

Meeting Hawaii's Workforce Need for Gerontology Education at Kapiolani:

Interpretations & Strategic Planning
Recommendations from Trends, Literature Review
& Surveys

Kupuna Education Center
Kapiolani Community College
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Meeting Hawaii's Workforce Need for Gerontology Education at Kapiolani: Interpretations & Recommendations of Trends, Literature Review & Surveys

In this report, our Center attempts to address the issue of gerontological education at Kapiolani Community College (KCC) to advise the college related to its strategic planning. While KCC has taken a lead role in better planning for gerontological education over 5 year ago, the issue is becoming increasingly pressing today (Kapiolani Community College, 2003). This report describes work conducted from August 2007 to May 2008 by the Kupuna Education Center (KEC) with assistance from a graduate student and a KCC Faculty Advisory Group (see Appendix A). The research was initiated by the KEC due to the desire to better understand the educational needs of the population with regard to the issues of aging and to ascertain what role KCC could play in providing this education. The role of gerontological education provides background, a literature review, a summary of the findings as well as recommendations to the administration regarding gerontological education at KCC.

Background and Literature Review

The rapid growth of Hawaii's senior population has clear workforce development implications for higher education particularly Hawaii's seven community colleges. As a consequence, the Hawaii State Legislature provided permanent funding to establish the Kupuna Education Center from 2007. As KCC plays an important role in educating the workforce of the State of Hawaii, the KEC set out to investigate the necessity and feasibility of adding additional gerontology education to the KCC curriculum in response to the rapid aging of our society. Currently, while there may be a number of aging related courses, KCC offers only one course that specifically addresses gerontological issues through the "Sociology of Aging".

The Hawaii State Plan on Aging 2008-2011 identified six major issue areas for the state to concentrate on. The plan suggests that Hawaii needs to prepare its infrastructure for its aging society to include providing for their economic well-being, improving our workforce infrastructures; providing access to information and services for older adults and caregivers; supporting active and healthy aging; supporting family caregivers; creating more options for home and community based services and protecting elder rights. In terms of workforce infrastructure, the lack of available workers to care for the elderly as well as the need for professional staff with backgrounds in gerontology and geriatrics are noted. The report warns "Hawaii needs to be prepared for its aging society" (State of Hawaii Department of Health, 2007).

In 2005, there were 174,538 people aged 65+ which represented 13.7% of the total population in the state and represents a 16.8% increase since 1995 (U.S. Administration on Aging, 2006). This age group is anticipated to grow to 21% of the state population by 2030. Between 1990 and 2006, the number of elderly aged 75+ increased 41% nationally compared to a 106% increase in Hawaii (Health Trends, n.d.). In 2006, there were 26, 888 Hawaii residents aged 85+ which represented approximately 2% of the state's population (U.S. Census Bureau, 2006). The 85+ population is projected to be 3.3% of the state's population by 2030 (U.S. Census Bureau, 2005).

Along with the shift in the age demographic, patterns of work and retirement are changing and new economic and workforce issues are arising. There will be an increased need for age-specific services. To meet the growing demands of an aging population, research supports the need for more education in gerontology and cultural competence across all disciplines (Krisberg, 2005). With the growing demand for workers to provide goods and services to the aging population, a niche market is emerging for this type of education (Wiener, 2007). Community colleges are uniquely positioned to capitalize on this market.

Linda Wiener reported in her article, *Careers in Aging – A Booming Industry*, that while there is a declining enrollment in community college credit-based gerontology programs, “the private sector professional certifications are becoming more popular and gaining industry status and client confidence”. She quoted a statement from an article from the academic journal *Distance Learning Administration* stating that when workers are seeking education options they should consider that “Certification is becoming more preferable to employers than a degree” (Wiener, 2006). Wiener (2007) in an AARP Occasional Paper, *The Role of Community Colleges in an Aging Society*, also noted that 35 community colleges were identified as having gerontology programs but that seventeen schools had discontinued or temporarily suspended their programs due to low enrollment. Reasons for program declines included; departure of key staff; lack of faculty, courses, and institutional support; transfer of gerontological content from a discrete program into other related programs; the perception that the programs are not multidisciplinary gerontology programs applicable to a number of career interests; and lack of acceptance of the reality of aging and the aging population (Wiener, 2007). On the other hand, Wilber (2005) reported that of 3,000 colleges and universities in the country, 500 currently offered one or more courses in gerontology. She added that while some such programs have been discontinued, four times as many have thrived.

Of note, was the apparent discrepancy between the documented need for additional gerontology education and the reported decline not only of programs offering gerontology programs and certificates, but also of individuals interested in enrolling in such programs. What is driving these contradictory trends? How do the community colleges proceed in providing this type of education in such a way to meet the needs of the community and for it to be economically feasible and sustainable? In looking at the reasons for diminishing enrollment in community college gerontology programs cited above, it appears that community colleges would benefit from dialogue with one another with regard to what types of programs are sustainable. Partnering with successful programs would be helpful in starting or modifying gerontology programs. Methods to interest students in fields of Gerontology should also be incorporated. Wiener (2007) provides examples of successful program models and reports that Portland Community College suggested the formation of a National Network of Gerontology Programs of Excellence, particularly on the community college level. Establishing such a network would be extremely useful in maintaining and increasing Gerontology programs. The KEC staff remains in communication with Ms. Wiener, Portland Community College and the Association of Gerontology in Higher Education’s Community College Task Force regarding this issue.

The research literature points out that nationally, the number of jobs in gerontology related fields will increase more than 36 percent by 2012. Service providing industries are projected to account for 20.8 million of the 21.6 million new jobs generated between the years 2002-2012 (U.S. Department of Labor Bureau of Labor Statistics, 2006). Professionals with skills and knowledge related to gerontology will be needed to deal with the complex issues emerging from the aging population (Wilber, 2005). Employers from business, housing, finance, insurance, accounting, real estate, fitness, health education, elder law and many other services are seeing the need for and advantages of educating their ranks on the specifics of working with an aging population (Wiener, n.d.). For this reason, it was imperative for the KEC to better understand what is happening in the area of gerontology “certifications” offered by many occupational and professional organizations.

In reviewing the literature regarding growing and maintaining a workforce equipped to provide the services required of an aging population, several themes emerged.

1. Academic credit-based gerontology programs have had mixed results with student enrollment and interest. On the other hand, there has been a significant growth of certification programs offered by professional organizations and businesses with relatively short and targeted non-credit training.
2. Population aging will have very large workforce implications that community colleges are well positioned to address.
3. Every business dealing with the elderly population could benefit from increased training in gerontology to update their current workers skills in working, to retain older workers and to better relate to older customers.
4. Every business will also need to expand the labor pool of newly hired workers who are better aware of the aging of their customer base.

With this background, the Kupuna Education Center under the advisement of its Faculty Advisory Group conducted a number of specific studies to better understand what is happening among community colleges in the U.S. and Hawaii’s businesses.

Research

This section reports on three (3) specific studies that the Kupuna Education Center completed in 2008. The first is an intensive online review of gerontology programs in higher education with an emphasis on community colleges. On occasion, this search was complemented with telephone or email discussions with program directors. The second study was a review of professional organizations providing certifications as well as a review of gerontology-related jobs and the third study was a survey of employers in Hawaii. What is presented here is just a brief synopsis of our findings.

Study 1 – Survey of Gerontology Programs in Higher Education Today: On-line searches were conducted to further investigate what types of gerontology education are being provided by universities, colleges, and community colleges. An initial online search for gerontology programs at universities, colleges and community colleges netted

349 schools offering some form of geriatric education to include degree programs, certificates, and on-line offerings as well as continuing education. It was decided to focus on community colleges, therefore the school websites of each of the 49 identified community colleges were explored to find out the details of the schools' programs (see Appendix B). The information was analyzed to identify what type of "model" or "method of delivery" was used in that particular school to provide the gerontology education. This information was analyzed and summarized (see Appendix C). These analyses subsequently lead to their classification into four approaches or models:

1. Credit courses leading to certification or certificate 63%
2. Non-credit courses leading to certificate 35%
3. Credit courses leading to a degree 33%
4. Credit course offered in gerontology but no gerontology program 8%

Some schools used more than one model (see Appendix D).

Study 2 –Certification by National Professional Organizations: It was noted in the literature review that many occupations were beginning to see the need for gerontology-related education for their members and were providing this education through their professional organizations. These certifications were reported to be preferable to employers over a degree. An on-line search for professional organizations providing "certification" in gerontology to their organizations' members netted 33 organizations (see Appendix E). The websites of these organizations were extensively reviewed and information regarding what is required for one to become "certified", the number of Continuing Education Units (CEUs) required to maintain certification (if any) was obtained and summarized (see Appendix F). Three "models" of certification were identified (See Appendix G):

1. Education + Experience + Examination 61%
2. Education + Exam 24%
3. Education only 15%

In addition, if the information was not available on the website, the professional organizations were contacted via email to find out how many "certified" individuals in that organization resided in Hawaii (see Appendix H). This was done to explore the option of providing CEUs to those certified individuals in Hawaii as a way to maintain their certification. A total of 1,386 individuals "certified" in aging/gerontology were identified by these organizations as living in Hawaii. These are individuals who could potentially take CEU offerings at KCC if they were available.

