

## Gearing up for Austin!

### Welcome from the AGHE President

Dear AGHE Community,

It's that time of year! I know we are all looking forward to seeing one another in November for the GSA Annual Scientific Meeting in Austin, Texas. Given that this is the first time the AGHE meeting will be fully integrated into the [GSA meeting](#), we are prepared to celebrate! This issue of the *AGHEXchange* is full of information about how to find AGHE-focused programming and get the most out of your time at the meeting, so please continue reading for details.



Judith L. Howe  
AGHE President

You can still reserve a spot for the pre-conference AGHE Teaching Institute, which is focused this year on Age Friendly Universities (see Laura Donorfio's article below for more information). We also plan to kick up our heels at the AGHE Evening Event at the Scholz Garden. It promises to be a fun, Texas-style social complete with BBQ sliders and local brews. You won't want to miss it! You can sign up for these events by clicking on the "update registration" link in your meeting confirmation email.

Even if you can't attend the meeting this year, you can still engage with your colleagues via the AGHE Community on [GSA Connect](#). If you haven't already, check out the excellent series of Teaching Tips posts that were featured during the month August; so much terrific information was shared. Please keep the AGHE Community in mind when you want to make contact with others. It's an easy, quick platform through which to share ideas and resources, and tap into the expertise of community members. You can post your thoughts, questions, and announcements at any time and respond to the posts of others as you would an ordinary email.

Finally, check out the new AGHE Teaching Tips contest! Initiated as a fun way to grow our AGHE educational resources, we encourage any and all gerontology educators to consider submitting their best teaching tip, lesson plan, or

#### In This Issue

[Don't Miss AGHE Programming](#)

[Texas-Style Fun at Evening Event](#)

[9th Annual Teaching Institute](#)

[First Health Professions Program Awarded POM Designation](#)

[Gerontology Accreditation Gaining Momentum](#)

[Join an Interest Group!](#)

[AGHE Colleagues Named GSA Fellows](#)

[Support AGHE](#)

[Side Subheading](#)

[Join AGHE's Mailing List](#)

[Side Subheading](#)

[Online Directory of Educational Programs in Gerontology & Geriatrics](#)

#### Quick Links

[Academy for Gerontology in Higher Education](#)

[Gerontology Competencies for Undergraduate and Graduate Education](#)

[AGHE on Facebook](#)

[@AGHEducat es on Twitter](#)

[Journal of Gerontology & Geriatrics Education](#)

activity to this contest. The winner will be announced at the Presidential Symposium during the annual meeting. Additional details about the contest can be found within the issue below.

Looking forward to seeing you next month!

Judy

## Don't Miss AGHE Programming at the GSA Annual Scientific Meeting!

GSA has made it easier than ever to identify sessions with an education focus and those associated with AGHE. This year, AGHE is one of the designated section areas at the meeting, and is noted in the program book alongside other areas such as Biological Sciences, Health Sciences, etc. An image of the section designation key as it appears in the program book can be found on the right.

There are also a number of other education-related topic sessions, designated with a mortar board symbol in the program book, that would likely be of interest to AGHE members.

If you haven't already, please plan to visit the [page devoted to AGHE programming](#) at the GSA Annual Scientific Meeting's program website. There, you will find a description of key AGHE events along with detailed descriptions and time/location details.

The letters next to each session refer to the section(s) sponsoring the presentation:

<b>AGHE</b>	Academy for Gerontology in Higher Education
<b>BS</b>	Biological Sciences
<b>BSS</b>	Behavioral & Social Sciences
<b>HS</b>	Health Sciences
<b>SRPP</b>	Social Research, Policy, & Practice
<b>ID</b>	Interdisciplinary

## AGHE Evening Event Promises Texas-Style Fun

In the spirit of AGHE tradition, you can expect an AGHE Evening Event at the 2019 GSA in Austin Texas. All GSA attendees are invited to join the annual AGHE get-together, so gather your friends and head over to Scholz Garten Thursday evening, Nov 14th from 8 pm - 11 pm.

For only \$30 (advance registration and at the door), you get Texas BBQ sliders, plenty of sides, a great selection of local brew and spirits, and Texas music at an old-school Austin institution. Beer tickets are available to the first 50 attendees!

