I. The Past - A Legacy of Excellence

The Department of Human Services is comprised of three distinct, yet inter-related disciplines - Gerontology, Human Rehabilitation, and Recreation - that aspire to a future that builds on our history of excellence. The Gerontology program was established in 1974, the Human Rehabilitation program in 1964, and the Recreation program in 1963. These three programs were combined to form the Department of Human Services in the College of Health and Human Sciences in 1990. Each of these programs were established to respond to society’s need for experts to work with older adults, with persons with disabilities, and with individuals from all walks of life in the commercial, community, and therapeutic recreation arenas. In addition, the Department is home to three unique educational outreach programs associated with our academic programs – the Regional Rehabilitation Continuing Education Program (RRCEP), the Retired Senior Volunteer Program (RSVP) and the Elderhostel Program. Here is a brief historical description of each program.

The Gerontology Program was created in 1974 to respond to the expressed demand for qualified professionals to direct and deliver programs and services for older adults. The Gerontology program has been the recognized leader in gerontology education in the state and the region because of the quality of our graduates, and because of our unique curriculum that combines theory with practice, and provides students with a comprehensive education that prepares them for a wide variety of jobs in the field. Gerontology undergraduates are employed in direct service and supervisory positions; Gerontology graduate students hold key managerial, political, administrative, and academic positions throughout the state and country. The program faculty designed the undergraduate curriculum so it would also provide non-majors the opportunity to obtain a liberal arts-focused appreciation for older adults. One way this appreciation is enhanced is through our department’s affiliation with and participation in the Elderhostel and RSVP Programs. Established in 1971 and 1975, respectively, both programs were designed to augment Gerontology and Recreation student-learning experiences as well as enhance the quality of life of its participants. The purpose of RSVP is to engage older persons as community resources in planning for community improvement and in delivery of volunteer services all designed to have a positive impact on critical community needs. Elderhostel is the preeminent provider of high quality, affordable, educational opportunities for older adults in the country. The Elderhostel program collaborates with UNC faculty to deliver educational programs to older adults from across the U.S. Both programs are financially self-sufficient and are fully funded through non-state dollars, and both provide service-learning settings for UNC student internships, practicums, volunteer activities, and in the case of RSVP, advisory board membership.

The Human Rehabilitation Program prepares undergraduate rehabilitation workers, rehabilitation counselors, and doctoral rehabilitation educators and researchers for state and national leadership positions. Graduates from this program are leaders in the field of rehabilitation through employment in state, federal, community and private rehabilitation programs, as well as colleges and universities. Since it creation in 1974, RRCEP has been closely linked with the Human Rehabilitation Program. RRCEP is one of 11 programs funded by the Department of Education/Rehabilitation Services Administration ($1.2 million dollar grant) to
deliver continuing education to rehabilitation personnel in a six state region. Although the target of these continuing education programs originally were rehabilitation personnel in the state and federal system, constituencies have expanded to include personnel from independent living centers, native American tribal vocational rehabilitation agencies, migrant and seasonal farm worker programs and client assistance programs. Throughout RRCEP’s history, faculty and students in the Masters and Doctoral programs in Human Rehabilitation have worked with RRCEP staff to help deliver its continuing education programs. Because of RRCEP’s strong reputation and history of excellence, it has received funding to establish the Consortium for Administrators in National American Rehabilitation and the National Alliance for Migrant and Seasonal Farm Worker Rehabilitation Program.

The Recreation Program, which began in 1963, is regarded as the premier community recreation program in the state. The program provides professional preparation to undergraduate students that gives them the skills they need to deliver community, corporate, and therapeutic recreation experiences that enhances the functioning, health, and well-being of individuals across the lifespan.

All programs in the Department of Human Services continue to respond to societal needs by providing a skilled and committed pool of professionals prepared academically, ethically, and fundamentally to assist the disabled, support the aged, empower the disenfranchised, and enhance the wellness of our citizens. As our programs have evolved and responded to the changing needs of our society, we have maintained excellence in teaching, training, research and community service and outreach.