The search for gerontology related jobs netted over 100 different jobs. A binder of information on these jobs was created for use at KCC that describes each job, the requirements of the worker, and the outlook for future employment. This binder will be used to assist students in exploring whether a job in a gerontology field is right for them. These are also listed on the Kupuna Education Center's website (http://www.kupunaeducation.com/ger_resources_101.htm).

Study 3 – Hawaii Employer Survey: An employer survey was developed as suggested by the Faculty Advisory Group. The survey was created to assist the KEC in soliciting the employer’s perspective on the value of specialty training in aging/gerontology (see Appendix I). Employers were selected from various occupations such as hospitals, nursing homes, home care, social services, assisted living, day health care, case management and physical therapy. Twenty-one surveys were completed from a list of 75 employers (28%). A Survey summary was prepared and presented to the Advisory Group (see Appendix J). All the organizations felt their employees could use more information and knowledge, and/or training about issues on aging. More than half felt their employees lacked the necessary skills to care for the elderly and all would support their employees obtaining a Gerontology Certificate if offered at KCC. All surveyed agreed to further contact or to participate in a focus group if need be.

Summary

Upon reviewing all the data gleaned from the literature review, online searches, and the employer survey, it was determined that providing additional gerontology education at KCC is both necessary and feasible. After discussion with the KCC Advisory Group, it became apparent that providing this education through the continuing education avenue would be the quickest and most efficient way to begin adding gerontology education into the curriculum at KCC. Four options for adding the curriculum were identified (see Appendix K):

1. Use Ed2go Online “Certificate in Gerontology”
2. Use the Kennesaw State University’s Certificate in Gerontology model
3. Use a model similar to Kennesaw State University model but each topic could be a “self-contained module” providing a certificate of completion after each module and if all modules completed, then award a Certificate in Aging
4. Develop an original KCC non-Credit Certificate in Aging based on aspects of the above models

Members of the KCC Advisory Group also discussed how gerontology education could at some point, be infused throughout all the programs such as in exercise science, culinary arts, nursing, health science, business education and others.

The primary option discussed with the KCC Faculty Advisory Group was the development of a KCC Certificate in Aging (see Appendix L) that could double as a continuing education opportunity for a wide-range of professionals from a myriad of backgrounds in need of CEUs to maintain their geriatric certification in their given field. A certificate program would provide an opportunity for those already working with the aging population and who perhaps do not belong to an organization that offers certification in gerontology, or who prefer a shorter program than a college degree to become certified. For those needing CEUs to maintain a geriatric certification, it would allow for a convenient way to do so as the modules could be taken as “stand alone modules” for CEUs. This would also create a multidisciplinary networking opportunity for all the participants. Having people from varied backgrounds and careers would add depth and breadth to the experience. This option was based on aspects of the Kennesaw

State University model. After much discussion, it was decided to pursue this option or a variation of it via the continuing education route. The classes could be face to face or online or a combination of both. At some point, the program could be moved into the credit curriculum after further review.

Recommendations

1. Discuss with KCC administration the next steps for adding gerontology education into the credit and/or non-credit, face to face or online course offerings and to identify ways of involving other departments within the college in the process. Review the interest level and opportunities with at least two departments or programs in the next 12 months.
2. Add a non-credit Certificate in Aging into the KCC curriculum. Recommend the establishment of a multi-course/multi-module approach to obtain a Certificate in Aging from KCC.
3. Approach professional organizations for authorization to provide CEUs for individuals requiring them to maintain their geriatric certifications. Develop a plan to provide CEUs via face to face or online gerontology-related courses at KCC.

Update - KCC's First Online Gerontology Course Begins

An online continuing education Introductory Course in Gerontology is being piloted and is slated to begin from March 30, 2009. Funding for its development was possible with Perkins grant funding obtained by KCC in 2008. The course will be taught by Mara Kent-Struch, Ph.D, Instructor in Gerontology and Fellow of the Association of Gerontology in Higher Education (AGHE) with over 18 years of teaching and clinical nursing experience. The course offered via Lulima, covers 6 modules over 8 weeks. A Certificate of Professional Development will be presented to those who successfully pass the tests for all modules with at least a 75 percent score. Topics include the Aging Population, Ageism, Characteristics of older adults, Distinction between normal physical and psychological aging and disease processes, Death and Dying, and an Overview of major policies and programs affecting the older adult and their caregivers. The course is intended for those who work with the elderly in all settings and for those who wish to gain a better understanding of aging related issues. Marketing for the class started from March 1 and by March 25, the class will close with 30 students even though it was originally capped at 25. Students who are enrolling are mainly from Oahu but are also from Kauai, Maui, the Big Island and Palau. Almost everyone is professionally employed in the field but with little or no formal training in gerontology.

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Appendix A

Faculty Advisory Group KCC Kupuna Education Center Spring 2008

Name	Title	Dept.
Doug Crowell	Instructor	Math & Sciences
Bob Franco	Director	Planning and Grants
Susan Jaworowski	Program Director	Legal Education
May Kealoha	Chair	Nursing
Neghin Modavi	Professor	Social Sciences/
Dale Nakasone	Faculty	Business Education
Trude Pang	Professor	Community Relations/ Workforce Development
Jill Wakabayashi	Assistant Professor	Physical Therapist Asst Program
Carol Paul-Watanabe	Professor	Occupational Therapy Asst Program
Daniel Leung	Educational Specialist	Culinary Arts Continuing Education

Kupuna Education Center Staff:

Cullen Hayashida, Long-term Care Coordinator
 Toni Hathaway, Education Coordinator
 Leah Ching, Office Assistant
 Deldrien "Manu" Maunupau, Part-time Instructor
 Ann Low, PT, MCSP, Part-time Instructor
 Mara Kent-Skruch, Ph.D., Part-time Instructor
 Emelyn Kim, MS, Part-time Instructor
 Mary Osorio, BA, Part-time Instructor
 Penelope Hill, RN, Part-time Instructor
 Henry Uyehara, Volunteer
 Linda Kim, RN, MS, Research Assistant

Appendix B

Community Colleges Gerontology Programs (Detail)

Community Colleges offering Gerontology Certificates and/or Degrees including online offerings. (49)

American River College (Los Rios Community College District) (CA)

<http://web.arc.losrios.edu/~gero/>

- Credit courses – most offered as credit/no credit only. Online and face to face classes.
- AGHE program of Merit
- **AA Degree in Gerontology** (39 units of gerontology plus other school courses)
- **Certificate in Gerontology** (39 units)
- **Physical Therapy Aid** (Training program – 9 weeks of day time classes)
- **Social Service Designee** (Certificate Program - One semester of Saturday classes 4 units)
- **Activity Coordinator** (Certificate Program 6.5 units)
- **CEU's** (For RN, LVN, CNA, RCFE Administrator (Residential Care for the Elderly) (Each module is 9 school hours or 450 minutes. \$13.00 per module. Each module is a multi-disciplinary study of specific topics in gerontology)
- List of classes with course descriptions is available online

Ann Arundel Community College (MD)

<http://www.aacc.edu/agingstudies/default.cfm>

- Credit courses (offered online and face to face)
- **AS in Gerontology** (64 credits)
- **Certificate in Gerontology** (21-22 credits)
- **Letter of Recognition in Gerontology** (9 credits)
- List of classes with course descriptions is available online

Asnuntuck Community College (CT)

<http://www.acc.comnet.edu/academicprograms/GerontologyCertificate.htm>

- Credit courses
- **Gerontology Certificate** (27-28 credits)
- List of classes with course descriptions is available online (course catalog)

Cape Cod Community College (MA)

http://www.capecod.edu/web/werc/new_offerings

- **Gerontology Credit Courses** (3) are offered but there is no credit-based certificate, minor, or major in Gerontology.
- **Gerontology Certificate** is offered as a non-credit series of 10 sessions. If the participant takes 8 of the 10 sessions, they are awarded a certificate. Sessions can be taken as a total series (10 sessions for \$329.00 or taken individually for \$49 each. Sessions are face to face only on Wednesday evenings from 4-6:30).
- List of classes and session topics with course descriptions is available online

Cayuga Community College Continuing Education (NY)

[http://www.ed2go.com/cgi-](http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=cayuga&course=all&title=Certificate%20in%20Gerontology&path=1)

[bin/oic3/newcrsdes.cgi?name=cayuga&course=all&title=Certificate%20in%20Gerontology&path=1](http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=cayuga&course=all&title=Certificate%20in%20Gerontology&path=1)

- Ed2Go affiliated Noncredit courses offered by the Continuing Education Department
- Allegra Learning Solutions
- May also be used for CEU's
- **Certificate in Gerontology** (40 contact hours – 10 courses must be completed within 6 weeks of start date - \$199.00)
- **Assisting Aging Parents** (\$99.00)
- List of courses (but not course descriptions) is available online

Central Piedmont Community College (NC)

http://www1.cpcc.edu/nursing_human_services/gerontology/

- Credit courses
- **Certificate in Aging Studies** (100 classroom hours and 40 hours internship)
- **Assisted Living Administrator Training** (must have 30 college credits and 2 years experience as a supervisor in assisted living or have 60 college credits in order to attend this training. 75 classroom hours and 140 hours internship, \$77.50)
- **Health Care Activities Director Training** (60 classroom hours, \$60.00)
- List of courses and course descriptions available online but not for the certificate of aging studies even though the website says that material will be available in May 2005.