[Online Directory of Educational Programs in Gerontology & Geriatrics](#)

[Support AGHE](#)

## Quick Guide: Mark Your Calendars for These AGHE Events!

### AGHE's 9th Annual Teaching Institute

**From 18 to 108: What Teaching and Training Could Look Like at an Age-Friendly University**

**Date & Time:**  
Wednesday, November 13  
12:30 - 4:30pm

[Separate registration](#) is required.

### Clark Tibbitts Award & Hiram J. Friedsam Mentorship Award Lectures

**Date & Time:**  
Thursday, November 14  
8:00 - 9:30am

The Clark Tibbitts Award lecture will be given by 2019 recipient, David Burdick, PhD, of Stockton University.

The Hiram J. Friedsam Award lecture will be given by 2019 recipient, Dr. Bradley Fisher of Missouri State University.

### AGHE Evening Event

**Experience Austin, TX at Scholz Garden!**  
*Separate registration is required. Fee: \$30*

**Date & Time:**  
Thursday, November 14  
8:00 - 11:00pm

[Scholz Garten](#) has been serving food and refreshments at the same location since 1866. In 2016, Scholz celebrated its sesquicentennial, making Scholz Garten the oldest operating business in the State of Texas and oldest beer garden in America. For 150 years it remains a favorite spot for liberals and conservatives, UT fans, music lovers, and families to enjoy traditional German food, raise their glasses and say Prost!



Your Austin-knowledgeable colleagues can spin tales of the many musical troubadours who've graced the indoor stage and outdoor biergarten. For us, it'll be [Bonneville County Pine Box](#), and upbeat, fun, easy-listening band-o'-locals who won't mind chatter in the room as we socialize, reconnect, and explore Scholz. Elevate your GSA by getting yourself and friends on over to Scholz' at 1607 San Jacinto Blvd, Austin, TX. It's 1 mile from the convention center, so take advantage of Austin's numerous [ride share](#) options.

**AGHE's 9th Annual Teaching Institute Pre-Conference Workshop!**  
**From 18 to 108:**

Get ready to have some fun! Please join us for great food, beverages, and music at a historic Austin institution!

### **AGHE Breakfast & Business Meeting**

**Date & Time:**

*Friday, November 15  
7:00 - 8:00am*

*Separate registration is required. Fee: \$25*

Join your colleagues to celebrate the award recipients and newest fellows and to learn how to get involved in AGHE activities.

### **Distinguished Faculty & Rising Star Early-Career Faculty Award Lectures**

**Date & Time:**

*Friday, November 15  
8:00 - 9:30am*

The Distinguished Faculty Award lecture will be given by 2019 recipient Gayle Doll, PhD, of Kansas State University.

The Rising Star Early-Career Faculty Award lecture will be given by 2019 recipient Katarina Felsted, PhD, of the University of Utah.

### **AGHE Presidential Symposium**

**Education Networks:  
Strengthening  
Gerontology and  
Geriatrics Through  
Connectivity**

**Date & Time:**

*Friday, November 15  
10:00 - 11:30am*

**Chair:** Judith Howe

**Discussant:** Kathryn Hyer

**Speakers:** Phillip Clark,

## What Teaching & Training Could Look Like at an Age-Friendly University

Laura K.M. Donorfio, Ph.D.  
Associate Professor  
University of Connecticut  
Human Development and Family Sciences  
[laura.donorfio@uconn.edu](mailto:laura.donorfio@uconn.edu)

Teaching excitement waxes and wanes over the years and research even shows educators go through a mid-career slump, not dissimilar to the infamous life satisfaction "U-shape." This coupled with trying to keep up with technological advancements (I swear babies are born with one or more electronic devices in hand) and all the new teaching platforms and techniques sprouting up daily it seems, it can be intimidating and exhausting! To help allay this, AGHE has sponsored a "Teaching Institute" for the past eight years to create an opportunity to rejuvenate one's spirits, commiserate with fellow educators. As my 19-year-old son puts it, "Get the 'T' on what is going on in the teaching world!"

