

**Board of Regents, State of Iowa**

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS,  
DOCTORAL OR FIRST PROFESSIONAL DEGREE PROGRAM**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent University to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: **Iowa State University**

Departments involved: **This degree will be administered by the Interdepartmental Gerontology Program in partnership with participating departments. The proposal was modeled from other Iowa State interdepartmental programs including Immunobiology and Human Computer Interaction. These proposed programs incorporate elements (e.g., marketing and recruitment strategies, advising faculty, online and on-campus courses) already available as part of our existing on-campus graduate minor and online certificate and master's in Family and Consumer Sciences (MFCS) degree offered via our collaboration in the Great Plains Interactive Distance Education Alliance (GP-IDEA).**

CIP Discipline Specialty Title: **Gerontology**

CIP Discipline Specialty Number (six digits): **30.1101**

Level: B                      M                      **D**                      FP

Title of Proposed Program: **Doctorate of Philosophy in Gerontology**

Degree Abbreviation (e.g., Minor, B.S., B.A., M.A.): **Ph.D.**

Approximate date to establish degree: Month **August**                      Year **2014**

Contact person(s): (name, telephone, and e-mail)

**Jennifer Margrett**

**Director of the Gerontology Program**

**(515) 294-3028**

**margrett@iastate.edu**

Please provide the following information (use additional pages as needed).

1. Describe the proposed new degree program, including the following:
  - a. A brief description of the program and a statement of objectives including the student learning outcomes and how the learning outcomes will be assessed;
 

**The main objective is to provide students with a comprehensive education in gerontology. The program was designed along guidelines for doctoral Programs**

in Gerontology prepared by the Association for Gerontology in Higher Education (AGHE). According to these guidelines, students take courses covering psychosocial issues, health aspects, research methods and additional electives. A dissertation is required for doctoral students.

- b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's, college's, and department/program's strategic plan;

The mission of the Interdepartmental Gerontology Program at Iowa State University is to provide instruction, promote interdisciplinary research, and provide services that advance an understanding of gerontology. The program currently offers an undergraduate minor, a graduate minor, and participates in a related online master's degree and certificate program (see 1c below). It seeks to attract and educate students who will become leaders in both academic and applied settings in order to improve the quality of life for older individuals and their families in Iowa, the nation, and the world. The Gerontology Program initiates and facilitates interdisciplinary research in aging. A strong connection to ISU Extension Outreach assures that aging-related knowledge is disseminated to communities.

The strategic plan of Iowa State University lists a number of important priorities such as strengthening undergraduate, graduate, and professional education, increasing the number of programs that are among the very best, translating discoveries into viable technologies, elevating the state's appeal as a place to live, learn, work, and play, and ensuring that that university is a great place to learn and work (<http://www.provost.iastate.edu/what-we-do/sp>). Activities by faculty associated with the Gerontology Program have addressed these priorities. For example, we have strengthened graduate education significantly by adding courses on aging. Our work on exceptional longevity is among the best, being recognized around the country and world. We have helped translate discoveries into technologies by partnering with faculty in the Department of Computer Science to procure federal funding to continue our research efforts to develop smart-home technologies that will assist older adults to stay longer and healthier in their own homes. Our students are employed in Iowa, other states, and in several countries as service providers, community leaders, educators, and researchers. Finally, the Gerontology Program has sponsored conferences and monthly colloquia that add to the university as a great place to learn.

The strategic plan of the College of Human Sciences echoes that of the University (<http://www.hs.iastate.edu/about/planning/strategic/>). The vision of the College is to expand human potential across the life span by improving science and technology that applies throughout people's daily living and learning. The mission of the College is to create, share, and apply knowledge to improve people's lives through the science and technology of living and learning. In so doing, the College prepares transformative leaders for our nation and the world. A graduate degree program specifically in gerontology is wonderfully resonant with this vision and mission. The gerontology degree expressly focuses on changes across the latter half of the life span and, because it is a graduate program, will help prepare transformative leaders.

- c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.

**As an interdepartmental program, the proposed Gerontology graduate degrees (doctoral and master's) have the potential to greatly enhance the training of graduate students across campus by augmenting their root disciplinary training with a life-span perspective. As noted by George Bugliarello, editor of *The Bridge: Linking Engineering and Society*, in a special issue on aging, "The unprecedented concurrence of plummeting birth rates in some parts of the world, a population explosion in other parts, and a large number of older people everywhere is a complex phenomenon that confronts us with multifaceted challenges: how to enable elderly people to function in a world designed by and large without them in mind; how to reduce the burden on the working population of supporting an increasingly large population of retirees; and how to engage retirees who have the capabilities and desire to continue working (National Academy of Engineering; <http://www.nae.edu/File.aspx?id=12500>)."**

**As identified in the most recent University review of the Interdepartmental Gerontology Program, there is a need to have on-campus graduate degrees explicitly in gerontology. The proposed doctoral degree offers an opportunity for advanced training in both Gerontology and a root disciplinary area. No such training is offered elsewhere in Iowa and our program would be one of a few across the country offering this unique training. Gerontological training can assist students across disciplines, including science, technology, and engineering, by bringing the context of life-span development and aging to students' individualized subject matter. Understanding context and human factors can improve doctoral student education, thereby enhancing research, product and technology development, and career marketability.**

- d. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs; and
- e. **There are no doctoral programs in Gerontology at any of the Iowa Regents institutions. Thus, this doctoral Gerontology program will be the only such program in the state. The University of Northern Iowa (UNI) maintains a bachelor's program in gerontology, and students graduating from that program would fit well into our doctoral program in gerontology. At the undergraduate level, University of Iowa students can focus on aging by enrolling in the Interdepartmental Studies Program. Thus, these students also represent a pool of potential graduate applicants. At the graduate level, the University of Iowa offers an Interdisciplinary Graduate Fellowship in Aging (Center on Aging) and a graduate minor or certificate (Aging Studies Program in the School of Social Work). These programs are not majors and their focus is more clinically oriented.**

- f. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

**In 2006, there were 37.3 million older adults (65 years and older) in the United States. They represented 12.4% of the U.S. population. The number of older adults is expected to increase dramatically in the next 40 years to 20% of the U.S. population (Federal Interagency Forum on Aging-Related Statistics, 2008).**

**Among all states, Iowa has the fifth-highest percentage of older persons (65+) and the third-highest percentage of oldest-old individuals (85+) in the United States. As a land-grant university, we need a Gerontology Program that addresses implications of these demographic changes of aging, and that prepares citizens in Iowa, the United States, and the world for an aging society.**

**With the increasing number of old and very old adults in Iowa by the year 2050, Iowa State University needs to act by strongly supporting its Gerontology Program. Caring for this increasing number of older adults presents challenges of both cost and “manpower”; it will take technology and innovation and new multidisciplinary solutions are required. Iowa State University is particularly well-positioned to offer such collaboration across departments reflecting basic, applied, behavioral, and technological science expertise.**

**An effective Gerontology Program will train students who will serve older Iowans, inform students and the public about healthy aging, and utilize state-of-the-art knowledge and technology to prepare for an aging society. This includes attracting outstanding faculty and students who will be at the cutting edge of research and training. We have the opportunity to be recognized nationally and internationally for the impact we have in addressing major aging issues. Iowa State University can play a leading role in one of the most pressing social issues facing our world today: the graying of our society.**

- g. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?

**All but three of the required courses are already available through either existing on-campus or Great Plains - IDEA system offerings. Web-based and on-campus elective courses are also already available. Students in the proposed program will receive a greater research focus via matriculation through research methods and statistics already offered through existing courses (e.g., Human Development and Family Studies 503 and Statistics 401).**

- h. How does student demand for the proposed program justify its development?

**The increasing number of older adults is creating a need to support successful aging from a multidisciplinary perspective.**

**“Between January 1 and December 31, 2011, more than 7,000 people will turn 65 years old every single day. Financial security and improving their health are top concerns; these issues affect their outlook now, how they feel about the future, and what plans they are making. Like their parents, they want to age in place, and have found that aging often presents chronic health conditions and financial responsibilities that influence how they will live the last third of life (American Association of Retired Persons, 2011).”**

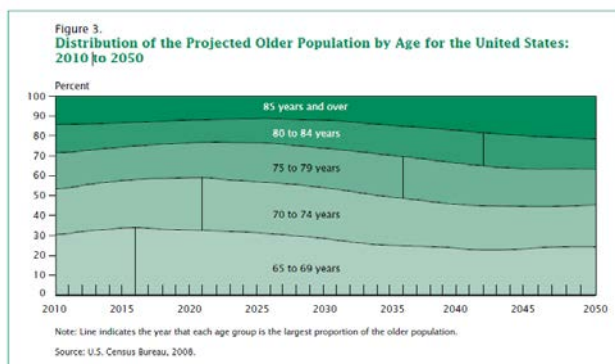
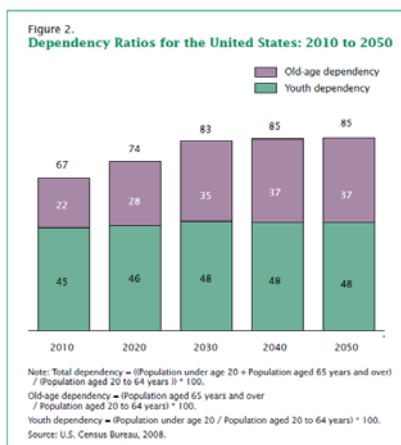
Iowa State University students need to understand aging and prepare for careers working with older adults and their families. In her 2007 book, “101 Careers in Gerontology,” Grabinski outlines the demand and need to train gerontologists:

“Wanted: gerontology workers, gerontological specialists, and gerontologists for careers now and into the future. Work with, for, and on behalf of the growing population of elders (including centenarians) in a wide variety of settings. Required: training/education in appropriate field and at appropriate level for specific position; specialization in aging studies/gerontology is highly desirable. Ability to rethink one’s concept of old and deconstruct myths about old people and the processes of aging is mandatory.”

An on-campus graduate program in Gerontology will fulfill student demand. In a survey of Great Plains IDEA master’s alumni, graduates commented on the need for a PhD in gerontology as well as more applied opportunities at the graduate level. An on-campus doctoral program will offer Great Plains IDEA master’s graduates the opportunity to continue their graduate training.