Chaffey Community College (CA)

http://www.chaffey.edu/gero/gero_brochure.pdf

<http://www.chaffey.edu/gero/majorreq.shtml>

- Credit courses (Online and face to face classes are offered)
- **AS Degree in Gerontology** (25-28 units of gerontology plus other school courses)
- **Gerontology Certificate** (25-28 units of gerontology)
- **Community Caregiver Certificate** (6-16.5 units – depends if applicant is already a CNA or Home Health Aide)
- List of classes with course descriptions is available online (in course catalog)

Clackamas Community College (OR)

http://www2.clackamas.edu/pathways/PathwayMaps/Gerontology_Pathway.pdf

- Credit courses (face to face only?)
- **Gerontology Certificate of Completion** (50-53 Credits)
- **Gerontology Specialist Certificate of Completion** (23 credits – must have prior degree to apply for this program)
- Gerontology Certificate of Completion can serve as first year of two year program leading to AAS Degree in Human Services
- List of classes with course descriptions is available online (in course catalog)

Coastline Community College (CA) (Website being updated – check back later)

<http://www.coastline.edu/documents/Gerobchr2007.pdf>

<http://www.coastline.edu/departments.cfm?LinkID=535>

- Credit courses (Online and face to face classes are offered)
- **AA Degree in Gerontology**
- **Certificate of Completion Gerontology**
- **Certificate of Achievement Gerontology** (21 units)

- Recently received a \$10,000 grant to develop materials for a new course “Aging in a Multicultural Society and to deliver training to staff and volunteers in 3 senior centers

Community College of Philadelphia (PA)

http://www.ccp.edu/site/academic/degrees/social_gerontology.php

- Credit courses (face to face only?)
- **Social Gerontology Certificate** (30 credit hours and must be taken in conjunction with a degree program in the Human Services/Behavioral Health curriculum)

Cuyahoga Community College (OH)

<http://www.tri-c.cc.oh.us/cai/>

<http://www.positiveaging.info/>

- CEU’s for Gerontology Professionals run by the CCC center for aging initiatives and the Corporate College. They are noncredit courses and are online.
- List of classes with course descriptions is available online (very nice course offerings including cultural change and cultural competency)

- Noncredit courses offered by the Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$199.00, must be completed within 6 weeks of the start date) - May also be used for CEU’s
- **Death & Dying** (3 contact hours \$39.00)
- List of courses (but not course descriptions) is available online

Danville Area Community College (IL)

http://www.dacc.edu/cce/comm_geriatrics.php

- Offered through the Corporate and Community Education Department (noncredit). A series of 6 classes. Must attend at least 5 to obtain the gerontology certificate
- **Multidisciplinary Certificate Program in Geriatrics for Non-Physicians**
- Classes and course content not available online

Des Moines Area Community College (IA)

<http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=dmacc.online&course=all&title=Certificate^in^Gerontology&departmentnum=HC>

- Credit Courses
- **Gerontology Specialist Certificate** (8 one- credit courses online with face to face seminars offered over a two-semester period to a cohort group).
- List of courses available online (course catalog page 91)

- Non credit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$189.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Death and Dying Course** (3 contact hours \$45.00)
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$89.00)
- List of courses (but not course descriptions) is available online

Eastfield College (Dallas County Community College District) (TX)

<http://www.eastfieldcollege.edu/sshs/gerontology/>

- Credit courses online and face to face
- **Level 1 Certificate in Gerontology** (25 semester hours)
- Offered online only (?)
- List of classes with course descriptions is available online

Edmunds Community College (WA)

<http://www.edcc.edu/requirements/current/336C.pdf>

- Credit Courses
- **Social and Human Services Gerontology Specialization Certificate** (44 credits)
- List of classes with course descriptions is available online

Elgin Community College (IL)

<http://www.elgin.edu/noncreditclasses.aspx?Category=AGING>

- Non credit courses offered through Continuing Education Department

- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$189.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$99.00)
- **Death and Dying Course** (3 contact hours \$45.00)
- List of courses (but not course descriptions) is available online

Flathead Valley Community College (MT)

<http://www.fvcc.edu/pdfs/AcademicPrograms06-07/GerontologyCert.pdf>

- Credit Courses
- **Gerontology Certificate** (16 credits)
- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$189.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$79.00)
- List of courses (but not course descriptions) is available online

Frederick Community College (MD)

<http://www.frederick.edu/collegenews/newsinfo.cfm?newsID=129>

- Credit courses
- **Gerontology Certificate** (23 credits)
- **Gerontology Letter of Recognition** (9 credits)
- List of classes with course descriptions is available online (course catalog)
- Noncredit courses offered through Continuing Education Department
- **Gerontology Certificate** (90 class hours)
- **RN Case Manager/Delegating Nurse Training for Assisted Living** (\$150.00, 16 hours)
- **Medication Technician Training for Assisted Living** (\$150.00, 20 hours)
- List of classes with course descriptions is available online (course catalog)

Gateway Community College (CT)

<http://www.gwctc.commnet.edu/academics.aspx?id=272>

<http://www.gwctc.commnet.edu/academics.aspx?id=232>

- Credit courses
- **AS Degree Human Services – Gerontology Option** (60 credits)
- List of classes with course descriptions is available online
- Credit courses offered through Continuing Education Department. May also be used for CEU's
- **Gerontology Certificate** (15 credits)
- List of classes with course descriptions is available online (course catalog)

Genesee Community College

<http://www.genesee.edu/academics/programs/Human/Gerontology/>

- Credit courses
- **AAS Human Services with a concentration in Gerontology** (62 credits)
- **Gerontology Certificate** (can be completed in 2 full- time semesters and may be taken separately or as part of the AAS in Human Services).

Grand Rapids Community College (MI)

<http://web.grcc.cc.mi.us/Pr/olc/2005/GerontologyCertificateProgramBrochure.pdf>

<http://www.grcc.edu/>

- Credit courses
- Older Learner Center
- **Gerontology Certificate** (32 credits)
- **Non-credit Gerontology Certificate (2008)**
- List of courses with course descriptions available online (catalog)

Harford Community College (MD)

[http://www.ed2go.com/cgi-](http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=harford&course=all&title=Certificate%20in%20Gerontology&path=1)

[bin/oic3/newcrsdes.cgi?name=harford&course=all&title=Certificate%20in%20Gerontology&path=1](http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=harford&course=all&title=Certificate%20in%20Gerontology&path=1)

- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$199.00, must be completed within 6 weeks of the start date) – May also be used for CEU's
- List of courses (but not course descriptions) is available online

Harrisburg Area Community College (PA)

<http://www.hacc.edu/index.cfm?fuseaction=healthCareers.Programs%20Offered&id=895>

- These two programs can be taken credit or noncredit
- **Gerontology Certificate** (30 credits)
- **Gerontology Diploma** (17 credits sequenced in two semesters of evening classes)
- List of classes with course descriptions is available online (course catalog)
- Courses offered through Continuing Education Department
- Gerontology classes that can be taken for CEU's or for credit or noncredit
- List of courses with course descriptions available online

Hostos Community College (NY)

<http://www.hostos.cuny.edu/oaa/PDF/Gerontology.pdf>

- Credit courses
- **AAS in Gerontology** (60 credits total, 15 credits gerontology)
- List of courses with course descriptions available online

Houston Community College

<http://www.hccs.edu/portal/site/hcc/menuitem.86ce197ae5ecd217d3ef7510d07401ca/?vgnextoid=2e87773138e35110VgnVCM100000054710acRCRD&vgnextfmt=default>

- Face to face noncredit courses offered through Continuing Education Department
- **Gerontology** (60 hours or “fast tract” 24 hours)
- **Geriatric Technician** (48 hours – course for CNA’s)
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$199.00, must be completed within 6 weeks of the start date) – May also be used for CEU’s
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$94.00)
- List of courses (but not course descriptions) is available online

Ivy Tech Community College (IN)

<http://www.ed2go.com/cgi-bin/oic3/newcrsdes.cgi?name=ivytechfw&course=all&title=Certificate^in^Gerontology&departmentnum=HC&path=1>

- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$173.00, must be completed within 6 weeks of the start date) – May also be used for CEU’s
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$90.00)
- List of courses (but not course descriptions) is available online

Johnson County Community College (KS)

<http://www.jccc.net/home/catalog.php/current/toccecert/CEGERON>

- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (56 contact hours, 4 core courses and 4 electives \$330.00, must be completed within 6 weeks of the start date) – May also be used for CEU’s
- List of courses (but not course descriptions) is available online
- **Note:** This school advertises the class differently than the others – makes it look more like their own school’s program and the cost is significantly higher. I’m not sure what is different about it. It looks the same in terms of the course titles with the exception being “Spirituality and Aging” is being offered but not “Aging and Disorders of Communication”. Also you only have to take 8 classes as opposed to the others that say you need to take 10. They advertise 56 contact hours and the others advertise it as 40 contact hours.

