## Aligned Outcomes: Gerontology Program Goals, CSUS Baccalaureate Learning Goals, AGHE Competencies, & Sample Outcome Measures

All Learning Outcomes are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

<table>
<thead>
<tr>
<th>Gero Program Learning Outcomes</th>
<th>Sacramento State (#s related to CSUS, 2009 Baccalaureate Learning Goals)</th>
<th>AGHE Competencies (#s related to AGHE 2015 Competency List)</th>
<th>Some Sample Learning Outcomes Measures (Including AACU Outcome Criteria #s)</th>
</tr>
</thead>
</table>
| 1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, policies, and current trends as a basis for competent gerontological practice across the life span. | #1. **Competence in the Disciplines**: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.  
#2. **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.  
#5. **Integrative Learning**, including: synthesis and advanced accomplishment across general and specialized studies. | 1.1: Utilize gerontological frameworks to examine human development and aging  
1.2: relate biological theory and science to understanding senescence, longevity and variation in aging  
1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging  
1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.  
3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health. | Demonstrate current basic interdisciplinary knowledge when completing exams, assignments, & projects at 73% or higher.  
**Integrative Learning Rubric Criteria #1 & 2**  
**Oral Communication Rubric Criteria #1-5**  
**Teamwork Rubric Criteria #1-5** |
| 2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. | #1. **Competence in the Disciplines**: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.  
#2. **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring. | 1.1: Utilize gerontological frameworks to examine human development and aging  
1.2: relate biological theory and science to understanding senescence, longevity and variation in aging  
1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging  
1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. | Assess, plan, implement, & evaluate aging issues from all holistic perspectives in specific assignments and PRACTICUM at 73% or higher.  
**Integrative Learning Rubric Criteria #3**  
**Oral Communication Rubric Criteria #1-5**  
**Teamwork Rubric Criteria #1-5** |
#3. Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

#5. Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies.

| 3. Synthesize and apply learned interdisciplinary theories and research in applied settings and project development. | #1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring | 1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 3.3: Employ and design programmatic and community development with and on behalf of the aging population. 3.8: Engage in research to advance knowledge and improve interventions for older persons. | Successful completion of SL, PRACTICUM evaluation criteria, and research course at 73% or higher. Integrative Learning Rubric Criteria #2 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5 |
| 4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others and addressing elder needs. | #2. **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring. **#3. Intellectual and Practical Skills, Including:** inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. **#4. Personal and Social Responsibility, Including:** civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges. **#5. Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies. | 1.1: Utilize gerontological frameworks to examine human development and aging.  
1.2: Relate biological theory and science to understanding senescence, longevity and variation in aging.  
3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.  
3.3: Employ and design programmatic and community development with and on behalf of the aging population.  
3.7: Employ and generate policy to equitably address the needs of older persons. | In exams, seminars, assignments, PRACTICUM & face to face encounters with others.  
**Integrative Learning Rubric Criteria #4 & 5**  
**Oral Communication Rubric Criteria**  
**Teamwork Rubric Criteria #1-5** |
| 5. Exhibit personal and social responsibility, (including life-long learning) and ethical and professional behavior in all settings. | **#4. Personal and Social Responsibility, Including:** civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges. **#5. Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies. | 2.1: Develop a gerontological per- spective through knowledge and self-reflection.  
2.2: Adhere to ethical principles to guide work with and on behalf of older persons.  
3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.  
3.2: Promote quality of life and positive social environment for older persons.  
3.4: Encourage older persons to engage in life-long learning opportunities.  
3.7: Employ and generate policy to equitably address the needs of older persons. | Adhere to university, course, & agency policies & standards. Successful completion of PRACTICA evaluation criteria at 73% or higher.  
**Integrative Learning Rubric Criteria #5**  
**Oral Communication Rubric Criteria #1-5**  
**Teamwork Rubric Criteria #1-5** |
### 6. Exhibit effective use of basic communication (written, oral, and interpersonal) skills and information technology needed in a global information society.

<table>
<thead>
<tr>
<th>#3. Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4. Personal and Social Responsibility, Including: civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</td>
</tr>
<tr>
<td>2.3: Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.</td>
</tr>
<tr>
<td>2.4: Engage collaboratively with others to promote integrated approaches to aging.</td>
</tr>
</tbody>
</table>
| Complete all the following at 73% or higher:  
Write using correct grammar, style, spelling etc  
Communicate appropriately when using PPT, SacCT & other electronic media.  
Organize thoughts in a logical manner.  
Speak clearly & persuasively in an organized manner.  
Use appropriate evidence-based & relevant information in all interactions.  
**Integrative Learning Rubric Criteria #4**  
**Oral Communication Rubric Criteria #1-5**  
**Teamwork Rubric Criteria #1-5** |

---

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.*

**Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program including GE, departmental majors, the co-curriculum, and assessment.