of individuals age 65-and-older, creating a substantial racial/ethnic diversity gap between generations. As it relates to education-level, individuals age 65-and-older who have earned at least a bachelor’s degree has increased from 5 percent in 1965 to 29 percent in 2018 (Population Reference Bureau, 2020). Population-shifts could be mitigated or better supported through enhancements to gerontology/geriatric education and training. This symposium will highlight the biopsychosocial aspects of these shifts and will link each aspect to the development of gerontology and geriatric curriculum. To start, presenter one will describe projects focused on community-based intergenerational programs to reduce social isolation and loneliness among rural older adults (Jill). Next, presenter two will describe findings from a university-based study, using surveys of aging and ageist attitudes to foster intergenerational connections between undergraduate students and older adult community members (Giselle). Presenter three will discuss a program to support the development of aging ministries to educate and support both caregivers and older adults in community settings (Lauren). Finally, presenter four will discuss findings from one-on-one interviews conducted with Chinese caregivers and Chinese geriatric social workers in efforts to develop and evaluate an end-of-life manual designed for Chinese immigrant caregivers (Mandong). The discussant will link the presenters’ findings to implications for future gerontology and geriatric education and training while identifying key topics to inform and engage communities.

REDUCING SOCIAL ISOLATION AND IMPROVING NUTRITION THROUGH INTERGENERATIONAL EXPERIENTIAL LEARNING
Jill Naar, Appalachian State University, Boone, North Carolina, United States

This presentation will focus on two projects that aim to inform and educate communities through community based intergenerational programs. An additional link is collaborating with community partner staff on the potential to improve health outcomes with the integration of generations in programming. Through inter-professional collaborations, these projects focus on two areas: reducing social isolation and loneliness among rural older adults through an intergenerational technology program with university students and modifying the implementation of an evidence-based preschool nutrition program for an intergenerational setting. This presentation will focus on the benefits of using community based intergenerational programs and experiential learning opportunities. Aims of this presentation are to highlight issues related to social isolation and loneliness can be mitigated by incorporating experiential opportunities for university students while simultaneously supporting university students’ preparation for engaging in an intergenerational workforce.

STONY BROOK UNIVERSITY FORGING INTERGENERATIONAL LINKS THROUGH LIFE-STORY SHARING PROJECT
Giselle Ferguson, Caitlin Monahan, Sheri Levy, Suparna Rajaram, Lauren Richmond, and Stacey Scott, Stony Brook University, Stony Brook, New York, United States

According to the World Health Organization, the global population is aging, but ageism may now be the most socially “normalized” of any prejudice, more pervasive than sexism or racism. Ageism produces avoidant and disrespectful treatment of older adults and contributes to a shortage of college students seeking careers with older adults. To foster positive intergenerational contact and combat ageism, we organized life-story sharing by older adult community members in four undergraduate psychology courses with lifespan themes (Psychology of Aging, Memory, Death & Dying, Developmental Psychology, n=500). A panel visited each class; instructors and graduate students facilitated discussion between students and panelists. Students completed pre- and post-surveys of ageism and attitudes toward aging. A majority of students recommended integrating the activity into future semesters. In free-responses, students also frequently expressed surprise that panelists reported not feeling different than they had at age 20, and that this information challenged previously held stereotypes.

TAKING EDUCATION TO THE WORLD: IMPLEMENTING AGING CURRICULUM IN FAITH COMMUNITIES
Lauren Bouchard, Concordia University Chicago, Chicago, Illinois, United States

Religious communities are uniquely able to serve the needs of older adults, yet very little aging related training exists for lay people and clergy within religious congregations. This talk will discuss the needs of older adults in faith communities, intergenerational interventions, and formal educational training programs such as the Specialist in Aging Ministries program (SAM) developed by Concordia University Chicago as a way to educate and support caregivers and older adults in real world settings. The speaker will also discuss the ways gerontology curriculum has personally impacted her applied work with elders in faith communities including next steps for building and implementing curriculum and training for caregivers, older adults, and the community at large. Sociocultural implications and future directions will also be discussed.

DEVELOPING AND REFINING AN END-OF-LIFE CARE MANUAL FOR CHINESE IMMIGRANT CAREGIVERS
Mandong Liu, and Iris Chi, University of Southern California, Los Angeles, California, United States

Planning for end-of-life (EOL) care in advance can enhance one’s quality of life at EOL and decrease caregiver stress and anxiety. Culturally sensitive educational programs are needed to educate the public and encourage advance planning. This paper describes the team’s efforts to develop and evaluate an EOL manual designed for Chinese immigrant caregivers. In 2019, one-on-one interviews were conducted with six Chinese caregivers and five Chinese geriatric social workers in Los Angeles County to obtain their feedback on manual improvement. Detailed suggestions included adding more content in the introduction to decrease fear for discussing death-related topics, such as using the concept of “life in four seasons”; having more case examples as how to initiate advance planning conversation with the older adult under different circumstances; adding content on how advance care planning and its documentation is legally
protected, etc. Culturally sensitive advance planning community education is feasible among immigrant populations.