Kapiolani Community College (HI)

<http://www.kcc.hawaii.edu>

- Credit Course (Sociology of Aging)

- Kupuna (Elder) Education Center developing paraprofessional family caregiver and active retiree training focusing primarily on continuing education courses.
- On-line continuing education course “Introduction to Gerontology” beginning March 2009

Kellogg Community College (MI)

<http://www.kellogg.edu/curricula/humanserv.html>

- Credit courses
- **AAS Human Services with Certificate in Gerontology** (21-22 General education credits, 9 core courses and 9 gerontology credits)
- **Certificate in Gerontology** (30)
- List of courses with course descriptions available online

Lansing Community College (MI)

http://www.lcc.edu/health/human_services/

http://www.lcc.edu/schedule/spring_2008/ce_courses.htm

- Credit courses
- **Aging Studies – Certificate of Completion** (13 credits. Can be taken alone or as part of the Associates Degree in Human Services)
- Credit courses offered through Continuing Education Department (may be used as CEU’s)
- **Gerontology Courses**
- List of courses with course descriptions available online

Manchester Community College (CT)

<http://www.mctc.commnet.edu/academic/cert/gero.php>

<http://www.mcc.commnet.edu/academic/course.php#GREN>

- Credit courses offered face to face
- **Gerontology Certificate** (30 credits)
- List of courses with course descriptions available online
- Credit courses offered through Continuing Education Department
- **Gerontology Courses**
- List of courses with course descriptions available online
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$104.00)
- List of courses (but not course descriptions) is available online

Maricopa Community College (10 College System) – (AZ)

<http://www.pc.maricopa.edu/index.php?page=29&subpage=651&sublink=10825&mod=certs>

- Credit courses offered face to face
- **AAS Gerontology** (61 credits)
- **Gerontology Certificate – Gerontology Foundations** (12 credits)

- **Gerontology Certificate – Eldercare** (21 credits)
- **Gerontology Certificate – Program Development** (21 credits)
- **Gerontology Certificate – Aging Services Management** (21 credits)
- **Gerontology Certificate – Generalist** (21 credits)
- **Gerontology Classes** (can be taken separately)
- List of courses with course descriptions available online
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$99.00)
- List of courses (but not course descriptions) is available online

Monroe County Community College (MI)

http://www.monroeccc.edu/health_sciences/gerontology.htm

- Credit courses
- **Gerontology Certificate** (15 credits)
- List of courses with course descriptions available online
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offering
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$79.00)
- List of courses (but not course descriptions) is available online

Montgomery County Community College (PA)

<http://www.mc3.edu/aa/career/programs/cg.html>

- Credit courses
- **AAS Human Services Gerontology Option** (68 credits)
- **Gerontology Certificate** (33 credits)
- List of courses with course descriptions available online
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offering
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$99.00)
- List of courses (but not course descriptions) is available online

Naugatuck Valley Community College (CT)

<http://www.nvctc.commnet.edu/pdf/catalog0708/catalog0708.pdf#page=134>

- Credit courses
- **Gerontology Certificate** (30 credits)
- List of courses with course descriptions available online (catalog)
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offering
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$89.00)

- **Death and Dying Course** (3 contact hours \$89.00)
- List of courses (but not course descriptions) is available online

North Shore Community College (MA)

<http://www.northshore.edu/programs/pos.php?code=HV&postype=cert&creditInd=Y&title=Gerontology/Activities%20Specialist&term=200709>

- Credit courses
- **AS Degree Gerontology/Social Welfare** (60 credits)
- **Certificate – Gerontology/Activities Specialist** (27 credits)
- **Certificate – Gerontology** (27 credits)
- Online noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offering
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks 91.00)
- List of courses (but not course descriptions) is available online

Northwestern Connecticut Community College (CT)

<http://www.nwctc.commnet.edu/courses/humanserviceselder.htm>

- Credit courses
- **AS Degree Human Services - Elder Studies Option** (66-67 credits)
- List of courses with course descriptions available online (catalog)

Norwalk Community College

<http://www.nctc.commnet.edu/default.asp>

- Credit courses
- **Gerontology courses** but no certificates, major or minor
- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$188.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$110.00)
- **Death and Dying Course** (3 contact hours \$60.00)
- List of courses (but not course descriptions) is available online

Oakland Community College (MI)

<http://www.oaklandcc.edu/FutureStudents/DegreePrograms.asp>

- Credit courses
- **AS Degree Gerontology**
- Note: Website is terrible. Can't find any specific info on it other than a list of degrees offered.

Pima Community College (AZ)

<http://www.pima.edu/program/sociology/>

- Credit course

- Social Gerontology (just 1 course)

Portland Community College (OR)

<http://www.pcc.edu/programs/gerontology/>

- Credit courses online and face to face
- **AAS Gerontology** (90 credits)
- **Gerontology One Year Certificate** (47 credits, will satisfy first year of work for AAS Gerontology Degree)
- **Activity Professional Certificates of Completion (pending state approval)**
 - **Gerontology Activity Assistant** (23 credits)
 - **Gerontology Activity Director** (35 credits)
 - **Gerontology Activity Consultant** (20 credits and must have bachelor's or master's degree)
- List of courses with course descriptions available online

Saint Louis Community College (MO)

<http://www.stlcc.edu/fp/programs/gerontology.html>

- Credit courses
- **Gerontology Certificate of Specialization** (15 or 18 credits as there is discrepancy within the website on number of credits)

Sandhills Community College (NC)

<http://www.sandhills.edu/degrees-programs/social-services/human-services-technology.html>

- Credit courses
- **Gerontology Course** offered as part of AAS Human Services Technology
- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$150.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Assisting Aging Parents Course**(12 lessons online - 2 per week for 6 weeks \$60.00)
- **Death and Dying Course** (3 contact hours \$25.00)
- List of courses (but not course descriptions) is available online

Shelton State Community College (AL)

<http://www.sheltonstate.edu/content.aspx?PageID=215>

- Credit courses
- **Gerontological Services Certificate** (14 semester hours – all through independent study)

Spokane Falls Community College (WA)

<http://www.spokanefalls.edu/TechProf/HumanServices/Gerontology.aspx>

- Credit courses

- **AAS Gerontology Paraprofessional** (90-92 credits)
- **Gerontology Paraprofessional Certificate** (48 credits – must have another degree (BA, BS, MSW, etc)

Springfield Technical Community College (MA)

<http://www.stcc.edu/>

- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (40 contact hours, 10 courses \$198.00, must be completed within 6 weeks of the start date) - May also be used for CEU's
- **Death and Dying Course** (3 contact hours \$29.00)
- List of courses (but not course descriptions) is available online

Tacoma Community College (WA)

<http://www.tacomacc.edu/continuingeducation/contractcustomizedtraining/areasofexpertise.aspx>

- The website lists a certificate of Gerontology in their continuing education program but no further information about it.

Warren County Community College (NJ)

<http://www.warren.edu/portal/home/detail.asp?iData=718>

- Noncredit courses offered through Continuing Education Department
- Allegra Learning Solutions online offerings
- **Certificate in Gerontology** (could not find details such as cost as links were missing)

Wayne County Community College (MI)

http://www.wcccd.edu/academic_programs/view_program.asp?id=50

- Credit courses
- **AAS Gerontology** (63 credits)

Yavapai Community College (AZ)

<http://www2.yc.edu/webtools/apps/academics/?dept=GRN>

- Credit courses
- **Applied Gerontology Certificate** (17 credits)

Appendix C

Community Colleges Gerontology Programs Summary

Out of 49 Community Colleges:

Program Model and (number of colleges using that model)

(Schools may be counted more than once if they have more than one type of program)

1. Credit programs leading to an AA, AAS, or AS degree (16)
2. Credit courses leading to Certification or Certificate (28)
3. Credit courses leading to something other than a Certification or Certificate (3)
4. Credit courses offered but do not lead to degree or certification (4)
5. Non-credit courses leading to Certification or Certificate (4)
6. Non-credit courses online via Ed2go (Allegra Learning Solutions) leading to Certificate in Gerontology offered through Continuing Education Department (13)

Analysis

The most utilized model for gerontology education at the 49 community colleges reviewed is credit courses leading to certification or a certificate (28 schools or 57%).

