

## CSU-ITL Grant

### CALIFORNIA STATE UNIVERSITY GERONTOLOGY LEADERSHIP CONFERENCE THE ONLINE GERONTOLOGY CLUSTER

#### Final Report

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#### BACKGROUND

In March 2002, California State University (CSU) gerontology faculty met for the first time in 22 years for a Gerontology Summit at CSU Northridge. The purpose of the Gerontology Summit was to provide a forum for CSU gerontology leadership to identify systemic issues and discuss strategies for improving gerontological education on a system-wide level. The meeting was funded by the CSU Office of the Chancellor and attended by 45 faculty from 14 of the 16 CSU campuses then having gerontology programs. Three task force groups examined issues that included: instructional technologies, statewide curriculum and program development, and gerontology internships. The conference proceedings provide a detailed summary of the recommendations and strategies identified by the participants. The 2002 Gerontology Summit stimulated the formation of an informal CSU Gerontology Consortium ([www.csugerontology.org](http://www.csugerontology.org)) by a group of energetic and committed CSU gerontology faculty interested in finding ways to collaborate to strengthen our programs.

In September 2002, the California State Legislature enacted Assembly Bill 2202 (AB 2202), mandating that CSU students who will be serving the senior population (e.g., gerontologists, nurses, physical therapists, psychologists, social workers) complete a curriculum in gerontology. The bill, however, is not funded, thereby generating concern among CSU administration, faculty, staff, and students regarding our ability to comply with the directive. The CSU Office of the Chancellor was charged with providing the California State Legislature with a progress report on efforts to respond to the mandate in Spring 2004.

In November 2003, funding from the California Geriatric Education Center (CGEC) and the California Council on Gerontology and Geriatrics (CCGG) enabled CSU Gerontology faculty to meet at the second Gerontology Summit which centered on how to implement recent unfunded legislative mandates affecting CSU gerontology programs. The full-day meeting was attended by approximately 40 CSU gerontology faculty from 13 campuses. A substantial majority of the gerontology faculty indicated their interest in collaborating to develop an online CSU Gerontology Program that would share courses across campuses.

Faculty noted that collaborating to offer an online Gerontology Program would benefit both our students and our individual gerontology programs. The following reasons for collaborating were cited:

- Provides a cost-effective strategy to preserve and expand gerontology program offerings across the state that each of our campuses individually lacks the resources to achieve.
- Increases access to gerontology courses for interested professionals working in the field of aging who need flexible scheduling.
- Addresses recent unfunded state legislative mandates, including AB 2202.
- Allows current gerontology students to supplement their in-residence program requirements with advisor approved online courses and graduate more quickly.

- Enables gerontology faculty to offer needed but low-enrollment (on any single campus) specialized courses (e.g., long-term care administration courses)

In November 2003, the CSU gerontology programs received a grant from the Institute of Teaching and Learning at the Office of the Chancellor. The purpose of the grant was to plan a statewide all-day conference to address the barriers to collaborating across campuses. Nine gerontology programs (Chico, Fullerton; Hayward, Long Beach, Los Angeles, Northridge, Sacramento, San Francisco, Sonoma) had written letters of support indicating the need for such a program and their interest in either developing online courses or participating by allowing their students to take online courses at other CSU campuses.

Preparations and planning for an all-day CSU Gerontology Leadership Conference took 6 months. Two meetings were held at CSU Fullerton with key administrators in January and February 2004. Those meetings help to identify the issues and the key administrators who needed to be involved. Additional meetings were held by teleconference with presenters in individual sessions for the conference. Several calls were held with administrators at the Office of the Chancellor to ensure their input on the options, draw lessons learned from previous consortia efforts, and to identify any other CSU campuses that are collaborating.

It took considerable communication to identify and create a list of invited participants. A mailing of conference registration materials was sent out in April to allow sufficient lead time to assure participation of the necessary administrators and faculty at the conference.

