines that there is the demand and capability to complete more in a given year. If applications are limited in a given year and there are more than 10 applications for the POM designation, priority will be given to AGHE member institutions. In all cases, those institutions waiting for review will be notified that their applications are pending and will be given an approximate date the reviews can be expected to be completed. The POM Chair(s) will make every effort to work with AGHE member institutions to coordinate the scheduling of the review process so that it coincides with the needs of each applicant.

POM Review Teams are provided with a five month time period to complete the POM review process from the receipt of the application. A preliminary review of the application will be conducted within a one month period of receipt by the Review Team to ensure the application is complete and/or to raise any questions the Review Team needs answered by the applicant in order to conduct the review. Should additional information be requested from a POM applicant a time allotment will be determined between the POM applicant and the POM Chair(s) to submit the requested information. After receipt of the requested information the Review Team has four months to complete the POM review.

The AGHE director (or designee) will send a letter to the program applicant indicating the POM Review Team’s decision (ratified by the AGHE Executive Committee) and a summary of the review. This information can also be sent to a designated administrator should this be desired by the program applicant. There is currently no set date for receipt applications, but this is subject to change by the AGHE Executive Committee.

*Site Visit.* No site visit will be conducted for the POM evaluation, but reviewers may ask the AGHE staff to clarify points in the applications by soliciting more information by phone calls or fax to the program faculty or administrators. If faculty or administrators of the program being evaluated desire a site visit and a more formal and integrated evaluation report, the AGHE Consultation Program would be the appropriate avenue for this additional work.

*Cost of POM Review.* The charge for a review is $600 for AGHE members and $1400 for non-members. The cost of maintaining records, verification of program status, and distribution of lists of programs with the POM designation is included in the initial review fee. If an institution desires more than one program to undergo POM review (e.g., a bachelor of science degree and a minor or certificate in gerontology), an additional cost of $400 per program will be charged. The POM review of two programs within the same institution will require two distinct applications and need not be concurrently submitted as the reviews will be conducted by two separate Review Teams.

*Length of POM Designation.* The POM designation is for a period of five years. At the end of four years, the program applicant will be notified that the POM designation is nearing its completion. If there are no significant changes to the program during the five-year period, the institution may choose to pursue a POM renewal that involves an addendum to the original application. If the program underwent substantive changes (i.e. changes in positions, number of faculty, curricular changes, etc.) then the applicant must submit a full POM application. The charge for renewal regardless of whether there is a full application or addendum is $600 for AGHE members and $1400 for non-members.
**Benefits of POM Designation.** Once a program is recognized by the Program of Merit designation the following will occur: (1) A program representative will receive a POM certificate at the AGHE Annual Meeting; (2) the program will be listed on the POM web page; (3) each year of the POM designation, program graduates will receive a personalized certificate (suitable for framing) stating that the student graduated from a gerontology program (name of program and institution included) that is recognized as an Academy for Gerontology in Higher Education Program of Merit. Additional benefits include using the POM designation to increase marketing and enrollment, to highlight on grant applications, and to garner support from administrators within the institution.

**Outcomes and Appeals Process.**

The Review Team puts forth its recommendation to the POM Chair(s). One of three possible decisions may be made by the Review Team:

1. **POM Recommended Unconditionally**
   - AGHE includes a listing of the program on the AGHE POM website and the Program is announced at the AGHE Annual Meeting.

2. **POM Recommended Conditionally**
   - Conditions are outlined and a timeline to address the conditions is determined with the Program applicant, normally not to exceed 12 months from time of the review decision.
   - Longer extensions must be approved by the POM Chair(s) and the AGHE director (or designee).
   - An institution’s application is “put on hold” until the necessary improvements are made (avoiding the necessity of paying for a second review).
   - Once Program documentation has been received indicating that the deficiencies have been remedied, the Review Team will make a final recommendation to the POM Chair(s), who in turn present the decision to the AGHE Executive Committee to be ratified.

