AGHE | ACADEMY FOR GERONTOLOGY IN HIGHER EDUCATION™

Program of Merit

Health Professions Programs
Gerontology/Geriatrics
Information and Application

Revised April 2023

Providing a Globally Recognized Voluntary Geriatrics/Gerontology Program Content Evaluation Process

Contact AGHE for additional information or to receive a Health Professions Gerontology/Geriatrics Application Form

Washington, DC 20005-4018
(202) 842-1275 www.geron.org

THE **GERONTOLOGICAL** SOCIETY OF AMERICA®

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PROGRAM OVERVIEW

Purpose of the Program

In July 1998, the Executive Committee of the Academy for Gerontology in Higher Education (AGHE), formerly known as the Association for Gerontology in Higher Education, approved a proposal to establish and implement a voluntary program of evaluation known as the Program of Merit (POM). The POM designation provides gerontology programs with an AGHE "stamp of approval," which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program.

In 2015, the Program of Merit was expanded and adapted to implement a voluntary evaluation process for health professions programs that are choosing to integrate gerontology/geriatrics competencies in order to prepare students for working with older adults as well as their informal care partners. These programs are now eligible to apply for the Program of Merit designation. The Program of Merit for Health Professions Programs is based on the *AGHE Standards and Guidelines for Gerontology/ Geriatrics in Higher Education, Seventh Edition (2021)*, specifically *Chapter10.*

This international process of evaluation for both Gerontology and Health Professions Programs:

1. Verifies for students that the program is consistent with globally vetted criteria in gerontology and/or geriatrics recognized by AGHE;

2. Informs campus administrators of global guidelines, expectations, and practice in gerontology education and health professions programs;

3. Assures the public of the quality of programs and their graduates;

4. Clarifies for employers the knowledge and skills imparted to students who graduate from POM designated gerontology and health professions programs; and

5. Indicates to interested parties that the program is of high quality.

GSA/AGHE's Program Resources Development Workgroup oversees the POM initiative. Any institution is eligible to apply for a Program of Merit review if they have educational programs in gerontology and/or geriatrics. Specifically, applicable programs include:

1. All Health Professions programs that integrate gerontology/geriatrics competencies into their curriculum;

2. Gerontology Programs at the Minor, Certificate, Specialization, and Doctoral

levels; (use the POM Application for Gerontology Programs);

3. Programs that culminate in the award of a degree, certificate, minor, or other designation that is reflected on the student's transcript or through which the student receives identifiable recognition; and

4. Free-standing certificates or degrees and programs integrated into another degree program.

NOTE: Beginning in 2017, gerontology programs globally that offer degrees at the associate, baccalaureate, and master's levels are eligible for accreditation review by the Accreditation for Gerontology Education Council (AGEC).

Prerequisites for Health Professions Programs to Apply for POM

The POM application for Health Professions programs is specifically designed for any health professions program within 2 and 4 year educational institutions within the US and globally. Health Professions programs applying for POM must meet the following prerequisites:

1. Comprehensive gerontology/geriatrics competencies integration (per the AGHE Standards and Guidelines, 2021);

2. A sequenced curriculum so that introductory information precedes advanced information;

3. A list of gerontology/geriatrics courses and/or gerontology/geriatrics competencies that have been integrated into the health profession program curriculum;

4. Identifiable objectives and/or learning statements that make it clear how gerontology/geriatrics competencies and/or content are addressed in the curriculum;

5. Confirmation that the health profession program is a recognized program within the educational institution; and

6. Support by the host academic institution for the health professions program to undergo Program of Merit review for Health Professions Programs.