Administrative issues and other concerns identified during the preparations for the conference included:

- **Complementary or Competition?** CSU gerontology programs offering certificates that include undergraduate, post-baccalaureate, and non-academic credit (CEU) programs which vary in how they are administered (i.e., University or Extended Education). On some campuses, the proposed online gerontology program may be perceived as competition if the certificate is offered through Extended Education exclusively. Faculty want to be clear that we will not be competing with each other on online courses. A database of current online gerontology courses has now been developed and suggests that competition is unlikely.
- **Audience:** The audience for an online gerontology program is two-fold:
  - 1) undergraduate students in a wide range of disciplines or those taking a minor in gerontology; and
  - 2) professionals working with older adults who have disciplinary expertise (e.g., counseling, nursing, physical therapy, speech pathology, etc.) but lack gerontology specific training.

Ideally the level of the curriculum can accommodate both undergraduate and post-baccalaureate professionals. In addition, the certificate program should be designed so that it is “nested” within a shared master’s program which allows students to take up to 9 units which are transferable for graduate credit.

- **Financing Issues:** The preference among the gerontology faculty is for a state-supported program. Is concurrent enrollment the only option?
- **Student issues:** How will they register? How will units be transferred? Who will advise? What about quarter/semester differences across campuses?

- **Faculty issues:** Will there be faculty rewards? How can full-time faculty participate?
- **Sustainability:** Several gerontology consortia that have formed across the country were identified and contacted. One successful model is the Great Plains Interactive Distance Education Alliance (GPIDEA, [www.gpidea.org](http://www.gpidea.org)) which was established over a decade ago and involves universities from 10 states. A graduate program in gerontology was launched by GPIDEA in Fall 2003. Dr. Virginia Moxley (Chair, GPIDEA, Kansas State University) served as an invaluable consultant for planning our meeting and helped facilitate several sessions at the June conference.

### **CSU Gerontology Leadership Conference**

The CSU Gerontology Leadership Conference was held on Wednesday, June 9, 2004 near CSU Fullerton. A full day workshop on online teaching and learning was organized for gerontology faculty on Thursday, June 10, 2004. The CSU Gerontology Leadership Conference was attended by 37 participants: 12 administrators; 17 gerontology faculty representing 12 campuses (Chico, Dominguez Hills, Fullerton, Hayward, Humboldt, Long Beach, Northridge, San Francisco, San Jose, San Luis Obispo, Sonoma, Stanislaus); and 8 invited guests who served as facilitators, presenters, or who contributed specific areas of expertise. We were particularly honored to have Drs. Ed McAleer and Jo Service representing the Office of the Chancellor at the conference, and Dr. Keith Boyum, soon to join the Office of the Chancellor. An Agenda for the Conference is attached at the end of this report. At the conference, participants were provided with a notebook of materials that included handouts for each of the sessions as well as an outline to provide structure for the breakout groups.

### **Summary of Accomplishments**

The outcomes of the project include the following:

- **Online courses:** 5 faculty on 4 campuses (Fullerton, Hayward, Northridge, San Jose) affirmed their willingness to take the lead and develop 5 three-semester-unit online undergraduate gerontology courses. The courses would constitute a *gerontology cluster* that could form the core of a future online CSU Gerontology Program. Two of these courses (Health and Aging, CSU Northridge; and Sociology of Aging, CSU Fullerton) are being offered in Fall 2004 and up to 5 enrollment slots will be reserved for students from other campuses using concurrent enrollment. Three courses are proposed for Spring 2005.
- **Two grants submitted:** Two grants were submitted to build on ITL support: In November 2003, a proposal to provide some release time to CSU faculty developing online courses was written by Debra Sheets (Northridge) and submitted through the California Geriatric Education Center (CGEC) to the Bureau of Health Professions. Just recently, we learned that the project was approved for funding but ranked below the projects that were funded. Faculty will be encouraged to speak with their Colleges to see if some release time or other forms of support can be provided. In the meantime we are looking for additional sources of external support for the development of online courses.