II. Present Descriptors: Fulfilling the Mission
A. Unit Description

The Department of Human Services offers Bachelor’s degrees and minors in Gerontology, Human Rehabilitation, Recreation, and a Bachelor’s in Recreation with an emphasis in Therapeutic Recreation. Master’s degrees are offered in Gerontology and Rehabilitation; and a graduate certificate in Gerontology. The Department also offers a Doctorate in Rehabilitation. Community outreach and service learning opportunities are provided through RRCEP, RSVP, and Elderhostel.

The Gerontology Program. The mission of the Gerontology program is to provide students with knowledge and skills essential for working with older adults in a variety of capacities; to provide students practical experience to apply their knowledge and skills; to provide students with an understanding of aging and older adults, and to provide an academic experience that prepares students for further academic degrees. There are two FTE faculty assigned to teach in the Gerontology Program.

The program follows national guidelines as outlined by the Associate for Gerontology in Higher Education. The undergraduate degree in Gerontology has a multidisciplinary focus as students take required and elective courses in Sociology, Psychology, Business, Health, Nutrition, Rehabilitation, and Recreation. The Master’s Degree prepares students for professional careers in direct service (counseling, case management), management (directors and administrators of private and non-profit agencies), and a generalist degree that prepares students for doctoral programs. The graduate certificate program was implemented in 1982 and was one of the first graduate certificates in the country to be offered online beginning in 2000. We also offer an area of concentration in the Doctoral program in Human Rehabilitation.
The Human Rehabilitation Program. The Human Rehabilitation Program is one of two in the nation offering Bachelors, Masters and Doctoral degrees. We are one of only three accredited programs in our region (Colorado, Utah, Wyoming, Montana, North and South Dakota). We are the only accredited program in the state of Colorado. There are four faculty FTE assigned to teach in the Rehabilitation Program. The undergraduate major and minor programs in Human Rehabilitative Services train students to serve the needs of persons with disabilities in community programs.

The Master’s Degree Program in Rehabilitation Counseling has been the centerpiece of the Rehabilitation program for the past thirty years. The unit also has a nationally recognized Vocational Evaluation certificate program at the Master’s level. The department is nationally recognized for its Doctoral Program in Human Rehabilitation and graduates of the program are teaching in colleges and universities in twenty states and four countries. This dynamic program prepares graduates for university research and teaching through courses, seminars and the development of student/mentor relationship with key faculty. The doctoral program also has an articulation agreement with San Diego State University in which student’s who receive a Master’s at SDSU can complete their doctorate program at UNC in an accelerated fashion.

The Recreation Program. The mission of the undergraduate recreation program is to develop well-educated citizens to provide leisure and therapeutic recreation experiences in the state, region, and national levels in order to improve the quality of life, provide leadership and service to their communities, and contribute to the advancement of the profession. Currently the program offers a Bachelor of Science in Recreation, and Recreation with a Therapeutic Recreation Emphasis. Under the direction of two recreation faculty FTE, students continue to complete practicum and internships statewide, nationwide and worldwide in public, private, outdoor, therapeutic and tourism settings (e.g., the Denver Convention Center and Visitors Bureau, YMCA of the Rockies, Denver Children’s Hospital and the Rocky Mountain MS Center). The undergraduate degree in Recreation prepares students for successful careers as administrators, clinicians, supervisors, and educators in a variety of leisure service agencies.

Community Outreach and Service Learning Programs

As mentioned previously, RRCEP is one of 11 programs funded by the Department of Education/Rehabilitation Services Administration to deliver continuing education to rehabilitation personnel in a six state region. Since 1974, RRCEP annually delivers 29 training events to 816 participants, resulting in 401,099 contact hours. Likewise, just last year alone, RSVP’s 788 older volunteers contributed 134,261 hours of service, at a dollar-equivalent savings to the community of over $2.2 million. In-kind services to UNC (processing mailings) represent over $100,000. Also in 2003, there were 72 older participants in UNC’s Elderhostel summer program, which is a three-fold increase from the first year the program was offered.