3. **POM Denied**
   - Communication and documentation is shared with the applicant.

Regardless of the decision of the Review Team and POM Chair(s) the AGHE Executive Committee must ratify the decision.

If the Program applicant disagrees with either decision 2 or 3 (above) the following course of action may be pursued:

1. The decision of the POM Review Team may be appealed. Appeals must be filed within three months of the decision. The AGHE director (or designee), the POM Chair or Co-Chair, and one member of the Review Team who conducted the review examines the information (reason for the appeal) put forth by the program applicant. A decision on the appeal is made within three months of receipt of the appeal request.

2. If the appeal is won the appropriate POM designation will be awarded accordingly.
3. If the appeal fails, a program may reapply for the POM designation after the programmatic deficiencies pointed out in the original review have been addressed.

Resource List

**AGHE Standards and Guidelines for Gerontology and Geriatrics Programs, Sixth Edition (2015).** This publication outlines standards and guidelines for the development of gerontology instruction in institutions of higher education. The document includes a set of recommendations for gerontology program development that applies to any program regardless of academic level or type of credential awarded, as well as curricular guidelines, gerontology/geriatrics competencies, and policy recommendations for gerontology or health professions programs.

**AGHE Gerontology Competencies for Undergraduate and Graduate Education © (2014).** AGHE has recently adopted a revision of gerontology competencies, originally published in 1993. This new competency document reflects the consensus-based recommended core competencies and selective contextual competencies for gerontology programs at the undergraduate and graduate level. Gerontology program leadership and faculty now have the tools to design and implement competency-based education in aging. This document is included as an appendix within the AGHE Standards and Guidelines, Sixth Edition document or can be accessed on the AGHE website.

**AGHE Consultation Program.** The Consultation Program was developed to assist community and four-year colleges and universities in developing new gerontology/geriatrics instruction and to expand or evaluate existing gerontology/geriatrics programs. The Consultation Program aids in pairing a skilled consultant to assist with objectively developing and/or evaluating any aspect of the program, including its placement within the institutional structure. A consultant also provides unbiased verification of the need for change in gerontology/geriatrics instruction and justification for proposals to modify a program’s offerings in aging.

Contact Gena Schoen, AGHE Program Manager at (202) 289-9806 or visit the website [www.aghe.org](http://www.aghe.org) for ordering information.
FREQUENTLY ASKED QUESTIONS

What is the POM proposal all about?

The POM for gerontology education programs is intended to provide a system of review for programs within institutions of higher education. The POM currently reviews gerontology programs regardless of whether they award academic degrees (doctoral, master’s, baccalaureate, and/or associate) or are noted in transcripts as minors or certificates focusing on aging. It establishes AGHE as the organizational body that evaluates and recognizes programs that follow the spirit of AGHE’s *Standards and Guidelines, Sixth Edition* (2015) to develop quality gerontology programs in higher education. The POM designation provides gerontology programs with an AGHE “stamp of approval,” which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program. **NOTE: Once the Accreditation for Gerontology Education Council (AGEC) is in operation, the AGHE POM will no longer conduct reviews on master’s, baccalaureate or associated degree gerontology programs.**

What costs are involved?

The fee for the evaluation process is kept to a minimum. Because the evaluation is based on a self-study report, this avoids costly site visits. There are other costs, however, which are rolled into the $600 fee to AGHE member institutions. These costs include printed materials, mailings, phone calls, and AGHE staff support. This is a valuable benefit for AGHE member institutions, because non-members are charged $1400 for the same evaluation.

Doesn’t the POM create a tiered hierarchy within AGHE of those institutions that have the POM designation and those that do not?