The second most utilized is credit programs leading to a 2-year degree (16 schools or 32%).

Three schools (6%) have credit programs that lead to either a Letter of Recognition (Ann Arundel and Frederick) or a Gerontology Diploma (Harrisburg Area).

Four schools (8%) offer credit courses in gerontology but do not have a credit gerontology degree or certificate program. Of those four schools, three offer a non-credit gerontology certificate. One of the schools (Cape Cod) offers their own 10 session non-credit program, and 2 (Norwalk and Sandhills) offer the Ed2go certificate. One school (Pima) just offers 1 credit-based gerontology course and no non-credit offerings.

Four schools (8%) offer non-credit courses leading to Certification or Certificate. These schools have developed their own programs. Only one of these schools (Houston) offers the Ed2go certificate in addition to their own program.

Thirteen schools (26.5%) offer the Ed2go Certificate in Gerontology.

The number of credits or class hours to obtain a certification or certificate in gerontology varies widely between programs from 8-53 credits. The number of gerontology credits included in an AA, AAS, or AD program also vary from 9-39.

Synthesis

Out of the 49 colleges, a total of 32 (65%) offer credit courses that lead to degree or certificate. Another 4 (8%) offer credit courses but do not have degree or certificate programs. Therefore 36 (73%) of the 49 colleges have some sort of gerontology credit education.

Colleges that offer a credit-based degree (16) do not make the Certificate in Gerontology available via their continuing education offerings even though they may offer many other Ed2go courses.

Colleges that offer credit-based certificates (28) generally do not make the Certificate in Gerontology available via their continuing education offerings via Ed2go but two exceptions are Des Moines Area and Flathead.

Eight (16%) schools offer the Ed2go programs as the sole source of gerontology education. Two schools offer credit certificates and the Ed2go certificate and two schools offer credit courses in gerontology by have no certificate program. As mentioned above, one school has a non-credit certificate (Houston) but offers the Ed2go program as well.

If a community college is using an outside vendor to offer the Certificate in Gerontology, they use the Ed2go program by Allegra Learning Solutions (100%).

Appendix D

MODELS FOR COMMUNITY COLLEGES (49 Community Colleges*)

- 1. CREDIT COURSES LEADING TO CERTIFICATION OR CERTIFICATE**
- 2. NON-CREDIT COURSES LEADING TO CERTIFICATE**
- 3. CREDIT COURSES LEADING TO A DEGREE**
- 4. CREDIT COURSES OFFERED IN GERONTOLOGY (NO PROGRAM)**

Model #1 - 31 or 63%

Model #2 - 17 or 35%

Model #3 - 16 or 33%

Model #4 - 4 or 8%

* Some colleges utilize more than one model

Appendix E
Gerontology Degrees/Program/Certificates
Name of Organization and Types of Certificates Offered

<p>The Alliance of Information and Referral Systems (AIRS)</p> <ul style="list-style-type: none"> • Certified Information and Referral Specialists – Aging (CIRS-A) (Operated in partnership with the National Association of State Units on Aging) • Certified Information and Referral Specialists (CIRS) • Certified Resource Specialist (CRS)
<p>America’s Most Organized (AMO)</p> <ul style="list-style-type: none"> • Professional Organizer’s Core Training (POCT - 3 days) • Business Development Training Program (BDPT) – 5 days • Professional Organizer’s Orientation – 4 hours • Organizer’s Express 2-day training
<p>American Association of Daily Money Managers (AADMM)</p> <ul style="list-style-type: none"> • Daily Money Manager (DMM)
<p>American Council on Exercise (ACE)</p> <ul style="list-style-type: none"> • Personal Trainer Certification • Group Fitness Instructor Certification • Lifestyle and Weight Management Consultant Certification • Clinical Exercise Specialists Certification
<p>American Institute of Financial Gerontology (AIFG)</p> <ul style="list-style-type: none"> • Registered Financial Gerontologist (RFG) • Foundations of Financial Gerontology (Certificate of Completion)
<p>American Institute of Health Care Professionals The American Academy of Grief Counseling</p> <ul style="list-style-type: none"> • Certified Grief Counselor (GC-C) • Fellow in the American Academy of Grief Counselors (FAAGC)
<p>American Nurses Credentialing Center (ANCC)</p> <ul style="list-style-type: none"> • Nursing Case Management RN-BC
<p>The American Physical Therapy Association (APTA) The American Board of Physical Therapy Specialties (ABPTS)</p> <ul style="list-style-type: none"> • Geriatric Certified Specialist (GCS) • Cardiovascular and Pulmonary Certified Specialist (CCS) • Clinical Electrophysiologic Certified Specialist (ECS) • Neurologic Certified Specialists (NCS) • Orthopaedic Certified Specialists (OCS) • Pediatric Certified Specialist (PCS) • Sports Certified Specialists) SCS
<p>American River College</p> <ul style="list-style-type: none"> • AA Degree & Certificate Program in Gerontology

<p>American Speech-Language-Hearing Association</p> <ul style="list-style-type: none"> • Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP) • Certificate of Clinical Competence in Audiology (CCC-A) • Dual Certification
<p>Aquatic & Fitness Professional Association – International</p> <ul style="list-style-type: none"> • CORE Aquatic Certification • Aquatic Personal Trainer Certificate • Aquatic Personal Trainer Advanced Certificate • Aquatic Kickboxing Certificate • Senior Fitness/Aquatic Arthritis Certificate
<p>Certification of Disability Management Specialists Commission (CDMSC)</p> <ul style="list-style-type: none"> • Certified Disability Management Specialist (CDMS)
<p>Coalition for Leadership in Aging Services (CLAS)</p> <ul style="list-style-type: none"> • Certified Aging Services Professional (CASP) • Certified Aging Services Professional Fellow (CASPF)
<p>The Commission on Rehabilitation Counselor Certification (CRCC)</p> <ul style="list-style-type: none"> • Certified Rehabilitation Counselor (CRC) • CRC Masters Addiction Counselor (CRC-MAC) • CRC Clinical Supervisor (CRC-CS) • CRC Masters Addiction Counselor Clinical Supervisor (CRC-MAC-CS)
<p>Delaware Valley College</p> <ul style="list-style-type: none"> • Certificate in Animal Assisted Activities (AAA) • Animal Assisted Therapy (AAT)
<p>Des Moines Area Community College</p> <ul style="list-style-type: none"> • Adult Services Specialist Certificate • Gerontology Specialist Certificate • Long-Term Care Specialist Certificate
<p>The Eden Alternative</p> <ul style="list-style-type: none"> • Eden Alternative Associate • Eden Alternative Mentor
<p>Exploring Careers in Aging (No certificate, but good information)</p>
<p>George Mason University</p> <ul style="list-style-type: none"> • Certificate in Assisted Living/Senior Housing Administration
<p>George Mason University</p> <ul style="list-style-type: none"> • Studies in Aging for Gerontology Employees (SAGE) Certificate • Master of Science in Health Science, Gerontology Concentration • Advanced Practice Gerontological Nursing • Undergraduate Gerontology Track, BS in Health Science • Undergraduate Gerontology Certificate program (must have degree) • Graduate Gerontology Certificate Program (must have degree)
<p>Keiser College/University AS Degree –Major: Occupational Therapy Assistant</p>

