THE UNIVERSITY OF ARIZONA
Innovations in Aging
Graduate Interdisciplinary Program

Graduate Student Handbook Spring 2023

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Contents

1. Introduction to the Graduate Interdisciplinary Degree Programs (GIDP) in Innovations in Aging

1.1 Welcome and orientation to "What is a GIDP?"

We are honored and pleased that you have decided to join us in our journey to improving the lives of older adults, locally, nationally and globally, through education, service and research. Before beginning, however, it would be good for you to know exactly what a Graduate Interdisciplinary Degree Program is.

Operating under the auspices of the Graduate College, UArizona's Graduate Interdisciplinary Programs (GIDPs) are educational offerings that focus on topics that transcend departmental boundaries, such as aging, the aging sciences and research on aging. They involve collaboration among colleges across campus and faculty from multiple disciplines and multiple departments. The programs facilitate education and research "at the boundaries where traditional disciplines interface and create unique opportunities for students to pursue career goals toward bringing about change in the community and the world". GIDPs have been a part of the UArizona for over 50 years. UArizona currently has 20 GIDPs involving 53 departments and enrolling over 600 students. Eight percent of all UArizona graduate degrees are awarded to students in GIDP programs: (https://gidp.arizona.edu/).

1.2 About the GIDP

Students who enroll in the Innovations in Aging (IIA) GIDP have declared their intent to develop a career focus on improving the lives of older adults, locally, nationally, and globally, through education, service and research. Globally there will be an estimated 2.1 billion individuals over the age of 60 by the year 2050. With this global demographic shift comes unique opportunities and challenges—in a wide range of industries—to learn from older adults and assure they have equitable access to high-quality services. Professionals specializing in Aging are critical to the planning necessary to implement innovative solutions to serve older adults now, as well as prepare to support the next wave of aging populations. The IIA GIDP programs offer an interdisciplinary approach to understanding aging, the aging sciences and research on aging and how to effectively implement positive change in interprofessional settings for the benefit of older adults. The IIA GIDP involves collaboration among faculty from the University of Arizona Center on Aging and diverse colleges at the University of Arizona who share a common interest in the professional training and education about aging sciences and services for students. The programs are intended for those interested in pursuing careers in public and private service, research, and education.

The curricula are guided by the Association of Gerontology in Higher Education (AGHE) Standards and provide you with the coursework and experience needed to apply for professional certification through the National Association of Professional Gerontologists (NAPG).

Two (2) programs are offered by the Innovations in Aging GIDP:

- Graduate Certificate in Innovations in Aging
- Master of Science in Innovations in Aging

1.2.1 Graduate Certificate in Innovations in Aging

The **IIA Certificate program** (https://gidp.arizona.edu/academic-programs/innovations-aging) prepares students to take a culturally competent, ethical, humanistic, and interdisciplinary approach to addressing

the unique needs of the aging population. The program is designed to help students expand their career opportunities by developing a highly valued skillset that complements their existing skills, education, and professional experience. This interdisciplinary program explores local and worldwide challenges and opportunities to offer you foundational knowledge of gerontology, and how to implement innovations in your career. Students are able to pursue careers in a variety of industries and to acquire and apply new knowledge about how to advance positive change to benefit older adults and the industry in which they work.

Program completion requires 13 credits (see section 4.1). Classes are fully on-line and presented asynchronously to accommodate busy student schedules. Students can participate in the graduate certificate program on its own, or concurrently as a complement to your master's, PhD or professional program.

1.2.2   Master of Science in Innovations in Aging

The **IIA Master's program** prepares students to contribute to improving lives of older adults by (a) enhancing their knowledge about aging, the aging sciences and research on aging, (b) allowing them to join a community of scholars dedicated to expanding research and applying knowledge about aging, and (c) educating them about strategies for interdisciplinary collaboration and continued learning in the field of aging.   It also provides students with the necessary foundation to provide leadership within the field and enhances students' abilities to pursue a doctoral degree in aging sciences and related fields. The program is intended for those interested in pursuing careers in public and private service, research, and education.

The core courses are designed to help students evaluate the different aging perspectives with an understanding of bias, equity, and innovations in aging and research methods appropriate for conducting research about aging. The expertise of the University of Arizona faculty from the many notable colleges across campus are leveraged to create opportunities so students explore areas ranging from the health, biological, and social-behavioral sciences to business, architecture/engineering, law, and humanities, depending on their career goals. Because challenges and opportunities in aging are not confined to one discipline, strong partnerships have been cultivated with experts across disciplines to provide educational, research, and applied practice opportunities for students in the programs.

Program completion requires 36 units of graduate credit (see section 5.1). Classes are fully on-line and presented asynchronously. Twelve of the units for the degree are supplied by the certificate courses which means certificate students are 1/3 of the way to completing the master's degree. The other required twenty-four credits are made up of courses designed to expand their knowledge about aging, the aging sciences and research on aging along with two required research selectives and two electives.

1.3   Organization and Structure of GIDP

The Innovations in Aging GIDP is administered by an Executive Committee. The Executive Committee is chaired by the program director and includes five to 10 faculty members and the Program Coordinator (non-voting). The Executive Committee of the GIDP in IIA formulates policies and procedures for the operation of the graduate program in such areas as admissions, curricula, student supervision, and

completion of degree program requirements. As needed, sub-committees are created to assist with processes such as admissions, curricula, student progress, recruitment, and degree completion. The EC also has one student member who is appointed by the EC based on their application for their position.

1.3.1 Executive Committee and Faculty

1.3.1.1 *Executive Committee (see bylaws for roles and responsibilities* *https://gidp.arizona.edu/academic-programs/innovations-aging):*

- Linda Phillips, RN, PhD, FAAN, FGSA - Chair
- Christine Childers, PT, PhD - College of Medicine
- Mindy Fain, MD - Arizona Center on Aging, College of Medicine-Tucson
- Scott Going, PhD - School of Nutritional Sciences and Wellness, College of Agriculture and Life Sciences
- Jennie Gubner, PhD - College of Fine Arts
- Jeannie Lee, PharmD, BCPS, BCGP, FASHP, AGSF - R. Ken Coit College of Pharmacy
- Kimberly Denise Shea, PhD, RN, CHPN - College of Nursing
- Tara Sklar, JD, MPH - James E. Rogers College of Law
- Amanda Sokan, PhD, MHA, LL. B - Mel & Enid Zuckerman College of Public Health
- Student Representative (See section 2.3)

1.3.1.2 *Additional Faculty*

- David Beyda, MD - College of Medicine-Phoenix
- Heidi Legg Burross, PhD - College of Education
- Altaf Engineer, PhD, RA, LEED AP BD+C - College of Architecture, Planning and Landscape Architecture
- Lori Martin-Plank, PhD, FNP-BC, NP-C, GNP-BC, FAANP, FNAP - College of Nursing
- Lisa O'Neill, DBH, MPH - Arizona Center on Aging, College of Medicine- Tucson
- Yumi Shirai, PhD - College of Medicine – Tucson

1.3.1.3 *Key Contacts*

- Linda Phillips, Program Director, Innovations in Aging GIDP lphillip@arizona.edu
- Open, Interim Program Coordinator and Admissions contact, Innovations in Aging GIDP XXX@arizona.edu
- Tammy Tran, Degree Counselor Graduate, tammytran@arizona.edu
- Alicia Lopez, Associate Director of (all) Graduate Interdisciplinary Programs alicialopez@arizona.edu
- Student representative TBD

1.3.2 Resources and Facilities and Web-based Resources

1.3.2.1 *Resources and Facilities*

The IIA GIDP is a fully online program and therefore does not have a designated space on the University of Arizona Main Campus outside of the program coordinator's office in the Health Sciences Innovation Building (HSIB), 1670 E Drachman Street Tucson, AZ, 85721.

Depending on the area of study, students may have access to resources provided by collaborating departments (e.g., laboratory facilities) and appointments to Graduate Assistantships. The IIA GIDP also

provides students with many opportunities to become active participants in the community of service providers and scholars who are involved in careers related to improving the lives of older adults. Information on aging-related educational opportunities and events can be found at the Arizona Center on Aging website: https://aging.arizona.edu/ and the Innovations in Health Aging website: https://healthyaging.arizona.edu/. In addition, UArizona, in collaboration with the College of Public Health has a chapter of Sigma Phi Omega, the International Academic Honor and Professional Society in Gerontology, Alpha Delta Omega Chapter. Students are encouraged to explore opportunities provided by that group and strive for active involvement and membership: https://www.publichealth.arizona.edu/outreach/sigma-phi-omega.

1.3.2.2   Web-based Resources

The IIA website contains important information about the graduate program, including news, contacts, and program events: https://innovationsinaging.uahs.arizona.edu/

GradPath information page. Students submit all forms electronically through GradPath. It's vital that students know how to access GradPath via UAccess Student: http://grad.arizona.edu/GradPath

The University of Arizona Graduate College website is the best resource to access and review policies and procedures. Students may access Graduate College policies, contacts, information about resources, deadlines, and other useful information: https://grad.arizona.edu/.