For a time, there will be institutions that have the POM designation and those that do not. This was discussed with AGHE institutional representatives and by the AGHE Executive Committee. The overwhelming sentiment was that the benefits from providing such a review and recognition process far outweigh the concerns about implementation. Many AGHE member institutions already have programs that would receive the POM designation. The purpose is not to recognize bigger institutions and exclude smaller institutions, but to provide a way to recognize those programs that are quality gerontology programs. Initially, there will be those institutions that pursue and receive the POM designation before others. Although this is unavoidable, the low cost of this process makes it readily available to all AGHE members.

Some smaller programs will be penalized if the institution has less of an ability to support the program. How will this be addressed?

The POM was designed to be a cost-effective method of evaluation that would be affordable for all institutions. The essential criteria are supplied by AGHE’s *Standards and Guidelines* regardless of the size of the program. The review process takes into consideration the local
context (e.g., budgetary support, staff support, and local need for the program) of the program applying for the POM designation. These considerations should also be emphasized in the self-study report by the institution within its application document.

Administrators are looking for reasons to cut programs. What would it say about a program if it did not receive the POM designation? Could this be used as a reason to eliminate the program?

This is an important question. The POM process is designed to be constructive (recognizing the existing strengths of a program), directive (offering specific recommendations for the improvement of a program to bring it in line with AGHE’s Standards and Guidelines), and protective (providing results in such a way as not to put a program in jeopardy). The question above speaks to the last of these three—a protective process. The results of the evaluation process can be used entirely for an internal review to examine areas for program improvement. Therefore, the results do not need to be sent or shared with higher administration. Whether the results of the evaluation are shared can be left to the discretion of the Program applicant, with a letter being sent to higher administration if the review process is favorable, or to only the Program applicant if the results suggest areas for needed improvement before the POM designation can be awarded.

It should be kept in mind that packets for the self-study review and criteria the reviewers use are made available in advance of the application process. The Program applicant may discuss his/her gerontology program with the POM Chair(s) and review the POM criteria prior to deciding to apply for POM. The formal application process may begin at any time, allowing ample time for Program applicants to address Program deficiencies that may have been identified during the early stages of POM inquiry.

What does it say about a program if it does not apply for the POM designation?

It could say several things. It could mean that the program is still in a period of development. Or it could mean that the institution has decided not to pursue the POM designation because it either has some other measure of demonstrating quality, or does not believe in the value of such a recognition. Of course, the concern focuses on the possibility that not applying would suggest that the program is of “lower” or “questionable” quality. If this is the main concern, the AGHE staff has always been willing to send supportive letters stating that a particular program is valued as an AGHE member and emphasizing the general importance and timeliness of gerontology programs given the demographic trends within our society.

Can a program that is considering applying for the POM designation know ahead of time what its chances are of having a favorable outcome?

AGHE periodically provides information about the POM through a variety of means—pre-conference workshops held in conjunction with the annual meeting, presentations during the annual meeting, and articles published in the AGHExchange newsletter. The AGHE Program of Merit Chairs are quite forthcoming and a time can be planned to discuss whether the program in question is ready for the POM review. Information is also posted on the AGHE website (www.aghe.org).
HOW TO APPLY

General Guidelines for Gerontology Education Program Applicants

The following guidelines will assist you in writing your self-study report for the POM. If you have questions about these guidelines or the POM Application Form, please contact Gena Schoen, AGHE Program Manager, aghe@geron.org or (202) 289-9806.

1. The self-study narrative (excluding Table of Contents, syllabi, and supportive materials) should be no more than 30 pages in length.

2. Include a Table of Contents (not included in the 30-page limit).

3. Type the document. Use 1” margins and 12-pt font.

4. Label appropriately all items included in the appendices, and cite each one in the text of the self-study narrative. NOTE: The appendix for Syllabi and for faculty CVs tend to be many pages. Please be sure to create separate PDF documents for each of these appendices. (See: Supportive Materials Checklist below for details on creating the appendices for the Syllabi and Faculty CVs). For all other information included as an appendix, these documents can be merged into one PDF document which needs to include a Table of Contents and corresponding page numbers so the POM Review Team can find each item easily.

