Requirements for an undergraduate certificate may be completed at any campus location offering the specified courses for the certificate.

Program Description
This certificate program is designed as a flexible opportunity for gaining knowledge and professional development for people interested in working with older adults in a variety of community settings. The program has been designed in concert with the Penn State Gerontology Center. The courses are divided into a Professional Core (12 credits) and Professional Electives (3 credits).

Program Requirements
To earn an undergraduate certificate in Adult Development and Aging Services, a minimum of 15 credits is required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 155</td>
<td>Introduction to the Biology of Aging</td>
<td>3</td>
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<tr>
<td>HDFS 249N</td>
<td>Adult Development and Aging</td>
<td>3</td>
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<tr>
<td>HPA 101</td>
<td>Introduction to Health Services Organization</td>
<td>3</td>
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<tr>
<td>SOC 35</td>
<td>Sociology of Aging</td>
<td>3</td>
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<td>Select one of the following:</td>
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<tr>
<td>HDFS 129</td>
<td>Introduction to Human Development and Family Studies</td>
<td></td>
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<tr>
<td>HDFS 216</td>
<td>Personal and Interpersonal Skills</td>
<td></td>
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<tr>
<td>HDFS 301</td>
<td>Values and Ethics in Health and Human Development Professions</td>
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<tr>
<td>HDFS 311</td>
<td>Human Development and Family Studies Interventions</td>
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<td>HDFS 315</td>
<td>Family Development</td>
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<td>HDFS 315Y</td>
<td>Family Development</td>
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<td>NUTR 251</td>
<td>Introductory Principles of Nutrition</td>
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<td>PSYCH 100</td>
<td>Introductory Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introductory Sociology</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites Required.

Academic Advising
The objectives of the university’s academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee’s unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (https://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/)

University Park
Sarah Krupp
Academic Adviser
119 Health and Human Development Building
University Park, PA 16802
814-865-1744
seg143@psu.edu

World Campus
Undergraduate Academic Advising
301 Outreach Building
University Park, PA 16802
814-863-3283
advising@outreach.psu.edu

York
Amber Seidel
Assistant Professor, HDFS
13 Romano Administration Building
York, PA 17403
717-771-4029
ajs49@psu.edu

Contact
University Park
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
119 Health and Human Development Building
University Park, PA 16802
814-863-8000
HDFSInfo@psu.edu
https://hhd.psu.edu/hdfs (https://hhd.psu.edu/hdfs/)

World Campus
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
119 Health and Human Development Building
University Park, PA 16802
814-863-8000
sac301@psu.edu

York
13 Romano Administration Building
York, PA 17403
717-771-4029
ajs49@psu.edu
http://york.psu.edu/academics/certificates (http://york.psu.edu/academics/certificates/)