Health Professions Program Evaluation Process and Related Information

The program being evaluated provides a self-study report using the Program of Merit Application Form for Health Professions Programs. This report should compare the program curriculum with that presented in AGHE's *Standards and Guidelines, Seventh Edition (2021)* in

either Chapter 10: *Health Professions Programs: Foundational Gerontology & Geriatrics Curricula Guidelines; Chapter 11: Foundational Geriatrics and Gerontology Curricula Guidelines for Doctor of Pharmacy Degree Programs; or Chapter 12: Medical Education Competencies in Geriatrics and Gerontology for Osteopathic Medical Schools. Schools.*

The self-study report should include statements on the need for gerontology/geriatrics competencies inclusion within the health professions program; description of the instructional program, students, and student services; an outline of the organizational structure and administration; and a description of the relationship with the community. There is currently no application deadline, but this is subject to change by the AGHE Executive Committee.

POM Reviewers and Decision Timeline. Senior faculty from three colleges or universities (other than the one being evaluated) are selected and appointed by the POM Chair(s) to be a POM Review Team. All POM Review Teams have been trained to evaluate self-study reports. Efforts are made to select reviewers from diverse institutional settings with one reviewer from an institution comparable to the applicant's institution and/or applicant's program. Reviewers base their evaluations on their expertise and a set of guidelines that have been developed for this purpose. This is a confidential review; the identities of members of each POM Review Team are not disclosed.

To help manage the cost of the POM process, reviewers donate their services to AGHE. Therefore, the number of POM applications are limited to ten per year unless the AGHE Executive Committee determines that there is the capacity to complete more in a given year. If applications for the POM designation exceed the maximum number of 10, priority will be given to AGHE member institutions. In all cases, those institutions waiting for review will be notified that their applications are pending and will be given an approximate completion date. The POM Review Committee will make every effort to work with AGHE member institutions to coordinate the scheduling of the review process so that it coincides with the needs of applicants.

At the completion of the review process the AGHE director (or designee) will send a letter indicating the Executive Committee's decision and a summary of the review to the program applicant. This information can also be sent to a designated administrator should this be desired by the program applicant

Site Visit. No site visits are conducted for the POM review process; however, reviewers may confer with the Program of Merit Chair to request additional informal or clarify points in an application.

Cost of POM Review. The charge for a review is $650 for GSA members and AGHE Institutional members and $1,550 for non-member institutions. The cost of maintaining records, verification of program status, and distribution of lists of programs with the POM designation is included in the initial review fee. The fee also includes a copy of AGHE's *Standards and Guidelines, Seventh Edition.* If an institution desires more than one program to undergo POM review (e.g., a nursing program and physician assistant program) distinct applications for each program will be required and the reviews will be conducted by separate POM Review Teams.

Length of POM Designation. The POM designation is for a period of five years. At the end of four years, the program applicant will be notified that the POM designation is nearing its completion. If there are no significant changes to the program during the five-year period, the institution may choose to pursue a POM renewal that involves an addendum to the original application. If the program underwent substantive changes (i.e., changes in positions, number of faculty, curricular changes, etc.) then the applicant must submit a full POM application. The charge for renewal regardless of whether there is a full application or addendum is $650 for AGHE members and $1,550 for non-members.

Benefits of POM Designation. Once a program is recognized by the Program of Merit designation the following will occur: (1) A program representative will receive a framed POM certificate at the AGHE annual Business Meeting held during the GSA Annual Scientific Meeting; (2) the program will be listed on the GSA Website, POM page, which can be linked to the institution's website; (3) a POM designation logo to include on the program website and link to the POM webpage on the GSA website will be sent to the program leadership; (4) each year of the POM designation, upon request by the institution, program graduates will receive a personalized certificate (suitable for framing) stating that the student graduated from a health professions program (name of program and institution included) that is recognized as an Academy for Gerontology in Higher Education Program of Merit. Additional benefits include using the POM designation to increase marketing and enrollment, to highlight on grant applications, to garner support from administrators within the institution, and possible inclusion on students' transcripts.