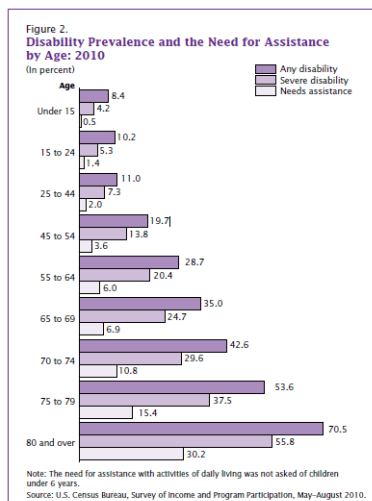
- Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the near future (provide documentation about the sources of data used to estimate need and demand.)

The Bureau of Labor Statistics projects that between 2010 and 2020, “occupations in the doctoral or professional degree category are expected to grow by about 20 percent (<http://www.bls.gov/ooh/About/Projections-Overview.htm>).”



The need to train professionals equipped in addressing age-related needs from a multidisciplinary perspective is great. As depicted in the above figures from the Administration on Aging ([http://www.aoa.gov/AoARoot/Aging\\_Statistics/future\\_growth/DOCS/p25-1138.pdf](http://www.aoa.gov/AoARoot/Aging_Statistics/future_growth/DOCS/p25-1138.pdf)), the dependency ratio of older adults to youth is increasing and within the older adult population, the oldest-old group is growing.

Within the older adult population there is a diversity of needs as disability rates increase with age (US Census Bureau, <http://www.census.gov/prod/2012pubs/p70-131.pdf>) and



individuals require environments, technology, and professional services which support activities of daily living and enhance quality of life. Doctoral trained professionals are needed to provide critical education and training to meet the growing demand presented by an aging society and world. For example, many regions of the country (including Iowa) have shortages of physical and mental health care professionals (Department of Human Services; <http://bhpr.hrsa.gov/shortage/>). Research, clinical work, and policy developments are needed to support successful or optimal aging which yields benefits not only for individuals, but also families, communities, and society as quality of life increases, family caregiving is eased, and medical expenditures are decreased. Much work remains to

be accomplished in areas of engineering and technology to create sustainable environments which promote healthy life-span development.

3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

**As described above, no doctoral program in Gerontology exists at the other Regents institutions. At both the Fall 2010 and Fall 2011 meetings of the Iowa Consortium of Aging Programs, members from the University of Northern Iowa and the University of Iowa, as well as the Des Moines Area Community College, expressed support for these graduate programs and their support continues in current conversations. (Please see attached letters of support)**

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

- a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?
- b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.
- c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)

4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.
- a. Undergraduate

**Not applicable**

- b. Graduate

**In addition to new recruits, it is anticipated that an ISU doctoral program in Gerontology will attract students completing the online Great Plains IDEA master's program as well as the proposed on-campus master's in Gerontology. As outlined in the master's proposal, we anticipate a total of 26-30 online and on-campus master's students and the additional recruitment of 1-2 new doctoral students each year. This number is based on an estimated cohort admittance each year of 3-5 on-campus masters and Ph.D. track students observed at other universities such as Tulane University (per site visit by Peter Martin while Gerontology Program Director). These targeted estimates are intentionally conservative, however, we anticipate a greater demand and can adjust future admittance after establishment of the on-campus programs.**

Historical Enrollment of Gerontology Great Plains masters and on-campus minors

Graduate	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012	2012-2013
Masters	15	18	17	16	20	13	21	20	17
Minors	23	21	21	21	21	18	15	14	18

- c. What are the anticipated sources of these students?

**It is anticipated that students will be recruited from several sources including: (a) Iowa State graduate students minoring in Gerontology, (b) Iowa State master's students completing an Interdisciplinary Graduate Studies master's degree emphasizing aging-related studies,, (c) online Great Plains IDEA certificate and master's students enrolled at Iowa State and our six partner institutions, (d) professionals working in the field who need specific training and credentials in Gerontology to advance, and (e) new recruits contacted via networking and academic and professional organizations (e.g., the Gerontological Society of America, direct care worker associations).**

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction.

**Not applicable**

6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities? List them:

College Administrative approval	<b>Pam White, Dean of the College of Human Sciences</b>
Graduate College Administrative approval	<b>Dave Holger, Associate Provost for Academic Programs and Dean of the Graduate College</b>
Program Department	<b>Proposed by the Gerontology Program Curriculum Committee &amp; approved by the Gerontology Program Advisory Committee (November 3, 2011)</b>
Gerontology Program Faculty Associates	<b>Approved February 28, 2013</b>
Affiliated Department	<b>Human Development Family Studies, Graduate Faculty (approved February 22, 2012)</b>
College of Human Sciences Curriculum Committee	<b>Approved November 2012</b>
College of Human Sciences Faculty	<b>Approved February 28, 2013 Yes: 73, No: 5, Abstain: 5</b>
Graduate College Curriculum Committee	<b>Preliminary discussion November 2012; Follow-up discussion April 2013; Follow-up discussion &amp; approval November 2013</b>

7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and the results of listserv review.

(THIS WILL BE FILLED IN BY THE PROVOST OFFICE.)

8. Will the proposed program apply for accreditation? When?

**Recommendations from the Association of Gerontology in Higher Education were followed; however, formal accreditation is not available.**

9. Will articulation agreements be developed for the proposed program? With whom?  
**Because this is a graduate degree program, articulation agreements are not appropriate. While students in the program may take Great Plains-IDEA courses from member institutions, these courses are not required and Gerontology students will have access to these courses in a manner consistent with existing policies and procedures for other on-campus students at Iowa State. The proposed programs will be Iowa State graduate programs, not subject to curricular oversight from other institutions in the Great Plains consortium.**



10. Describe the faculty, facilities, and equipment that will be required for the proposed program.

**This new degree will not require any additional faculty, facilities, or equipment. At Iowa State University, 50 faculty members are already involved in the Gerontology Program (<http://www.gerontology.iastate.edu/faculty/>). An existing list of faculty members approved to serve on graduate minor students' POS committees is already in place (<http://www.gerontology.iastate.edu/faculty/pos-faculty/>). These faculty, as well as additional faculty desiring to do so, can serve as committee members on the proposed master's and doctoral programs. It is expected that an approved Gerontology-related faculty member will serve as Major Professor or co-Major Professor for students enrolling in these proposed on-campus programs.**

**Gerontology and Gerontology-related courses already exist on campus (please see Appendix). In addition, Great Plains IDEA courses can augment the on-campus courses. Three new courses are needed to fulfill content needs and serve to form cohorts of Gerontology students. Thus, the additional work load of faculty is minimal.**

**All Great Plains IDEA courses (and several on-campus courses) are housed within Gerontology and additional courses are cross-listed by other Iowa State departments. Students pursuing the MS and Ph.D. in Gerontology will register for these courses using the "Geron" prefix. Students will enroll in thesis and dissertation credits and will be supervised by a faculty member associated with the Gerontology Program. The Gerontology Program currently has student space and computer access for students in LeBaron Hall.**

11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

<b>SOURCES</b>	<b>TOTAL AMOUNT</b>
College of Human Sciences, program support	FY13: \$11,380
College of Human Sciences, program space	FY13: 78 LeBaron
College of Human Sciences, Director support	2 weeks summer support for the Gerontology Program Director
Dept. of Human Dev. & Family Studies, Director Support	1 AY course release
Graduate College, graduate assistantships Departmental Match (1/4 time)	FY 13: 3, ¼ time GRA positions

**These resources will be shared across both the proposed master's program as well as this proposed doctoral program.**

12. Estimate the total costs/total new costs (incremental increases each year in expenditures) that will be necessary for the next seven years as a result of the new program:

**Consistent with other inter-departmental programs which share administrative support resources, we have requested ¼ time P and S administrative support from the Graduate College.**

To guarantee alternate year offerings of the proposed Gerontology courses, support will be requested from the Graduate College, College of Human Sciences, and participating departments to support instructor salary and teaching of these courses as “in load”. As conceptualized, GERON 630, Theories of Gerontology, can be taught online to broaden access to non-ISU students including doctoral students at our Great Plains IDEA institutions. The Great Plains IDEA Gerontology faculty has expressed interest in such a doctoral-level course.

Finally, a yearly one-course release will be sought for the Director of Graduate Education (DOGE) of the proposed on-campus programs. Currently, the Director of the Gerontology Program serves as DOGE for the on-campus graduate minor and College of Human Sciences Associate Dean for Research and Graduate Education, Dr. Carla Peterson, serves as DOGE for the online MFCS students enrolled in the Gerontology specialization. Alternate models for the MFCS DOGE have been discussed and can be revisited if the proposed master’s and doctoral degree programs are approved.

### Supplemental materials

(to be used at Iowa State University in the review of the proposal):

13. Program requirements, including:
  - a. prerequisites for prospective students;

Similar to other graduate programs on campus such as Human Computer Interaction (<http://www.hci.iastate.edu/Academics/ms.php>), prerequisites for application to the proposed master’s program includes: (a) an earned bachelor’s degree, (b) a minimum bachelor’s degree grade point average (3.0), (c) three letters of recommendation from professional/academic sources, (d) statement of purpose, goals, and research interests, (e) resume or curriculum vitae, (f) Graduate Record Examination, and (g) the TOEFL if applicable. Students must also meet the admissions standards of participating home departments. Participating home departments and faculty will be involved in and agree to admissions offers. (see below and Appendix D excerpt from the ISU Graduate College)

- b. language requirements;

**There are no language requirements for the current or proposed program.**

- c. courses and seminars presently available for credit toward the program;

**All but three required courses are already offered either on-campus or via the Great Plains - IDEA. Web-based and on-campus elective courses are also offered. Additional courses in research methods and statistics for the new thesis option are already offered through the Department of Human Development and Family Studies and the Department of Statistics.**

- d. proposed new courses or modifications of existing courses;

To facilitate the on-campus curriculum offerings of key courses within the AGHE-suggested curriculum and to build yearly cohorts of students, we propose regular offering of three courses (i.e., Introduction to Gerontology, Theories of Adult Development and Aging, and Biology of Aging). Additional cross-listing of existing and the three proposed courses is expected to increase appeal to both Gerontology and non-Gerontology students.

e. thesis and non-thesis options in master's programs;

n/a

f. implications for related areas within the university;

Compared to the existing “Master of Family and Consumer Sciences” with a specialization in gerontology which is only available in the College of Human Sciences, the proposed master’s program is more consistent with the educational model used by other interdepartmental programs at Iowa State University. There are no other implications for related areas. The program has the potential to recruit more graduate students into a respective participating home department.

g. admissions standards for graduate programs

Consistent with guidelines set forth by the Iowa State University Graduate College (Appendix D), admission to the proposed gerontology master’s will be made by the Admissions Committee of the Gerontology Advisory Committee. Students will be responsible for collecting all supporting materials (GRE, academic records, letters of recommendation, etc.) and sending the application packages to the Gerontology Program Admissions Committee. When all the materials are on file, the Gerontology Program Admissions Committee will act on the request for admission, coordinating with the potential participating home department and Major Professor, and ultimately contacting the applicant about their decision.