5. Use charts and tables when appropriate (e.g., budget, student enrollment rates, graduation rates) to help clarify or illustrate points discussed in the self-study.

6. Create one PDF file for the Self Study Narrative, and three (3) PDF files for the Appendices (1) Syllabi; (2) Faculty CVs; and (3) all other documentation referred to in appendices in the Self Study Narrative. Each Appendix/Appendices document requires a Table of Contents and Page numbers. Thank you.

Supportive Materials Checklist

Required Documents

☐ College or university catalog (Send separately or provide web link)

☐ Assessment plan for the gerontology program and assessment outcomes
☐ Syllabi for all courses included in the gerontology curricula or competency/outcome-based curricula and how this is addressed within the gerontology program. IMPORTANT: Create a PDF document of all Syllabi with a Table of Contents. In the table of contents list each course syllabus that is included in the document and corresponding page number of where it can be found.

☐ Field supervisor’s evaluation form (or other forms to assess students’ performance in the field)

☐ Course/competency-based evaluation form and a summary of evaluation outcomes

☐ Curriculum vita for faculty whose primary teaching duties are in the gerontology program. IMPORTANT: Create a PDF document of included faculty CVs with a table of contents. In the Table of Contents list each faculty CV that is included in the document and the corresponding page number of where each CV can be found.

**Recommended Documents (include to facilitate the review process)**

☐ Letters of support – one or two letters of support for the program from administrators (e.g., department head, dean, provost) and two or three letters from community agency representatives. If you are not submitting letters with your application materials, please explain why.

☐ Curriculum Matrix – a “map” of the relationship between the curriculum and student learning outcomes in which various course objectives or competencies are applied and assessed, the Program should provide a matrix outlining the timeline and assessment for student learning outcomes during each year of the assessment cycle.

☐ Advisement survey instrument (if one is used) and summary report

☐ Alumni survey instrument (if available) and summary report

☐ Capstone paper guidelines (if one is required)

☐ Exit interview questionnaire (if one is used) and summary report

**Please save all materials as one PDF file except syllabi and CVs should be saved in 2 separate pdf files; therefore submitting 3 pdf files for the POM review.**

Submit application to Gena Schoen, AGHE Program Manager: aghe@geron.org

Subject Line: Program of Merit
PROGRAM OF MERIT APPLICATION FORM
Gerontology Education Programs

Part I     Overview, History, and Description of the Program

Questions in this section are intended to give reviewers a clear sense of what your program is, how it operates, whom it serves, how it is administered, and so forth. Information from this section is essential for reviewers to have a sense of context as they read about your program goals, accomplishments, and challenges in your self-evaluation (Part II).

A.    Title of the Gerontology Program
     Provide the official level of the credential (i.e., minor, certificate, specialization or doctoral level).

B.    History of the Program

     Please discuss the evolution of your program. Address the following issues:

     1. How long has the program been in existence?
     2. How and why was the program originally developed?
     3. What have been the program’s significant achievements?
     4. What have been ongoing problems or difficulties with the program?
     5. What problems currently need to be addressed?
     6. Describe how the program has changed over the years.
     7. Discuss the size of the college/university, and changes in the college/university which have affected your program.
     8. Briefly describe the community (geographic and demographic) your institution serves.
C. Program Mission

Describe the mission of the program. How does this mission fit into the broader mission of the college/university?

D. Major Challenges and Opportunities

What are the challenges and opportunities confronting the program in the next five years?

E. Organizational Structure and Administration

1. How is the program director (chair/coordinator) selected or appointed and renewed? What is the term of appointment? How is the program director reviewed (i.e., the review process) and how often?

2. Where does the program fit within the organizational structure of the college/university?
   a. To whom does the head of the program report?
   b. What are the rights and responsibilities of the program director?
   c. Are clear understandings with the administration in place regarding those rights and responsibilities?
   d. Does the program director have enough authority to do what needs to be done to keep the program operating successfully?