B. Centrality to the Mission

In concert with the mission of the University, the mission of the Human Services Department is to develop well educated citizens in the areas of gerontology, human rehabilitation and recreation in order to prepare them for successful professional practice, leadership service in their communities, and to contribute to the advancement of these professions. Program mission statements (see Appendix A for an example) reflect the greater UNC mission regarding values, knowledge acquisition, student competency, and preparation for the future. Our programs are student-centered, and include a liberal arts education in diverse human service issues for majors and non-majors who take our classes. Courses are designed to
comprehensively address both the career-focused and multidisciplinary dimensions of our major disciplines. In addition, our department provides support to other units on campus by providing guest lectures and information on human service topics, collaborating with other units in team teaching, general education cluster course development (forthcoming), and collaboration with other units to consolidate courses and enhance the quality of student experience across disciplines.

C. External and Internal Demand for the Programs

External Demand
Changing societal demographics have increased the external demand for graduates from each of our programs. Although the nursing shortage has been well documented, less well known is the lack of employees in the human service sector. The number of social and human service assistants is projected to grow much faster than the average for all occupations between 2000 and 2010—ranking among the most rapidly growing occupations. The need to replace workers who move into new positions due to advancement or retirement or for other reasons will create many additional job opportunities.\(^1\) Specific demands for each program are briefly discussed below:

**Gerontology Program.** The growth of the older population is greater today than at any previous time in human history. This means that more professionals educated in the field of aging are needed. Professionals in all human service and health fields (social work, rehabilitation, physical therapy, mental health, recreation and leisure) will need an in-depth knowledge about older adults and issues affecting older adults. By the year 2020 it is estimated that 60,000-70,000 employment positions for human service workers trained in gerontology will be needed.\(^2\) National studies found that professionals already working with elders plan on pursuing more gerontology education.\(^3\) In addition, there is currently a shortage of masters-level professionals, even among practitioners currently working with older adults in human service occupations.\(^4\)

Demand for experts in aging is not limited to human service arenas. Businesses in the private sector are finding a need for employees with expertise in Gerontology, due not only to an increasing number of older adults in the workforce, but to the increasing number of older consumers for goods and services offered in the private sector. Business leaders are becoming aware that employees with a “niche” knowledge of aging will enhance their company’s profile and performance in the marketplace. UNC boasts the only Bachelor’s and Master’s degrees in Gerontology in the State and is one of only three online graduate certificate programs in the U.S.\(^5\)

**Human Rehabilitation Program.** State Vocational Rehabilitation (VR) agencies throughout the nation are experiencing a personnel shortage of qualified VR counselors. Approximately one-third of all state Vocational Rehabilitation positions are or will become

---

\(^1\) Unless otherwise noted, the information gathered about external demand and job outlook comes from The Bureau of Labor, Occupational Outlook Handbook, 2003.

\(^2\) Johnson, Kuder & Wellons, 1992

\(^3\) Peterson, Douglas, & Seymour, 1997

\(^4\) Cummings & DeCoster, 2003

\(^5\) The others are University of Utah and University of Wisconsin
vacant due to retirement, the lack of qualified applicants and personnel choosing to seek employment in private settings or leaving the field of rehabilitation. A survey conducted by the Council of State Administrators of Vocational Rehabilitation indicates that individuals who are aware of the distinct role of the qualified VR counselor and benefits of employment are needed within the field. Demand is expected to be strong for rehabilitation counselors. In addition, as numerous faculty retire after 20-30 years at various universities around the country, our doctoral graduates are increasingly in demand for positions in academia as several programs are adding doctoral trained faculty to new programs. New programs include Drug and Alcohol and Mental Illness emphasis at programs at University of Texas, Pan-American; the new Ph.D. program in Rehabilitation at East Carolina University; and the relatively new Distance Education Rehabilitation programs at Texas Tech University and Utah State University.