Similar to other interdepartmental programs at Iowa State University, we will seek graduate research assistantships from the Graduate College to recruit and support incoming graduate students. Also consistent with other interdepartmental programs, admitted students will be responsible for procuring funding (e.g., Major Professor/PI grant support; home department support). Coinciding with admittance decisions, participating faculty will assess and communicate funding potentials to students.

14. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources as described in the Regents questions

**Please see the attached**

15. Attach to the program proposal, letters of support, recommendations, and statements when appropriate:
  - a. from programs at the other Regents universities
  - b. from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program

**Please see the attached**

**Notes:**

1. The CIP Specialty name and number is found at:  
<http://nces.ed.gov/pubs2002/cip2000/>

January 2006

### Gerontology On-campus Doctoral Degree Program of Study (PoS)

The proposed Program of Study requirements are based on recommendations from the Association for Gerontology in Higher Education (AGHE). Consistent with other interdepartmental graduate programs at Iowa State, students will be admitted to the Gerontology Program as well as a “home” department. The proposed PoS structure allows flexibility for this interdisciplinary approach, while ensuring that both gerontology-related and other disciplinary content are incorporated into students’ courses and scholarly work.

Recommendations from the Association for Gerontology in Higher Education	Proposed doctoral degree
<u>Psychosocial basis of behavior</u> (e.g., sociology, psychology, economics, political science)	3 credits Required: GERON 630
<u>Biological basis of aging</u> (e.g., biology, physiology, nutrition, health education)	3 credits Required: GERON 425/525
<u>Research methodology &amp; statistics (tailored to students’ disciplinary focus)</u>	18 credits
<u>Gerontology electives &amp; other relevant areas</u> (e.g., human development, public policy, family relations, administration, death and dying, and other gerontology/special topics) &	12 credits Required: GERON 431/531
<u>Non-Gerontology Electives (likely related to students’ home departments)</u>	18 credit minimum content related to home department
<u>dissertation</u>	12 credits (dissertation)
<u>6-12 hours Practicum</u>	6 credits (combination as determined by PoS committee of research, field, and teaching experience)
<u>Additional requirements</u>	Preliminary examinations per home department
<u>Total</u>	72 credit minimum (exceeds AGHE minimum 69)

Note: The proposed curriculum results in the following minimum credits in Gerontology and a home department: Doctoral, 18 credits Gerontology and 18 credits Home Department in addition to specialized research methods and statistics. The minimum number of Gerontology and home department credits was considered and adjusted to ensure meaningful content delivery while preserving student and Program of Study Committee flexibility.

## Examples of On-campus Gerontology and Gerontology-related Courses

### **Apparel, Educational Studies, & Hospitality Management**

- Consumer Behavior & Apparel (TC 567)

### **Architecture**

- Design for all People (GERON 571/ARCH 571 )

### **Gerontology**

- Seminar (GERON 501)
- Survey of Gerontology (GERON 510)
- Special Topics (GERON 590)
- **Foundations in Gerontology (GERON 431/531)**
- **Theories of Gerontology (GERON 630)**
- **Biology of Aging (GERON 425/525)**
  - **Note:** A version of Biology of Aging is offered through the Great Plains as an elective course, however, we would like to offer an on-campus version that would have broader appeal across departments and would be required of Gerontology graduate students.

### **Kinesiology**

- Physical Fitness: Principles, Programs & Evaluation (KIN 558)
- Physical Activity Assessment for Health Related Research (KIN 570)
- Aging Gracefully (KIN 590)

### **Human Development & Family Studies**

- Housing and Real Estate in Family Financial Planning (HD FS 541)
- Economics, Public Policy, and Aging (HD FS 545)
- Families and Disability Across the Lifespan (HD FS 556)
- Environments for the Aging (GERON 563/HD FS 563)
  - Offered on-campus and online via Great Plains IDEA
- Impact of Public Policy on the Family (HD FS 566)
- Family Stress, Abuse, and Illness (HD FS 567)
- Aging in the Family Setting (GERON 577/HD FS 577)
  - Offered on-campus and online via Great Plains IDEA
- Family Interaction Dynamics (HD FS 579)
- Family Policy Analysis and Evaluation (HD FS 585)
- Family Economics and Public Policy (HD FS 588)
- Advanced Structural Equation and Longitudinal Modeling (HD FS 606)
- Adult Development and Aging (HD FS 635)

### Political Science

- State Government and Politics (Pol S 510)
- Comparative Public Policy (Pol S 544)

### Psychology

- Advanced Cognition (PSYCH 516)
- Cognitive Neuropsychology (PSYCH 519)

**Note: Other seminars and independent studies related to Gerontology are offered.**

### Existing Great Plains IDEA Gerontology and Gerontology-related Courses

Note: Great Plains courses augment on-campus offerings and add value to the proposed degree programs, however, these courses are not meant to replace on-campus offerings.

### Core Courses

- Perspectives in Gerontology (GERON 530)
- Adult Development (GERON 534)
- Nutrition and Physical Activity in Aging (GERON 540)
- Economics, Public Policy, and Aging (GERON 545)
- Environments and Aging (GERON 563)
- Aging in the Family Setting (GERON 577)
- Program Evaluation and Research Methods (GERON 584)
- Professional Seminar in Gerontology (GERON 594)

Other regularly offered courses that may serve as electives are:

- |              |                                                        |
|--------------|--------------------------------------------------------|
| • C Dev 523  | Grant Writing                                          |
| • FFP 540    | Estate Planning for Families, 3 Credits                |
| • FFP 545    | Retirement Planning & Employee Benefits, 3 Credits     |
| • GERON 520  | Women and Aging                                        |
| • GERON 521  | Biological Principles of Aging                         |
| • GERON 522  | Long Term Care                                         |
| • GERON 523  | Mental Health and Aging                                |
| • GERON 524  | Cognitive Health                                       |
| • GERON 501M | Spirituality and Aging                                 |
| • GERON 501N | Creativity and Aging                                   |
| • GERON 501R | Sexuality and Aging                                    |
| • GERON 501S | Contemporary Concepts in Aging, Life Course and Design |

**Program of Study Example  
for a Doctoral Student seeking a degree in Gerontology  
with a “Home” Department in Kinesiology**  
(based on the approved POS of a graduated student)

<b>Recommendations from the Association for Gerontology in Higher Education</b>	<b>Proposed doctoral degree</b>
<u>Psychosocial basis of behavior</u> (e.g., sociology, psychology, economics, political science)	3 GERON 630      Theories of Gerontology (3cr)
<u>Biological basis of aging</u> (e.g., biology, physiology, nutrition, health education)	3 GERON 425/525    Biology of Aging (3cr)
<u>Research methodology &amp; statistics</u> (tailored to students’ disciplinary focus)	21 STAT 401      Statistical Methods (4cr) STAT 402      Statistical Design and the Analysis of Experiments (3cr) KIN 501        Research Methods in Physical Activity (3cr) KIN 505        Research Laboratory Techniques in Exercise Physiology (2cr) KIN 516        Quantitative Analysis of Human Movement (3cr) KIN 558        Physical Fitness - Principles, Programs and Evaluation (3cr) KIN 620        Advance Research Methods in Physical Activity (3cr)
<u>Gerontology Electives &amp; other relevant areas</u> (e.g., human dev., public policy, family relations, administration, death and dying, & other gerontology/special topics)	12 GERON 431/531 Foundations in Gerontology (3cr) GERON 540      Nutrition and Physical Activity (3cr) GERON 522      Long Term Care (3 cr) GERON 524      Cognitive Health (3cr)
<u>Non-Gerontology Electives</u> (likely related to students’ home departments)	18 KIN 510        Advanced Medical Aspects of Exercise (3cr) KIN 549        Advanced Vertebrate Physiology I (3cr) KIN 552        Advanced Vertebrate Physiology II (3cr) KIN 550        Advanced Physiology of Exercise I (3cr) KIN 551        Advanced Physiology of Exercise II (3cr) KIN 570        Physical Activity Assessment for Health Related Research (3cr)
<u>dissertation</u>	12 Geron 699      Research (“Dissertation”) (12cr)



<u>6-12 hours</u> <u>Practicum</u>	6 (3 research, 3 field) Geron 691B Research (3cr) KIN 591B Health and Exercise Promotion (3cr)
<u>Additional requirements</u>	Preliminary examinations
<u>Total</u>	75

**Program of Study Example  
for a Doctoral Student seeking a degree in Gerontology  
with a “Home” Department in Human Development and Family Studies**

