knowledge, skills, and attitudes necessary to serve older adults at an acceptable level of care. The next step involves generating well-articulated quantitative or qualitative measures of student learning outcomes (SLOs) consistent with the program’s mission statement that include twelve competency domains. SLO measures include test grades, assignments, projects, portfolios, field experiences, essay questions, multiple choice items, and so on. The program’s enhancement loop requires the evaluation of SLOs, faculty discussion of them, and a continuous modification cycle “closing the loop” to reach the program's goals.

GOOD TROUBLE ALONG THE WINDING ROAD: DISRUPTION AND ACCOMPLISHMENT

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The establishment of a accreditation body for gerontology degree programs was seen as disruptive. Many key leaders were against creating such a body and wanted this to be delayed or to never happen. In 2012, the AGHE Accreditation Task Force was established with a Competency Work Group and an Organization Work Group. There have been five programs evaluated with a number of schools/university currently in process. The task force filed documents for creating a legal entity and obtaining non-profit status for the new Accreditation for Gerontology Education Council. The Task Force developed the dimensions for program evaluation based on the Competencies and shared information with AGHE members. The Task Force obtained start-up funding for the organization and identified the first programs for accreditation and has been providing outreach and guidance to new programs. There is continual refinement of the process.

IF YOU BUILD IT, WILL THEY COME?: GETTING THE WORD OUT ABOUT GERONTOLOGY ACCREDITATION

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The development of AGEC introduced a new facet to gerontological education: accreditation. The presence of such a new organization requires continuing marketing and education. Throughout its first three years, AGEC has continually worked to provide information and to differentiate between accreditation and credentialing for the broader community. Through informal and formal feedback processes, including focus groups and interviews, AGEC has refined its message and delivery. While schools and departments of Gerontology remain the decision-makers behind seeking accreditation, students have become one of the largest drivers and constituencies AGEC engages as they seek clarification on and the availability of accredited programs of Gerontology. Prospective students, many coming from the health sciences, see the value of accreditation. Furthermore, emerging and international programs see accreditation as an opportunity to engage the field. There is an opportunity to further refine the messages around accreditation and differentiate among the organizations active in gerontological education.

REFINING THE CONTENT OF THE AGEC ACCREDITATION HANDBOOK

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The AGEC Accreditation Handbook and Self-Evaluation Guide has been revised several times since the first drafts were produced in 2016 and 2017. The Handbook contains information for accreditation applicants, AGEC reviewers, and members of the Board of Governors responsible for administering AGEC policies and procedures. It includes the accreditation standards, eligibility for accreditation, timelines, and self-study and site visit guidelines. It is the central document for the AGEC accreditation process. Handbook revisions, drawn from the experience of accrediting programs, have been for the purposes of clarifying expectations and simplifying the application process. This presentation highlights modifications included in the 2020 Handbook, which simplify the self-study outline and site visit guidelines, and the 2021 modifications, which clarify the “Mapping Course Matrix” (displaying AGHE competencies covered in program courses) and add an “Assessment Matrix” for measuring acquisition of the competencies and improving the program as needed.

Session 1165 (Symposium)

THE RELATIONSHIPS BETWEEN PHYSICAL ACTIVITY BEHAVIOR, DAILY EXPERIENCES, AND WELL-BEING IN EVERYDAY LIFE

Chair: Erica O’Brien Co-Chair: David Almeida Discussant: Christiane Hoppmann

A physically active lifestyle has several health benefits in both the short- and long-term. This includes higher levels of emotional and psychological well-being and, in many cases, maintained well-being despite stressful experiences that can have counterbalancing, negative impacts on health. This symposium presents innovative research that (a) links physical activity to positive and negative events or experiences in middle-aged and older adults, and that (b) uses different assessment and analytical techniques to unpack these links on multiple timescales – between moments, days, and years. Lee and colleagues investigate the influence of daily positive experiences on the likelihood and extent of physical activity. O’Brien and Almeida examine how daily stressor experiences predict engagement in different intensities of physical activity and highlight moderating factors such as perceived stressor control. Puterman and colleagues characterize the real-time associations between physical activity and negative responses to stressful experiences by using intensive, within-day assessment methods and accelerometry data. Lastly, Benson and colleagues report on whether the potential for daily physical activity to protect against negative stressor responses differs with age and changes across the adult lifespan. Together, these papers consider the nature and mechanisms of the relationship between physical activity and everyday experiences (e.g., stressors and positive events). They also underscore the importance of assessing relationships on different timescales.