Please pre-register and join us for our 9th Teaching Institute on Wednesday, November 13th to learn, relax, laugh, network and rejuvenate your inner teaching mojo. This year's topic will concentrate on what teaching and training could look like at an age-friendly university (AFU). A panel of experts will discuss and share various teaching, learning, and training strategies successfully used with learners of all ages (from 18 to 108) and intergenerational models that can easily fit into an existing or aspirational AFU framework. We want to learn from you about the challenges and barriers that exist and arise when considering whether or not your institution should become an AFU. Common myths, logistical steps, and strategies to successfully implement AFU activities will be discussed, as well as how to get university, student, and community buy-in.

Many of us are already using various strategies and models that fall under the guise of an AFU but are unaware of how to further develop these models to achieve AFU designation. This workshop is interactive and will provide various resources (even relevant door prizes!) to take back to your institution to help your campus become more "age-friendly" or "age-friendlier" (is that even a thing?).

## Got a Teaching Tip?

AGHE Teaching Tips Contest

Joann M. Montepare, &  
Margaret A. Perkinson

## It's Never Too Late to Join an Interest Group!

If you haven't already looked over the exciting array of [interest groups](#) (over 45 of them!) covering a wide range of topics, please be sure to set aside time to check them out as you prepare for the GSA Annual Scientific Meeting next month. There is something for everyone!

Interest groups are a great way to connect with AGHE and GSA colleagues who share your interests. They are a terrific outlet for resource-sharing during the annual meeting and year-round, and a place to find collaborators for professional projects. Encourage your colleagues to join, too!

## AGHE Colleagues Named GSA Fellows

This summer, three of our AGHE colleagues were named as part of the new group of 2019 GSA Fellows. When in Austin next month, be sure to stop and congratulate Elizabeth, Lyn, and Joann on this top honor!



Elizabeth Bergman

Elizabeth Bergman, Ph.D. is an associate professor and chair of the gerontology department and co-director of the Center for Palliative Care at Ithaca College. Her

## Calling all gerontology educators!

We do not often get to "see" inside each others' classrooms, but we would all greatly benefit if we could. In order to grow our educational community and resources, we want to hear from all of you about your best age-friendly teaching tips, lesson plans, class activities, and ideas for gerontological education.



Our goal is to collect the teaching tips submitted to the contest and grow our library of educational resources in AGHE. You will be able to submit them online until the 2019 GSA Annual Scientific Meeting. The collected entries will be entered into a raffle drawing, and the winner announced at the AGHE Presidential Symposium on Friday, November 15 from 10:00 to 11:30am at the 2019 GSA Annual Scientific Meeting. We will contact you via your provided information if you are not able to attend the drawing. The WINNER of the drawing will receive the book, *A Hands on Approach to Teaching about Aging* (Eds. H. Baker, T. Kruger, & R. Karasik), a resource full of engaging classroom activities.

Here are the "rules" of the contest:

1. Educators at all levels are welcome!
2. Use 250 words to describe your teaching tip, lesson plan, or activity in gerontological education. Make sure to provide enough detail so it is "replicable."
3. Submit it online, along with your name and contact info, at <https://www.surveymonkey.com/r/WGHDCNS>.
4. (Optional) Attend the AGHE Presidential Symposium on Friday, November 15 from 10:00 to 11:30am session at the upcoming 2019 GSA Annual Scientific Meeting where the winner will be revealed!

We are looking forward to hearing from you all and making our classrooms more visible!

Want to know who supports AGHE's teaching resources? Members like you! The Tree of Knowledge fund is supported by donations from members and creates opportunities for classroom learning through building and housing resources as well as other initiatives, like funding students to go to GSA. Join us and make a small (or large) contribution to the fund and fellow teachers, like yourself, at the Tree of Knowledge website:

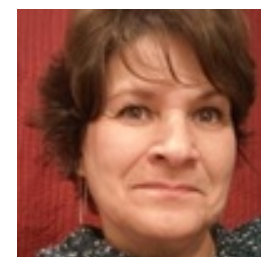
<https://www.aghe.org/support-aghe/tree-of-knowledge>.

scholarly work focuses on hospice, palliative care, and gerontological pedagogy. She has served on a number of AGHE committees including the AGHE executive committee, AGHE's K-12 Gerontology Education committee, and the AGHE Awards, Membership, and Publications committees. She currently serves as the managing editor and editorial board member of the *Journal of Gerontology & Geriatrics Education*.