<b>Recommendations from the Association for Gerontology in Higher Education</b>	<b>Proposed doctoral degree</b>
<u>Psychosocial basis of behavior</u> (e.g., sociology, psychology, economics, political science)	3 GERON 630 Theories of Gerontology (3cr)
<u>Biological basis of aging</u> (e.g., biology, physiology, nutrition, health education)	3 GERON 425/525 Biology of Aging (3cr)
<u>Research methodology &amp; statistics</u> (tailored to students’ disciplinary focus)	18 STAT 401 Statistical Methods (4cr) HDFS 503 Quantitative Research Methodology (3cr) HDFS 505 Applications of Quantitative Research Methodology (2cr) HDFS 504 Qualitative Research Methods (3cr) HDFS 603 Advanced Quantitative Methods (3cr) HDFS 605 Multilevel Modeling for the Social & Bh. Sciences (3cr)
<u>Gerontology Electives &amp; other relevant areas</u> (e.g., human development, public policy, family relations, administration, death and dying, and other gerontology/special topics)	12 GERON 431/531 Foundations in Gerontology (3cr) GERON 540 Nutrition and Physical Activity (3cr) GERON 524 Cognition and Aging (3 cr) GERON 501R Sexuality and Aging (3 cr)
<u>Non-Gerontology Electives</u> (likely related to students’ home departments)	18 HDFS 511 Family Theories (3cr) HD FS 545 Economics, Public Policy, & Aging (3cr) HD FS 556 Families and Disability Across the Lifespan (3cr) HDFS/GERON 563 Environments and Aging (3cr) HDFS/GERON 577 Aging in the Family Setting (3cr) HDFS 579 Family Well-being across the Lifespan
<u>dissertation</u>	12 Geron 699 Research (“Dissertation”) (12cr)
<u>6-12 hours Practicum</u>	6 (3 research, 3 field) Geron 691B Research (3cr) Geron 691D Field (3cr)
<u>Additional requirements</u>	Preliminary examinations
<u>Total</u>	72

### **Additional Appendices**

- A. Proposed catalog descriptors for three new Gerontology courses**
- B. Organizational structure of the Gerontology Program and the Advisory Committee**
- C. Gerontology Program Faculty Associates**
- D. Excerpts from the Graduate College Handbook explicating policies related to Interdepartmental Graduate Programs**
- E. Letters of support**

## Appendix A

### Gerontology Program Working Course Descriptions: Three Proposed Courses for On-campus Graduate Majors

Draft 4/18/13 (Discussed by the Gerontology Advisory Committee)

**<sup>a,b</sup>GERON 431/531 Foundations in Gerontology (3cr, Alt. F even)**

This course provides an overview of adult development and aging processes and demographics and the impact of aging on individuals, families, as well as local and global communities. Diversity and differential trajectories within adult development and aging are emphasized. Implications for multidisciplinary prevention and intervention foci are incorporated.

**<sup>a,c</sup>GERON 425/525 Biology of Aging (3 credits, Alt. F odd)**

This course is oriented to the advanced undergraduate and graduate student. This course presents an in-depth analysis of the biology of aging, beginning with the demographics of aging at the population level and progressing to describing age-related changes occurring at the molecular and cellular level. Factors associated with successful aging will be included.

**<sup>b</sup>GERON 630 Theories of Gerontology (3cr, Alt. S even)**

This course incorporates multidisciplinary and life-span perspectives in the examination of theories applicable to understanding adult development and aging. A whole-person wellness approach is adopted in which multiple aspects of adult development are considered including psychological, cognitive, biological, relational, and societal. Relevance to research design and methodology, assessment, and application will be discussed.

<sup>a</sup> = Dual-listing will facilitate relevance to advanced undergraduate students (including current Gerontology minor students) and graduate students (both minor and major) thereby maximizing student enrollment.

<sup>b</sup> = Cross-listing with HDFS, SOC, and PSYC will be pursued.

<sup>c</sup> = Cross-listing with KIN and BIO will be pursued.

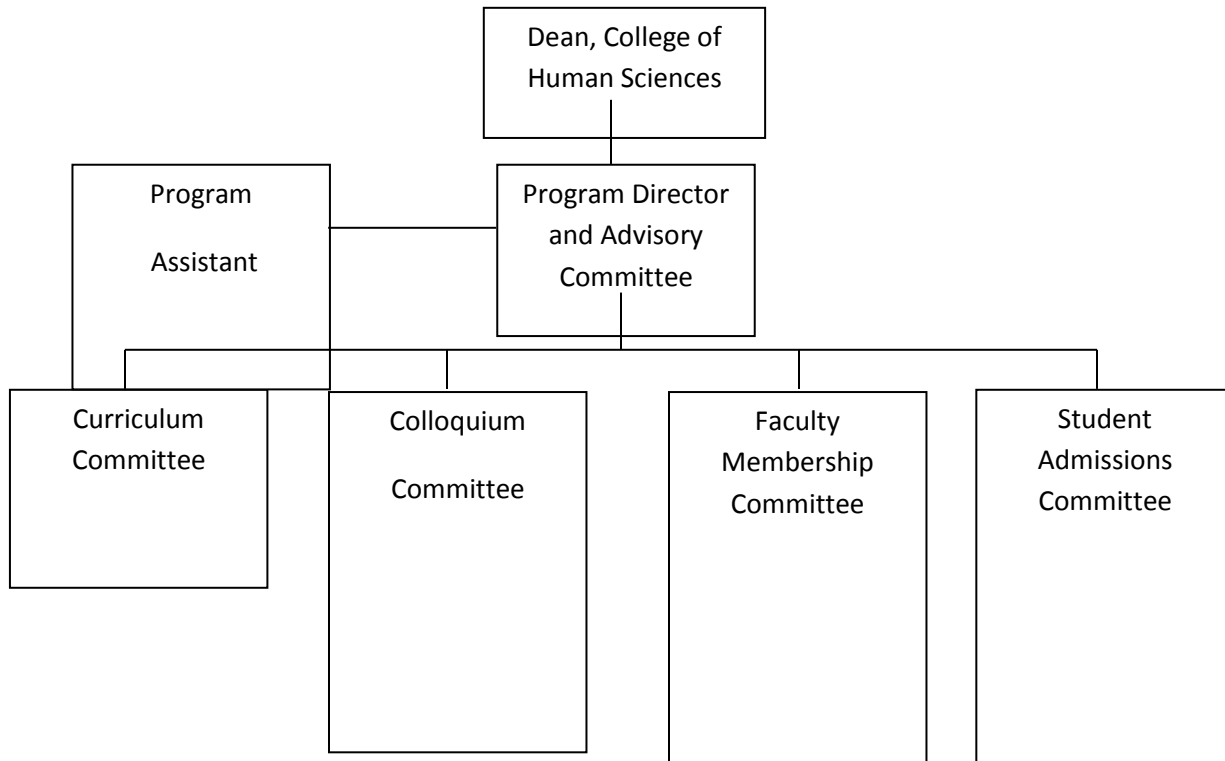
## Appendix B

Gerontology Program

Iowa State University

Organizational Structure

The structure of the Gerontology Program at Iowa State University is depicted in Figure 1.



*Figure 1.* Organizational Structure, Gerontology Program

The Gerontology Program consists of gerontology associates, an advisory committee, and four subcommittees. The advisory committee includes the Director of the Gerontology Program, the two coordinators for the minor programs, and six additional gerontology associates. The Director of the program reports to the Dean of the College of Human Sciences. The gerontology organizational structure was approved by the Gerontology Advisory Committee on February 10, 1993 and subsequently approved by Dr. John Dobson (Graduate College) and Dr. Ed Lewis (Provost Office). The revision of the organizational structure was approved by the Gerontology Advisory Committee on April 22, 2011.

## **Director of the Gerontology Program**

The Director of the Gerontology Program is nominated and elected by the gerontology associates. The Director serves for a three-year term but may serve repeated terms provided gerontology associates re-elect the Director for subsequent terms. The outgoing Director acts as an ex-officio member the year following his/her formal term.

## **Graduate and Undergraduate Coordinators**

The graduate and undergraduate coordinators are nominated and elected by the gerontology associates. The graduate program coordinator meets with the gerontology graduate minor students to discuss their program-of-study for the graduate gerontology minor.

The undergraduate program coordinator meets with all gerontology undergraduate minor students to discuss their coursework for the undergraduate minor. The undergraduate coordinator also supervises the pre-practicum and practicum for all undergraduate minor students.

## **Gerontology Advisory Committee**

Six faculty members are nominated and elected by the gerontology associates to 3-year staggered terms. Gerontology Advisory Committee members may serve repeated terms. No more than three faculty members may come from the same department.

The committee meets at least four times per year and is responsible for recruiting support for graduate students, reviewing potential faculty members to serve on POS committees, evaluating student progress, administering curricular issues, organizing seminars/workshops, and establishing other committees as necessary.

The Gerontology Advisory Committee oversees the activities of the four committees and makes final decisions concerning the Gerontology Program.

## **Curriculum and Undergraduate- and Graduate Student Committee**

The committee includes gerontology associates and one graduate- and one undergraduate student. Course issues, requirements, exams, terminations, and other related issues are addressed by the committee. The Curriculum and Undergraduate- and Graduate Student Committee forwards recommendations to the Advisory Committee for final approval.

## **Faculty Membership Committee**

This committee includes three gerontology associates and is responsible for new faculty member recruitment, evaluating existing faculty who serve on POS committees and other related issues.

### **Admissions Committee**

This committee evaluates prospective graduate students. The committee also determines which students are awarded a stipend for the first year of graduate work (funded by the Graduate College the first year - after the first year, students are usually fully funded by the PIs of the labs or by a source other than the Graduate College).

### **Colloquium Committee**

This committee organizes a colloquium series in gerontology. Two gerontology associates and 2-3 students serve as members of the committee. Funds are requested as needed from various colleges, departments, and programs to cover costs of outside speakers.

### **Program Assistant**

This is a full-time support person (P&S) paid for by the Graduate College to assist the program. This person may be shared with other interdepartmental programs. The program assistant handles paperwork, billing, updates the website, graduate student recruitment and applications, student forms, and other related duties.

### **The Gerontology Associates**

Any member of the faculty may self-nominate to become an associate member of the Gerontology Program. The duration of association is self determined.

The Advisory Committee will determine whether the faculty member is eligible to serve on POS committees.

The gerontology minor representative on program of study committees makes final decisions on the courses taken for the gerontology minor. The gerontology minor representative also administers the preliminary written examination for doctoral students. Gerontology associates wanting to participate as minor representatives on program-of-study (POS) committees submit their curriculum vitae to the Advisory Committee.