The University's General Catalog is a comprehensive resource for information related to academic programs, policies and requirements: http://catalog.arizona.edu/

IIA classes use the university online class management system, D2L: http://d2l.arizona.edu/

Resources related to Professional Development, Health, Wellness and Safety, Childcare and Family Friendly Information and Resources can be found here: https://grad.arizona.edu/new-and-current-students

The Student Union provides many facilities and services: http://union.arizona.edu/

International Student Programs and Services are at: http://internationalstudents.arizona.edu

Information on Diversity, Equity and Inclusion program and resources can be found at: https://diversity.uahs.arizona.edu/

2.   Student Rights, Responsibilities and Participation in Administration

2.1   Student Rights

As members of the Innovations on Aging GIDP, students have the following rights:

Right to representation through an appointed Graduate Student Representative

- Right to clear information on all degree requirements
- Right to prompt notification of changes in Program policy via the student listserv
- Right to clear information on individual progress through:
    - Consistent assessments
    - Meetings with faculty advisors at least once per semester
    - Timely feedback

- Right to formally request exceptions to department policies and procedures or formally appeal department decisions by submitting their request, in writing, to the Program Director of the IIA GIDP. The appeal will be reviewed by the program faculty and may include a collective meeting with the student. A decision to accept the appeal of the program faculty will be based on a majority vote. The program faculty may place additional requirements/deadlines on the student as a prerequisite for continuing in the program.
- Right to file grievances as outlined by the policies of the Graduate College (https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties

2.2   Student Responsibilities

As members of the Innovations on Aging GIDP, students have the following responsibilities:

- Conducting themselves professionally in all university-related activities, including all interactions with students, faculty, staff, and university visitors
- Making Satisfactory Academic Progress as outlined in this Handbook
- Meeting the other expectations of the Graduate College as found at https://grad.arizona.edu/new-and-current-students/. Responsibility for meeting the IIA GIDP and University requirements ultimately rests with the student – students should not expect reminders of deadlines from the program.
- Knowing and abiding by the UArizona Code of Academic Integrity which underscores the requirements for honesty in all class work, and ethical conduct in all labs and clinical assignments. https://deanofstudents.arizona.edu/policies/code-academic-integrity. The Arizona Board of Regents asserts that education is "ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals" (https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf).   Therefore, IIA GIDP students are required to evidence self-discipline and respect for the rights of others in all educational endeavors.
- Conducting their research with integrity and according to university and professional ethics. Accepting this responsibility is the first step in activating the Grad Path forms (https://grad.arizona.edu/gsas/gradpath). Later in the program master's students will be expected to undergo additional training in research integrity and responsible behavior. The UA Research Gateway provides resources and information at https://rgw.arizona.edu/research-compliance/rcr
- Submit a yearly self-evaluation of progress and career goals to the program coordinator.
- Growing and flourishing through movement toward achieving career goals.

Important Note: It is GIDP policy that the student holds final responsibility for being aware of and responding to all GIDP and Graduate College policies, requirements, formats, and deadlines as they pertain to progression towards and completion of their degree. It is the responsibility of students to familiarize themselves with the general campus-wide requirements and information on transfer of graduate credit from other institutions, off campus graduate study, scholastic standards, forms that the student must submit to the Graduate College, and the time limit for the completion of requirements for graduate degrees.

2.3   Student Participation in Program Administration

At the beginning of each school year, students will be invited to submit applications to serve a one-year term on the Executive Committee. The application will need to include their rationale wanting to provide student leadership and a summary of the strengths they bring to the committee. Faculty members will review the applications, considering students' academic progress and appropriateness. The student will be selected by the EC based on a 2/3 vote. Student representatives may apply for a second one-year team and a new application is required. The primary duties of the Graduate Representative are to:

- Bring the questions and concerns of the students in the Program to the attention of the Head of the Program, and vice versa.
- Help the Program management develop Program policy to improve all aspects of the Program, including, but not limited to application processes, course requirements and electives, and research and funding opportunities. To ensure that messages are not lost, students should direct comments through the Graduate Representative. If there is a conflict of interest or some other complication that prohibits this path of action, please contact the Program Coordinator to discuss.as needed.
- Assist with the organization of and participate in recruitment workshops and other Program activities when appropriate.
- Organize at least 1 "class-to-class meeting" per semester. Class-to-class meetings provide a system of peer-to-peer mentoring in which students at different stages of their academic careers in the Program come together to discuss questions, share experiences, and give each other advice about their academic and professional development.

3.   Getting Started

3.1   Admission

3.1.1   Prerequisites

A bachelor's degree from an accredited university is a prerequisite for entering the MS program. A student may apply to the MS program prior to receiving his/her bachelor's degree but must have received the degree prior to starting the program.

The Graduate College allows students enrolled in the PharmD program to apply for admissions to the IIA Graduate Certificate or IIA MS Program upon completion of 120-total credit hours of undergraduate and PharmD professional coursework. The student also needs to meet all other admissions requirements.

3.1.2   Admission Procedures

Admission to either the IIA Certificate Program or the IIA MS Program is handled through the Graduate College (https://grad.arizona.edu/admissions) which specifies admission requirements for both programs. In addition to applying for admission through the Graduate College, the IIA GIDP requires the following to complete the application.

- **Personal Statement (up to 500 words)** of Experience and Goals to address the following:
  - Why are you interested in the Innovations in Aging Certificate or MS?
  - Specific areas of interest within aging studies/gerontology.
  - Reason for selection of this program.

- - Academic and professional background, including experience/expertise in aging studies/ gerontology and related topics.
  - Future goals and objectives.

- **Diversity & Inclusion Statement (no more than 250 words)**
  - Describe how you support diversity in aging studies/gerontology and how you would care for and support diverse populations within your chosen interest area (by describing a personal attribute, characteristic, culture, experience and/or behavior).

- **Resilience Statement (no more than 250 words): Optional**
  - If you have not addressed this elsewhere in your application, please describe any obstacles you have had to overcome or failures you have experienced; how you showed resilience; and what you learned from the experience.

- **CV/resume** - upload a copy of your curriculum vitae/resume in PDF format

- **Letters of Recommendation: 1 is required for IIA Graduate Certificate; 2 are required for IIA Master of Science.**
  - Ideally, these letters should be written by professors, research or professional supervisors that can speak about your academic and research ability.

Note: For students admitted to the IIA Graduate Certificate Program who want to apply for the MS program only require 1 new letter of recommendation from a new recommender.

No standardized tests (eg: GRE, MCAT) are required but applicants may choose to upload test results if they desire.

Admissions requirements for international applicants, including proof of English proficiency can be found on the Graduate College International Applicants page. https://grad.arizona.edu/admissions/requirements/international-applicants#english-proficiency

3.1.3   Admissions Deadlines*

Domestic Applicants:
- Fall
  - Priority - July 1
  - Secondary - August 15
- Spring
  - Priority - November 18
  - Secondary - January 2

International Applicants:
- Fall
  - Priority - July 1
  - Secondary - August 15
- Spring
  - Priority - November 18
  - Secondary - January 2

Admissions requirements for international applicants, including proof of English proficiency can be found on the Graduate College International Applicants page: https://grad.arizona.edu/admissions/requirements/international-applicants#english-proficiency

* Application deadlines only apply if you are seeking admissions to the Graduate Certificate or MS in Innovations in Aging programs. If you meet the requirements to take graduate level courses and any

associated pre-requisites, you may register for individual courses to use as electives in your major. You are advised to consult with your program coordinator or faculty advisor to confirm that the innovations in aging course will apply to your major. If you have questions about the courses or registration, contact the program coordinator.

3.2   Obtaining NetID for UArizona

Your UA NetID is your personal identifier for online services at the University of Arizona. When you accept the Offer of Admission, you will be guided to create a NetID. If you are a returning student, you can use your current NetID. To create a NetID, go to the website: https://netid-portal.iam.arizona.edu/.

3.3   New Student Orientation

New student orientation is offered virtually via Zoom prior to every Fall and Spring semester. At orientation, many of the topics covered in the Student Handbook will be presented by the program coordinator and faculty. While the orientation is not mandatory, all new students are encouraged to attend. All students are expected to review all topics covered in the Student Handbook located on the program catalog webpages prior to starting the program:

- Graduate Certificate: https://grad.arizona.edu/catalog/programinfo/IIACRTG
- MS: https://grad.arizona.edu/catalog/programinfo/IIAMS

New students should review the Student Handbook (Graduate Certificate: https://grad.arizona.edu/catalog/programinfo/IIACRTG and MS: TBD) and the Programs' Bylaws (https://gidp.arizona.edu/academic-programs/innovations-aging) prior to starting the program.