**Lyn Holley**

Lyn Holley, Ph.D. is the Dr. Chuck Powell Professor in Gerontology at the University of Nebraska Omaha (UNO). Her research and teaching are focused on improving services for elders and intergenerational relationships, and to determine which interventions prepare people to embrace and improve their own experience of aging. Lyn has received awards recognizing excellence in curriculum development and teaching, including the UNO Alumni Association Teacher of the Year Award and the UNO Faculty Service Learning Award.



**Joann Montepare**

## Community College Corner

Community College Interest Group at

Joann Montepare, Ph.D. is

# the GSA Annual Scientific Meeting

Michael A. Faber  
Gerontology Instructor  
Portland Community College  
[michael.faber@pcc.edu](mailto:michael.faber@pcc.edu)

Have you ever wondered what role community colleges play in gerontology and geriatrics education? Do you want to learn more or become involved in discussions with community college gerontology educators? If so, here are a couple of ways that you can connect with us at the upcoming GSA Annual Scientific Meeting in Austin:

## **Community College Interest Group Meeting**

*Thursday, November 14 from 7:00 - 7:45am  
Room 5B, Level 3 of the Austin Convention Center*

The Community College Interest Group aims to increase the visibility, involvement, and recognition of community colleges within GSA/AGHE, as well as educate membership on the role of community colleges in gerontology and geriatrics education, and community outreach. We also advise on ways to be more sensitive and responsive to the needs and issues surrounding gerontology and geriatric education within the community college setting. If you would like to learn more or get involved in the work of our group please join us at our meeting.

## **Community College Interest Group Sponsored Symposium: *The Role of Community Colleges in Workforce Development & Transfer within Gerontology***

*Thursday, November 14 from 12:00 pm - 1:30 pm*

This symposium will highlight how innovative and often non-traditional community college gerontology students are motivated to seek career shifts, intentional training, and comprehensive education. Understanding and applying this approach allows students to build on their prior skills, especially caregiving experience, to advance to more professional roles in the field of gerontology.

During this symposium we will focus on the applied gerontology aspect of community college programs, including short-term certificates and other approaches related to and informed by the rapidly evolving workforce development in the field of aging. Selected community college and university representatives, who understand and are leaders in the field of applied gerontology, will highlight models of existing community college and University partnerships/collaboration that work, as well as provide models of other applied approaches. In addition, there will be an opportunity for robust dialogue between community colleges and four-year colleges and universities - both on developing other effective applied gerontology approaches, and on creating even better partnerships and collaboration.

Professor of Psychology and Director of the Fuss Center for Research on Aging and Intergenerational Studies at Lasell University. She developed the Talk of Ages program at Lasell which brings older and younger learners together and provides resources for educators to integrate intergenerational exchange and aging content in their classrooms. A champion of the Age-Friendly University (AFU) initiative, she has been working with AGHE as co-chair of AGHE's Academic Program Development committee and convener of the GSA AFU interest group.

## **Support AGHE**

AGHE needs your financial support! Find out how you can contribute [here!](#)

**DONATE NOW**

## **Add Your Colleagues to AGHE's Mailing List**

Do you have colleagues, administrators, or students who should know about AGHE & issues related to gerontological & geriatric education? Simply email your request to [aghe@aghe.org](mailto:aghe@aghe.org).

 **Online Directory**  
of Educational Programs in  
Gerontology and Geriatrics

This symposium will appeal to professionals working in both two and four-year systems of higher education. Colleges and universities desiring to develop or enhance relationships with area community colleges will find this session especially helpful.

It is my hope that you will consider joining us at one or more of these offerings at the GSA Annual Scientific Meeting in Austin, Texas. Have a wonderful fall term!

## Take a Bow: Recognizing AGHE Award Winners!

*Cynthia Hancock, Ph.D.*  
*University of North Carolina Charlotte*  
*AGHE Awards Representative to GSA Awards Committee*  
[chancock@uncc.edu](mailto:chancock@uncc.edu)

Please help us congratulate our AGHE Award winners and honorees at this year's GSA Annual Scientific Meeting in Austin, Texas. We are so pleased to celebrate the following individuals for their outstanding leadership, service, scholarship, and promise!

Dr. David Burdick from Stockton University is our [Clark Tibbitts Award](#) winner this year. The award was established in 1980 "...to recognize those individuals and organizations that have made an outstanding contribution to the advancement of gerontology as a field of study in institutions of higher education."