## Appendix C

### Gerontology Faculty Associates

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Apparel, Events, and  
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College of Human Sciences

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**Debra Sellers (Associate Dean-Extension Outreach College of Human Sciences)**

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Political Sciences & Statistics College of Liberal Arts and Sciences	Mack C. Shelley 515-294-8346, <a href="mailto:mshelley@iastate.edu">mshelley@iastate.edu</a>
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Sociology College of Liberal Arts and Sciences	Anastasia Prokos 515-294-0515, <a href="mailto:aprokos@iastate.edu">aprokos@iastate.edu</a>

## Appendix D

### Excerpt taken from the Graduate College Handbook

[http://www.grad-college.iastate.edu/common/handbook/Grad\\_College\\_Handbook\\_September\\_2013.pdf](http://www.grad-college.iastate.edu/common/handbook/Grad_College_Handbook_September_2013.pdf)

#### *Graduate Administrative Components*

##### **Department**

The department is the basic administrative unit of the academic colleges of the university. Departments report to colleges; colleges report to the Provost. All staff members engaged in teaching, research, and extension hold appointments in at least one department. Department responsibilities to graduate education include faculty appointments, offering of courses, and graduate student support.

##### **Graduate Major**

A major is an approved academic area of study leading to a graduate degree. (For a complete listing of graduate majors, see [Appendix C](#).) Each major is offered by a group of qualified faculty who are responsible for the curricula, requirements, and standards that constitute a distinct program of training. The responsible faculty may be administratively located in a single department (departmental major) or may be located in several departments (interdepartmental major). At ISU every graduate student must either be enrolled in a major or be officially accepted as a nondegree seeking student. Opportunities also exist for majoring in more than one area of study (co-major, concurrent major or double degree).

##### **Interdepartmental Majors and Home Departments**

Interdepartmental graduate majors and academic departments are in synergistic relationships. The majors gain from these relationships by placing their students in physical settings in which scholarship can thrive. Departments gain talented students who enrich the academic unit in various ways.

- Interdepartmental students contribute to the academic culture of their home departments by being highly qualified, prepared, and motivated to focus on a research subject through a broad lens.

- Interdepartmental students who enroll in courses in their home department bolster the student credit hours of the department.
- Many interdepartmental students co-major in departmental programs to enhance their credential base. In this manner, interdepartmental programs act as a recruiting channel for departmental majors.
- Interdepartmental students frequently have unique experience and training that enhance their effectiveness as teaching assistants for a home department's courses.
- Tuition revenue from interdepartmental students flows to the home department of the student.

Clear terms of relationships between interdepartmental majors and home departments will prevent misunderstandings that might harm students and ultimately restrict the university's research mission.

### **Admission**

Interdepartmental majors review applicants for admission to those majors based on university-wide and program standards. Cooperating departments do not influence the decision of whether to admit applicants to interdepartmental majors, but the departments do have the choice of whether to serve as the academic home for admissible applicants to interdepartmental majors. A department may elect not to serve as the academic home for reasons such as resource limitations, but declining home department status should not be based on prioritizing students based on major or admission standards. By affiliating with an interdepartmental major, the department agrees to defer to the major for decisions on admissibility. Interdepartmental majors may need to decline admission to a well-qualified applicant who seeks to work with a specific faculty member if that professor's department will not serve as the student's home. The choice of a major professor by students who rotate among labs immediately after admission may be based, at least in part, on which potential major professors are able to offer the student a home department.

### **Home Department Status**

Students admitted to an interdepartmental major may begin their programs with confirmed major professors. In such cases, the department of the professor has agreed to be the home department for the new student. For faculty members with joint appointments among departments whose students pay different tuition rates, the faculty member's primary department must be that faculty member's students' home department. Some students begin a graduate program in an interdepartmental major without a major professor. For example, it is common, for new students to have rotation experiences with multiple faculty members before settling on a major professor and permanent home department. In this case, the DOGE of the interdepartmental major may provide a home as the student completes rotations, or each faculty member hosting a rotation may provide a temporary home for the student. During this interim period, tuition is assessed based on the sole or primary department of the interdepartmental DOGE, and the college of the interdepartmental DOGE awards tuition scholarships to qualified students. The eventual choice of a major professor for students who begin a graduate program without one may be based in part on which professors can provide a home department. If a student selects a major professor who holds joint appointments among departments, and if different rates of tuition are charged to students in those departments, the home department must be the primary department of the

professor. Students who enter an interdepartmental program without a major professor must seek approval to designate a home department by initiating the form titled "Request to Establish a Home Department for Students Admitted to Interdepartmental Majors," which is available on the Graduate College Web site at <http://www.grad-college.iastate.edu/common/forms/index.php>. If a student changes their major professor or a major professor notifies a student that he/she will no longer serve, the interdepartmental major should notify the home department so that the department may determine whether to terminate home department status. The Graduate College must be informed of such actions.

### Provisions for Students

Home departments agree to provide space, facilities, and equipment to students in interdepartmental majors in a manner consistent with what is provided to other graduate students in the department. Typically, desk space is provided, and access to copy machines, common office supplies, and shared departmental equipment is offered. Depending on departmental policy, computers, printers, and other personal equipment may also be provided. Although what is provided to interdepartmental students may vary among departments, provisions within departments should not differ based on the major a student is pursuing unless specific funds have been donated for students in certain majors. It can be acceptable for a home department not to provide space and other support to all or some (e.g., those not on an assistantship or fellowship) students if that is the department's policy regardless of a student's major. Academic colleges of major professors award tuition scholarships for graduate students in interdepartmental majors.

### Requirements of Students

After admission and establishment in a home department, an interdepartmental student is required to meet the academic requirements of his or her major, not those of his or her home department unless those additional requirements are associated with a co-major program of study. Home departments may not impose requirements for coursework, seminars, teaching, internships, etc. beyond those of the major. Any department not wishing to abide by this policy may withdraw its affiliation with an interdepartmental major or may deny requests to serve as the home department for a student in an interdepartmental major. With encouragement from major professors, interdepartmental students should become integrated in the culture of their home department and to build collegial relationships with others from within and outside of their major.

## **Appendix E**

### **Letters of Support**

#### State of Iowa and Community Partners

- Elizabeth Beck, Executive Director, Heartland Senior Services
- Di Findley, Executive Director, Iowa CareGivers Association
- Betty Grandquist, Chair, Iowa Commission on Aging
- Donna K. Harvey, Director, Iowa Department on Aging
- Joel Olah, Executive Director, Aging Resources of Central Iowa

#### Iowa State University

- Pam White, Dean of the College of Human Sciences
- Bob Bosselman, Chair, Apparel, Events & Hospitality Management
- Carolyn Cutrona, Chair, Psychology
- Gong-Soog Hong, Chair, Human Development and Family Studies
- Phillip Martin, Chair, Kinesiology
- James McCormick, Chair, Political Science
- Debra Satterfield, Chair, Design
- Debra Sellers, Associate Dean & Director of Human Sciences Extension Outreach
- Johnny Wong, Chair, Computer Science

#### **Members of the Iowa Consortium of Aging Programs**

#### Des Moines Area Community College

- Rajendra Reddy, Aging Management Services Program

#### University of Iowa

- Mercedes Bern-Klug, Director, Aging Studies Program
- Robert Wallace, Director, Center on Aging

#### University of Northern Iowa

- Elaine Eshbaugh, Division Chair, Family Studies and Gerontology



*Story County Resources for Successful Aging*

205 S. Walnut, Ames, IA 50010  
(515) 233-2906 Fax: (515) 233-6986  
[info@hsservicesia.com](mailto:info@hsservicesia.com)  
[www.HeartlandSeniorServices.com](http://www.HeartlandSeniorServices.com)

November 1, 2013

Board of Regents, State of Iowa

#### LETTER OF SUPPORT FOR THE REQUEST FOR GRADUATE DEGREES IN GERONTOLOGY

Heartland Senior Services of Story County is focused on providing services and resources for individuals over the age of 60 who live in Story County, Iowa. The agency will be celebrating 40 years of servicing the local and county senior communities in 2014. But, as the population of the senior cohort grows and as that population becomes segmented by physical, cultural, economic, and social characteristics, it is difficult to believe that Heartland can continue to be and do the "same old thing." The issues are complex, intertwined, and pressing. The population numbers are there and the multitude of differing needs and wants in helping seniors to have healthy and productive lives come together in a jumbled way that make planning for the future complicated. Therefore, it is incumbent that Heartland searches out resources and partners in determining the future of seniors in Story County and Iowa, as well as deciding how to deliver those services.

The proposal to implement an interdepartmental Master of Science and a Ph.D. Program in Gerontology has the potential to connect research and knowledge with personnel and applied skills of its students and graduates to meet the rapidly growing demands of serving seniors. As an agency that intends to be a model for making good decisions and delivering valuable services to the seniors, Heartland can truly benefit from the expertise that faculty and students would have in a graduate level program of study. Heartland is a multi-program agency and currently delivers services in both congregate and home-delivered meals preparing approximately 40,000 healthy and balanced noon meals per year; has an on-site medically managed Adult Day Center open five days a week with a daily limit of 30 individuals but serving 65 individuals in a year; employs Outreach staff available for consultation and connecting seniors with appropriate resources; and houses an Activity Center that offers active seniors exercise classes, tai chi, duplicate bridge, Wii exercises, and book discussions. All of these services could use the knowledge gained from research, as well as employ graduates of the program.

In fact, Heartland just hired a graduate from the department, one who combined the online program with on-campus classes and experience to create a program similar to a master's degree, but without the formal designation. Her knowledge and skills in understanding the issues of our senior citizen clients made her the top candidate for the job.



Heartland has also benefited greatly from the collaborative efforts we have had with the faculty and students in the Gerontology Program. We have been included in class presentations, had faculty meet with our Board of Directors to share knowledge and research, had students serve as volunteers and interns, and engaged in discussions about future collaborative efforts. Two graduate students working in the area of Gerontology also produced a research report on the characteristics of the communities we serve so that we may be better able to target seniors and deliver services. The collaborative work with the current Gerontology Program has exceptionally important implications for making Heartland a truly responsive agency.