Recreation Program. The external demand for Recreation graduates is and will be impacted by the retirement of the baby boomer generation who for the past 30 years have filled park and recreation jobs and who in 2008 will begin to retire, leaving as many as 50-60% of the management level positions at the local and state levels unfilled. Overall employment of recreation workers is expected to grow faster than the average for all occupations through 2010, as increasing numbers of people spend more time and money on leisure and fitness services. Employment growth is projected for recreation workers—reflecting growth in local government and civic and social associations, the industries that employ about half of all recreation workers. Projected job growth stems, in part, from rising demand for recreational and fitness activities for older adults in senior centers, retirement communities, and other settings. No other university in the state offers a bachelor's degree in community recreation.

In the Therapeutic Recreation area, employment growth is expected in assisted living, physical and psychiatric rehabilitation, and services for children and adults with disabilities. Opportunities should be best for persons with a bachelor's degree in therapeutic recreation or in recreation with a concentration in therapeutic recreation. Metro State is the only other university to offer a degree in Therapeutic Recreation. We are now working with Metro to deliver four of our courses starting next Fall.

Internal Demand
The Gerontology, Rehabilitation and Recreation introductory courses are a constant source of recruitment for our department’s academic programs. We work closely with the College Transition Center to reserve spots in our General Education introductory courses so freshmen and transfer students can be exposed to majors they likely have not heard about. We are also partnering with A&S to design Learning Communities that include our courses. Consistent with the UNC mission to provide a liberal arts education, we deliver a multidisciplinary perspective that can benefit students in any major, for example, the business student who learns about proprietary and non-profit operations targeted for diverse populations, the scientist who learns about psychological and emotional issues of disability and aging, and the teacher who recognizes the value of understanding the varied learning needs of diverse populations of students.

Our department partners with other programs across campus by offering required and elective courses needed by students in other majors. For example:
• GER 205- Introduction to Gerontology is a GE course offered every semester, including Summer, with enrollments each semester of 150 students. More recently, an additional section of the course is offered as a “late start” course during the semester and as an online course year-round.

• The GE course HRS 290, Introduction to Human Rehabilitation, also has similar enrollments each semester and is offered online.

We estimate that 90% of the students in both of these classes are non-majors and generates 1,833 SCH annually.

• GER 455/555 – Grant Writing is a required course for students in the Masters Applied Sociology and 455 was developed for the undergraduate Non-Profit Management Program and for students in all majors; 555 is taken by Community Health students and students from all HHS programs enroll in the course.

• HRS 694 – Counseling Theories is required by MA Gerontology students.

D. Quality of the Program Inputs and Outcomes

Evidence of program quality is shown in curriculum rigor and relevance, from alumni evaluations, and from faculty’s teaching, scholarship and service. All faculty in the Department have a history of teaching, research and service to the university, the community, and their respective fields. Senior faculty are accomplished grant writers, nationally recognized researchers, editors of major journals in the field, and outstanding teachers.

a. Program Quality

All programs within Human Services are either accredited by national governing bodies or follow recommended curricular guidelines put forward by national organizations. Programs constantly monitor and update their courses so the information and learning experiences students receive is relevant for today’s graduates. For example, in the last two years the Recreation Program revised their curriculum so that course objectives aligned with national certification examinations. Last year, the Gerontology faculty reduced, eliminated and combined courses to address the growing need for more specialized courses in marketing, public relations, and finance. In addition, students in all graduate and undergraduate Gerontology courses are required to complete written assignments that employ problem solving and critical thinking skills combined with real world experiences. Students in Gerontology, Rehabilitation, and Recreation acquire an in-depth knowledge of the discipline and master methods of evaluation via a senior capstone course which is focused on scholarly methods of inquiry, practica, and community based internship.