In March 2004 a FIPSE (Fund for the Improvement of Post-Secondary Education) proposal involving the CSU Gerontology Consortium was submitted to the U.S. Department of Education by the California Geriatric Education Center (CGEC). If funded, this proposal will provide an opportunity for gerontology and geriatrics programs in the Community College, California State University, and University of California systems to develop a coordinated curriculum that can integrate gerontology education for these three levels of public

education, creating competency-based distance education courses for each level and key discipline.

- Online Pedagogy Workshop: The grant enabled conference planners to organize an all-day workshop on online teaching and pedagogy which was held on June 10, 2004 at CSU Fullerton. The workshop was taught by faculty from the online graduate program in Education at CSU Hayward which offers an option in online teaching. The workshop was open to all CSU gerontology faculty. The purpose of the workshop was to teach gerontology faculty the best practices for online teaching. This kind of technical assistance was invaluable in helping faculty gain the knowledge and skills they need to develop and offer high quality on-line courses.
- CSU Gerontology Consortium Website ([www.csugerontology.org](http://www.csugerontology.org)): Funds were allocated to update the gerontology consortium website to include new features to support statewide online gerontology courses. The website will provide faculty with a centralized website they can refer their gerontology student to for information on online gerontology courses and how to register. A threaded discussion board is being added so that faculty can continue the discussions initiated at the conference.
- Database of online gerontology courses and need. All of the current gerontology courses which are offered online have been identified. At present, among all CSU campuses, only 6 courses have been offered completely online. Three courses have been offered at CSU Fullerton, one course at CSU Hayward, and two courses at CSU Fresno. An informal needs assessment identified demand for several core gerontology courses, including sociology of aging (Bakersfield, Fresno) and health and aging (Chico, San Luis Obispo).
- Conference DVD: The major sessions at the conference were videotaped and edited into a 4.5 hour dvd which is available on request.

### **Summary of Administrative and Faculty Work Group Recommendations**

Reasons that a Gerontology Cluster is Needed

- Demographic graying of the Golden State
- Labor force demand for personnel to work with the aging
- Greater accessibility of gerontology education
- Cost-effectiveness (self-support, higher student/faculty ratio)
- Increased capacity through collaboration among CSUs
- Building and utilizing specialized areas of expertise on various CSUs
- Enhancing quality of life and care for elders

Gerontology Cluster: begin classes that faculty are willing to teach and that address needs with goal of building toward an online gerontology program. Areas for development include:

- Upper division courses to supplement existing courses
- Upper division courses to meet core curriculum requirements
- Include specialty courses offered on specific CSUs
- Offer a complete online gerontology curriculum within 5 years

Participating Students

- Undergraduates, graduate students, professionals
- Students will matriculate at their home campus

- Professionals can register through open university, paying self-support fees

#### Courses Needed in the Gerontology Cluster (number of CSUs needing)

- Required courses
  - Psychology of Aging (2)
  - Sociology of Aging (3)
  - Biology of Aging /Health and Aging (6)
  - Policy and Aging (5)
- Other courses
  - Long Term Care Administration (2)
  - Diversity and Aging (3)
  - Care Management (4)
  - Economics of Aging (1)
  - End of Live/Ethics (1)
  - Reminiscence and Narrative (1)

#### Courses to be Offered Online Fall 2004

- Sociology of Aging (Fullerton)
- Health and Aging (Northridge)
- Human Services (Fullerton)
- Images of Aging (Fresno)
- Current Issues in Aging (Hayward)

#### Enrollment

- Concurrent enrollment (problematic if courses and enrollments do not balance across campuses)
- Special session: Dr. Jim Kelly (CSU Hayward) provided information on this model
- Initial limits on enrollments by off-campus students to ensure home students receive priority
- Reserve some seats for off-campus students to ensure they have the opportunity to take a class which would otherwise fill up.
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#### Administration

- A coordinating center could be established at a single CSU with funding
- Explore whether the California Geriatric Education Center might be able to support coordinating staff
- Establish an intercampus coordinating group promoting development of online courses widely applicable to requirements
- CSU Hayward online education graduate students are available to assist with online moderating/development of courses

#### Academic Credit Transfer

- Develop an inter-campus agreement to accept, with advisement, an online course from any offering campus
- Eliminate cap on courses that can be transferred across campuses by drafting an MOU to accept all online courses as "in residence" at graduate level