In the three years I have been at Heartland as the Executive Director, I have come to understand the current status of many seniors, but I also am well aware that the best future for seniors cannot happen unless there is an underpinning of policy that supports them and protects them. And policy does not happen unless the research is there to show the way. Policy issues affecting seniors will integrate studies in economics, psychology, sociology, nutrition, design, and wellness, as well as other areas of study. The interdisciplinary aspect of the two proposed graduate programs in Gerontology makes it very useful to an agency like Heartland as we continue to think ahead of the curve to be in position to serve seniors the best we can.

Heartland Senior Services is in full support of the request to approve a Master of Science in Gerontology and a Ph.D. Program in Gerontology. If approved, Heartland would also be pleased to partner with the Program in any way that furthers the purpose of serving seniors.

Respectfully,



Elizabeth C. Beck

Executive Director



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www.IowaCareGivers.org



October 28, 2013

Jennifer Margrett, Director  
Gerontology Program  
Iowa State University  
2354 Palmer Building  
Ames, IA 50011

Dear Jennifer,

I am very pleased to learn about the proposals to expand the Gerontology Program's on-campus offerings to include master's and doctoral degree programs. As you know the United States and the world face a tremendous increase in the population of older adults with diverse needs. These needs can best be met by a well-trained and supported multidisciplinary team that ranges from gerontologists to the direct care staff. In Iowa we have special challenges related to a largely rural environment, decreasing younger population, and shortage of health care professionals, particularly in long-term care settings.

Today's long term care is more than nursing homes. The majority of older Iowans want to remain in their own homes for as long as possible. One of the fastest growing segments of our population is those who have reached the age of 100. That was evident at a recent conference hosted by the Iowa Department on Aging when 25 centenarians were honored. Our ability as a state to meet the increasing demand for services will require good leadership and expertise by those who specialize in the area of gerontology.

Much work remains to be done related to education, training, policies, and practices that will ensure that the needs of older Iowans, their families, and the providers of care and support are met.

We look forward to the successful implementation of these programs and the work of future graduates in supporting older Iowans.

Sincerely,

A handwritten signature in black ink that reads "Di Findley". The signature is written in a cursive style with a large, sweeping flourish at the end.

Di Findley  
Executive Director  
Iowa CareGivers  
515-249-0138



Iowa Dept on Aging | Jessie M Parker Bldg | 510 E 12<sup>TH</sup> St, Rm 2 | Des Moines, IA 50319  
515.725.3333 | 800.532.3213 | [www.iowaaging.gov](http://www.iowaaging.gov) | [www.lifelonglinks.org](http://www.lifelonglinks.org)

Wednesday, May 1, 2013

Jennifer Margrett, Ph.D.  
Department of Human Development and Family Studies  
Gerontology Program  
Iowa State University  
Ames, IA 50011

Dear Dr. Margrett:

The Iowa Commission on Aging supports the establishment of interdepartmental graduate Gerontology programs at Iowa State University. The Iowa Commission on Aging is the policy-making body for the Iowa Department on Aging. In addition to providing policy and program oversight, the Commission advocates for the needs of older Iowans. The Commission notes that within the last year, Iowa's population of individuals aged 60 and older increased 2.6 percent. This trend is expected to continue for the next twenty years. With an increasing population of older Iowans comes increasing demand to address those issues that are important to them such as, remaining independent in their homes, effective community and caregiver supports, and services and programs that promote health and wellbeing.

Successful graduates of Iowa State's proposed master's and doctoral Gerontology program can become the leaders and professionals that address the complex issues we all face as we age. We need new innovations to accommodate the physical limitations that arise across the lifespan. We need new policies and strategies that promote and allow access to healthy foods and an active lifestyle. We need fresh insights into addressing a population diverse in ethnicity, lifestyle, education, and geographic distribution. We believe that the multidisciplinary research approach embedded in these graduate programs will generate leaders equipped with the background to address these needs. With these programs, Iowa State can become the center that aging professionals in Iowa and across the nation turn to for inspiration and solutions.

Thank you for the opportunity to support these programs.

Sincerely,

Betty Grandquist  
Chair, Iowa Commission on Aging



The link to resources for older Iowans

Iowa Dept on Aging | Jessie M Parker Bldg | 510 E 12<sup>TH</sup> St, Rm 2 | Des Moines, IA 50319  
515.725.3333 | 800.532.3213 | [www.iowaaging.gov](http://www.iowaaging.gov) | [www.lifelonglinks.org](http://www.lifelonglinks.org)

Monday, April 29, 2013

Jennifer Margrett, Ph.D.  
Department of Human Development and Family Studies  
Gerontology Program  
Iowa State University  
Ames, IA 50011

Dear Dr. Margrett:

The Iowa Department on Aging (IDA) enthusiastically supports the establishment of interdepartmental master's and doctoral Gerontology programs at Iowa State University. The IDA's mission is to develop a comprehensive, coordinated and cost-effective system of long term living and community support services that help individuals maintain health and independence in their homes and communities. The IDA views these proposed academic programs as an opportunity to develop new approaches to healthy aging, programs that promote independence, and service models for an increasingly diverse aging population. They will also bring much needed rigorous academic study to a burgeoning field and an employment environment facing a shortage of professionals with a gerontology education.

Of particular interest to the IDA is the program's interdisciplinary approach and its intent to educate students interested in becoming leaders in both academic and applied settings. Aging programs and providers need professionals and educators who approach the aging process using a holistic and social model, not simply a medical model. An individual's needs, priorities, and interests change across the lifespan. Multidisciplinary research is the best approach to develop innovative and effective solutions to address these shifting concerns.

Iowa's aging population makes Iowa State University a natural fit as a center of gerontology graduate studies. This population represents a significant portion of Iowans, with 20.4 percent of Iowa's population aged 60+ in 2010 with a projected increase to 24.9 percent by 2040. Iowa ranks fifth nationally in the number of residents aged 65 and older and third in the number of residents aged 85 and older. The IDA and Area Agencies on Aging are challenged with serving a significant number of older Iowans living below the poverty level (11.8 percent) and an increasing number living in rural areas with few supports. By 2030, fifty-two of Iowa's most rural counties will have populations with 25 percent or higher over the age of 65. These challenges require evidence-based strategies that public and non-profit providers can implement to benefit not only older individuals but their families and communities as well. Iowa State's Gerontology program can be the source to which these providers turn for expertise and assistance.

Thank you for the opportunity to support these programs.

Sincerely,

A handwritten signature in black ink that reads "Donna K. Harvey". The signature is written in a cursive, flowing style.

Donna K. Harvey  
Director



5835 Grand Avenue, Suite 106  
Des Moines, IA 50312-1444  
Phone: (515) 255-1310  
Fax: (515) 255-9442  
E-Mail: [agingres@agingresources.com](mailto:agingres@agingresources.com)  
Website: [www.agingresources.com](http://www.agingresources.com)

October 23, 2013

Jennifer Margrett, Ph.D., Director  
Gerontology Program  
78 LeBaron Hall  
Iowa State University  
Ames, IA 50011

Dear Jennifer,

Aging Resources of Central Iowa, a private, non-profit service agency for over 120,000 elders in the heart of Iowa, strongly supports the proposal to implement a Master of Science in Gerontology and Doctorate of Philosophy in Gerontology at Iowa State University.

All of our staff members at Aging Resources are required to have a background in aging services/studies. We expect that any staff member should have a basic understanding of Gerontology as applied to the lives of older adults, given our clients, their needs, and their caregivers' needs. Advanced training/educational experience is an important consideration for senior level positions at Aging Resources. We would be potential employers of the graduates with advanced academic degrees in Gerontology at Iowa State University. It should be noted that we recently hired an ISU student with a Gerontology major who is making a remarkable contribution to our agency.

Iowa is an aging state. The Boomers now represent 838,000 adults, nearly 30% of Iowa's total population. There is a recognized lack of trained professionals to serve the growing needs of our aging adult population and their caregivers.

We have partnered with the Gerontology Department at Iowa State University for many years. Our experiences have always been positive ones. We value the excellence and dedication of the Iowa State University faculty members. The collaboration across academic departments in terms of basic, applied, behavioral, and technological science expertise is impressive. The future of aging-related direct service in Iowa would be well served by a strong connection to these resources.

The State of Iowa has a unique opportunity to demonstrate its ability to meet the challenges of our aging population to the Nation. Currently no master's or doctoral program in Gerontology exists at the other Regents' institutions. The time is right for such advanced academic programs to produce the leadership needed to meet the challenges of our diverse aging population.

If there is any further assistance that we as community-based partners in service to older Iowans can lend to this proposal, please do not hesitate to contact us at your earliest convenience.

Thank you for your kind consideration.

Respectfully,

Joel L. Olah, Ph.D., LNHA  
Executive Director

JLO/eag

An Equal Opportunity Employer

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

College of Human Sciences

Office of the Dean  
E262 Lagomarcino Hall  
Ames, Iowa 50011-3190  
(515) 294-7800  
FAX (515) 294-7802

November 6, 2012

Dr. Jennifer Margrett, Director  
Gerontology Program  
Department of Human Development & Family Studies  
Iowa State University  
Ames, IA 60011-4380

Dear Dr. Margrett,

I fully support the proposed degree programs for the Master of Science degree in Gerontology, and the Doctorate of Philosophy degree in Gerontology. As the aging population increases in the state of Iowa, this is a timely opportunity for the Gerontology Program to build on its strong foundation and further educate students to improve the quality of life for older individuals and their families in Iowa, the nation, and the world.

Your proposal aligns nicely with the ISU and College of Human Sciences strategic plans. The proposed programs will provide innovative academic experiences that engage and challenge students to learn, grow and succeed. The degree opportunities also will further prepare our students for the growing careers that service the aging population and establish new careers in the field of Gerontology.

Sincerely,

A handwritten signature in black ink that reads "Pamela J. White". The signature is written in a cursive, flowing style.