3.4   Advising

3.4.1   Director of Graduate Studies

Linda Phillips, Program Chair, serves as the Director of Graduate Studies (DGS) for the Innovations in Aging GIDP.   As DGS, she is responsible for the administration of the graduate program in collaboration with the entire faculty.

3.4.2 Program Coordinator

The Program Coordinator is both the students' and the Graduate College's main contact for any and all routine graduate issues. This includes recruitment, admissions, compliance with policies and procedures, exams, and monitoring of student progress and paperwork.

The program coordinator publishes the courses offered each term and provides students with guidance on operational questions. The program coordinator can assist with questions about program requirements, course sequencing and plan of study/degree completion audit requirements. The program coordinator should be communicated with or met with before registration for the first term.

3.4.3 Faculty Advisor/Major Professor

Each student has a Faculty Advisor who serves as the student's academic advisor and mentor for the duration of the program. The student selects their advisor from among the IIA GIDP faculty membership (https://gidp.arizona.edu/academic-programs/innovations-aging). All faculty listed on the website are approved to serve as advisors. Student choices are usually based on common scholarly interests and/or a similar disciplinary affiliation. After reviewing the online faculty vitas, students should meet with the selected faculty member to discuss the faculty member's interest in and availability to serve as faculty

advisory. Faculty advisors are responsible for assisting students clarify their career goals as they progress through the program, and they <u>may</u> serve as the major advisor for the student's capstone project (IIA 598 and IIA909). Faculty advisors assist students to develop their plans of study which are usually completed and submitted via GradPath before the end of the first semester. In addition, faculty advisors guide students through an annual evaluation to determine satisfactory progress and future career directions.

3.4.4   Degree Counselor

The Degree Counselor monitors graduate student academic progress, and completion of degree requirements.

3.5   GradPath

GradPath is the Graduate College's degree audit system that facilitates the tracking and monitoring of graduate student academic progress. GradPath allows the student, their program, and the Graduate College to see, at a glance, where a student is in their academic journey. The GradPath User Guides provides steps to complete the process (https://grad.arizona.edu/gsas/gradpath/gradpath-user-guides). Reading the Introduction to GradPath guide is recommended for Graduate Certificate and MS students.

The student's Faculty Advisor/Major Professor must be selected and approved by the DGS prior to submitting the GradPath Forms.

If transfer credits will be applied, the Transfer Credit Form must be completed and approved before submitting the GradPath. The guide to complete the Transfer Credit Form is recommended, if applicable.

3.5.1   Graduate Certificate GradPath

Graduate Certificate students complete two (2) forms on GradPath:

- Responsible Conduct of Research Statement
- Plan of Study (by the end of the first term)

3.5.2   Master's GradPath

Master's students complete four (4) forms on GradPath:

- Responsible Conduct of Research Statement
- Plan of Study (by the end of the first term)
- Master's/Specialist Committee Appointment Form
- Master's Specialist Completion Confirmation Form

The following GradPath User Guides are recommended for MS students:

- Intro to the Master's Plan of Study
- Master's Committee Appointment Form

3.6   Funding

Federal Direct Loans are available to eligible graduate and doctoral students (https://financialaid.arizona.edu/types-of-aid/loans/graduates-professionals).

Graduate Certificate students are not eligible for financial assistance, unless concurrently enrolled in a separate MS or PhD program at the University of Arizona. For additional funding information, go to the Graduate College Funding and Financial Information (https://grad.arizona.edu/funding).

Master's students who are not enrolled via AZ Online may **be able to** receive financial assistance in the form of Fellowships, Teaching Assistantships, and/or Research Assistantships through the Graduate College (https://grad.arizona.edu/gaf/). To receive financial aid through this source, students must

- exhibit full-time graduate status at the level of at least 9 registered units each semester; and

- maintain a cumulative GPA of 3.0 or higher while enrolled program.

MS students are encouraged to seek out funding from a variety of sources; the Graduate College has online resources which can facilitate this effort. MS students are also strongly encouraged to apply for Research Assistantship support through faculty and fellowship awards from local and national agencies.

4. Degree Program Requirements: Graduate Certificate in Innovations in Aging

4.1 Credits

The Graduate Certificate in Innovations in Aging requires that students complete 13 units of coursework.

4.2 Time to Degree

Students enrolled in the graduate certificate can complete the program in as little as one (1) year if enrolled full time and two (2) years if enrolled part time. Students have up to 4 years to complete the graduate certificate (https://catalog.arizona.edu/policy/time-limits-graduate-course-work).

4.3 Satisfactory Academic Progress

The absolute minimum criteria for satisfactory progress include:

- Maintain a grade point average of no less than 3.00 in all graduate course work. GPA is calculated at the end of each semester.
- No final grades below a "B" in major concentration or core courses.
- Students may not carry more than two "incompletes" at any time.
- Satisfactory progress must be made toward completion of the degree, and this should be documented in the annual review process with the faculty and advisor/program coordinator.

What happens when students are deemed to be not making satisfactory progress?

An evaluation of "not making Satisfactory Academic Progress" is grounds for removal of funding from IIA program and may be grounds for removal from the program. Students judged to have academic difficulties (e.g., poor grades, failing or at risk of failing to satisfy program requirements) will receive written notice from the Committee with specific suggestions as to how these problems might be remedied and the date by which such actions must be taken. This notification will be copied to the Graduate College. The Graduate College has established guidelines, which departments must follow to dismiss graduate students from their programs. Students should familiarize themselves with the steps in process so they will know their rights, responsibilities, and remedies should such a situation develop. Students who fail to remediate by the deadlines specified may be dismissed from the program.

4.4 Expected Outcomes

Graduate Certificate in Innovations in Aging **Program Learning Outcomes (PLOs)**
PLO 1. Utilize Gerontological frameworks to examine human development and aging.
PLO 2. Relate biological theory and science to understanding senescence, longevity and variation in aging.
PLO 3. Relate psychological theories and science to understanding adaptation, stability and change in aging.
PLO 4. Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.
PLO 5. Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.
PLO 6. Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.
PLO 7. Develop a Gerontological perspective through knowledge and self-reflection.
PLO 8. Adhere to ethical principles to guide work with and on behalf of older persons.
PLO 9. Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.
PLO 10. Engage collaboratively with others to promote integrated approaches to aging.
PLO 11. Promote older persons' strengths and adaptations to maximize well-being, health and mental health.
PLO 12. Employ and design programmatic and community development with and on behalf of the aging population.

4.5 Core/Required Courses (See Appendix A for usual sequence of courses)

- Human Aging: The Aging Experience (MED 501)
- Human Aging: Ethical Considerations (MED 502 or ETH 530)
- Human Aging: Biological & Psychological Perspectives (MED 511 or NURS 508)
- Human Aging: Socio-cultural & Human Diversity Perspectives (MED 512)
- Human Aging: Spectrum of Supportive Services and Structures (MED 534)
- Human Aging: Local and Global Challenges (CPH 535)
- Human Aging: Interprofessional Practice, Communication and Older Adults (MED 533 or PHSC 533)
- Human Aging: Strategies for Critical Evaluations (MED 532 or EDP 532)
- Human Aging: Current Trends in Tech & Innovations (MED 536 or IIA 536)
- Human Aging: Applied Theory (MED 531)
- Human Aging: Across Disciplines (CPH 539)
- Arts and Community Health: Intercultural Perspectives and Applications (FCM/AIAR 524C)

- Human Aging: Applying Aging Innovations (Capstone) (IIA 598)

4.6   Capstone Project

To complete the graduate certificate program, students must complete IIA 598 which requires students to identify a current challenge or opportunity impacting older adults and propose an interdisciplinary intervention under the advisement of a faculty supervisor. Students are encouraged to explore topics relevant to their current or future career, so the assignment provides immediate value. This deliverable is an opportunity for the student to explore creative ideas, get feedback from experts in the field and ultimately, in a future workplace, make contribution to improving the lives of the older adult population. The goal is not to change the world in this one learning artifact, but rather make a meaningful and incremental step forward in understanding and applying gerontological concepts to the real world. A more complete description of the project and process is found in Appendix D. IIA 598 is completed for a letter grade.

4.7   Annual Review

IIA graduate certificate graduate students participate in an annual evaluation to determine satisfactory progress. The review is based on the student self-evaluation, their grade point average and overall progress towards completion of degree requirements. The plan of study is also reviewed at this time.

4.8   Transfer Credits

Student are allowed to transfer up to 3 units of coursework into the graduate certificate program. Students are responsible for completing the plan of study, transfer credit documentation and must obtain permission from the Chair, faculty advisor or program coordinator prior to completing the first semester of the program.