POM Outcomes. The Review Team puts forth its recommendation to the POM Chair and Co-Chair. One of three recommendations can be made by the Review Team:
1. POM *Recommended Unconditionally*
2. POM *Recommended Conditionally*
   – Conditions are outlined and a timeline to address the conditions not to exceed 12 months from the time of the review decision. (Longer extensions must be approved by the POM Chair(s) and the AGHE director or designee).
   – A program's application can be held up to 12 months to allow for the necessary improvements to be made.
   – Once required documentation has been received indicating that the deficiencies have been remedied, the Review Team will make a final recommendation to the POM Chair(s), who in turn will present the decision to the AGHE Executive Committee for ratification.
3. POM *Denied*
   – Communication and documentation of program deficiencies is shared with the applicant.

Appeals Process.
If the Program applicant disagrees with either decision 2 or 3 (above) the following course of action may be pursued.

1. The decision of the POM Review Team may be appealed. Appeals must be filed within three months of the decision. The POM Chair or Co-Chair, and

one member of the Review Team who conducted the review examine the reason for the appeal and its supporting documentation put forth by the program applicant. A decision on the appeal is made within three months of receipt of the appeal;

2. If the appeal is won the appropriate POM designation is awarded, effective immediately;

3. If the appeal fails, a program may submit a new application to apply for the POM designation after the programmatic deficiencies pointed out in the original review have been addressed.

Resource List

AGHE Standards and Guidelines for Gerontology and Geriatrics Programs, Seventh Edition* (2021). This publication outlines standards and guidelines for the development of gerontology instruction in institutions of higher education. The document includes a set of recommendations for gerontology program development that applies to any program regardless of academic level or type of credential awarded, as well as curricular guidelines, gerontology/geriatrics competencies, and policy recommendations for gerontology or health professions programs.
Included in Appendices:
AGHE Gerontology Competencies for Undergraduate and Graduate Education[©].
Partnership for Health and Aging Health Professions Competencies

Contact Gena Schoen, Director of Member Engagement, at (202) 842-1275 or visit the website www.geron.org for more information.

FREQUENTLY ASKED QUESTIONS

What is the POM for Health Professions programs proposal all about?

The POM for Health Professions programs is intended to provide a system of review for a variety of health professions programs within institutions of higher education. The POM reviews any health professions program that applies the competencies in gerontology/geriatrics. AGHE is the organizational body established to evaluate and recognize health professions programs that abide by AGHE's *Standards and Guidelines* (either Chapter 10, Chapter 11, or Chapter 12) in higher education. The POM designation provides these programs with an AGHE "stamp of approval," which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program.

What costs are involved?

The fee for the evaluation process is kept to a minimum. Because the evaluation is based on a self-study report, this avoids costly site visits. There are other costs, however, which are rolled into the $650 fee to GSA members and AGHE Institutional members. These costs include AGHE's Standards and Guidelines, Seventh Edition (2021), printed materials, mailings, phone calls, and AGHE staff support. This is a valuable benefit for members, because non-members are charged $1,550 for the same evaluation (Membership Information: www.geron.org).

Do we need specific courses in gerontology and/or geriatrics in order to be recognized as a Program of Merit?

Health professions programs have their own accreditation process, which may create curricular constraints due to credit hours and/or time. Creating courses dedicated to gerontology or geriatrics content may be possible for some programs but can be a challenge for other health professions programs. As such, the POM for Health Professions Programs is based on gerontology/geriatrics competencies (provided in Chapters 10, 11, or 12 in the *AGHE Standards and Guidelines, Seventh Edition*, 2021). Existing courses within a health professions curriculum can be adjusted to include identifiable competencies (often stated as objectives) related to the field of aging and caring for older adults and their care partners. Many health professions programs have already updated their curricula to include this important demographic because it is expected that each student who graduates from any health professions program will encounter older adults as a practitioner. Case in point, even if graduates plan to work with children, four in ten grandparents are the primary caregivers for their grandchildren, and this number is on the rise.

Are we taking a risk by applying for a POM designation? What if we don't get it?