Pamela J. White  
Dean

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

College of Human Sciences  
Department of Apparel, Events,  
and Hospitality Management  
31 MacKay Hall  
Ames, Iowa 50011-1121  
515 294-7474  
FAX 515 294-6364  
e-mail aeshm@iastate.edu

November 2, 2012

Dr. Jennifer Margrett, Director  
Gerontology Program  
Department of Human Development and Family Studies  
Iowa State University  
78 LeBaron Hall  
Ames, IA 50011

Dear Dr. Margrett:

The Department of Apparel, Events, and Hospitality Management is in support of the proposed degree programs. The proposed master's and doctoral programs build on the solid foundation of courses already established in gerontology. Research, as well as awareness of demographics, strongly indicates that issues related to aging will require significant attention in the coming decades.

Within our department we have at least one faculty member already engaged in aging-related textile and clothing research. With our new functional textile and clothing design lab opening, envisioning additional research efforts into aging-related research seems highly probable. We anticipate additional graduate students to join our program with focus on functional design. These students may be interested in a number of the courses available in the proposed degree programs.

The proposed degree programs also support our College of Human Sciences mission to expand human potential and improve people's lives. Our department is oriented toward consumer-based issues, and we look forward to working with the proposed degree programs and faculty on gerontology-oriented research interests in apparel, events, and hospitality management.

Sincerely,



Robert H. Bosselman, Chair

**IOWA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY**

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W112 Lagomarcino Hall  
Ames, Iowa 50011-3180  
Phone (515) 294-1742  
FAX: (515)294-6424

April 11, 2013

Dr. Jennifer Margrett  
Department of Human Development and Family Studies  
4380 Palmer  
Iowa State University  
Ames, IA 50011

Dear Jennifer,

I am writing in support of the proposed Master of Science in Gerontology and Doctorate of Philosophy in Gerontology. I have reviewed the proposal and I believe that these additions will fill an important gap in the Iowa State curriculum. The new program will attract students who will become leaders in academic and applied settings to improve the quality of life for older individuals and their families. The State of Iowa has one of the highest proportions of elderly residents and there will be a significant and increasing need for trained professionals and researchers to find new ways to meet the needs of our aging population.

The new programs will build on the very solid foundation laid by the Interdepartmental Gerontology Program. Furthermore, close connections between the Gerontology Program and Extension will assure that aging-related knowledge is disseminated to communities.

Graduate students in the Department of Psychology will benefit from the course offerings in the new program. Some may even wish to complete joint programs in Psychology and Gerontology.

A graduate degree program in Gerontology is consistent with the land-grant mission of Iowa State University and I give this proposal my strongest endorsement.

Sincerely yours,



Carolyn E. Cutrona, Ph.D.  
Professor and Chair  
Department of Psychology  
Iowa State University

# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

## College of Human Sciences

Department of Human Development &  
Family Studies  
4380 Palmer Building Room 2330  
Ames, Iowa 50011-4380  
515-294-6316  
FAX: 515-294-2502  
<http://www.hdfs.hs.iastate.edu/>

November 5, 2012

Jennifer Margrett  
Director, Gerontology Program  
Associate Professor, Human Development and Family Studies  
Iowa State University

Dear Dr. Margrett,

I am pleased to provide this letter of support for creating Master of Science and Doctorate of Philosophy in Gerontology at Iowa State University.

The proposed program is designed to prepare students who will serve older persons including those who reside in Iowa and beyond. In today's rapidly aging society, there is an increasing need to train professionals who can provide services for older persons and their families. The needs are significant within Iowa since it has the fifth-highest percentage in the U.S. of persons age 65 and over.

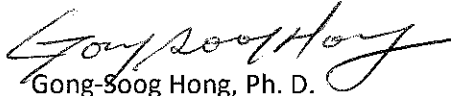
Iowa State University's Gerontology program currently offers an undergraduate minor, a graduate minor, and participates in an online graduate degree and graduate certificate program. The graduate program is offered under the Master of Family and Consumer Sciences with a specialization in gerontology. It is a distance education program through the Great Plains IDEA. There is no graduate degree program offered in gerontology on-campus at ISU for either the masters or the doctoral levels. Furthermore, there is no doctoral gerontology program offered at any colleges/universities within Iowa. The need for the program is evident from the education, research, and service perspectives. The proposed program will train and prepare professionals who serve older persons and their families in the state, across the country, and internationally. Being inter-departmental, it will attract leading scholars in the field of gerontology to ISU who will be engaged in critical research activities on aging.

To ensure the quality of the program, the proposal follows the guidelines for masters and doctoral programs in gerontology as developed by the Association for Gerontology in Higher Education (AGHE). I'm confident that when the proposed program is implemented, it will result in ISU being a leader in training professionals who serve the aging population and will generate new knowledge through rigorous research. As an affiliate of the Gerontology Program, I offer my support in recruiting students for it.



Finally, with the proposed program's use of inter-departmental courses, including those within HDFS, there would be even more collaborating opportunities for teaching, research, and outreach and engagement among the participating departments. HDFS would welcome these opportunities.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gong-Soog Hong', written in a cursive style.

Gong-Soog Hong, Ph. D.  
Professor and Chair  
Human Development and Family Studies

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

College of Human Sciences  
Department of Kinesiology  
235 Barbara E. Forker Building  
Ames, Iowa 50011-1160  
515 294-8009  
[www.kin.hs.iastate.edu/](http://www.kin.hs.iastate.edu/)

April 8, 2013

Dr. Jennifer Margrett  
Director, Gerontology Program  
Iowa State University  
Ames, IA 50011

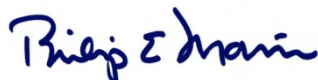
Dear Dr. Margrett:

I am writing in support of the proposals to establish M.S. and Ph.D. degree programs in Gerontology at Iowa State. Gerontology by nature is highly interdisciplinary. Established more than 40 years ago, the current Gerontology Program at Iowa State has been promoting and providing educational opportunities and interdisciplinary research for faculty and students in numerous academic departments. The program presently offers an online master's degree through the Great Plains Interactive Distance Education Alliance, a certificate program, and academic minors.

40% of Department of Kinesiology faculty are formally affiliated with the ISU Gerontology program, several of whom are or have served on the Gerontology Program Advisory Committee, and are well positioned to mentor students in the proposed master's and doctoral graduate programs. I anticipate that number will grow with two recent hires in our department. In addition, many kinesiology graduate students have strengthened and broadened their graduate program experiences through participation in Gerontology Program courses and programs. Establishing interdisciplinary M.S. and Ph.D. programs in Gerontology is the next logical step in the evolution of gerontology education at Iowa State.

It is unlikely that establishment of these degree programs will draw potential graduate students away from Department of Kinesiology graduate programs and faculty mentors. Rather, I think M.S. and Ph.D. programs in Gerontology are likely to stimulate more communication and strengthen educational opportunities and research collaborations across department boundaries. Further, the programs may attract a more diverse set of graduate student applicants to Kinesiology faculty. Increased diversity often strengthens the overall educational experience for all students. Thus, I believe Kinesiology students and faculty will benefit from the addition of M.S. and Ph.D. programs in Gerontology.

Sincerely yours,



Philip E. Martin, Ph.D.  
Professor and Chair  
Department of Kinesiology

# IOWA STATE UNIVERSITY

College of Liberal Arts and Sciences  
Department of Political Science  
503 Ross Hall  
Ames, Iowa 50011-1204  
515 294-7256  
FAX 515 294-1003

October 30, 2012

Professor Jennifer Margrett  
Department of Human Development  
and Family Studies  
Director, Gerontology Program  
Campus

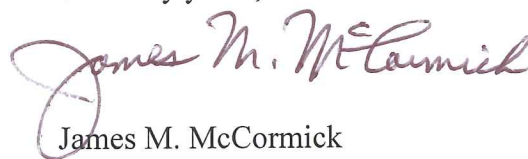
Dear Professor Margrett:

Thank you for your recent email and for sharing with me your updated proposal for a M.S. and Ph.D. degree in Gerontology that you and your colleagues have developed. I will be happy to update my letter of support.

I have now reviewed the materials that you shared with me and would judge that the proposal appears comprehensive and academically rigorous. Moreover, as you can imagine, I was delighted to see that Political Science 510, State Government and Political Science 544, Comparative Public Policy, were among the courses available for students matriculating in this program. The Department fully believes that having a political component to this program is enormously important, especially as governmental decisions are often crucial in the attention that the elderly in our society receive. Further, I believe that the offering of this program is especially timely, as Iowa's, and indeed the nation's, population ages and needs the very skills and capabilities envisioned in training professionals with this program. Finally, the Department would be pleased to have some of our graduate students take some of the courses within the Gerontology program to gain expertise in this important policy area. I also hope that we can develop some joint research projects on this important policy area.

Thank you for allowing me to review and comment on this proposal. Kindly let me know if I can be of further assistance.

Sincerely yours,



James M. McCormick  
Professor and Chair

# IOWA STATE UNIVERSITY

Department of Graphic Design  
College of Design  
Ames, Iowa 50011-3091  
515 294-6743  
FAX 515 294-2725  
<http://www.design.iastate.edu>

October 23, 2013

To Whom It May Concern:

It is with pleasure that I write to support the proposed Interdepartmental Degree Program in Gerontology and the Doctor of Philosophy in Gerontology degree. Faculty in the Graphic Design Department have participated in multi-disciplinary courses in Gerontology for the past three years with ever increasing success. These courses have included “Gerontechnology” and “Human Interaction Design.” These courses combine Gerontology, Computer Science, and Graphic Design to teach the principles of the design of technology-driven solutions for aging in place and quality of life solutions. In addition, other courses offered in the Graphic Design Department such as those that focus on human factors and ergonomics in design, design for disabilities, and design ethics would also be highly synergistic with this new degree program in Gerontology.

The strengths of Iowa State University in gerontology, technology, and human interaction design, make ISU an excellent candidate for a successful Gerontology Ph’d program. The Graphic Design Department is currently adding coursework at the graduate and undergraduate level in design for healthcare. Therefore, the new Ph’d in Gerontology will make an excellent partner for Graphic Design to collaboratively offer more in-depth and targeted coursework to students in both degree programs and to offer opportunities in the areas of coursework and research. In addition, many Graphic Design faculty are also on the Human Computer Interaction faculty and as such can lead additional collaborative efforts between all three of these programs at the graduate level.