Our Department has responded to evolving trends by eliminating out-dated classes and by creating new learning experiences. Recreation faculty designed two new learning experiences. In HHS 398 – Introduction to Service Learning - students from across the College and University engage in local, state, and international service learning projects during semester breaks and the summer. In REC 408- Field Study in Belize, students learn about international recreation tourism. In GERO 415 – Biophysical Change and Aging –students receive a multidisciplinary education as this course is team-taught by faculty from Gerontology, Nursing and Sport and Exercise Science. Other courses are also being examined for possible collaborations and efficiencies.

In response to student needs, programs in the Department have developed flexible scheduling that includes courses offered in the evenings and online. Gerontology, Rehabilitation and Recreation all require a 450-hour community based internship that includes a major project
conducted on behalf of the host agency. Faculty in all three programs have infused their on-campus courses with Blackboard supplemental learning modules. At least one course is scheduled to implement new interactive classroom technology Spring 2004. Our Master’s and Doctoral Programs are implementing a matrix of competencies that students must demonstrate before the graduate. Competency areas at the doctoral level include theoretical and research foundations, teaching, scholarly productivity, service learning/professional development, and interpersonal communication collaboration and consultation.

Graduates of all our programs are employed in the public and private sector and have an employment rate ranging from 87.5% to 100% after graduation. Employers look to us to be a leader in the fields of gerontology, recreation, and rehabilitation in Colorado. Our students are in continual demand, with most hired within six months of graduation, gaining promotion, and/or going on to graduate work.

Systematic evaluation for undergraduate and graduate programs such as alumni surveys and graduate student surveys consistently reveal high student satisfaction with their program, report that their degree was instrumental to securing employment, and report that their educational experience was very important in supporting their job duties.

Faculty have been recognized nationally and at UNC for their active work in the field and excellent teaching. Our research is applied in nature and seeks to improve the lives of clients and efficiencies of programs. Activities and awards include:

- UNC Mortar Board Favorite Professor
- HHS Faculty Member of the Year
- Association of Recreation Therapists of America’s Distinguished Scholar of the Year
- Institute on Rehabilitation Issues Scholar
- Authors of seminal textbooks in the fields of Therapeutic Recreation and Gerontology

b. Equipment, Facilities, and Other Resources

The Department moved into a remodeled Gunter Hall in 1996 and has access to 5 smart classrooms. The Rehabilitation and Recreation Programs utilize clinical spaces in the basement of Gunter for students to conduct vocational assessments, counseling, and therapeutic recreation activities with clients.

E. Unit Staff, Productivity, Expenditures, and Revenue

a. Department Productivity

The Department produces approximately 5,000 SCHR annually in graduate and undergraduate courses. Recent data provided by Institutional Research indicates that our Departments Direct Instructional Expense per Credit Hour ($129) and per Student FTE ($3,486) is well below benchmarks ($355 and $11,072, respectively). Our Department has 229 undergraduate and graduate majors and 52 minors.

b. Grants and Scholarships

The Department has received an estimated $13.5 million in grants over the last 10 years which has resulted in approximately $900,000 in in-directs to the university. These include:

---

6 2001-2002 Alumni Survey Report
7 Data are available in our Program Review Self-Study

Department of Human Services  Charting the Future
• Department of Education training grants for Masters students in Vocational Evaluation, Rehabilitation Counseling and Doctoral students in Rehabilitation (2000-04) - **totaling $496,335**;
• The Retirement Research Foundation for the creation of a Community Certified Nurse Aid Training Program coordinated by Gerontology Faculty– **total $156,509**
• Gerontology faculty have received four grants, from the Weld County Area Agency on Aging (2), Weld County Department of Human Services (1), Weld County United Way (1) since 1998 – each grant was for the purpose of conducting county-wide needs assessments. Results were used by government and community leaders to direct the funding of programs and services in Weld County– **total $85,000**;
• Rehabilitation Services Administration grants for RRCEP which is currently funded at **$1,806,040** for 5 years;
• RSVP receive grants and donations each year to fund program activities - **total $135,000 yearly**.
• Recently secured the Marcie Ludden Rehabilitation Counseling Scholarship for students in Rehabilitation – donation - **$1,000 annually**.