#### Marketing

- Through established mechanisms such as Extended education, use of centralized website, word of mouth through gerontology program directors/coordinators

#### Other Issues

- Need a simply policy from the Chancellor's Office to address administration, student enrollment, collection and distribution of monies
- There is a provision between CSU and UC which allows students to register for a course at any public institution in the state for a \$10 administrative fee
- European Union Master's Degree in Gerontology (interuniversity agreement among home university and other university in residence and online courses)

#### Evaluation

Participants were asked to complete an evaluation form which was included in the conference notebooks. The evaluation used a 3 point likert scale for each of the sessions and provided room for comments. Twelve evaluation forms were returned. The majority of sessions were rated as excellent. Comments included:

- "This worked well- a lot of interesting ideas"
- "Good ideas generation, some positive immediate solutions, need certification. and licensure to generate a professional backing, good starting point"
- "Achieved a clearer statement of curriculum both undergraduate and graduate"
- "Great networking and information, great presentations, perfect lunch"
- "We should do this again"

#### Next Steps: Plans for the Future

During the next year we plan to implement a cluster of online gerontology courses. This phase will allow us to estimate the demand for courses in this format and to identify any challenges that arise. Our conversation with the Chancellors Office on meeting legislative mandates is underway and will continue. Faculty will continue to work together in small groups to address specific issues such as agreement on curriculum, identification of needs, etc. The website discussion boards will be helpful in providing a centralized location for both faculty and students to obtain information on our courses and our ongoing work.

Gerontology Leadership Conference:  
Developing an On-Line Gerontology Program

Chase Suites, Fullerton, CA  
Wednesday, June 9, 2004

- 8:30 – 9:00 am      Registration and Continental Breakfast
- 9:00 – 9:10 am.      Welcome  
                         Thomas Klammer, PhD, Dean, College of Humanities and Social  
                         Sciences, CSU, Fullerton
- 9:10 – 9:25            Overview and Rationale for Project  
                         Debra Sheets, RN, PhD, CSU, Northridge  
                         Rosalie Gilford, PhD, CSU, Fullerton
- 9:25-9:55            Why Build an Alliance?  
                         Virginia Moxley, PhD, Associate Dean, Kansas State University and  
                         Director, Great Plains Interactive Distance Education Alliance
- 9:55-10:40          Models for Inter-institutional Programs  
                         Moderator: James Kelly, PhD, Associate Vice President, Continuing  
                         and International Education, CSU Hayward  
                         Panel:  
                         Virginia Moxley PhD  
                         Gina Johnston, PhD, Director, BA- Liberal Arts Online, CSU, Chico  
                         Nan Chico, Director MS-Online Teaching and Learning, CSU,  
                         Hayward
- 10:40-11:00        Building a Foundation: Steps in Program Development  
                         Virginia Moxley, PhD
- 11:00-11:10        Break
- 11:10 – 12:30        Concerns and Challenges within the CSU System  
                         Moderator: Ed McAleer, PhD, State University Dean, Extended  
                         Education, California State University, Office of the  
                         Chancellor  
                         Panel:  
                         Keith Boyum, PhD, Associate Vice President Academic Programs,  
                         CSU Fullerton  
                         Donna Schafer, PhD, Dean, Research and Graduate Studies,  
                         CSU, Humboldt  
                         Darlene Yee, EdD, Professor, San Francisco State University  
                         Pauline Abbott, EdD, Director, Gerontology Research Institute,  
                         CSU, Fullerton
- 12:30 – 1:15        Lunch

- 1:15-3:00      Issue Workgroups: Questions & Concerns  
Faculty Group: Jack Bedell, PhD,  
Administrators: Mack Johnson, PhD,
- 3:00 – 4:00      General Closing Session: Reports from Issue Work Groups and Follow-  
up Tasks  
Facilitator: JoAnn Damron Rodriguez, PhD, UCLA
- 4:00              Adjourn

## ***PARTICIPANTS***

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