Dr. Gayle Doll from Kansas State University is being recognized with our [Distinguished Faculty Award](#). Dr. Doll also joins a long list of distinguished recipients "whose teaching stands out as exemplary, innovative, of impact, or any combination thereof."

Dr. Bradley Fisher from Missouri State University has earned the [Hiram J. Friedsam Mentorship Award](#). The purpose of this award is to "...recognize those who emulate Dr. Friedsam's excellence in mentorship."

The [Rising Star Early Career Faculty Award](#) this year goes to Dr. Katarina Friberg Felsted from University of Utah. This award "recognizes new faculty whose teaching and/or leadership stands out as impactful and innovative." Like those who are recognized, this is one of our newer awards with a growing list of worthy awardees!

[Part-Time/Adjunct Faculty Honors](#) go to Ms. Georgene Nitzsche (University of Indianapolis) and Mr. Vincent Bisson (Lasell College). They are recognized for their "effort and dedication" to the craft of teaching gerontology and geriatrics students and supporting programming through these efforts.

Our [Student Leadership Award](#) goes to Ms. Stephanie Bolton from USC Leonard Davis School of Gerontology.

This award "recognizes a student whose leadership has advanced the goals and mission of the Academy for Gerontology in Higher Education (AGHE) as well as the respective goals of his/her AGHE-affiliated institution."

Our [Mildred Seltzer Distinguished Service Honor](#) goes to Drs. Margaret Neal (Portland State University) and Donna Wagner (New Mexico State University). Both are recognized for their distinguished service to and dedicated leadership of AGHE.

Excellence in scholarly writing is recognized through two awards. The [Graduate Student Paper Award](#) is being given to Ph.D. student Ms. Peiyi Lu (Iowa State University) for her work entitled "Cumulative dis/advantage and health trajectory in late life: A comparison between four countries". The [David A. Peterson Award](#) recognizes an outstanding piece selected from a volume of the *Journal for Gerontology and Geriatrics Education*. This year's authors of the winning work are Drs. Linda Pang (University of Texas MD Anderson Cancer Center), Reena Karani (Icahn School of Medicine, Mount Sinai), and Sara Bradley (Northwestern Feinberg School of medicine) for their work entitled "Medical students' reflections of a posthospital discharge patient visit".

The winners of the [James McKenney Student Travel Award](#) will receive funding to support their travel to attend AGHE programming at GSA. These awards were made possible by the generous gift of Mr. James McKenney, a close friend of AGHE past president, Marilyn Gugliucci. This year's awardees are: MacKenzie Intlekofer (University of Iowa); Emily Taminie (University of New England College of Osteopathic Medicine); Agus Surachman (Penn State University); Polina Ermoshkina (Case Western Reserve); Kim YiJung (UMB Boston); Nancy Aruscavage (University of Utah); Jessica Hemple (Stockton University); Barbara Hodgdon (Ohio State University); Holly Bennett (University of Arkansas for the Medical Sciences); and Colleen Hollestelle (University of Southern California and University of Missouri). This year over 100 students applied for this award!

Please make plans to attend our awardee lectures to hear from and celebrate our colleagues. See the "*Quick Guide*" schedule on the right side of this newsletter for details. Other awards and honors will be recognized at the AGHE Breakfast and Business Meeting to be held on Friday November 15 from 7:00-8:00 a.m.

Thanks to the Awards Committee for their hard work this year! Please visit our [AGHE Awards webpage](#) and make early plans to nominate your colleagues and students next year! We have something for everyone!

---

**First Health Professions  
Program Awarded**



# AGHE POM Designation

*Marilyn R. Gugliucci, Ph.D.*

*Professor*

*University of New England*

[mgugliucci@une.edu](mailto:mgugliucci@une.edu)

The University of Wisconsin-La Crosse (UWL) Therapeutic Recreation Program was recently awarded the Academy for Gerontology in Higher Education [Program of Merit](#) for Health Professions designation. UWL's program is the first Health Professions program to receive this stamp of excellence.

UWL's program earned the Program of Merit designation by integrating gerontology and geriatrics competencies into its Therapeutic Recreation Program curriculum, based on standards and guidelines from the Academy for Gerontology in Higher Education. The designation came after a review and vote from the national Program of Merit for Health Professions Review Team.