<p>Hospice and Palliative Nurses Association (HPNA)</p> <ul style="list-style-type: none"> • Advanced Certified Hospice and Palliative Nurse (ACHPN) • Certified Hospice and Palliative Nurse (CHPN) • Certified Hospice and Palliative Licensed Nurse (CHPLN) • Certified Hospice and Palliative Nursing Assistant (CHPNA)
<p>Interior Design Society Council for Qualification of Residential Interior Designers (CQRID)</p> <ul style="list-style-type: none"> • Residential Interior Design (CQRID)
<p>The International Coach Federation (ICF)</p> <ul style="list-style-type: none"> • Associate Certified Coach (ACC) • Professional Certified Coach (PCC) • Master Certified Coach (MCC)
<p>Kennesaw State University</p> <ul style="list-style-type: none"> • Professional Development in Gerontology Certificate(PDGC)
<p>National Academy of Certified Care Managers (NACCM)</p> <ul style="list-style-type: none"> • Care Manager, Certified (CMC)
<p>National Association of Home Builders</p> <ul style="list-style-type: none"> • Certified Aging in Place Specialist
<p>National Association of Home Inspectors, Inc. (NAHI)</p> <ul style="list-style-type: none"> • Certified Real Estate Inspector (NAHI CRI)
<p>National Association of Legal Assistants (NALA)</p> <ul style="list-style-type: none"> • Certified Legal Assistant/Certified Paralegal
<p>National Association for Professional Gerontologists (NAPG)</p> <ul style="list-style-type: none"> • Graduate Level – Gerontologist • Baccalaureate Level – Gerontological Specialist • Associate/Certificate Level – Gerontological Coordinator • Professional/Scholar – Affiliate
<p>The National Association of Senior Move Managers (NASMM)</p> <ul style="list-style-type: none"> • Senior Move Managers (SMM)
<p>National Association of Social Workers</p> <ul style="list-style-type: none"> • Social Worker in Gerontology (SW-G) • Clinical Social Worker in Gerontology (CSW-G) • Advanced Social Worker in Gerontology (ASW-G)
<p>National Certification Board for Diabetes Educators</p> <ul style="list-style-type: none"> • Certified Diabetes Educator (CDE) • Board Certified, Advanced Diabetes Manager (BC-ADM) (ANCC) • Certification for Nurse Diabetes Educators)
<p>National Certification Council for Activity Professionals (NCCAP)</p> <ul style="list-style-type: none"> • Activity Assistant Certified (AAC) • Activity Director Certified (ADC) • Activity Consultant Certified (ACC) • Activity Director Provisionally Certified (ADPC)

<p>National Commission for Health Education Credentialing (NCHEC)</p> <ul style="list-style-type: none"> • Certified Health Education Specialist (CHES)
<p>National Federation of Professional Trainers (NFPT)</p> <ul style="list-style-type: none"> • Certified Personal Trainer (CPT) • Master Fitness Trainer Certificate • Advanced Sports Nutrition Specialist Certificate • Weight Resistance Training Specialist Certificate • Endurance Training Specialist Certificate
<p>National Hospice and Palliative Care Organization (NHPCO)</p> <ul style="list-style-type: none"> • Hospice Executive Leadership Program • Hospice Manager Development Program • Physician Leadership Development Program
<p>National Resource Center on Supportive Housing and Home Modification at the University of Southern California (USC)</p> <ul style="list-style-type: none"> • Executive Certificate in Home Modification
<p>Oregon Housing and Community Services</p> <ul style="list-style-type: none"> • Residential Energy Analyst Program (REAP)
<p>The Pharmacy Technician Certification Board (PTCB)</p> <ul style="list-style-type: none"> • Certified Pharmacy Technician -CPhT
<p>Portland Community College</p> <ul style="list-style-type: none"> • One Year Certificate Gerontology • Gerontology Activity Professional Career Pathway <ul style="list-style-type: none"> ○ Gerontology Activity Assistant – Certificate of Completion (23 credits) ○ Gerontology Activity Director – Certificate of Completion (35 credits) ○ Gerontology Activity Consultant – Certificate of Completion (20 credits) <p>Must have Bachelor’s or Master’s Degree</p>
<p>Real Estate Buyer’s Agent Council of the National Association of Realtors</p> <ul style="list-style-type: none"> • Seniors Real Estate Specialist (SRES)
<p>Society of Certified Senior Advisors</p> <ul style="list-style-type: none"> • Certified Senior Advisor (CSA)
<p>Substance Abuse Program Administrators’ Certification Commission (SAPACC) Substance Abuse Program Administrator (SAPA) Certified Substance Abuse Program Administrator (C-SAPA) Qualified Substance Abuse Professional (Q-SAP)</p>

Appendix F

Occupation Models of Certification Summary

Out of 33 Professional Organizations that offer certification:

Model and (number of organizations using that model)

1. *Education, hours worked, exam, and continuing education for certification (1)
2. Education and exam for certification (1)
3. Education, hours worked (supervision) and exam (16)
4. One-time training – No Exam – No recertification needed (3)
5. Education program or degree plus 100 hours of continuing education -No Exam (1)
6. Training class, education, demonstration and exam (1)
7. Courses provided by profession and exam for each course (5)
8. Education or passing an exam (academic transcript review or exam) (1)
9. Education, hours worked, course provided by profession and continuing education, no exam (1)
10. Course provided by professional organization, hours worked and exam (2)
11. Education or on the job training and exam (1)

*Education means formal education such as College Degree, College Credits, or Technical School Training

Analysis

The most utilized model of occupational certification is one that combines education, hours worked (supervision), and the passing of an exam. Of the 33 organizations, 16 (48%) use this model.

The second most utilized model is one in which the professions provide the educational courses and administer an examination for each course. This model is used by 5 (15%) of the organizations.

The third most utilized model is one in which the profession provides one time training. There is no examination and no recertification required. Three (9%) organizations use this model.

Formal education is required by 23 (69%) of the organizations.

Hours worked in the occupation are required by 20 (60%) of the organizations.

Passing an examination is required by 28 (85%) of the organizations

Only 3 (9%) organizations require continuing education units (CEU) for initial certification.

Recertification is required by 28 (85%) of the organizations.

Of those organizations requiring recertification, 27 (96%) require CEU's to recertify, but some will allow re-examination in lieu of CEU's. The number of CEU's required varies from 8-250 although most are in the 30-50 range.

Synthesis

Most professional organizations (physical therapy, speech-language-hearing, care managers, diabetes educators, substance abuse, financial gerontology, money managers) utilize the education, hours worked, (supervision) and exam model (#3) which is the most popular model. It's comprehensive because it requires formal education and a certain number of hours worked in their field as well as an examination. This triad of requirements helps to ensure the person is well-grounded in their particular field in terms of knowledge and skills. All the organizations except one require recertification by continuing education to ensure their certificants stay current within their profession. The one organization that does not require recertification or CEU's is the Interior Design Society. That is most likely because once they have their formal education, hours of design experience and have passed the examination, they are considered to be qualified to be Residential Interior Designers for their entire career.

The National Association of Social Workers (model #1) takes that model (#3) one step further by requiring continuing education hours in gerontology along with the formal education, hours worked, supervision and examination required by most other professional organizations. They seem to "front load" their certification with strict requirements but allow recertification with just 20 hours of CEU's.

The National Commission for Health Education Credentialing (model #2) takes that model (#3) one step short by not requiring a certain number of employment hours. I'm not sure why that would be unless they are mainly concerned with assuring a certain level of knowledge and not so concerned about experience. Their requirements for recertification is 75 CEU's which is on the higher side of most other organizations

The American Academy of Grief Counseling (model #5) is an example of a profession that apparently values education along with hands-on experience. Their model requires education and 100 hours of continuing education for initial certification. Their CEU's for recertification are high – 50 hours for Certified Grief Counselors and 250 hours for Fellows in the American Academy of Grief Counselors.

Certifications provided by professions that supply their own training (model #7) along with an exam most likely do so because of the nature of their business. Those occupations are very specific in terms of their occupational knowledge (assisted living management, home builders, supportive housing, real estate specialists and certified senior advisors) and their certifications are all specific to gerontology (certified aging services professional, certified aging in place specialist, executive certificate in home modification, seniors real estate specialist and certified senior advisor. It makes sense that the professions themselves are uniquely positioned to offer the gerontology content as it relates to their particular occupation because it is so specific.

Three organizations offer “certification” via one-time training (model #4). No exam or recertification is required. These organizations, America's Most Organized, The Eden Alternative, and the National Hospice and Palliative Care Organization are diverse in terms of their professions (professional organizers, long-term care providers, and end of life care providers) but this model fits well for them because what they are “certifying” is either a certain way of doing something (organizing) or a certain way of thinking about how you are doing something (providing long term care, caring for the dying). These things do not really lend themselves well to examination, hours of experience, or formal education.

The Aquatic & Fitness Professional Association – International (model #6) provides training and requires education and examination as well as a video-taped demonstration of a fitness routine. This assists in verifying the certificant can apply their knowledge. It seems time consuming to me (to view all those videos) but is a good way to ascertain a certificant's competency. This would not be feasible for most other professions as they could not really supply a demo-tape of the application of their knowledge in action.

The National Association for Professional Gerontologists (model #8) provides certification by the review of academic transcripts or by examination. This certification is meant to legitimize gerontology as a discipline and a profession according to their website.

The National Certification Council for Activity Professionals (model #9) requires education, hours worked, course provided by the profession and continuing education but no exam. I'm not sure what their rationale is for not having an exam.

The only organization that allows on the job training is the Pharmacy Technician Certification Board (model #11). You may have formal education or on the job training, but either way you also have to pass an examination. I think this method of certification

can establish a minimum level of knowledge and may be appropriate for some occupations.

Definitions

Education:

- Teaches foundational knowledge and skills and measures the cognitive retention of the student.
- Many fields require that education be completed in the form of a degree as a prerequisite for the professional credential.