The POM process is designed to be **constructive** (recognizing the existing strengths of a

program), **directive** (offering specific recommendations for the improvement of a program to bring it in line with AGHE's *Standards and Guidelines*), and **protective** (providing results in such a way as not to put a program in jeopardy). The results of the evaluation process can be used for an internal review to examine areas for program improvement. Therefore, the results do not need to be sent or shared with higher administration. Whether or not the results of the evaluation are shared is left to the discretion of the program applicant. A letter can be sent to higher administration if the review process is favorable, or to only the program applicant if the results suggest areas for improvement before the POM designation can be awarded.

It should be kept in mind that packets for the self-study review and criteria the reviewers use are made available in advance as part of the application process. The program applicant may discuss their health professions program with the POM Chair(s) and review the POM criteria prior to deciding to apply for POM. The formal application process may begin at any time, allowing ample time for program applicants to address program deficiencies that may have been identified during the early stages of POM inquiry.

What does it say about a program if it does not apply for the POM designation?

Not applying for the POM designation could mean that the program is still in a period of development or transition, possibly the program is unclear about how to integrate gerontology/geriatrics competencies into its curriculum or does not believe in the value of such recognition. The time has come to ensure that all students in health professions programs have education and training in the care of older people and their care partners, therefore each health professions program would be advised to review the POM gerontology/geriatrics competencies and consider applying for the AGHE Program of Merit to support their students in their future careers.

Can a program that is considering applying for the POM designation know ahead of time what its chances are of having a favorable outcome?

AGHE periodically provides information about the POM through a variety of means – pre-conference workshops held in conjunction with the GSA Annual Scientific Meeting, presentations during the annual meeting, and articles published in the *AGHExchange* newsletter. The AGHE POM Chair(s) is/are historically quite forthcoming, and a time can be planned to discuss whether the program in question is ready for the POM review. Information is also posted on the GSA website (www.geron.org).

HOW TO APPLY

General Guidelines for Program Applicants

The following guidelines will assist you in writing your self-study report for the POM. If you have questions about these guidelines or the POM Application Form, please contact Gena Schoen, Director of Member Engagement at (202) 842-1275 or membership@geron.org.

1. The self-study narrative (excluding Table of Contents, syllabi, and supportive materials) should be no more than 30 pages in length.

2. Include a Table of Contents (not included in the 30-page limit).

3. Type the document. Use normal 1″ margins and 12-pt font.

4. Label appropriately all items included in the appendices and cite each one in the text of the self-study narrative.

5. Use charts and tables when appropriate (e.g., budget, student enrollment rates, graduation rates) to help clarify or illustrate points discussed in the self-study.

6. Create one PDF file of main application materials, one PDF of Syllabus or Syllabi, and one PDF of faculty Curriculum Vitae to be submitted for review.

Supportive Materials Checklist

Required Documents

☐ College or university catalog (send separately or provide web link);

☐ Assessment plan for the health professions program as it relates to gerontology/geriatrics competencies;

☐ Syllabi for all courses that have gerontology/geriatrics competency/outcome-based curricula included in the health professions program and how these competencies are integrated within the program curriculum;

☐ Field (practitioner) supervisor's evaluation form or other forms to assess students' performance in the field with regard to gerontology/geriatrics competence (it is understood that such a form or tool may not available or used in medical school programs or other health professions programs;

☐ Gerontology/geriatrics competency-based evaluation form – how identifiable objectives are measured to assure student learning outcomes (See Appendix A: Competences Mapping Tool); and

☐ Curriculum vitae for faculty whose primary teaching duties are associated with gerontology/geriatrics competencies.

Recommended Documents (include in order to facilitate the review process)

☐ Letters of support – one or two letters of support for the program from administrators (e.g., department head, dean, provost) and two or three letters from community agency representatives. If you are not submitting letters with your application materials, please explain why;

☐ Competences Mapping Tool (see Appendix A) – a "map" of the relationship between the competencies and student learning outcomes in which various objectives or competencies are applied and assessed, the Program should provide a matrix outlining the timeline and assessment for student learning outcomes during each year of the assessment cycle;

☐ Student advisement information and student support mechanisms.

