Program: Gerontology Certificate

Mission Statement: As the world's population continues to age, many opportunities and challenges present themselves. We need to foster a society that both encourages and allows older adults to remain actively engaged, sharing critical knowledge, skills, and experience with younger generations. Recognizing the prevalence of chronic health conditions among older adults, we must continue to provide necessary health care to the most rapidly growing segment of the population, particularly in underserved areas. We have to identify and address stereotypes of aging that impair quality of life for the subjects of such stereotypes as well as those who hold them. These issues and many others facing society as the population ages are dealt with in the Indiana State University Gerontology program. Students are prepared with the knowledge and experience necessary to succeed in age-related careers, from psychology to recreation and sports management to nursing. Aging is both a personal experience and a social phenomenon and is addressed at all ecological levels in the Gerontology program at ISU.

Communication of Outcomes: The outcomes for the gerontology certificate are listed on the gerontology program's website (http://www.indstate.edu/ahs/programs/gerontology/gerontology.htm), to which students, faculty, and community stakeholders have access. Once the first round of assessment is completed, performance in terms of the outcomes will be communicated through existing venues for publishing/publicizing ISU assessment data, for students, faculty, and other stakeholders to see. Furthermore, as a member of the Association for Gerontology in Higher Education, the gerontology program director will share program outcomes with colleagues at the national level.

Objective 1: Utilize gerontological frameworks to examine human development and aging.						
Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
1a: Distinguish concepts and theories of aging from a bio-psycho-social framework.	AHS 305/(I)	Quiz	Quiz 1	80% of students will receive a B or better on Quiz 1	Spring 2016	Tina Kruger, Carla Honselman
1b: Synthesize bio-	AHS 302/(I)	Class Health	Rubric for	80% of	Spring 2016	Tina Kruger

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psycho-social understanding of aging to build a gerontological knowledge foundation.		Promotion and Aging Activity Presentation	presentation	students will receive a B or better on this assignment		
	AHS 302/(P)	Health Promotion and Aging Resource Guide	Rubric for the resource guide	80% of students will receive a B or better on this assignment	Spring 2018	Tina Kruger

Objective 2: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
2a: Identify and explain research methodologies, interpretations and applications used by different disciplines to study aging.	AHS 305(P)	Group research proposal	Rubric for proposal	80% of students will score "Fair" or better on the "Methods" section of this assignment	Fall 2016	Tina Kruger & Linda Behrendt
2b: Identify gaps in	AHS 302/(P)	Service-	Rubric for	80% of	Spring 2017	Tina Kruger

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Student Learning Outcomes	Courses/Educational Strategies	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
research regarding both aging-related problems and successes in order to promote knowledge building through research.		Learning Project Reflection Paper	paper	students will score a B or better on the paper		
2c: Use critical thinking to evaluate information and its source (popular media and research publications).	AHS 305/(P)	Group research proposal	Rubric for proposal	80% of students will score "Fair" or better on "Form and APA Style" section of this assignment	Fall 2016	Tina Kruger & Linda Behrendt
2e: Promote and apply the use of appropriate forms of evidence evidence-based interventions and technologies for older adults, their families and caregivers.	AHS 302/(P)	Service-Learning Project	Rubric for project	80% of students will score a B or better on the paper	Spring 2017	Tina Kruger

Objective 3: Relate biological theory and science to understanding senescence, longevity and variation in aging.						
Student Learning Outcomes	**Courses/Educational Strategies** (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	**Assessment Method(s)**	**Source(s) of Assessment**	**Target for Student Achievement**	**Time of Data Collection**	**Person(s) Responsible**
3a: Recognize common	AHS 302/(I)	Health	Rubric for the	80% of	Spring 2018	Tina Kruger

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late-life syndromes and diseases and their related bio-psycho-social risk and protective factors.		Promotion and Aging Resource Guide	resource guide	students will receive a B or better on this assignment		
3b: Synthesize biological with other gerontological ways of understanding human aging: • Psychological • Sociological • Humanities	AHS 305/(P)	Annotate Resource Guide	Rubric for resource guide	80% of students will score a B or better on this assignment	Fall 2017	Tina Kruger

Objective 4: Develop a gerontological perspective through knowledge and self-reflection.						
Student Learning Outcomes	**Courses/Educational Strategies** (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	**Assessment Method(s)**	**Source(s) of Assessment**	**Target for Student Achievement**	**Time of Data Collection**	**Person(s) Responsible**
4a: Assess and reflect on one's work in order to continuously learn and improve outcomes for older persons.	Internship/(R)	Reflection paper	Rubric for paper	80% of students will reflect on how to improve outcomes for older adults based on their experience working with older adults	Spring 2018	Tina Kruger

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Objective 5: Engage collaboratively with others to promote integrated approaches to aging.						
Student Learning Outcomes	**Courses/Educational Strategies** (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	**Assessment Method(s)**	**Source(s) of Assessment**	**Target for Student Achievement**	**Time of Data Collection**	**Person(s) Responsible**
5a: Provide information and education to key persons in the community and workforce development professionals in the field of aging in order to build a collaborative aging network.	AHS 302/(P)	Service-Learning project	Rubric for project	80% of students will receive a B or better on the project	Spring 2018	Tina Kruger

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