3. Is the level of administrative staffing appropriate?
   a. How much of the program director’s time is devoted to administration?
   b. What type of support staff is available? How much of their time is devoted to the program?

4. In what ways has the administrative structure changed over the years?

5. What is the annual budget?
   a. Allowing for inflation, is the level of funding increasing, decreasing, or staying about the same?
   b. Who controls the budget?
   c. Describe institutional support and any other sources of income, including grant activities. Is this support ongoing or temporary? Is the support increasing, decreasing, or staying about the same?

NOTE: The budget must reflect the program that is being reviewed for POM status. In the case where a number of gerontology programs within one unit/department share one budget, provide the overall budget stating what programs are included
within this budget and then provide an estimate of budget allotments to the Program under reviewed.

6. What resources are available to purchase books, journals, and audiovisual and other instructional materials?

F. Students

1. How many students completed your program in the past year? How many are currently enrolled? What is the average over the past three years? Is that number increasing, decreasing, or staying the same? How does the number compare with the original estimates for the program? (preparing a table is useful)
2. How are students recruited and selected?
3. Describe the student population that is most interested in the program.
4. Is there continuing student interest in the program?
5. What have been the trends in the number, type, and quality of students in the program? In what ways has this changed over the years?
6. What types of student services are available (e.g., financial aid, job placement)?
7. Describe the advising of students in this program. How is this assessed and how frequently?

G. Faculty

1. How many faculty (full-time employee positions and total number of people) are involved in the program?
2. What percentage is full-time, part-time, adjunct faculty? For each faculty member, what percentage of his or her time is committed to gerontology?
3. What proportion of the faculty is in tenured or tenure-track lines?
4. Describe the disciplinary background of the faculty (this question seeks information on the diversity of academic backgrounds of the faculty teaching in the gerontology program).
5. What changes have occurred in the number of faculty, disciplinary backgrounds of faculty members, or other characteristics of the faculty (e.g., full- or part-time status, tenured or non-tenure status) over the years?

H. Relationship with the Community

1. Describe current relationships with agencies and organizations within the community and how they relate to the gerontology program. Discuss the extent to which such a connection is consistent with the mission of your program.
   a. Is a tie with the aging network in place and functioning?
   b. In what ways do faculty provide service to community agencies and organizations (e.g., board memberships, consultation)?
   c. What opportunities do students have to participate in a volunteer capacity? Provide examples and approximate hours in an academic year?
d. Describe how community agencies and organizations are receptive to students doing practicum placements or internships on site; provide examples.

2. Address if there has been changes over the years with regard to your relationship with and activity within the community.

3. Is there a community advisory committee to the gerontology instructional program? If so, how are members appointed? What is the committee’s function?

4. Does your program provide or help to plan special events such as conferences, workshops, and lectures? If so, provide details.

5. Are continuing education and/or community service programs offered? If yes, provide information on this and address in what ways are those programs consistent with the goals of the instructional program?

6. To what extent has the community been involved in providing feedback to the program?

**Part II ** **Self-Evaluation**

In this section you are asked to present your reflections on the fit of your program’s operations with its goals. Whenever appropriate, refer to local context to explain the ways in which the gerontology program adheres to or departs from either the AGHE Standards and Guidelines for Gerontology and Geriatrics Programs, Sixth Edition (2015) or the AGHE Gerontology Competencies for Undergraduate and Graduate Education © (2014). For points of departure, a rationale must be stated ensuring that the gerontology program is attending to key educational components.