SESSION 5035 (SYMPOSIUM)

CAMPUS-WIDE BUY-IN FOR AN AGE-FRIENDLY UNIVERSITY: ONE GOAL AND MANY PATHS
Chair: Andrea Zakrjasek
Discussant: Carrie Andreolletti

Recognizing a growing aging population around the world as well as the many benefits of engaging learners at any age in higher education institutions (Kressley & Huebschmann, 2002; Morrow-Howell, et al., 2019; Silverstein, Choi, & Bulot, 2001), the Age-Friendly University (AFU) international initiative offers a medium to support diversity and inclusion efforts based upon age. Dublin City University (DCU), along with Arizona State University (ASU) and Strathclyde University, developed 10 Age-Friendly University (AFU) principles which offer a guide for institutional commitment to age-diversity that can be realized through institutional goals, aims, and initiatives (DCU, n.d., Talmage, Mark, Slowely, & Knopf, 2016). Because of the non-prescriptive nature of these principles, universities endorsing them have opportunities to forge varied paths in the unified goal of age-friendliness. Presenters will share lessons learned from development of the AgeAlive collaborative hub to advance age-friendly research and community-based projects at Michigan State University, the value of cross-campus partnerships at the University of Hartford, the critical support provided by the Adult Learner Programs and Services office at Northern Kentucky University, and the intentional alignment of AFU efforts with administrative priorities at Eastern Michigan University, and journey from focusing on programs to embedding age-friendly practices throughout the institution at Arizona’s State University. Through the diverse paths these presenters used to obtain support for the AFU principles at their respective universities, participants who are just beginning their AFU journeys will learn actionable strategies for increasing age-friendliness at their own institutions.

STRATEGIES TO GENERATE ENDORSEMENT ON CAMPUS: ALIGNING AFU PRINCIPLES WITH UNIVERSITY STRATEGIC PLANS AND GOALS
Cassandra Barragan, Sarah Walsh, and Andrea Zakrjasek, Eastern Michigan University, Ypsilanti, Michigan, United States

Over the course of two semesters, Aging Studies Program faculty affiliates at Eastern Michigan University generated interest and support in the pursuit of applying for the AFU designation. During this time, we learned that when the AFU principles were aligned with university strategic plans and goals of various academic units, we were overwhelmingly endorsed at all levels of the university. By using the AFU principles as foundation for our efforts, we approached stakeholders with a value-added perspective. This approach ensured that when we did receive endorsement, we also maintained the integrity of the AFU principles while also speaking to administrative and departmental concerns, such as enrollment, intergenerational programs, and community engagement. We will discuss strategies to build interest at all levels of the university when pursuing or building your AFU designation and provide ways to identify relevant stakeholders to build capacity while seeking endorsement for joining the AFU global network.

CROSS-CAMPUS COLLABORATION
Claudia Oakes, University of Hartford, West Hartford, Connecticut, United States

This presentation will describe collaborative efforts on the campus of a mid-sized, private university to carry out activities consistent with the Age-Friendly University philosophy. In one program, staff from Career Services and a faculty member from the Department of Health Science coordinated with the President’s College (a continuing education program for adult learners), the Emeriti Association (a group of retired faculty members), and alumni to offer mock interviews for students preparing for graduate school. In another program, steps were taken to coordinate with the office of Diversity, Equity and Inclusion to address Ageism in the Workplace. The presentation will conclude with advice for identifying allies across campus and fostering support for the AFU principles.

CAPITALIZING ON SHARED INTERESTS: ACHIEVING AGE-FRIENDLY UNIVERSITY ENDORSEMENT THROUGH PARTNERSHIP AND ADVOCACY
Katherina Terhune, Allyson Graf, Suk-Hee Kim, Amy Danzo, and Sara Conwell, Northern Kentucky University, Highland Heights, Kentucky, United States

Response to the lifelong educational needs and interests of the older adult population calls for new opportunities and innovative practices in teaching, research, and community engagement that universities need to be prepared to offer their students and community. This presentation provides information from an Age-Friendly University (AFU) that currently has no gerontology degree or certificate program, highlighting various campus wide programs and initiatives aligned with the AFU principles. In particular, collaborative strategies involving faculty and the Adult Learner Programs and Services to help promote campus buy-in and AFU endorsement will be emphasized. Practical strategies will be discussed to assist junior and senior level faculty and other university personnel wanting to achieve AFU endorsement at their institution of higher education in order to shape age-friendly programs and practices.

CONNECTING AGE-FRIENDLY UNIVERSITY PRINCIPLES TO UNDERGRADUATE EDUCATION BUILDS CAMPUS-WIDE BUY-IN
Clare Luz, Michigan State University, East Lansing, Michigan, United States

Michigan State University became an Age-Friendly University (AFU) in December 2019. The path to campus-wide buy-in started years earlier by AgeAlive, a program established to serve as MSU’s central aging hub and to promote wellbeing throughout life. University approval and awareness of AgeAlive and what it means to be an AFU remains a key goal and crucial to sustainability. Central to strategic planning is ensuring that AgeAlive and MSU missions and values are aligned, visibility remains high, and outcomes are tangible and substantial. This presentation provides concrete examples of initiatives that meet these criteria and