4.9   Incomplete Policy

Students earning a grade of Incomplete, "I" for a course should submit a completed Report of Incomplete Grade form (https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete) to the IIA Graduate Advisor/Coordinator for inclusion in their academic record. http://registrar.arizona.edu/gradepolicy/incomplete.htm. Incomplete grades should be completed in a timely manner and are submitted at the discretion of the course Instructor.

4.10 Plan of Study (Advising Template) for Graduate Certificate

This template is prepared to assist faculty advisors and students develop the plan of study. Required courses are identified and in parentheses are the usual semesters and sessions when courses are offered. An excel file of this template will be made available to student from the Graduate Program Coordinator.

Advising Template for Innovations in Aging Graduate Certificate
Anticipated Graduation Date:
Student Career Goals:

Courses Required for Degree (Usual Term Offered)		Planned Term of Completion	Term Completed/Grade	Notes
MED 501	Human Aging: Aging Experience (1 credit) (F-1)			
MED 502	Human Aging: Ethical Considerations (1 credit) (F-1)			
MED 511 or NURS 508	Human Aging: Biological & Psychological Perspectives (1 credit) (F-2)			
MED 512	Human Aging: Socio-cultural and Human Diversity Perspectives (1 credit) (F-2)			
MED 534	Human Aging: Spectrum of Supportive Services and Structures (1 credit) (F-3)			
CPH 535	Human Aging: Local and Global Challenges (1 credit) (F-3)			
MED 533 or PHSC 533	Human Aging: Interprofessional Practice, Communication and Older Adults (1 credit) (S-1)			
MED 532 or EDP 532	Human Aging: Strategies for Critical Evaluations (1 credit) (S-1)			
MED 536 or IIA 536	Human Aging: Current Trends in Tech & Innovation (S-1)			
MED 531	Human Aging: Applied Theory (1 credit) (S-2)			
CPH 539	Human Aging: Across Disciplines (1 credit) (S-2)			
FCM or AIAR524C	Arts and Community Health: Intercultural Perspectives and Applications(1 credit) (S-3)			
IIA 598	Human Aging: Applying Aging Innovations (Capstone) (1 credit) (Any term)			

Notes: Include comments about transfer requests or other student requests.

5. Degree Program Requirements: Master of Science in Innovations in Aging

5.1   Credits

The Master of Science Degree in Innovations in Aging requires that students complete 36 units of coursework.

5.2   Time to Degree

Students can complete the program in as little as two (2) years if enrolled full time and four (4) years if enrolled part time. Students have up to 6 years to complete the master's program (https://catalog.arizona.edu/policy/time-limits-graduate-course-work).

5.3   Satisfactory Academic Progress

The absolute minimum criteria for satisfactory progress include:

Maintain a grade point average of no less than 3.00 in all graduate course work. GPA is calculated at the end of each semester.

No final grades below a "B" in major concentration or core courses.

Students may not carry more than two "incompletes" at any time.

Satisfactory progress must be made toward completion of the degree, and this should be documented in the annual review process with the faculty and advisor/program coordinator.

What happens when students are deemed to be not making satisfactory progress?

An evaluation of "not making Satisfactory Academic Progress" is grounds for removal of funding from IIA program and may be grounds for removal from the program. Students judged to have academic difficulties (e.g., poor grades, failing or at risk of failing to satisfy program requirements) will receive written notice from the Committee with specific suggestions as to how these problems might be remedied and the date by which such actions must be taken. This notification will be copied to the Graduate College. The Graduate College has established guidelines, which departments must follow in order to dismiss graduate students from their programs. Students should familiarize themselves with the steps in process so they will know their rights, responsibilities, and remedies should such a situation develop. Students who fail to remediate by the deadlines specified may be dismissed from the program.

5.4   Expected Outcomes

Program Learning Outcomes (PLOs)
PLO 1. Critically evaluate the design, methods, metrics and findings from research about aging.
PLO 2. Communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations
PLO 3. Identify potential sources of bias, influence and the implications for research about aging.
PLO 4. Analyze aging-related scenarios through the lenses of health and well-being in aging, theory, research, models, and ethics.

PLO 5. Propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.

5.5   Core/Required Courses (See Appendix B for usual sequence of courses)

With the exception of IIA 598, all courses required for the certificate are required coursework for the master's degree (12 credits). Master's students are not required to take IIA 598 unless they also want an IIA Graduate Certificate. Other required courses include:

- IIA 550: Bias, Ageism & Implications on Aging
- IIA551: Equity, Diversity & Inclusion in Research
- IIA 543: Perspectives in Aging on Aging
- IIA 909: Applying Aging Innovations
- IIA 552: Research on Aging I*
- IIA 553: Research on Aging II*

*Courses that may be substituted for the IIA 552 Research on Aging 1 and IIA 553 Research on Aging II include:

Pre-Approved Research Methods Courses for MS in Innovations in Aging Program		
Course	Title	Credits
AED 617	Research Methods and Project Design	3
BIOS/EPID 576A	Biostatistics in Public Health	3
LIS 506	Research Methods for Library and Information Professionals	3
SERP 556	Research Methods in Education	3
BME 477/577	Introduction to Biomedical Informatics	3
EPID 573B	Epidemiological Methods	3
MATH 574M	Statistical Machine Learning	3
EPID 673	Mixed Research Methods - Design, Conduct and Application in Health Research	3
SERP 590	Single Subject Research Design	3

Note: Any course not on this list may be submitted to the faculty advisor or program coordinator for pre-approval.

In discussion with the faculty advisor students may petition to take other research courses offered at UArizona. Two elective courses, appropriate for the students career goals, are also required in the plan of study. A list of pre-approved electives is in Appendix C. For the most current list of electives, go to the program catalog: https://innovationsinaging.uahs.arizona.edu/ms-iia-electives.

5.6   Applying Aging Innovations Project (IIA 909)

To complete the Master of Science program, students must complete a final project (IIA 909) which requires students to propose an interdisciplinary intervention for addressing a current challenge or opportunity impacting older adults. The project is conducted under the supervision of a faculty advisor and a Master's committee consisting of one additional faculty member selected by the student. The project advisor must be selected from the IIA GIDP faculty and must hold Graduate Faculty status. The other faculty member must also have Graduate Faculty status and may include another IIA GIDP faculty and/or faculty from the student's area of disciplinary interest. After meeting with the faculty advisor and discussing possible topics relevant to their current or future careers, students propose their topic and the rationale, first to the faculty advisor and then to the committee. Students are then required to complete a formal proposal in collaboration with their faculty advisor. The elements of the required proposal are described in Appendix E. Upon completing the formal proposal and submitting it to both faculty, a formal committee meeting is held during which the student makes a presentation of their innovation and the faculty chair leads a discussion of the student's written document. At a formal committee meeting, the Master's Committee members vote on the acceptability of the presentation and document using SP/P/U designations. The final project is an opportunity for students to explore creative ideas, get feedback from experts in the field and ultimately, in a future workplace, make contributions to improving the lives of the older adult population. A more complete description of the project and process is found in Appendix E.

5.7   Annual Review

IIA Master's students participate in an annual evaluation to determine satisfactory progress. The review is based on the student self-evaluation, their grade point average and overall progress towards completion of degree requirements. The plan of study is also reviewed at this time.

5.8   Transfer Credits

Student are allowed to transfer no more than 20% of the minimum number of units required for the IIA Master of Science program (https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#Transfer%20Credit).

Transfer credits are guided by the Graduate College policies: https://catalog.arizona.edu/policy/acceptability-graduate-transfer-credit. Prior to submitting the Transfer Credit Form https://arizona.app.box.com/v/grad-gsas-transfercredit, the student must obtain permission from the program director, faculty advisor or program coordinator.

5.9   Incomplete Policy

Students earning a grade of Incomplete, "I" for a course should submit a completed Report of Incomplete Grade form (https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete) to the IIA Graduate Advisor/Coordinator for inclusion in their academic record. http://registrar.arizona.edu/gradepolicy/incomplete.htm. Incomplete grades should be completed in a timely manner and are submitted at the discretion of the course instructor.

Students and faculty should follow the Graduate College grading policies (https://registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete). Students should initiate the request for the "I" (Incomplete) grade using the Report of Incomplete Grade form

(https://registrar.arizona.edu/sites/default/files/incomplete_grade_report_5-5-14.pdf) and submit to the program coordinator or faculty in a timely manner and before the end of the term. The "I" grade is given at the discretion of the instructor.

5.10 Plan of Study (Advising Template) for MS

This template is prepared to assist faculty advisors and students develop the plan of study. Required courses are identified and in parentheses are the usual semesters and sessions when courses are offered. An excel file of this template will be made available to student from the program coordinator.