Certification (Credentialing):

- Measures, in a standardized and unbiased manner, the ability of the candidate to apply the knowledge and skills in the role of a professional.
- Passing a certification establishes that the individual is minimally competent to work unsupervised in a given field or profession.
- Certification does not mean that an individual knows everything required to be considered an expert in a given field.

Continuing Education:

- Keeps the professional current by updating their knowledge base and teaching them new skills.
- Frequently is associated with the development of a specialty.
- May also be based on a specific modality or tool.
- Assumes that the individual participating possesses all of the foundational knowledge required of the minimally competent professional.
- Generally does not meet the threshold for credible certification for exam content, structure and administration

Source: http://www.acefitness.org/getcertified/certification_pt.aspx#

Appendix G

MODELS FOR OCCUPATIONAL CERTIFICATIONS (33 organizations)

1. EDUCATION + EXPERIENCE + EXAMINATION = CERTIFICATION
2. EDUCATION + EXAM = CERTIFICATION
3. EDUCATION = CERTIFICATION

Model #1 = 20 or 61%

Model # 2 = 8 or 24%

Model # 3 = 5 or 15%

RECERTIFICATION

- Primarily via Continuing Education Credits
- Some will allow recertification by examination
- 6 organizations do not require recertification (18%)

Appendix H Number Certified in Hawaii			
Organization	Designation(s)	# HI	#CEU Recert
American Speech-Language-Hearing Assoc	CCC-A, CCC-SLP and Dual Certification	431	30
National Federation of Professional Trainers	CPT, Master Fitness Trainer	300	2
American Physical Therapy Association	GCS, CCS, ECS, NCS, OCS, PCS, SCS	275	35
American Council on Exercise	Personal Trainer, Group Fitness Lifestyle & Weight	184	20
Commission on Rehabilitation Counselor Cert.	CRC, CRC-MAC, CRC-CS, CRC-MAC-CS	120	100
National Commission for Health Education Cred.	Certified Health Education Specialists	31	75
National Certification Council for Activity Prof.	AAC, ADC, ACC, ADPC	19	20-40
Certification of Disability Management Specialists	Certified Disability Management Specialist	13	80
National Association of Home Inspectors, Inc	Certified Real Estate Inspector	5	16
National Association of Legal Assistants	Certified Legal Assistant/Certified Paralegal	5	50
National Association of Home Builders	Certified Aging in Place Specialist	2	12
Aquatic & Fitness Professional Association	CORE Aquatic Certification, Aquatic Personal Train	1	15
Coalition for Leadership in Aging Services	Certified Aging Services Profession (CASP)	0	22
National Assn for Professional Gerontologists	4 levels of certification available	0	30
Substance Abuse Program Administrator's	SAPA, C-SAPA, Q-SAP	0	12 or 24
National Academy of Certified Care Managers	Care manager, Certified (CMC)	0	15
American Institute of Health Care Professionals	Certified Grief Counselor (GC-C), FAAGC	0	50 or 250
National Association of Social Workers	SW-G, CSW-G, ASW-G		20 or 30

Appendix I

Value of Specialty Training in Aging/Gerontology: An Employer Survey KCC Kupuna Education Center

Instructions for Surveyor

Aloha, my name is _____, I'm a _____ (nurse, faculty, educator, etc.) calling from Kapiolani Community College Kupuna Education Center. I'm conducting a 10-minute employer phone survey today to ascertain whether or not organizations such as yours would benefit from a new program we are considering - a certificate in aging. Feedback from employers in the community is essential in designing effective programs to assist in workforce development. Your name and company name will remain confidential. The data obtained from this survey will be presented in aggregate form only. Do you have time to complete the survey now or is there a more convenient time for me to call back? Call back on _____(date) _____(time.) Thank them for their time.

If anyone wants confirmation that you are in fact who you say you are, ask them to call Leah's phone – 734-9108 (Kupuna Education Center). Use Dr. Cullen Hayashida's name if needed. Employers may have caller ID which will indicate that you are not calling from KCC with a 734- number. Mention that you are calling from another location if necessary. Also inform them that those that participate will be obtaining a summary copy of our results.

If they say they have time – complete the survey.

If they give you a time to call back, call back at the indicated time to complete the survey.

If they decline to participate in the survey – thank them for their time. Declined Yes

If they say they aren't the proper person to talk to, ask:

Could you provide me with the name and phone number of the appropriate person?

Name _____ Title _____ Phone _____

Thank them for their time.

Value of Specialty Training in Aging/Gerontology: An Employer Survey
KCC Kupuna Education Center

Surveyor: _____

Date: _____

Name: _____

Title: _____

Company: _____

Address: _____

Phone: _____

Nature of company's business:

a. Education

d. Home Care

g. Banking/Financial

b. Acute – Hospital

e. Tourism

h. Social Service

c. Nursing Home

f. Exercise/Fitness

i. Other _____

Survey Questions:

1. Approximately, how many people does your company employ? _____ (round numbers)

2. In thinking about the type of people (customers) your employees work with, what percentage do you think are over age 65? _____% I don't know

3. Do your employees hold certification in aging or gerontology? Yes No

Reference may be given to other certificates such as the CNA. Just record some of that added info as well. _____

If answer is yes to question 3 ask questions 4, 5, & 6. If answer is no skip to question 8

4. What type of certification(s) do the employees hold? _____

5. Is certification a condition of employment? Yes No

6. Is certification recognized with higher pay or some other incentive? Yes No

If answer is yes to question 6 ask question 7, If answer is no skip to question 8

7. What type(s) of incentive is offered? _____

8. Does your organization provide specialized training for your employees to work with people age 65+? Yes No

If answer is yes to question 8 ask question 9, If answer is no skip to question 10

9. What does the training consist of? _____

10. Do you feel your employees have the skills necessary to work with people age 65+?
Yes No

11. What are the top 3 skills you are looking for in a quality employee with regard to working with seniors?

1. _____
2. _____
3. _____

12. Would certification in these skills be beneficial to your organization? Yes No

13. If specialized training were available (such as a certificate in aging) would you support your employees attending the training? Yes No

If answer is yes to question 13, ask question 14, If answer is no, skip to question 15

14. In what way(s) would you support them in attending this training? Would you
- a. provide payment for the tuition/cost of training. Yes No Don't know
 - b. provide paid time off to attend training Yes No
 - c. allow time off without pay to attend the training Yes No
 - d. Other _____

I just have one more question.

15. In the future, may I contact you again to participate in a more in-depth survey or to invite you to attend a focus group regarding this issue? Yes No

Thank you so much for taking the time to complete this survey. Your feedback will be very helpful in developing our program. We will also send you a copy of our preliminary findings. (you will need to have their names and address to do so.) It was a pleasure speaking with you today.

Note: Items in *italics* are for the surveyor

Appendix J

Value of Specialty Training in Aging/Gerontology:

An Employer Survey

KCC Kupuna Education Center
Survey Summary
Report to the Advisory Group
May 9, 2008

Sample Size: 28 percent or 21 surveys were completed from a list of 75 possible employers. Employers representing 8 different types of businesses were surveyed with nursing homes representing the largest number of completed surveys (33%).

Industry	Number of Companies
Education	0
Hospital – Acute Care	1
Nursing Homes	7
Home Care	3
Tourism	0
Exercise/Fitness	0
Banking/Financial	0
Social Service	2
Physical Therapy Clinic	1
Assisted Living Facility	3
Day Health Care	2
Case Management Agency	2

Size of Companies: This survey obtained information from a range of company sizes. The numbers of employees ranged from 1, a self-employed physical therapist to 1200 – an acute hospital. 28% of employers had between 45-80 employees and 20% had 1-10 and 20% had 120-150 employees.

Characteristics of Companies:

- a. **Customer's Age:** The majority of the respondents (76%) reported that 90-100% of their customers were over the age of 65.
- b. **Employees Do Not Have Certificates in Aging:** The majority of the respondents (81%) reported their employees do not hold certification in gerontology or aging.
- c. **Certificates of Aging Not a Requirement for Employment but Provide In-House On-the Job Training:** The majority of respondents (76%) state their organization provides specialized training to their employees to work with people age 65+. All organizations that provide specialized training do so via in-house programs. A few also stated they make use of outside resources such

as workshops given by various local agencies, (Alzheimer's Association) was specifically mentioned.

- d. Assessment of Adequacy of Company Training: 47% of the respondents feel their staff have the skills necessary to work with people age 65+, 38% said that some of their staff have the skills and the remaining 15% said their staff do not have the skills necessary to work with people age 65+.
- e. Most Important Gerontological Skills Employers Want from their Employees: The top three skills that the employers say they look for in a quality employee with regard to working with seniors were not actually skills, but rather, they listed virtues or attributes. The most cited virtues were patience (10) and compassion/empathy (7).