Please save the POM application as one PDF file and save the syllabus (or syllabi) and faculty CVs in 2 additional separate pdf files; therefore submitting 3 pdf files for the POM review.

Submit application to Gena Schoen, Director of Member Engagement:

membership@geron.org
Subject: Program of Merit

PROGRAM OF MERIT APPLICATION FORM
Health Professions Programs

The key questions that POM reviewers need to answer when reviewing a Health Professions Program application is: (1) Does this health professions program make an earnest attempt to integrate gerontology/geriatrics competencies in their program?; and (2) how well is this information tracked/presented in the curriculum?

Part I   Overview, History, and Description of the Program

Questions in this section are intended to give POM reviewers a clear sense of what your program is, how it operates, whom it serves, how it is administered, and so forth. Information from this section is essential for reviewers to have a sense of context as they read about your program goals, accomplishments, and challenges in your self-evaluation (Part II).

Contact Person:
Title:
Institution:
Address:
Email:
Phone Number:

A.   Title of the Health Professions Program

Provide the official level of the credential and type of health professions program (i.e., Doctor of Physical Therapy, Baccalaureate Nursing program, Pharm D. [Doctor of Pharmacy] program).

B.   History of the Program in relation to Gerontology/Geriatrics Competencies Integration

Please discuss the evolution of your program regarding its integration of geriatrics/gerontology. Address the following issues:

1. How long has the health profession program been in existence? How long have gerontology/geriatrics content/competencies been included?

2. Describe the evolution of gerontology/geriatrics competencies inclusion into the program? What obstacles and/or support contributed to including aging into the curriculum?

3. What have been the program's significant achievements and did the integration of gerontology/geriatrics competencies contribute to these?

4. What have been ongoing problems or difficulties with the integration of gerontology/geriatrics competencies in the program?

5. What problems currently need to be addressed?

6. In general, describe how the program has changed over the years regarding leadership, content, college or university status, etc.

7. Discuss the size of the college/program and changes in the college/program which have affected your work in advancing gerontology/geriatrics competencies.

8. Briefly describe the community (geographic and demographic) your health professions program serves.

C. Program Mission

Include the mission of the college/program as well as any stated mission or goal regarding the inclusion of gerontology/geriatrics content. In what ways does the mission of your college/program fit into the broader mission of the college/university?

D. Major Challenges and Opportunities

1. What are the challenges and opportunities confronting the program in the next five years regarding inclusion of gerontology/geriatrics content?

2. If the health profession program is linked to a gerontology certificate program or other aging related program, include specific information about that program and how that program is linked to your health profession program.

E. Organizational Structure and Administration

1. Is there a position dedicated to gerontology/geriatrics within your program? If so, how is this person selected or appointed and renewed, what is the term of the appointment? (Please include this person's job description (list of duties can be provided in an appendix to the application).

2. What process(es) do you employ/use to determine the geriatrics/gerontology content within the health professions program curriculum?

   a. Is there a person and/or committee who is responsible for designing, implementing, and managing the gerontology/geriatrics content for the program?
   b. Please describe the position or committee make up, how the person is selected or committee members appointed and to whom does the person or committee chair report? If there is a term of appointment, please provide information about this.

3. In what ways does the health professions program/school director/chair have authority to do what needs to be done to assure inclusion of gerontology/geriatrics content in the program? Please, provide examples of how this person assures content inclusion.

4. Is the level of administrative staffing appropriate?
   a. What types of clerical support is needed with regard to the inclusion of gerontology/geriatrics content?
   b. Describe how support staff assists with these responsibilities within the program?

