

future professional and educational endeavors, and learn via service in an applied gerontological setting. Students in the BSAS/ISS degree program will participate in varied activities that will demonstrate the synthesis of learned content applicable to ones own career aspirations in the field. The service learning component of the course will allow students to apply professional interests in aging by engaging with a community-based organization that serves older adults.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The forms and functions of professional organizations in the field of gerontology; The current electronic and web-based resources available in the academic and applied areas of gerontology; Activities of members of the local and/or state aging network; Information about potential career and learning opportunities in the field of gerontology; The knowledge and skills needed in working with older adults and real world experiences in serving the elder population; The relationship between ones personal knowledge, strengths, and skill base and professional competencies needed to work with older adults; Ones own lifetime and/or career experiences vis-à-vis professional practice with organizations that serve older adults; Major principles of gerontological practice in relation to professional practice; Contemporary and innovative practices and ideas to better serve older adults; Critical thinking pertaining to gerontological content in practice; Effective communication about gerontological issues in practice.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

No capstone exists for the gerontology concentration In BSAS/ISS; the College of Arts & Sciences promotes a culminating course in each concentration or major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, 10-12 students

E. How frequently will the course be offered? What is the anticipated enrollment?

Alternate years or as students reach the juncture at which the capstone is relevant.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (If dropping/deleting a course please complete the nonsubstantive course change form.)

no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Master's degree required with 18 graduate credit hours in gerontology.
Academic experience and applied practice in gerontological settings; Ph.D in gerontology or related field preferred.

10. Other Course Information

A. Objectives

1. Become familiar with the forms and functions of professional organizations in the field of gerontology; 2. Identify and interact with members of the local and/or state aging network; 3. Gather information about potential career and learning opportunities in the field of gerontology; 4. Develop a gerontology portfolio that will serve to organize and document your learning experiences throughout the core gerontology course work (physical, psychological and social aspects of aging); 5. Understand the knowledge and skills needed in working with older adults and real world experiences in serving the elder population 6. Consider contemporary and innovative practices and ideas to better serve older adults

B. Learning Outcomes

Upon completion of this course, students will be able to: 1. Recognize the forms and functions of professional organizations in the field of gerontology by having visited and interned at an aging-related agency; 2. List careers in the aging field after researching aging-related careers in an assignment; 3. Identify and interact with members of the local and/or state aging network through their internship and classroom speakers and lectures; 4. Develop a gerontology portfolio that will serve to organize and document the learning experiences throughout the core gerontology course work (physical, psychological and social aspects of aging). They will develop the portfolio by summarizing an interview with an aging professional, writing a paper on an occupation in aging/gerontology, providing an annotated bibliography, developing a professional resume, and completing an "inventory of knowledge" project.

C. Major Topics

1. Core knowledge and skills gained in the gerontological courses 2. Inventory of knowledge 3. Introduction to community service 4. Careers in aging overview 5. Service planning for gerontological work

D. Examples of Course Textbooks and Course Readings

101 Careers in Gerontology (Grabinski, 2007) +websites: Careers in Aging - http://www.careersinaging.com/careersinaging/job_career.html Exploring Careers in Aging - <http://exploringcareersinaging.com/>

11. Syllabus