Nancy Richeson, PhD, UWL associate professor of Recreation Management and Therapeutic Recreation, was part of a national Academy for Gerontology in Higher Education task force that developed the health professions standards and guidelines specifically for gerontology and geriatrics curriculum integration.

Additionally, UWL Therapeutic Recreation program was awarded financial support through an AGHE Grant from the Retirement Research Foundation to launch the AGHE Program of Merit for Health Professions - 10 institutions that integrate geriatrics/gerontology competencies in one of their health professions program was eligible to apply for the Retirement Research Foundation funding through AGHE. UWL was the first to be awarded the funding and the first to successfully complete the POM review. Dr. Gugliucci, Chair of the AGHE Program of Merit for Health Professions, stated: "UWL was well positioned to be considered for this important review. Dr. Richeson contributed greatly to building the AGHE standards and guidelines established for health professions programs, she is clearly progressive in the field of aging and a leader in the field of Therapeutic Recreation."

UWL's program will be recognized on the AGHE Website and a certificate will be presented at the AGHE Annual Business Meeting in Austin, Texas in November.

## **About the Program of Merit**

The Program of Merit is a voluntary program of evaluation for AGHE member and nonmember institutions that offer either gerontology programs (degree and non-degree granting) and/or health professions programs whose curricula integrates gerontology/geriatrics content. The Program of Merit designation gives gerontology and health professions programs an AGHE "stamp of excellence" that they can use to verify program quality, lobby within their institutions for additional resources to

maintain program quality, market the program, and recruit prospective students.

---

## Gerontology Accreditation for Degree Programs Gaining Momentum



*Donna Schafer, Ph.D.  
Secretary, Board of Governors  
Accreditation for Gerontology  
Education Council (AGEC)*

*Harvey Sterns, Ph.D.  
President, Board of Governors, Accreditation for Gerontology  
Education Council  
The University of Akron*

An increasing number of gerontology degree programs are applying for and receiving accreditation from the Accreditation for Gerontology Education Council (AGEC). Most recently, AGECE accredited two baccalaureate degree programs this summer at the University of Southern California (the Bachelor of Science in Human Development and Aging and the Bachelor of Science in Lifespan Health). These are in addition to the two USC master's programs and the associate degree program in gerontology at American River College that were accredited last fall. Currently, another baccalaureate degree program is completing the final steps of review and several other programs, including a master's program, are in the initial stages of the accreditation process.

AGEC's mission is to serve societies, national and global, by establishing and applying standards that assure quality and continuous improvement in the preparation of gerontologists reflecting the evolving nature of higher education, research and practice. AGECE's core conviction is that accreditation of gerontology programs promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program. Specifically:

- For the public, it promotes quality of life, health, safety and welfare by assuring competent gerontology professionals
- For prospective employers, it assures that graduates have essential skills and knowledge needed for today's jobs
- For prospective students, it provides assurance that the program has been evaluated and has met accepted standards established by the field
- For gerontology programs, it provides professional credibility and assurance of adequate institutional resources

Accreditation represents the nongovernmental process of educational quality assessment and enhancement of

educational institutions and programs through the principle of voluntary commitment to self-evaluation and peer review. This is done in a manner that engenders confidence and trust among the public it serves.

"Accreditation" refers to the granting of recognition to an educational institution or academic program that maintains specific standards of quality that are agreed upon in a given field or profession, while "certification" or "credentialing" is granted to individuals who have demonstrated some level of mastery in a field or subject. When a state certifies or credentials individuals, it generally awards them a "license" to practice.

Incorporated in the District of Columbia in 2016 as an independent 501c3, AGECE is the only accrediting body for gerontology degree programs. It grew out of an AGHE Accreditation Task Force that was convened in 2010 to explore options for the design and implementation of an accreditation organization. The Task Force determined that the accreditation organization for gerontology would have an independent, but cooperative, relationship with AGHE and GSA, with a separate nine member Board of Governors representative of higher education gerontology programs and entities associated with the field of gerontology, separate by-laws, and an independent organizational structure and budget. During this developmental period, GSA provided an initial site to receive funding from The Russell & Josephine Kott Memorial Charitable Trust. This supported the Task Force, and later the AGECE Board of Governors, in developing accreditation policies and procedures, registering as an independent non-profit, and accrediting the first three gerontology degree programs.