**IV. The Future – Plans and Dreams**

Our future requires new thinking as a Department and as individual programs - something we call **Learning that Empowers Achievement and improves Performance (LEAP)**. LEAP reflects the planned expansion of our capacity to deliver instruction with partner institutions and the strategic input of organizations that hire our students. This expansion, predicated on enhanced and appropriate instructional technology, has implications for global partnerships and will positively affect our ability to improve fiscal viability through increased recruitment, enhanced retention and increased diversity of our students, faculty and prospective partners. **Operationally we will leap to the future by (a) reallocating our existing resources, (b) increasing revenues by recruitment of more and different students and continued extramural development and by (c) decreasing costs by limiting the number and types of expenses.** Here are our specific initiatives:

**LEAP with sufficient administrative support that will increase student interest** in our programs. We will develop targeted and “pipeline” recruitment strategies that emphasize varied learning opportunities for students - opportunities to participate, obtain a certificate and/or graduate. Our departments’ unique combination of degrees and certificates could be delivered online, on campus, on site or through our community resource programs of the Elderhostel, RSVP, and RRCEP. By offering these experiences as “cash funded”, we can create curricular efficiencies and we will be able to increase faculty to support program development and to augment our expanded recruitment, advising, and clinical placements.

Increasing student interest in our programs requires that we develop **partnerships with Colorado Institutions of Higher Education, including the Community College system, Metro State and Colorado State**. We can address the low enrollment issues in some programs and expand options for experiential and service learning by developing partnerships and articulation agreements in all of our programs with targeted collaboration with Red Rocks, Front Range, Aims, Metro and CSU. These multiple delivery strategies **will reduce costs and increase enrollments**. Strategic delivery of courses with partnering institutions and through appropriate technology will increase our programmatic efficiencies. In addition, we can build on our already
successful RSVP and Elderhostel Programs by promoting these service-learning experiences to other students across campus.

**LEAP is a Department commitment to increasing opportunities** for adult learners to acquire majors and minors in undergraduate and graduate degrees and certificates in the fields of Recreation, Gerontology and Human Rehabilitation. Although the Graduate Certificate in Gerontology is offered online, we can build on that model by offering short intense programs of study mediated with technology in all our program areas. Such a strategy will have tremendous implications for international student recruitment and organizational partners in the Pacific, Asia, and North America. Furthermore, Recreation faculty want to begin to offer online courses in Commercial Recreation, Therapeutic Recreation, and in Leisure. If we are to expand our student base and move to a dynamic delivery of our programs we must offer our programs year round. Faculty teaching, research, and service loads would vary each of the three semesters and summer would be redesigned as a third semester.

**LEAP would work to re-establish an on campus inter-disciplinary clinic to enhance real world experiences for students.** An interdisciplinary clinic within the College would include partnering with our current clinics in Speech and Audiology, Vocational Evaluation, Rehabilitation Counseling, and expand to collaborate with our colleagues in Special Education and Sport and Exercise Science. These partnerships would provide new types of opportunities on campus and position us with a competitive edge for federal and international funding initiatives. The simple reconfiguration of these existing services would provide an on-campus laboratory for service learning and experiential instructional models, and inspire corporate sponsorship from the insurance/health/defense industry.

**LEAP will develop ways to continue to acquire extramural funds to enhance our Department and University.** We can build on our success in acquiring extramural funds. The Gerontology Faculty have established the Center for Aging Studies that will partner with faculty across campus (e.g., business, economics, sociology, nursing, recreation, and exercise science) and other universities in order to strengthen our competitive position in securing extramural funds (see Appendix B for the Mission Statement of the Center).

If we are to extend the LEAP notion to the new UNC, a major LEAP function should be preparing students for their professions, knowing that it is usual now for people to change occupations on an average of three times in life. This means at the new UNC, all majors should provide opportunities for a multidisciplinary focus. Indeed, the function of a liberal arts education is that of preparing good citizens of the world, who have a general knowledge of history, art, literature, philosophy, and music, etc., as well as an understanding and acquisition of the specialized skills it takes to be productive and engaged in that world. This preparation should include knowledge of different worlds than the student's own, delivered through coursework and extracurricular experience. Students should graduate from UNC with the ability to understand and appreciate that not all people, political systems, religions, cultures, and societies are alike.