It is with great pleasure that I offer the support of the Graphic Design Department to the new proposed Ph’d in Gerontology. If you have any questions with regard to this letter of support, please feel free to contact me at [debra815@iastate.edu](mailto:debra815@iastate.edu)

Sincerely,



Debra Satterfield, Interim Chair  
Graphic Design Department

IOWA STATE UNIVERSITY  
Extension and Outreach

Debra M. Sellers  
Associate Dean and Director of  
Human Sciences Extension and Outreach  
101 MacKay Hall  
Ames, IA 50011-1122  
Phone 515-294-2312; Fax 515-294-1040  
Email: [dsellers@iastate.edu](mailto:dsellers@iastate.edu)

October 29, 2013

Jennifer Margrett, Ph.D.  
Associate Professor, Department of Human Development and Family Studies  
Director, Gerontology Program  
Iowa State University  
Ames, IA 50011

Dear Dr. Margrett,

I am most pleased to write this letter of support for the proposed graduate degree programs in gerontology at Iowa State University. According to the U.S. Census Bureau (2010), 18.5% of Americans are age 60+, and the nation will continue to grow older in the years to come. This demographic shift will have significant consequences in many areas within our society, including agriculture, community life, economic development, environments, health care, and relationships, to name just a few. An aging society will require transformational change in current attitudes, stereotypes, systems, and processes. It also will require educated professionals with a holistic and comprehensive understanding of the process of aging and the complexity of issues surrounding individual and societal aging.

The proposed programs are poised within an interdepartmental, interdisciplinary paradigm that will prepare professionals to meet the challenges, and the opportunities, of an aging nation. Additionally, as a land-grant university, Iowa State University offers students an experience that integrates research, instruction, and outreach. The gerontology program and Human Sciences Extension and Outreach have an established, collaborative, mutually beneficial partnership that supports rigorous research and educational programming for Iowans in local communities. We look forward to expanding the possibilities for increasing student involvement in research-based, educational opportunities that address issues related to aging in a timely and relevant manner.

Dr. Margrett, as Director of Human Sciences Extension and Outreach for Iowa State University, I am happy to support the proposed graduate programs. I look forward to future opportunities to collaborate with the gerontology program and gerontology students.

Sincerely,



Debra M. Sellers, Ph.D.  
Associate Dean  
Director of Human Sciences Extension and Outreach  
Iowa State University

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

College of Liberal Arts and Sciences  
Department of Computer Science  
226 Atanasoff Hall  
515 294-4377  
FAX 515-294-0258  
Internet: [www.cs.iastate.edu](http://www.cs.iastate.edu)

October 23, 2013

Dr. Jennifer Margrett  
Program Director  
Gerontology Program  
Iowa State University


Dear Dr. Jennifer Margrett,

On behalf of the Computer Science Department at Iowa State University, I hereby provide my most enthusiastic support for the proposal to create a new Master of Science program and a new Doctorate of Philosophy program in Gerontology at Iowa State University.

I view this proposal a natural extension of our successful collaborative research in the context of creating courses and develop research in Gerontechnology, which has won funding from the National Science Foundation (NSF) as a first pilot program in the nation. With improved presence of graduate research in gerontology through this proposal there will be much enhanced opportunity for us to continue receiving federal funding. It is a timely proposal in view that Smart Health and Wellbeing has become a national priority for the fast-graying US population. Clearly the State of Iowa should swiftly leverage on this window of opportunity to gain nationwide prominence in this emerging field of education and research before other states catch up.

I wish you great success with the proposed new programs. Please contact me directly (515-294-4377) or ([wong@iastate.edu](mailto:wong@iastate.edu)) if I can provide any additional information.

Sincerely,



Johnny Wong  
Professor and Interim Chair  
Computer Science  
Iowa State University



October 23, 2013

Jennifer Margrett, PhD  
Director, Gerontology Program  
Iowa State University  
Ames, IA 50011

Dear Dr. Margrett:

I am writing with regard to the proposed master's and doctoral gerontology programs at Iowa State University. I see this as an exciting opportunity to promote the study of gerontology. As we look to the future and growing aging population, the need for expanding education in gerontology will only increase. Careers that service the aging population will continue to grow and expand in the future. The research components of the gerontology program will advance the understanding of the aging process, provide pathways to improve services to our senior citizens and establish new careers in the field of gerontology.

I would support and encourage the approval of the master's and doctoral gerontology programs. I believe this to be timely given the changing demographics of our society both across the nation and around the world.

Yours truly,

Rajendra Reddy, PhD, MPA  
Aging Services Management program  
Des Moines Area Community College  
Ankeny Campus  
2006 South Ankeny Blvd.,  
Ankeny, IA 50023

*Ankeny Campus*  
2006 S. Ankeny Blvd.  
Ankeny, IA 50023-3993  
515-964-6200

*Boone Campus*  
1125 Hancock Dr.  
Boone, IA 50036-5399  
515-432-7203

*Carroll Campus*  
906 N. Grant Rd.  
Carroll, IA 51401-2525  
712-792-1755

*Newton  
Polytechnic Campus*  
600 N. 2nd Ave. W.  
Newton, IA 50208-3049  
641-791-3622

*Urban Campus*  
1100 7th St.  
Des Moines, IA 50314-2597  
515-244-4226

*West Campus*  
3959 Grand Ave.  
WDM, IA 50266-5302  
515-633-2407



**COLLEGE OF  
LIBERAL ARTS & SCIENCES**

**School of Social Work**

308 North Hall  
Iowa City, Iowa 52242-1223  
319-335-1250 Fax 319-335-1711

April 9, 2013

Jennifer Margrett, Ph.D.

Associate Professor, Department of Human Development and Family Studies Director, Gerontology Program Iowa State University Ames, IA 50011

Dr. Margrett,

Thank you for sharing your plans related to developing a new baccalaureate, masters, and doctoral degree program in gerontology at the Iowa State University. Our state and country will continue to need more people prepared to work with older adults, in all fields, as our population ages. I submit this letter in support of the concept, and agree that opportunities in gerontological education in Iowa need to be expanded for students at every level. Your proposal underscores the relevance of aging-related educational opportunities for today's students, and tomorrow's work force and builds nicely on the strengths of the ISU campus and on your connections with the Great Plains Consortium.

The collaboration among ISU, UNI and UI Aging Studies/Gerontology programs these past ten years have been important for each of our schools. I look forward to continuing the conversation about new ways to collaborate and expand student learning opportunities in aging studies and gerontology across the state. Best of luck to you and the new degree programs. Your leadership will be an important component of the programs' success.

Sincerely,

Mercedes Bern-Klug, PhD, MSW  
Associate Professor in Social Work  
Director, Aging Studies Program  
319 335-1265



October 28, 2013

Jennifer Margrett, PhD  
Director, Gerontology Program  
Iowa State University  
*Via e-mail*

Dear Jennifer,

As Director of the Center on Aging at the University of Iowa, I am pleased to offer my support for Iowa State University efforts to formalize the academic programs of a Master in Science in Gerontology and Doctorate of Philosophy in Gerontology through the Interdepartmental Gerontology Program. I applaud the proposed mission of the Interdepartmental Gerontology program at Iowa State University to provide instruction, promote interdisciplinary research and provide services that advance an understanding of gerontology to educate health professionals with the knowledge, skills and research capabilities to benefit older adults.

As you are aware, in 2008 there were 38.9 million adults (65 years and older) in the United States. They represented 12.8% of the United States population. The number of older adults is expected to increase dramatically in the next 40 years to 20% of the U. S. population (Federal Interagency Forum on Aging-related Statistics, 2010). These statistics by themselves are impressive. Close to home the state of Iowa has the 5<sup>th</sup> highest percentage of older adults (65+) and the third highest percentage of oldest-old individuals (85+) in the United States. An academic Gerontology Program in our state would help address the implications of these demographic changes of aging. Presently, no other institution in the state of Iowa provides this important academic preparation.

We at the Center on Aging would like to continue with you and ISU to strengthen gerontological training and research in Iowa. I strongly support your request to the Board of Regents, State of Iowa to formalize a Master of Science in Gerontology and Doctorate of Philosophy of Gerontology administered by the Interdepartmental Gerontology Program at Iowa State University.

Sincerely,



Robert B. Wallace, MD, MSc  
Director, Center on Aging, University of Iowa, College of Medicine  
Irene Ensminger Stecher Professor of Epidemiology and Internal Medicine, University of  
Iowa, College of Public Health  
S422 CPHB  
Iowa City, IA 52242

October 23, 2013

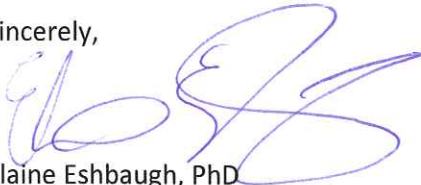
To Whom It May Concern:

As the Division Chair for the University of Northern Iowa's Division of Family Studies and Gerontology, I am writing this letter in support of ISU's proposed Gerontology MS and PhD programs. I have reviewed the proposal and discussed it with ISU Gerontology faculty. I wholeheartedly believe that these programs will be an asset to Iowa's aging population and will fill a void for students wanting to study aspects of later life development at the graduate level.

Currently, we work closely with Iowa State (as well as other Iowa institutions) to educate students interested in aging. As mentioned in the proposal, we at the University of Northern Iowa currently offer an undergraduate major with two tracks and minor in Gerontology. We do not offer graduate programs in Gerontology and currently have no plans to do so. Therefore, we see ISU's eagerness to offer such graduate programs as complementary to our undergraduate major. I look forward to recommending the programs to quality students in the future.

I also cite the leadership of Drs. Peter Martin and Jennifer Margrett as key reasons these programs will thrive. Both have excellent reputations and are well-respected in the aging-field across Iowa and the nation. They are committed to providing students with the best possible educational opportunities, and I believe the creation of these programs will help them to do so.

Sincerely,



Elaine Eshbaugh, PhD  
Associate Professor of Gerontology  
Davis Professorship of Gerontology  
217 Latham  
University of Northern Iowa  
Cedar Falls, Iowa 50614-0332  
319.273.6083  
Elaine.eshbaugh@uni.edu