AGECE recognizes excellence and accredits degree-granting programs in gerontology, specifically associate, baccalaureate, and master's degree programs. AGECE uses the AGHE Standards and Guidelines (2015) to inform the accreditation standards and draws specifically on the AGHE Competencies for Undergraduate and Graduate Education (2014) as a basis for satisfying the student-learning standard. Applicants must demonstrate that the competencies are integrated into the program's curriculum and that measuring their acquisition is a fundamental aspect of program evaluation and quality improvement. Outlining or mapping student-learning outcomes based on the competencies is a required component of the self-study. A sample matrix is provided as an appendix in the AGECE Accreditation Handbook (2017) to assist applicants. The AGECE accreditation process also requires a site visit.

While AGECE's accreditation process is specific to gerontology degree-granting programs, the AGHE Program of Merit (POM) includes non-degree granting gerontology programs such as minors, certificates, specializations, and free-standing certificates within programs integrated into another degree program. In addition, POM focuses on Health Professions Programs. For more information on POM, consult the AGHE

website, [www.aghe.org](http://www.aghe.org).

The AGEC Accreditation Handbook & Self-Evaluation Guide (2017) is the principal source of relevant information for degree-granting gerontology programs considering and undertaking accreditation. The handbook, found on the AGEC website, contains background information about AGEC and its organization, and specifically outlines procedures specific to accreditation and reaccreditation, including the duration of accreditation (5 years for initial accreditation) and reaccreditation (7 years); timelines for application and review; accreditation standards (eligibility for review, programmatic structure, student learning goals, competencies and learning outcomes, monitoring and quality control); guidelines for writing the self study; and guidelines for the site visit. Appendices contain helpful information such as the AGHE Gerontology Competences, a curriculum matrix example, and check lists for self-study and site visit preparations.

For all of its benefits, accreditation processes are sometimes criticized for imposing "cookie cutter" uniformity on a professional field or discipline through expectations for rigid conformity to accreditation standards. AGEC realizes that considerable diversity exists among gerontology degree programs housed in a variety of administrative structures and that is a strength of the field. The self-study explicitly asks programs to provide their own unique mission/vision statements that in turn are translated into program goals and objectives reflected in the program's curriculum, learning objectives and competency expectations.

AGEC is also aware that as a new process, accreditation in gerontology may seem like a daunting undertaking even for programs that, in fact, are quite capable of successful accreditation. While the accreditation process is necessarily rigorous, it is also interactive with AGEC staff and Governors available to assist program faculty in the development of their materials. AGEC reviewers and site visitors are advocates for gerontology and supportive of programs' viability within institutions. For programs that are not quite able to satisfy all accreditation standards, a provisional accreditation status is possible with up to two years to address deficiencies.

To learn more about the AGEC accreditation process and the experiences of programs that have been accredited, readers are cordially invited to attend the AGEC sponsored symposium, "*Lessons Learned from Accrediting Gerontology Programs: Getting Ready!*" to be presented at the GSA meeting in Austin, TX, on Friday, Nov. 15, 2019, from 8:00 am to 9:30 am.

Gerontology degree programs interested in seeking accreditation should contact the secretary of the Board of Governors, Donna Schafer, PhD, at [donna\\_schafer@sbcglobal.net](mailto:donna_schafer@sbcglobal.net) or Harvey Sterns, PhD, president of the Board of Governors, at

In addition to the *AGEC Accreditation Handbook*, information about fees, policies and procedures, and FAQs can also be found on the AGECE website [www.geroaccred.org](http://www.geroaccred.org). AGECE: Credibility, Competency, Employability, Quality Assurance.

---

## **USC Leonard Davis School Launches Two Graduate Degree Programs for 2019-2020**

**The Master of Arts in Medical Gerontology  
and in Senior Living Hospitality provide  
unique opportunities for students  
pursuing the study of aging**

*Orli Belman*  
*Chief Communications Officer*  
*USC Leonard Davis School of Gerontology*  
[obelman@usc.edu](mailto:obelman@usc.edu)

The University of Southern California Leonard Davis School of Gerontology is introducing two new graduate student programs: the Master of Arts in Medical Gerontology, which began accepting applicants in the fall of 2019, and the Master of Arts in Senior Living Hospitality, which will launch in the spring of 2020. These innovative programs provide students with a comprehensive approach to aging, which includes examining older adults' living environments, nutritional practices and care needs.