The new UNC must function as an active and respected part of the local, state, national and international communities by continuing to stress active application of knowledge and skilled practice within these communities as a regular and expected part of the student and faculty experience. In addition, the new UNC should continue to encourage students and faculty to come here from diverse places, for the benefit of their home communities as well as enriching
the UNC environment. The high standards expected of UNC students mean that academic units must develop ways to work together on courses, projects, and innovative educational experiences that take place both on and off campus. Examples of this for our future include partnerships with Criminal Justice to address the needs of youth and the constant issue of substance abuse; Special Education Leadership to reform education at its most critical juncture for students at risk and transition to adult life; Career Services, Student Support Services and the Disability Access Center, to offer field experiences, service learning and career planning.

The administrative and service units of UNC are crucial to the smooth operation of the academic units. Deans, Assistant Deans, Administrative personnel in all capacities, the Health Center, the Counseling Center, the Center for Professional Development, The College Transition Center, and the Disability Access Center all provide an environment in which faculty and students can get on with the business of teaching and learning. Administrative and service units function to provide support in the production of education, not only by running the day-to-day operations of the institution, but by giving our students an environment in which their lives, as well as their academic educations are enhanced.

*The library should continue to be included as a unit that provides cutting edge technology, scholarly materials, and programs that enhance a respect for learning and knowledge.* The scholarly heart of a great university is its library. The new UNC should continue to support the library and encourage the advancement of its holdings, not only for specific majors, but as a place that the community at large will want to come to for information and knowledge.

In closing, with support from our administration to invest in:
- leadership for our department;
- more and diverse faculty compensation arrangements;
- enhanced services for recruitment and advising;
- a university network that strongly supports resource procurers;
- and establishing world class technological facilities for faculty and students.

We can attract the partners who share a vision and value for learner empowered achievement that promotes and projects inclusion, integration and independence.

When we look forward today, we see many opportunities to LEAP ahead into the future of UNC!
Appendix A

Mission Statements of the UNC Gerontology Program (Revised 2003)

**Gerontology Undergraduate Program Mission Statement:** The undergraduate gerontology program at UNC is designed to provide multidisciplinary education and professional training in gerontology. Education and professional training will be achieved through curriculum developed to provide for student acquisition of both knowledge and skill based outcomes. The primary knowledge-based goals of the program are to teach students to think, to solve problems and to integrate a variety of perspectives, to use resources, and to make informed decisions about aging issues. The primary skill-based goals of the program are to prepare students to work in a variety of ageing-related human services settings.

**Gerontology Master’s Program Mission Statement:** The UNC graduate program Master of Arts degree in gerontology is designed to provide multidisciplinary education in gerontology by addressing theory, basic and applied research, and professional training in the field of gerontology. Education and professional training will be achieved through curriculum developed to provide student acquisition of both knowledge and skill-based outcomes. Knowledge-based goals of the program will be met by a core multidisciplinary curriculum, and skill-based goals will be met through emphasis tracks that provide students with education and practice in the emphasis areas of administration, service delivery, teaching, and research.
Appendix B

Mission Statement - Center for Aging Studies

The mission of the Institute for Aging Studies is to promote collaboration, research, and education in the field of aging.

Objectives

- To provide professional development opportunities to persons who work with older adults in private and non-profit sectors;
- To promote and strengthen professional identity;
- To promote collaboration and sharing of best practices models;
- To educate the public on current issues and trends in aging;
- To strengthen the University's outreach mission;
- To inform practice in aging by conducting and disseminating research that is of benefit to students and professionals;
- To increase the numbers of students and professionals in gerontology through partnerships with high schools and community colleges;
- To increase external funding to the College of HHS;