<table>
<tr><td colspan="5">Advising Template for Innovations in Aging Master of Science Degree

Anticipated Graduation Date:

Student Career Goals:</td></tr>
<tr><td colspan="2">Courses Required for Degree</td><td colspan="2">Completed Coursework:
Enter Term</td><td>Notes</td></tr>
<tr><td></td><td>Major Courses</td><td>Planned Term of Completion</td><td>Term Completed/Grade</td><td></td></tr>
<tr><td>MED 501</td><td>Human Aging: Aging Experience

(1 credit) (F-1)</td><td></td><td></td><td></td></tr>
<tr><td>MED 502 or ETH 530</td><td>Human Aging: Ethical Considerations

(1 credit) (F-1)</td><td></td><td></td><td></td></tr>
<tr><td>MED 511 or NURS 508</td><td>Human Aging: Biological & Psychological Perspectives

(1 credit) (F-2)</td><td></td><td></td><td></td></tr>
<tr><td>MED 512</td><td>Human Aging: Socio-cultural and Human Diversity Perspectives

(1 credit) (F-2)</td><td></td><td></td><td></td></tr>
<tr><td>MED 534</td><td>Human Aging: Spectrum of Supportive Services and Structures

(1 credit) (F-3)</td><td></td><td></td><td></td></tr>
<tr><td>CPH 535</td><td>Human Aging: Local and Global Challenges

(1 credit) (F-3)</td><td></td><td></td><td></td></tr>
</table>

Code	Course			
MED 533 or PHSC 533	Human Aging: Interprofessional Practice, Communication and Older Adults (1 credit) (S-1)			
MED 532 or EDP 532	Human Aging: Strategies for Critical Evaluations (1 credit) (S-1)			
MED 536 or IIA 536	Human Aging: Current Trends in Tech & Innovation (1 credit) (S-1)			
MED 531	Human Aging: Applied Theory (1 credit) (S-2)			
CPH 539	Human Aging: Across Disciplines (1 credit) (S-2)			
FCM/AIAR 524C	Arts and Community Health: Intercultural Perspectives and Applications (1 credit) (S-3)			
IIA 550	Bias, Ageism & Implications on Aging (3 credits) (F)			
IIA551	Equity, Diversity & Inclusion in Research (3 credits) (S)			
IIA 543	Perspectives in Aging on Aging (3 credits) (F)			
IIA 552*	Research on Aging I (3 credits) (F/S)			
IIA 553*	Research on Aging II (3 credits) (F/S)			
IIA 909	Applying Aging Innovations (3 credits) (F/S)			
	Elective Courses (6 credits required)			

	Other Coursework				

* Spring 2023 and Fall 2023 students will meet the requirements for IIA 552 and IIA 553 by taking two research methods courses selected from a pre-approved list provided by the program coordinator, program director or faculty advisor.

Appendix A: Usual Course Sequence for Graduate Certificate

Students will be notified if changes are made.

Graduate Certificate in Innovations in Aging 2023-2024 Plan of Study: Full-Time, 1 Year					
Fall Term 2023			**Spring Term 2024**		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
MED 501: Human Aging: The Aging Experience (1 credit)	MED 533/PHSC 533: Human Aging: Interprofessional practice, communication and older adults (1 credit)	MED 534: Human Aging: Spectrum of Supportive Services and Structures (1 credit)	MED 511/NURS 508: Human Aging: Biological & Psychological Perspectives (1 credit)	MED 536/IIA 536: Human Aging: Current Trends in Tech & Innovation (1 credit)	*MED 531: Human Aging: Applied Theory (1 credit)
MED 502/ETH 530: Human Aging: Ethical Considerations (1 credit)	MED 512: Human Aging: Socio-cultural and Human Diversity Perspectives (1 credit)	CPH 535: Human Aging: Local and Global Challenge (1 credit)	MED 532/EDP 532: Human Aging: Strategies for critical evaluation (1 credit)	FCM 524C/AIAR 524C: Human Aging: Humanities & Art Perspectives (1 credit)	CPH 539: Human Aging: Across Disciplines (1 credit)
Total: 6 Credits			**Total: 7 Credits (including IIA 598)**		
*IIA 598: Human Aging: Applying Aging Innovations (Capstone) (1 credit). Offered in both Fall and Spring terms.					
Note: MED 501, MED 502/ETH 530, MED 511/NUR 508, MED 512, FCM/AIAR 524C should be taken before MED 531					

Appendix B: Usual Course Sequence for Master of Science (MS)

Students will be notified if changes are made.

MS in Innovations in Aging 2023-2024 Plan of Study: Full-Time					
Year 1					
Fall Term 2023			**Spring Term 2024**		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
MED 501: Human Aging: The Aging Experience (1 credit)	MED 533/PHSC 533: Human Aging: Interprofessional practice, communication, and older adults (1 credit)	MED 534: Human Aging: Spectrum of Supportive Services and Structures (1 credit)	MED 511/NURS 508: Human Aging: Biological & Psychological Perspectives (1 credit)	MED 536/IIA 536: Human Aging: Current Trends in Tech & Innovation (1 credit)	MED 531: Human Aging: Applied Theory (1 credit)
MED 502/ETH 530: Human Aging: Ethical Considerations (1 credit)	MED 512: Human Aging: Socio-cultural and Human Diversity Perspectives (1 credit)	CPH 535: Human Aging: Local and Global Challenge (1 credit)	MED 532/EDP 532: Human Aging: Strategies for critical evaluation (1 credit)	FCM 524C/AIAR 524C: Human Aging: Humanities & Art Perspectives (1 credit)	CPH 539: Human Aging: Across Disciplines (1 credit)
Research Methods course or select from list of pre-approved elective courses (3 credits)			Research Methods course or select from list of pre-approved elective courses (3 credits)		
Total: 6 Credits			**Total: 7 Credits**		
MS in Innovations in Aging 2024-2025 Plan of Study: Full-Time					
Year 2					
Fall Term 2025			**Spring Term 2026**		
15-Week Regular Term			15-Week Regular Term		
IIA 543: Perspectives in Aging (3 credits)			IIA 551: Equity, Diversity, and Inclusion in Research on Aging (3 credits)		
IIA 550: Bias, Ageism & Implications on Aging (3 credits)			Research Methods course or select from list of pre-approved elective courses (3 credits)		
Research Methods course or select from list of pre-approved elective courses (3 credits)			IIA 909: Applying Aging Innovations (master's capstone course) (3 credits)		
Total: 9 Credits			**Total: 9 Credits**		
Note: MED 501, MED 502/ETH 530, MED 511/NUR 508, MED 512, FCM/AIAR 524C should be taken before MED 531 MED 531, MED 532/EDP 532, IIA 543, IIA 550, at least 1 Research Methods course should be taken before IIA 909					

Appendix C: Pre-Approved Electives Offered Through Arizona Online for Master's Program

Pre-Approved Electives Offered through AZ Online for MS in Innovations in Aging Program		
Course Number	**Course Title**	**Credits**
NURS 634	Data Management in Health Care Systems	3
NURS 646	Healthcare Informatics: Theory & Practice	3
NURS 647	Human Factors in Health Information Technology	3
NURS 648	Healthcare Informatics: Theory and Research	3
NURS 736	Technology for Expanding Healthcare Capacity	3
PHPM 517	Indigenous Public Health	3
PHP 521	Administrative Dimensions of Indigenous Health	3
PHPM 568	American Indian Health Care Policy	3
HPS 556	Indigenous Methods and Evaluation Approaches	3
EPID 573A	Basic Principles of Epidemiology	3
PHPM 574	Public Health Policy and Management	3
EHS 575	Environmental and Occupational Health	3
BIOS 576A	Biostatistics for Public Health	3
HPS 577	Sociocultural & Behavioral Aspects of Public Health	3
EHS/EPID 545	One Health Foundations	3
EHS 551	One Health Systems Thinking	3
EHS 520	Environmentally Acquired Illnesses	3
HPS 533	Global Health	3
HPS 577	Social and Behavioral Aspect of Public Health	3
HPS 559	Management of Global Public Health Emergencies	3
EHS 539A	Outbreaks and Environmental Microbiology: Then to Now	3
EHS 546	One Health Approach and Case Studies	3
EHS 526	Topics in Environmental Justice	3
HPS 529	Project, Design, and Implementation in Global Health Development	3
HPS 533	Fundamentals of Global Health and Development	3
HPS 559	Management of Global Public Health Emergencies	3
EHS 539A	Outbreaks & Environmental Microbiology: Then & Now	3
EHS 545	One Health Foundations	3
EHS 546	One Health Approach & Case Studies	3
EPID 573D	Analysis of Public Health Data	3
HPS 534	Infectious Diseases, Global Health and Development	3
HPS 599	Independent Study in Global Health & Development Issues	3
HPS 628	Public Health Research & Evaluation	3
PHP 521	Administrative Dimensions of Indigenous Health	3
PHPM 528	Indigenous Research & Ethics	3
EHS 900	Capstone in Public Health Emergency and Epidemic Preparedness	3
HPS 559	Management of Public Health Emergencies	3
EHS 589	Public Health Preparedness	3
HPS 534	Infectious Diseases, Global Health and Development	3
EHS 539A	Outbreaks and Environmental Microbiology: Then to Now	3
EHS 520	Environmentally Acquired Illnesses	3
EHS 502	Environmental Monitoring Methods	3
EHS/EPID 545	One Health Foundations	3
ID/BIOS/EHS/ HPS	Independent Study	3
PHP 424/524	Optimizing Well-being and Resilience for Older Adults	3