"As we enter an era where older adults will outnumber the young, health care and senior living professionals must have the skills and expertise to embrace the challenges and opportunities of our aging population," said Pinchas Cohen, MD, dean of the USC Leonard Davis School of Gerontology. "These programs leverage the world-renowned expertise at the USC Leonard Davis School of Gerontology to address the need for a well-trained workforce to complement the cadre of geriatric professionals and senior living industry professionals managing the health care needs of our aging population. They also provide unique training that is not currently part of gerontology degree programs."

According to the World Health Organization, the number of people age 60 years and older is expected to total 2 billion worldwide by 2050, and 125 million people are age 80 years or older today. According to national data, the number of Americans age 65 and over will nearly double to 98 million by 2060. Additionally, the number of Americans age 85 and older will more than double from 6.4 million in 2017 to 14.6 million by 2040.

The number of physicians choosing to specialize in

geriatrics is declining in the U.S. In addition, there is a recognized lack of training globally in how to meet the specific needs of older adults across fields such as medicine, nursing, physical therapy, occupational therapy, home health care, social work and more. The M.A. in Medical Gerontology hopes to fill these gaps.

"The goal of this program is to provide medical doctors and other healthcare professionals with gerontological training and expertise absent from their primary training," said Maria Henke, senior associate dean of the USC Leonard Davis School. "After completing this program, health care professionals will have a greater understanding of older persons and will have the tools to take a whole-person approach to aging and caring for older people."

The program is a residential course that can be completed in 12-18 months. Plans are underway to offer an online option as well. Courses address topics including communicating effectively with older adults and their families, managing the complexities related to multiple chronic diseases, and understanding the psychological aspects of aging, among others.

Senior living industry researchers estimate that industry needs to attract 1.2 million employees over the next 10 years in order to help care for the country's aging population. The M.A. in Senior Living Hospitality provides graduates the ability to fill new positions and to replace retiring professionals.

"Unlike their counterparts in the wider hospitality world, senior living communities are entrusted with meeting a range of needs related to older adults' health and wellbeing," said Henke. "This program will give senior living leaders a greater understanding of the unique needs of older adults."

The program will incorporate hospitality instruction and address topics including managerial functions, nutrition, health and social engagement within a gerontological framework. Students have the option of attending the 46-unit program on campus or online. In a unique cross-university collaboration, the online program includes several courses from eCornell's hospitality certificate programs, authored by leading faculty from Cornell University's Hotel School.

The Master of Arts in Medical Gerontology and the Master of Arts in Senior Living Hospitality are two of seven masters degrees programs offered by the USC Leonard Davis School. The school's other pioneering programs include the first PhD in the Biology of Aging and the Master of Science in Nutrition, Healthspan and Longevity.

For more information, visit <https://gero.usc.edu/students/prospective-students/masters-programs/>

The *AGHExchange* is published by the Academy for Gerontology in Higher Education (AGHE) four times per year - spring, summer, fall, and winter. AGHE member institutions or other interested institutions or individuals are invited to submit information for publication to the Editor, Lisa Borrero, Ph.D., University of Indianapolis, 1400 E. Hanna Avenue, Indianapolis, IN 46227.

Telephone: (317) 791-5944.

Email: [borrero@uindy.edu](mailto:borrero@uindy.edu). Copy must be received by the editor no later than March 1, June 1, September 1, and December 1. *Email submissions are preferred.*

AGHE is an organization of academic institutions and affiliates involved in education, training, research, and service related to gerontology. Requests for publications, address changes, and to be added to the mailing list should be sent to the AGHE office at [aghe@aghe.org](mailto:aghe@aghe.org).

**AGHE President**

Judith L. Howe, PhD, Professor, Brookdale Department of Geriatrics & Palliative Medicine, Icahn School of Medicine at Mount Sinai, New York, NY; Associate Director/Education & Evaluation, VISN 2 GRECC, New York, NY

**AGHExchange Editor**

Lisa Borrero, PhD, Associate Professor, University of Indianapolis

Academy for Gerontology in Higher Education | [aghe@aghe.org](mailto:aghe@aghe.org)

Copyright © 2018. All Rights Reserved.