5. Are there special budgetary needs associated with implementing the gerontology/geriatrics content such as funding for visiting lecturers?

   a. Describe how gerontology/geriatrics content integration is funded and if that funding is adequate to support continued integration.
   b. Who manages the budget for the health professions program and please explain how this funding supports (or not) gerontology/geriatrics faculty, staff, or curricular needs?
   c. Describe institutional support and any other sources of income, including grant activities. If external funding is used, please explain the nature of this funding, its longevity (ongoing or temporary), and the expectation(s) of what it will fund regarding the geriatrics/gerontology content.

F. Students

1. What is the average length of time (years) for program completion for enrolled students?
   a. How many students completed your health professions program in the past year?
   b. How many are currently enrolled?
   c. What is the average enrollment over the past three years (provide a table)?
   d. What is the future forecast for enrollment and what is this based on (i.e. provide a citation on the need for student graduates in that health professions

field)?

2. If there are special programs or opportunities for students to advance their education in gerontology/geriatrics or in the field of aging, please provide the details on these opportunities.

3. Do you actively recruit students that have an interest in gerontology/geriatrics? If so, describe the process(es) that you apply to do this outreach and recruitment.

G.   Faculty

1. How many full-time faculty teach in your health professions program?

2. How many part-time faculty, adjunct, and/or visiting lecturers teach in your program?

3. How many of the faculty have training or expertise in gerontology/geriatrics?

See Part II: Self-Evaluation – B. Faculty to add details.

H.   Relationship with the Community

1. Describe current relationships with agencies and organizations within the community and how they relate to the gerontology/geriatrics content within the program. Discuss the extent to which such a connection contributes to supporting the education of students receiving gerontology/geriatrics content.

   a. What opportunities do students have to participate in a volunteer capacity? Provide examples and approximate hours in an academic year?
   b. Describe any aging related practicums or internships that are available to students. Provide number of hours committed to these experiences and provide examples.

2. Address if there have been changes over the years with regard to your relationship with and activity within the community in the field of aging.

3. Is there a community advisory committee? If so, how are members selected? What is the committee's function?

4. Does your health professions program faculty work with the community to provide or help to plan special events such as conferences, workshops, and lectures focused on aging? If so, provide details.

5. Are continuing education and/or community service programs offered on aging? If

yes, provide information on this and address in what ways are those programs consistent with the goals of the program?

I.   Innovation

If you have any innovative ways of working with gerontology/geriatrics content integration regarding programming, curriculum integration, funding, working with the community that has not been addressed above, please describe each innovation.

Part II   Self-Evaluation

In this section you are asked to present your reflections on the gerontology/geriatrics competencies in relation to the curriculum of you health professions program. Whenever appropriate, refer to local context to explain the ways in which the health professions program's gerontology/geriatrics competencies adhere to or depart from the **AGHE** *Standards and Guidelines for Gerontology and Geriatrics Programs, Seventh Edition* **(2021) Chapter 10, 11 or 12** (depending on the program). For points of departure, a rationale must be stated ensuring that the health professions program is attending to key gerontology/geriatrics competencies.

A. Components of the <u>Gerontology/Geriatrics</u> Instructional Program

1. What are the gerontology/geriatrics goals that are part of the program?
   Note: If the term "goals" is not common vernacular within the program, state the term or language that is applicable and describe or define this within the application (for example the term may be competencies).

   a. What are the program's gerontology/geriatrics learning outcome goals for students? What should students know and be able to do when they complete the program?
   b. In what ways are those goals consistent with the mission of your program and academic institution?

2. Your gerontology/geriatrics program content goals/competencies should have an assessment plan for determining whether they have been met.
   a. How do you assess the geriatrics/gerontology content within the health professions program?
   b. What criteria are used to assess geriatrics/gerontology content quality?
   c. Describe any mechanisms used to elicit student feedback about the content related to aging in the program.
   d. In what specific areas have students expressed satisfaction or dissatisfied?
   e. What progress, if any, has been made in advancing gerontology/geriatrics education from using the results of past assessment(s)?
   f. How successful has the gerontology/geriatrics content been in reaching the content goals?
   g. In what way(s), if any, do the goals need to be changed?