PHL 419/519	Alzheimer's Disease, Other Dementias and the Role of Public Health	3
PHP 536	Aging, Environment and Wellbeing	3
PHP 537	Management and Leadership in Long-term Care	3
NSC 501	Statistics for Applied Nutritional Sciences I	1
NSC 502	Statistics for Applied Nutritional Sciences II	1
NSC 509	Advanced Nutrition Metabolism and Disease	3
NSC 519	Advanced Applied Nutritional Sciences	3
NSC 542	Advanced Medical Nutrition Therapy	3
NSC 545	Assessment and Regulation of Human Body Composition	3
NSC 575	Nutrigenomics for the Study of Disease Prevention and Intervention	3
HRTS 500	Advancing Human Rights	3
HRTS 505	Human Rights Voices	3
HRTS 530	Understanding Gender-Based Violence	3
HRTS 531	Femicide/Feminicide	3
HRTS 521	Community-Based Research in Gender-Based Violence	3
HRTS 598B	Gender-Based Violence Project	3
LAW 515	Health Care Ethics	3
LAW 578A	Legal and Regulatory Aspects for Health Care Delivery	3
LAW 577/BME 577/ SIE 577	Intro to Biomedical informatics	3
LAW 579B	Legal and Regulatory Fundamentals for Health Care Business	3
LAW 608A	Public Health Law and Ethics	3
LAW 580A	Liability and Regulation of Healthcare Professionals	3
LAW 584A	Aging in America	3
LAW 584B	Aging and Social Justice	3
LAW 584C	Technology and Aging: Legal and Ethical Developments	3
LAW 584D	Law and the Elderly	3
LAW 608A/ PHPM 608A	Public Health Law and Ethics	3
LAW 580/480	Telehealth Law & Policy	3
IMB 506	Human Immunology	3
IMB 501	Medical Microbiology and Immunology	4
IMB 502	Medical Microbiology Basics	1
IMB 504	Medical Virology Basics	1
CMM 533	Molecular Medicine	1
CMM 535	Genetic Medicine	1
CMM 536	Cell Biology Basics	1
CMM 537	Immunology Basics	1
CMM 550	Inflammation and Immune Pathology	1
ETH 500	Foundations of Bioethics	3
ETH 503	Biomedical Ethics and the Law	3
ETH 504	Applying Key Moral Theories to Issues in Global Ethics	3
ETH 517	Ethics and the Arts	3
ETH 520	Ethics Consultations: The How's and Why's	3
ETH 522	Controversies of Life and Death: The beginnings and ends	3

ETH 572	Current Controversies in Bioethics	3
MGMT 536	Leading Healthcare Change	3
MGMT 537	Healthcare in Leadership	3

Note: Any course not on this list may be submitted to the faculty advisor or program coordinator for pre-approval.

Pre-Approved Electives Only Offered in Person to PharmD Students		
Course	Title	Credits
PHPR 801E	IPPE: Perspectives in Aging	3
PHCL 460	Designing Drugs: From Chemistry to Cure	3
PHSC 543	Health Services Research Methods	3
PHSC 513	Health Technology Assessment	3
PHSC 611	Pharmaceutical Education Research	3
PHSC 501	Introduction to Pharmacology, Drug Discovery & Pharmaceutics	4
PHSC 511	Topics in Pharmaceutical Solids, Nanotechnology and Solid-State Particle Engineering Design in Drug Delivery	3
PHSC 670	Principles in Drug Discovery, Design and Development	4
PCOL 509c	Statistics for Research	3
PCOL 530	Topics in Drug Discovery	2
PCOL 550	Drug Disposition & Metabolism	2
PCOL 535	General and Systems Toxicology	3
PCOL 515	Mechanisms of Human Diseases	4
PCOL 595H	Problems in the Biology of Complex Diseases	2
PCOL 505	Current Techniques in Pharmaceutical Sciences	3

Note: Any course not on this list may be submitted to the faculty advisor or program coordinator for pre-approval.

Appendix D: Graduate Certificate Capstone Project/IIA 598

This final capstone proposal requires students to identify a current challenge or opportunity impacting older adults that is of interest to the student that they wish to explore to a greater depth. In coordination with their faculty supervisor, they will educaie themselves about the area they have selected and develop a holistic view of how it could be impacted by a **specific pre-existing intervention**. We recommend you explore topics relevant to your current or future career ambitions to the maximum extent possible so the assignment can provide immediate value. This deliverable is an opportunity to explore your ideas, get feedback from experts in the field and hopefully put you on the path towards a valuable contribution to your career and the older adult population. The goal is not to change the world in this one learning artifact, but rather make a meaningful and incremental step forward in your understanding and application of gerontological concepts to the real world. Have fun and enjoy this process!

Purpose

The purpose of this capstone assignment is to provide students an opportunity to:

1. Identify a real-world and relevant aging opportunity or challenge with supporting documentation of its scope, timeliness and impact on older adults.
2. Identify an intervention that appropriately integrates two or more perspectives related to older adults (e.g., biological, social, cultural, and humanistic).
3. Identify and evaluate literature from multiple disciplines that informs and to the extent possible provides evidence for the intervention you are proposing.
4. Describe ways project implementation will promote older persons' strengths and adaptations to maximize well-being, health and mental health.
5. Present your proposal using non-ageist language for lay or interprofessional audience.

Requirements

Students will complete a written proposal **seeking to apply existing interventions** to leverage an opportunity or positively impact a current challenge impacting older adults. Example of such topics include:

- Implementation plan for an arts program to improve quality of life for older adults in an underserved neighborhood.
- Apply current technology to enhance adherence of older adults taking life-saving drugs.
- Altering or enhancing design of a physical space to account for the needs of older adults who use that space.
- Implementation of procedures shown effective in other locations or in research to gather and act on the information from older adults in health services, policy, social services and other areas that impact quality of life, particularly among underserved older adults.
- Plan to implement media solutions such as books, podcasts and videos that educate or provide outreach in a way that positively influences older adults.

Proposal papers must:

- Total 7 – 9 pages in length excluding references and title page.
- Use a consistent citation approach that's appropriate to your career (APA, MLA, etc).
- Cover the main topics listed in the 'Suggested Outline' below.

Presentation Requirements

- Final deliverable must be a video although method of presentation is up to the student.
- Length = 5-6 minutes.

Process

The capstone course is offered over 5 weeks and designed to help you develop your capstone one step at a time. You will have a weekly deliverable that will help you move forward the final product while also giving you opportunities to explore questions, get answers and create something of long-term value for you. Remember the advisor you selected is available as well to answer questions and help guide you towards something useful for you. Each draft of this assignment will be progressively more refined and sophisticated in research and writing techniques as follows:

- Select Advisor – If you have not already, you must select an advisor for your capstone proposal before proceeding. This advisor will give feedback, support and provide the final grade for your deliverable. If you haven't selected an advisor yet, please reach out to your program coordinator as soon as possible:
- Literature Review – Your first submission is a mini-literature review of **at least four (4) articles** related to your chosen opportunity or challenge. You will also write a beginning narrative of the literature review along with a draft problem statement that will begin to scope your paper.
- Draft #1 – The second submission is an edited and revised version of your literature review AND builds upon that information by including **at least four (4) additional sources** pertaining to your chosen challenge or opportunity and a drafted opportunity/problem statement that begins to frame the context of your proposal. At least 2 of your references need to address interventions

that have previously used, successfully or unsuccessfully. Draft #1 should be submitted as an edited version of the narrative literature review with track changes on (if you are using word) or as a Google document so edits can be seen.

- Draft #2 – The third submission is an edited and revised version of draft #1 AND builds upon that information by adding a draft the following sections: proposed intervention, implementation and implications & future considerations. At this point, the literature review of **at least 8 sources** should now be complete.
- Final Submissions – Final submissions include your complete proposal, your presentation deck that will be used to communicate your proposal and a recording of you presenting it. The final submission should incorporate feedback from first drafts, adhere to publishing format of your choice and the corresponding grading rubric (see below). Previous drafts are not submitted at this time.