The skills most often cited were:

- Communication skills (7)
- Competence in their area (7)
- Working with (behavioral management of) elders with cognitive impairment (dementia, delirium, depression, chronic mental illness) (6)
- Gerontological knowledge (bio/psycho/social) (5)
- Cultural Competence (4)
- Desire to work with the elderly (3)
- Other things listed included:
 - Creativity
 - Someone not task oriented – can think on their feet
 - Trustworthiness
 - Sensitivity
 - Ability to provide personal care
 - Customer service oriented
 - Initiative (can anticipate needs of the elder)
 - Team player
- f. Value and Commitment in Gerontology Certification: The majority of the respondents (90%) felt certification in these skills would be beneficial to their organization. A majority would also support their employees in attending specialized training (85%).

The ways in which employers would support their employees to attend include:

- Provide payment for the tuition/cost of training (66%)
- Provide paid time off to attend the training (48%)
- Allow time off without pay to attend the training (81%)

- 100% said we may contact them again to participate in a more in-depth survey or to attend a focus group on this issue.

The respondents were overwhelming in favor of having access to a certificate for gerontology. They had many ideas in terms of what specifics to add to the

curriculum. Some felt that two levels of certification would be needed – one for professionals and one for paraprofessionals.

Overall Impression:

The organizations that responded were principally in the business of caring for those over the age of 65+. All felt their employees could use more information, knowledge, and/or training about issues on aging. More than half felt their employees lacked necessary skills to care for the elderly. Most all provided this type of training “in-house” via in-services, but most felt this was probably inadequate.

The types of skills the employers look for in a quality employee included communication skills, competence in their specific area and working with and behavioral management of elders with cognitive impairment (dementia, delirium, depression, and chronic mental illness). Most were in favor of having the certificate in aging available for their employees but there were some differences in terms of employer support (pay for tuition, paid time off or time off without pay). The larger organizations were more inclined to provide financial support and paid time off. All welcomed the opportunity to discuss this issue and said they could be contacted again to participate in a more in-depth survey or be invited to a focus group on this issue.

Appendix K

Options for KCC -Non-credit Certificate in Aging Studies

- 1. Use Ed2go “canned” product = “Certificate in Gerontology” placed in the Department of Continuing Education. 40 Contact hours. 10 Courses
 - Pros
 - Appropriate for a wide variety of occupations (good marketing strategy).
 - Relatively easy for school to implement.
 - Accredited Program (ANCC)
 - Online (convenient for students to do on their own time).
 - Affordable to students.(<\$200.00)
 - Affordable to school (Ed2go does all the paperwork and mails out the certificates) No faculty required to teach. Will need staff to coordinate and market program however.
 - Broad-based “intro to gerontology” curriculum (course topics listed on websites, but not exact content, so unsure of the depth of information). Topics include:
 - Intro to Gerontology
 - Physiology of Aging
 - Mental Health and Aging
 - Healthy Aging
 - Pain Assessment and Management in the Older Adult
 - Death and Dying
 - Sleep and Aging
 - The Older Woman
 - Elder Abuse
 - Aging and Disorders of Communication
 - Many other Community Colleges use this program so obtaining information from other colleges in terms of ease of use, enrollment numbers and student feedback could be obtained.
 - Quicker to implement than developing an original program.
 - Not as time-consuming to have program approved by KCC compared to offering the certificate for credit or as part of the regular curriculum.
 - Cons
 - KCC has no input into curriculum.
 - Value of certificate unknown in terms of use for employment.
 - “One-time” use per student (no opportunities to add on or to convert to credit, thus no further opportunities for KCC to “piggy back” onto this type of program).

- 2. Use Kennesaw State University model -9 Classes (6.5 hours long each). One class per month. Completion of all 9 classes and 13 hours applied project = Professional Development in Gerontology Certificate (PDGC). Nine months to complete certificate requirements
 - Pros
 - Could potentially use Kennesaw's curriculum.
 - Curriculum Topics include:
 - The Aging Revolution
 - Theories of Aging – Biological, social and psychological
 - Diversity of the Aged Population
 - Personal Health and Well-Being
 - Life-Span Development
 - Memory and Cognition
 - Healthcare System
 - Economics of Aging
 - Retirement and Work
 - Housing and Transportation
 - Leisure, Recreation and Education
 - Family Life and Social Support
 - Death and Dying
 - Politics of Aging
 - The Aging Network
 - Appropriate for a wide variety of occupations (good marketing strategy).
 - Face to face instruction allows for networking and use of “community experts” as guest speakers.
 - Individuals may enjoy meeting just once a month.
 - Cons
 - Costly to school in terms of faculty time (development and teaching)
 - Costly to students (Kennesaw charges \$650.00).
 - Takes 9 months to complete the certificate
 - Students must propose an applied project (13 hours) – faculty would have to monitor and act as advisors (increased use of faculty time).
 - If a class is missed – can it be made up?

- 3. Use model similar to Kennesaw State University but each topic could be a “self-contained module”. Provide a “certificate of completion” after each module and then if all modules completed – award the Gerontology Certificate. Each module could also be an independent CEU offering.
 - Pros
 - Could potentially use Kennesaw’s curriculum or pick and choose from it.
 - Appropriate for a wide variety of occupations (good marketing strategy).
 - Face to face instruction allows for networking and use of “community experts” as guest speakers.
 - Could offer as non-credit but then devise a way to convert to credit if each module is graded.
 - Flexible – offers choice for individuals who may not be interested in all module topics.
 - May be more affordable to students if they can pay for one module at a time rather than for the entire series of classes all at once.
 - May appeal to those individuals with geriatric certifications that require CEU’s for recertification. (Potential increased customer base).
 - Cons
 - Costly to school in terms of faculty time (development and teaching)
 - Increased administrative time & cost if each module handled individually
 - Once all modules completed, individuals would still need to complete the 13-hour applied project.
- 4. Develop original KCC Non-Credit Certificate in Gerontology.
 - Pros
 - KCC fully controls the curriculum and process
 - Can “tailor-make” the program to fit community needs
 - Can offer online or face to face or both
 - Can offer as non-credit with option to convert to credit
 - Can offer as CEU
 - Cons
 - Costly in terms of development, implementation and faculty and administrative time
 - May be no need to “reinvent the wheel”
 - Sustainability of certificate program?

Appendix L

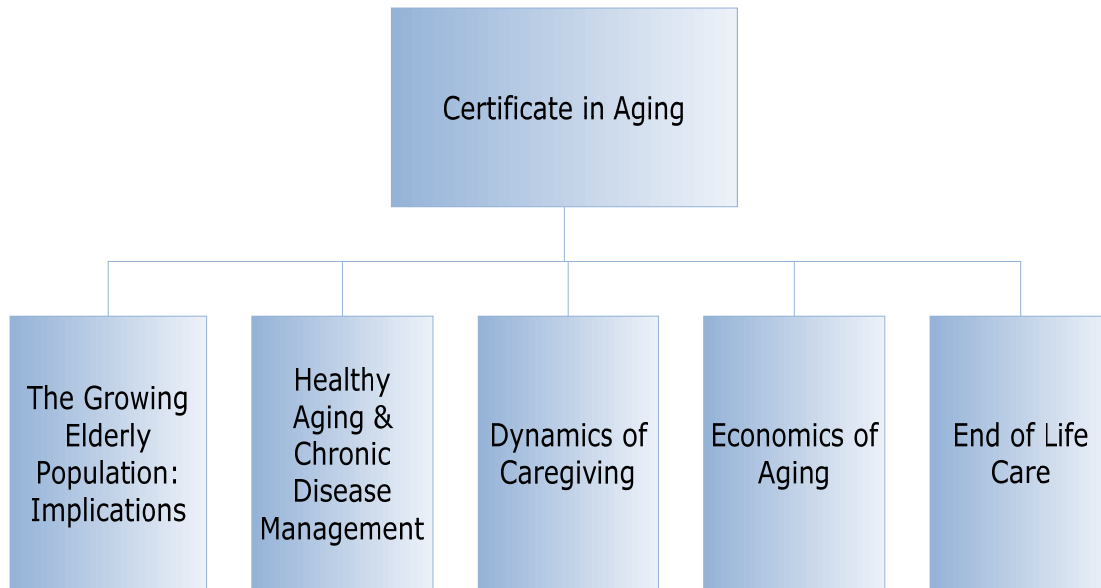
KCC CERTIFICATE IN AGING

Target Audience: Incumbent employees working with seniors

Design: 5 Modules – 8 hours each

Take 1 Module (8 hours) = Certificate (type?) /CEU

Take all 5 Modules (40 hours) = Certificate in Aging



Basic Themes

- Cultural Competency
- Aging Network (Healthcare System)
- Practical vs. theoretical

Teaching Method/Approaches (Learning materials to be provided)

- Didactic teaching
- Guest speakers
- Field Trips
- Hands on (active learning)
- Group problem solving
- Summative Evaluation (testing)

Possible – use on-line, covert to credit