3. Describe the gerontology/geriatrics competencies/curriculum (attach pertinent materials in the appendices to this application form). Be sure ot include hours/time dedicated to this content across the curriculum.

   a. Describe how content is in line with *AGHE Standards and Guidelines, Seventh Edition (2021)*. Refer to *Chapter 10 (Health Professions Programs); Chapter 11 (Pharmacy Degree Programs); or Chapter 12 (Osteopathic Medical Schools)*.
   b. Does the gerontology/geriatrics content deviate from the recommendations within the *AGHE Standards and Guidelines, Seventh Edition (2021)?*
   c. If so, please explain which competencies are not included and why the rationale for not including these competencies.
   d. For programs that may offer geriatrics/gerontology learning activities not included in a course but are competency-based (i.e., shadowing, research, preceptorship opportunities, optional lecture series) provide the details on these activities and provide a description of how each is assessed if this is applicable.
   e. Are there opportunities beyond the field placement or practicum for students to interact with older adults (e.g., service-learning, volunteerism) within the community? If so, please describe these opportunities and how they are important or contribute to your students learning about aging?

4. Is there a practicum, field placement, internship, clerkship or any similar educational experience in which students are in the community and offers content on gerontology/geriatrics or has an aging related component? (If not, proceed to section B. Faculty).

   a. In what ways is the practicum (etc.) learning modality consistent with the gerontology/geriatrics content and learning outcomes of the program?
   b. How many contact hours are required?
   c. How are students supervised?
   d. What is the evaluation process?
   e. Describe the benefits for students? For community agencies? For older adults?

5. If a practicum, field placement, internship or clerkship is not required, why not?

B.   Faculty

1. Is there an adequate number of full-time faculty to teach gerontology/geriatrics competencies?
2. Is the current mode of faculty staffing (i.e., balance of full-time to part-time, tenure-line to adjunct, etc.) appropriate and desirable regarding the teaching and supervising of geriatrics/gerontology content?
3. For the faculty who teach geriatrics/gerontology content, list the expectations for training in the field aging to teach this content (please include CVs, for full-time

faculty in the appendix).
   a. What is the process for faculty to access opportunities/programs in aging for faculty development?
   b. What is the funding allotted to each full-time faculty for faculty development?
   c. Who controls the resources used for faculty development and please describe the usual process that faculty need to adhere to access funding for advancement in knowledge about aging?

C.   Students and Student Services

1. Is there an organization, club, or chapter on campus specifically for students in the field of aging (e.g., gerontology or geriatrics club) to support students interested in the field of aging? If yes, please list the mission or goal of this group.

   a. What type of organization is this (e.g., social, service, honor society) and is it recognized by the college/university? If yes, what is the process for being recognized?
   b. Provide a list of the type of activities the members organize and tend to participate in?
   c. How is the organization supervised? Is there a faculty member assigned to advise the organization?
   d. What is the student officer or leadership structure for this organization/club/chapter?
   e. Describe the sources of funding that students may attain from the institution, from being a national chapter, or from student fundraising.
   f. Provide a list of the fundraising activities and innovative activities that support the mission of the organization, club, chapter.

2. How is student satisfaction with gerontology/geriatrics instruction measured?

3. Describe any opportunities for advising, mentorship, or research sponsorship that is available to students that directly relates to the field of aging.

   a. How does this contribute to advancing students' interests in the field of aging or working with older adults?
   b. How are opportunities in aging shared with students?
   c. What avenues do students have to find out about opportunities in aging or working with older adults?

Please save all materials as one PDF file <u>except</u> syllabus (or syllabi) and CVs should be saved in 2 separate pdf files; therefore submitting 3 pdf files for the POM review.

Submit application to Gena Schoen, Director of Member Engagement

membership@geron.org

Subject: Program of Merit

For additional information contact:
Academy for Gerontology in Higher Education
Washington, DC
(202) 842-1275 membership@geron.org
www.geron.org