Suggested Outline

1. Abstract
2. Introduction (~2-3 pg) – Description of the context for the proposal. It includes a clear description of the current challenge or opportunity and provides a clear link to the subsequent intervention proposed based on literature.
3. Challenge/Opportunity Statement (~1 paragraph) – Short and succinct summary statement encapsulating the challenge or opportunity.
4. Narrative literature review.
5. Proposed Intervention (2-3) – After providing the context of the situation and the opportunity or challenge describe your proposed intervention.
   a. Description of the intervention
   b. Your reflection on implementation challenges from the perspective of the targeted older adults considering various aging-related perspectives (e.g., biological, social, cultural and humanistic).
6. Implications & Future Considerations
   a. Assumptions & Barriers
   b. Future Plans
      i. How would implementing this influence your future or current career?
      ii. Reflect on your experience with the process and the final product.

Capstone Proposal Rubric

Challenge or Opportunity (10 pts)	Identified challenge or opportunity for the capstone project is a real-world situation that is relevant to the older population. The follow aspects of the challenge or opportunity are clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?	Identified challenge or opportunity for the capstone project is not clearly described as a real-world problem or not clearly related to older adults. One of the following aspects of the challenge or opportunity are not clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?	Identified challenge or opportunity for the capstone project is not clearly described as a real-world problem or not clearly related to older adults. One of the following aspects of the challenge or opportunity are not clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?
Literature Review (20 pts)	Background/rationale for the project are superior. Exhibits mastery of subject matter and associated literature. Superior critical assessment of the literature and identification of gaps. Objectives are superiorly supported by background literature. Effectively utilizes multiple disciplinary perspectives.	Background/rationale for the project coherent and clear. Reflects understanding of subject matter and associated literature. Adequate critical assessment of the literature and identification of gaps. Objectives are adequately supported by background literature [if applicable]. Adequately utilizes multiple disciplinary perspectives.	Background/rationale for the project are incorrect, incoherent, or flawed. Does not reflect understanding of subject matter and associated literature. Poor critical assessment of the literature and identification of gaps. Objectives poorly supported by background literature. Demonstrates poor understanding of theoretical concepts. Poorly or fails to utilize multiple disciplinary perspectives.
Intervention Proposed (25 pts)	The intervention proposed is well substantiated with authoritative examples and citations. The intervention proposed is feasible, well defined, and clearly impacts the challenge or opportunity identified.	Most positions/claims are substantiated with authoritative examples and citations. The intervention proposed does not clearly demonstrate a feasible, well defined and impacts the challenge or opportunity identified.	Position / Claims lack support due to insufficient examples and citations. Sources of support used lack authority or credibility.
Implications / Future Considerations (10 pts)	The paper demonstrates a well-researched, cited, and delineated list of assumptions and barriers. The student thoughtfully articulates a reflection on the impact of the intervention on their career.	The paper lists assumptions and barriers that are mostly well researched and cited. The student partially demonstrated thoughtful reflection on the impact of the intervention on their career.	The paper fails to list assumptions and barriers or does so without providing clear evidence of their existence. The student fails or provides minimal effort towards reflecting on the impact of the intervention to their career.
References (5 pts)	All references present. Proper citation used.	Some mismatch between citations and reference list, missing key articles, formatting errors.	Major formatting errors, lots of mismatch between citations and reference list, missing most key references.
Quality of Writing (5 pts)	Exemplary, logical order, proper grammar and spelling, could with minimal effort be submitted to a journal.	Similar to peers, Arranged in a mostly logical order without grammatical and spelling errors.	Illogical order. Repetitive. Grammar or spelling errors. Referred to writing center.

Response to Assignment (3pts)	The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience.	The presentation responds to the assignment and addresses the topic, but has significant weaknesses with respect to some of the requirements and/or appropriate technical level.	The presentation does not respond to many of the requirements of the assignment, and/or is poorly tailored for the intended audience.
Analysis and Discussion (6pts)	Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate.	Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points.	The depth of analysis and evaluation of the presented materials is not sufficient, and discussion contains unnecessary or trivial material.
Organization (3pts)	The presentation is well-structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered for clarity.	The presentation has a defined structure, but the organization is not optimal for supporting the presentation's content.	The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity.
Professionalism (3pts)	Speaker is appropriately dressed, avoids distracting body language during presentation, demonstrates professional comport throughout the presentation.	Speaker is reasonably dressed, but some lapses in decorum detract from the presentation's impact.	Speaker is not dressed appropriately for the audience, does not present the work in a serious and professional manner.

Appendix E: Master's Program Capstone Project/IIA 909

This final capstone proposal requires students to identify a current challenge or opportunity impacting older adults and propose an interdisciplinary intervention under the advisement of a faculty supervisor. **The intervention you are proposing must be unique in concept or in application!** Your final project will integrate everything you have learned about current research in aging studies, the aging experience, your emphasis area and how they can be combined to the benefit of older adults. We recommend you explore topics relevant to your current or future career ambitions to the maximum extent possible so the assignment can provide immediate value. This deliverable is an opportunity to explore your ideas, get feedback from experts in the field and hopefully put you on the path towards a valuable contribution to your career and the older adult population. The goal is not to change the world in this one learning artifact, but rather make a meaningful and incremental step forward in your understanding and application of gerontological concepts to the real world.

Have fun and enjoy this process!

Purpose

The purpose of this capstone assignment is to provide students an opportunity to:

6. Identify a real-world and relevant aging opportunity or challenge with supporting documentation of its scope, timeliness and impact on older adults.
7. Design an intervention that appropriately integrates two or more perspectives related to older adults (e.g., biological, social, cultural, and humanistic).
8. Identify, evaluate, and synthesize literature from multiple disciplines that informs and to the extent possible provides evidence for the intervention you are proposing.
9. Produce a logic model for the project that clearly defines the inputs, activities, outputs, outcomes and impact of the proposed intervention.

10. Describe ways project implementation will promote older persons' strengths and adaptations to maximize well-being, health and mental health.
11. Present your proposal using non-ageist language for lay or interprofessional audience.

Requirements

Students will complete a written proposal **creating a unique solution** to leverage an opportunity or positively impact a current challenge impacting older adults. Example of such topics include:

- Design an art event or program to improve quality of life for older adults in an underserved neighborhood.
- Propose a new technology or an improvement to an existing one to enhance adherence of older adults taking life-saving drugs.
- Design a new physical space to account for the needs of older adults who use that space.
- Create or design a media project such as books, podcasts and videos that educate or provide outreach in a way that positively influences older adults.
- Devise a new policy or law that impacts older adults such as timing of walking signals or health care access.

Proposal papers must:

- Total 8 – 12 pages in length excluding references and title page.
- Use a consistent citation approach that's appropriate to your career (APA, MLA, etc).
- Include a completed logic model.
- Cover the main topics listed in the 'Suggested Outline' below.

Presentation Requirements

- Final deliverable must be a video although method of presentation is up to the student.
- Length = 5-6 minutes.

Process

The capstone course is offered over 5 weeks and designed to help you develop your capstone one step at a time. You will have a weekly deliverable that will help you move forward the final product while also giving you opportunities to explore questions, get answers and create something of long-term value for you. Remember the advisor you selected is available as well to answer questions and help guide you towards something useful for you. Each draft of this assignment will be progressively more refined and sophisticated in research and writing techniques as follows:

- Select Advisor – If you have not already, you must select an advisor for your capstone proposal before proceeding. This advisor will give feedback, support and provide the final grade for your deliverable. If you haven't selected an advisor yet, please reach out to your program coordinator as soon as possible: Andre Smith (andrewsmith5@arizona.edu).
- Literature Review – Your first submission is a mini-literature review of **at least seven (7) articles** related to your chosen opportunity or challenge. The articles' components will be entered into and analyzed in a chart or "Table of Evidence" (format provided in class) and will be cited on a references page using a publishing format appropriate to your discipline (MLA, APA, etc..). You

will also write a beginning narrative of the literature review along with a draft problem statement that will begin to scope your paper.

- Draft #1 – The second submission is an edited and revised version of your literature review AND builds upon that information by including **at least eight (8) additional sources** pertaining to your chosen challenge or opportunity and a drafted opportunity/problem statement that begins to frame the context of your proposal. At least 3 of your references need to address interventions that have previously used, successfully or unsuccessfully. As in the literature review, the components of the newly selected articles will be analyzed in a table of evidence building on the information provided in literature review. Draft #1 should be submitted as an edited version of the narrative literature review with track changes on (if you are using word) or as a Google document so edits can be seen.
- Draft #2 – The third submission is an edited and revised version of draft #1 AND builds upon that information by adding a draft the following sections: proposed intervention, implementation and implications (developing and submitting a logic model will assist you to draft this section) & future considerations. At this point, the literature review of at least 15 sources should now be complete.
- Final Submissions – Final submissions include your complete proposal, your presentation deck that will be used to communicate your proposal and a recording of you presenting it. The final submission should incorporate feedback from first drafts, adhere to publishing format of your choice and the corresponding grading rubric (see below). Previous drafts are not submitted at this time.