A. **Components of the Instructional Program**

1. What are the goals of the program?

   a. What are the program’s learning outcome goals for students? What should students know and be able to do when they complete the program?
   
   b. In what ways are those goals consistent with the mission of your academic institution?
   
   c. Your program should have an assessment plan for determining whether program goals have been met. What criteria are used to assess program quality? What progress, if any, has been made using the results of past assessment? Please attach this plan as an addendum to this application form and include assessment data from the past 2-3 years.
   
   d. What role does the faculty have in contributing to curriculum construction, implementation and assessment?
   
   e. How successful has the program been in reaching those goals? Which goals have been met? Which have not?
   
   f. In what way, if any, do the goals need to be changed?

2. Describe the curriculum (attach sheets from the institutional catalog and curriculum materials in the appendices to this application form or a link to the
a. How is the core content of gerontology covered that is in line with AGHE Standards and Guidelines (2015) or AGHE Gerontology Competencies (2014)?

b. Does the curricular structure of the program deviate from the structure recommended by either of the above listed AGHE Documents? If so, please explain how the program deviates and the rationale for doing so. How does this affect the quality of education received by students?

c. If course based, indicate the title, level, course objectives, and, if applicable, its link to another department(s). (Note: For programs that have designed learning activities not reliant on course structure that are competency-based, provide the structure for the gerontology curriculum and adapt questions 2.d. and 2.e. accordingly)

d. Is there a clear sequencing of courses within the gerontology curriculum? Please explain. If there is not a clear sequencing, explain why this is so and the rationale for this curricular structure.

e. Is there specialization within the program? If so, how are specializations covered within the curriculum?

3. Is a practicum or field placement required? (If not, proceed to No. 4 below.)

a. In what ways is the practicum requirement consistent with the objectives of the program?

b. How many contact hours are required?

c. How are students supervised and evaluated?

d. Have your practica or field placements been successful? How is this “success” measured?

e. What have been the benefits for students? For community agencies?

4. If a practicum or field placement is not required, why not?

5. Are there opportunities beyond the field placement or practicum for students to interact with older people (e.g., service-learning) within the community as a part of the regular curriculum? Is such interaction an important part of your program?

B. Faculty

1. Is the number of full-time faculty members adequate to meet the needs of your program? Is the current mode of staffing (i.e., balance of full-time to part-time, tenure-line to adjunct, etc.) appropriate and desirable?

2. Does the faculty have the appropriate preparation to teach the gerontology courses offered in your program?

a. What types of faculty development opportunities/programs are in place?

b. Who controls the resources used for faculty development?
3. Is there a faculty advisory committee? If so, how are members of the committee appointed or elected, and what is their authority?

C. Students and Student Services

1. Is there an organization on campus specifically for students in the gerontology program to socialize students into the field of gerontology, integrate them into the larger community, and give them a sense of cohesion?
   a. What type of organization is this (e.g., social, service)?
   b. In what activities does the organization participate on a regular basis?
   c. How do the activities of the organization relate to the overall objectives of the program? Of the college/university?
   d. How is the organization supervised? Is there a faculty member assigned to advise the organization? Are there officers or a leadership structure within the organization?

2. How is student satisfaction with gerontology instruction and the program measured?
   a. Is there a regular survey of students graduating from the program and, if so, how frequently is it taken? How is that survey conducted and what types of questions are asked? If a survey is conducted, it may be attached to the application as an addendum.
   b. Please describe any other mechanisms used to elicit student feedback about the program.
   c. In what areas of the program are students satisfied? Dissatisfied?
   d. Have there been changes in the level of satisfaction over the years?
      NOTE: Include survey outcomes for at least the past 2-3 years.

3. How many students leave the gerontology program without graduating? Are exit interviews conducted with these students? Why do students leave the program?

4. What percentage of the program’s graduates are employed in the field? Has this percentage been increasing, decreasing, or staying about the same? What types of jobs do the graduates have? How often are graduates of the program surveyed in terms of job placement? (This information may be best presented in a table)

Please save all materials as one PDF file except syllabi and CVs should be saved in 2 separate pdf files; therefore submitting 3 pdf files for the POM review.

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