Suggested Outline

7. Abstract
8. Introduction (~3-4 pg) – Description of the context for the proposal. It includes a clear description of the current challenge or opportunity and provides a clear link to the subsequent intervention proposed based on literature.
9. Challenge/Opportunity Statement (~1 paragraph) – Short and succinct summary statement encapsulating the challenge or opportunity.
10. Narrative literature review with Table of Evidence submitted as an attachment.
11. Proposed Intervention (2-4) – After providing the context of the situation and the opportunity or challenge describe your proposed intervention.
    a. Description of the intervention
    b. Logic Model (attached) and short narrative
    c. Your reflection on implementation challenges from the perspective of the targeted older adults considering various aging-related perspectives (e.g., biological, social, cultural and humanistic).
12. Implications & Future Considerations
    a. Assumptions & Barriers
    b. Future Plans
        i. How would implementing this influence your future or current career?
        ii. Reflect on your experience with the process and the final product.

Capstone Proposal Rubric

Challenge or Opportunity (10 pts)	Identified challenge or opportunity for the capstone project is a real-world situation that is relevant to the older population. The follow aspects of the challenge or opportunity are clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?	Identified challenge or opportunity for the capstone project is not clearly described as a real-world problem or not clearly related to older adults. One of the following aspects of the challenge or opportunity are not clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?	Identified challenge or opportunity for the capstone project is not clearly described as a real-world problem or not clearly related to older adults. One of the following aspects of the challenge or opportunity are not clearly defined in the proposal: 1) Scope 2) Impact on older adults 3) Why now?
Literature Review (20 pts)	Background/rationale for the project are superior. Exhibits mastery of subject matter and associated literature. Superior critical assessment of the literature and identification of gaps. Objectives are superiorly supported by background literature. Effectively utilizes multiple disciplinary perspectives.	Background/rationale for the project coherent and clear. Reflects understanding of subject matter and associated literature. Adequate critical assessment of the literature and identification of gaps. Objectives are adequately supported by background literature [if applicable]. Adequately utilizes multiple disciplinary perspectives.	Background/rationale for the project are incorrect, incoherent, or flawed. Does not reflect understanding of subject matter and associated literature. Poor critical assessment of the literature and identification of gaps. Objectives poorly supported by background literature. Demonstrates poor understanding of theoretical concepts. Poorly or fails to utilize multiple disciplinary perspectives.

Intervention Proposed (25 pts)	The intervention proposed is well substantiated with authoritative examples and citations. The intervention proposed is feasible, well defined, and clearly impacts the challenge or opportunity identified.	Most positions/claims are substantiated with authoritative examples and citations. The intervention proposed does not clearly demonstrate a feasible, well defined and impacts the challenge or opportunity identified.	Position / Claims lack support due to insufficient examples and citations. Sources of support used lack authority or credibility.
Implications / Future Considerations (10 pts)	The paper demonstrates a well-researched, cited, and delineated list of assumptions and barriers. The student thoughtfully articulates a reflection on the impact of the intervention on their career.	The paper lists assumptions and barriers that are mostly well researched and cited. The student partially demonstrated thoughtful reflection on the impact of the intervention on their career.	The paper fails to list assumptions and barriers or does so without providing clear evidence of their existence. The student fails or provides minimal effort towards reflecting on the impact of the intervention to their career.
References (5 pts)	All references present. Proper citation used.	Some mismatch between citations and reference list, missing key articles, formatting errors.	Major formatting errors, lots of mismatch between citations and reference list, missing most key references.
Quality of Writing (5 pts)	Exemplary, logical order, proper grammar and spelling, could with minimal effort be submitted to a journal.	Similar to peers, Arranged in a mostly logical order without grammatical and spelling errors.	Illogical order. Repetitive. Grammar or spelling errors. Referred to writing center.

Response to Assignment (3pts)	The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience.	The presentation responds to the assignment and addresses the topic, but has significant weaknesses with respect to some of the requirements and/or appropriate technical level.	The presentation does not respond to many of the requirements of the assignment, and/or is poorly tailored for the intended audience.
Analysis and Discussion (6pts)	Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate.	Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points.	The depth of analysis and evaluation of the presented materials is not sufficient, and discussion contains unnecessary or trivial material.
Organization (3pts)	The presentation is well-structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered for clarity.	The presentation has a defined structure, but the organization is not optimal for supporting the presentation's content.	The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity.
Professionalism (3pts)	Speaker is appropriately dressed, avoids distracting body language during presentation, demonstrates professional comport throughout the presentation.	Speaker is reasonably dressed, but some lapses in decorum detract from the presentation's impact.	Speaker is not dressed appropriately for the audience, does not present the work in a serious and professional manner.

Example Table of Evidence

Table 2. (continued)

Reference	Purpose	Study design/ measurement	Sample	Findings	Discussion
Perkins, Cortez, and Hazuda (2004)	Describe gender-based attitudes about death, dying and ACP	As above	As above	Gendered experience (16)	Policy-related issues (4) (IC = 4) Stereotypes, attitudes, and ascriptions (1) Cultural/historical traditions (2) (CV = 1; S/K = 1) Gendered experience (10)
Perkins, Cortez, and Hazuda (2009)	Characterize patients' beliefs about the right time to die	As above	As above	Cultural/historical traditions (5) (S/R = 1; CV = 2; S/K = 1; EM = 1) Perceptions of death (4) Gendered experience (10)	Stereotypes, attitudes, and ascriptions (4) Perceptions of death (2) Gendered experience (2) Resources (1) (EA = 1)
Perkins, Cortez, and Hazuda (2012b)	Characterize beliefs about what happens at the time of death	As above	As above	Cultural/historical traditions (1) (S/R = 1) Perceptions of death (5) Gendered experience (2)	Stereotypes, attitudes, and ascriptions (3) Perceptions of death (5) Cultural/historical traditions (1) (S/R = 1)
Perkins, Cortez, and Hazuda (2012a)	Describe beliefs about death, the soul, and the afterlife	As above	As above	Cultural/historical traditions (1) (S/R = 1) Perceptions of death (2) Gendered experience (1)	Perceptions of death (2) Cultural/historical traditions (1) (S/R = 1)
Taxis, Keller, and Cruz (2008)	Explore perspectives on services, support and accessibility of hospice and cultural and spiritual values	Qualitative descriptive/ interpretive analysis/ face-to-face, interviews	N = 15, ALL MAs; age range 23-69, age mean 46 years, all free from serious illness	Policy-related issues (2) (IC = 2) Cultural/historical traditions (7) (S/R = 1; CV = 1; PD = 2; S/K = 3) Perceptions of death (1) Resources (EA = 1)	Policy-related issues (2) (IC = 2) Cultural/historical traditions (5) (CV = 1; S/K = 3; PD = 1) Perceptions of death (1) Gendered experience (1)

Note. IC = institutional custom; S/R = spiritual/religious dimension; CV = cultural values; S/K = social/kinship/caregiving structure; PD = proscriptions for dying experience; EM = explanatory models; K = knowledge; ER = economic resources; D = (dis)advantagement; SL = social-level resources; EA = external availability of resources; ACP = advance care planning; PAS = physician-assisted suicide; PEG = percutaneous endoscopic gastrostomy; ESRD = end-stage renal disease; RCT = randomized control trial; AA = African American; KA = Korean American; EA = European American; MA = Mexican American; NLW = non-Latino White.

Crist, J. D., Ortiz-Dowling, E. M., Shea, K. D., & Phillips, L. R. (2018). Knowledge gaps about end-of-life decision making among Mexican American older adults and their family caregivers: An integrative review. *Journal of Transcultural Nursing, 30*(4), 380–393. https://doi.org/10.1177/1043659618812949

Grading & Grading Information

Grading Scale and Policies

Assignments are broken down into the following points and final grade percentages:

1) **Innovation Project (75% of final grade)** – This course culminates all the Innovations in Aging Certificate courses you have taken up to this point. Your final project will be to utilize everything you have learned so far to identify an opportunity or challenge for aging adults that interests you and propose an innovation to impact it. This final project is broken into several smaller deliverables to help you maximize the experience such ideating, scoping and finally writing up an innovation project to pitch. The entire course is focused on helping you make progress and improvements to your final capstone project for the certificate.

2) **Innovation Presentation (15% of final grade)** – Finally, after completing your innovation project paper you will present on your idea to an intergenerational and interprofessional audience. The emphasis of this presentation is you share your idea, spark a conversation and help your audience consider the possibilities.

3) **Discussion Posts (10% of final grade)** – Every week you will participate in discussions to help you move you or your peer's innovation projects forward by collaborating, sharing ideas, and providing feedback. We are all working together to help everyone succeed and create the best idea possible.

Points Table

Assignments	Quantity / Parts	Points	Total
Innovation Project	(1) Final Paper	75	75
Innovation Presentation	(1) Presentation	15	15
Discussion Posts	(5) Discussion Posts	2 each	10
			100