



THE UNIVERSITY OF ARIZONA

Innovations in Aging

Graduate Interdisciplinary Program

Graduate Student Handbook Fall 2025

SOKAN, AMANDA (AESOKAN) & PHILLIPS, LINDA R - (LPHILLIP)

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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 chosen to join us on our journey to improve the lives of older adults, locally, nationally, and globally, through education, service, and research. Before beginning, however, it would be helpful for you to understand 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 crossing departmental boundaries, such as aging, the aging sciences, and research related to aging. They involve collaboration among colleges across campus and faculty from multiple disciplines and departments. The programs promote education and research “at the boundaries where traditional disciplines interface and create unique opportunities for students to pursue career goals aimed at making a positive impact in the community and the world.” GIDPs have been part of UArizona for over 50 years. Currently, UArizona offers 21 GIDPs involving 16 colleges and 78 departments, enrolling over 300 students. Eight and one-half percent of all UArizona doctoral graduate degrees are awarded to students in GIDP programs: (<https://gidp.arizona.edu/>).

1.2 About the GIDP

Students enrolling in the Innovations in Aging (IIA) GIDP have expressed their intention to build careers focused on enhancing the lives of older adults through education, service, and research locally, nationally, and globally. By 2050, an estimated 2.1 billion people worldwide will be over age 60. This demographic shift presents unique opportunities and challenges across various industries, emphasizing the importance of learning from older adults and ensuring they have equitable access to high-quality services. Experts in Aging are essential for planning and implementing innovative solutions to serve older adults today and prepare for the growing aging population. The IIA GIDP programs provide an interdisciplinary approach to understanding aging, aging sciences, and research, as well as how to effectively create positive change in interprofessional settings for the benefit of older adults. The program involves collaboration among faculty from the University of Arizona Center on Aging and different colleges at the University of Arizona, all sharing an interest in professional training and education about aging sciences and services for students. These programs are designed for individuals interested in careers in public and private service, health sciences, research, and education.

The curricula are guided by the Association of Gerontology in Higher Education (AGHE) Standards and provide 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 adopt 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 skill set that complements their existing skills, education, and professional experience. This interdisciplinary program explores local and global challenges and opportunities to provide foundational knowledge of gerontology and how to implement innovations in a career. Students can pursue careers in various industries and learn how to apply new knowledge to foster positive change that benefits older adults and their industries.

Program completion requires 13 credits (see section 4.1). Classes are fully online and offered asynchronously to fit busy student schedules. Students can enroll in the graduate certificate program independently or alongside their 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 the lives of older adults by (a) expanding their knowledge about aging, the aging sciences, and research on aging; (b) enabling them to join a community of scholars dedicated to advancing research and applying knowledge about aging; and (c) teaching them strategies for interdisciplinary collaboration and ongoing learning in the field of aging. It also gives students the essential foundation to provide leadership in the field and enhances their ability to pursue a doctoral degree in aging sciences and related disciplines. The program is designed for those interested in careers in public and private service, research, and education.

The core courses are designed to help students evaluate different aging perspectives while understanding bias, equity, and innovations in aging, as well as research methods suitable for studying aging. The expertise of the University of Arizona faculty from various notable colleges across campus is leveraged to create opportunities for students to explore areas ranging from health, biological, and social-behavioral sciences to business, architecture/engineering, law, and humanities, depending on their career goals. Since challenges and opportunities in aging are not limited to a single discipline, strong partnerships have been developed with experts across various fields to provide educational, research, and practical experience opportunities for students in the programs.

Program completion requires 36 units of graduate credit (see section 5.1). Classes are fully online and offered asynchronously. Twelve of the units for the degree are supplied by the certificate courses, which means certificate students are one-third of the way to completing the master's degree. Twelve more credits are supplied by four three-credit required master's courses. Two options exist for completing the remaining twelve credits.

The first option is for students to take two three-credit electives designed to expand their knowledge about aging, the aging sciences, and research on aging, as well as two research selectives. Already approved research selectives and electives are listed in Appendix C. The research selectives focus on learning about research methodologies from the perspective of a research consumer rather than a research scientist. The approved research selectives are available online and have been vetted by IIA faculty. The approved electives are also available online. They were chosen from many disciplines and

recommended by faculty for their relevance to a career in aging. Depending on their career goals, students may also request their faculty advisor to approve electives and/or research selectives that are not on the lists. Any course in the Graduate Catalog can be approved with proper justification.

The second option for completing the other required twelve credits is to choose one or more of the “stackable certificate” options. Stackable certificates are pre-approved programs of study with a coherent set of linking coursework. Stackable certificates allow students to earn credentials as they advance in their studies toward a master’s degree, and credits earned are applicable to fulfilling requirements for the MS. A full description of stackable certificates is available at: <https://grad.arizona.edu/stackable-certificates>. The IIA MS program has three approved stackable certificates: the Innovations in Aging Graduate Certificate (<https://online.arizona.edu/programs/graduate-certificate/online-graduate-certificate-innovations-aging-gcert>); the Aging Law and Policy Graduate Certificate (<https://online.arizona.edu/programs/graduate-certificate/online-graduate-certificate-aging-law-policy-cert>), and the Indigenous Health Graduate Certificate (<https://online.arizona.edu/programs/graduate-certificate/online-graduate-certificate-indigenous-health-cert>). A student may choose to complete the Master’s degree, a Graduate Certificate in Innovations in Aging, and either the Aging Law and Policy Certificate OR the Indigenous Health Graduate Certificate. All certificates completed and the MS degree are listed on the diploma. Together they require the same number of credits as a Master’s Degree alone. (36 units).

1.3 Organization and Structure of GIDP

The Innovations in Aging GIDP is overseen by an Executive Committee. This committee is led by the IIA GIDP Program Chair and includes five to 10 faculty members along with the Program Coordinator (non-voting). The IIA GIDP Executive Committee develops policies and procedures for running the graduate program, covering areas such as admissions, curricula, student supervision, and degree requirements. When needed, sub-committees are formed to help with processes like admissions, curriculum development, student progress, recruitment, and degree completion. The Executive Committee also has one student member, appointed based on their application for the 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>):

- Amanda Sokan, PhD, MHA, LL. B - Mel & Enid Zuckerman College of Public Health- Program Chair
- Linda Phillips, RN, PhD, FAAN, FGSA – Vice Chair
- Christine Childers, PT, PhD - College of Medicine
- Mindy Fain, MD - Arizona Center on Aging, College of Medicine-Tucson
- Linda Hollis, PhD – College of Science – Department of Psychology
- Jennie Gubner, PhD - College of Fine Arts
- Cheryl L Lacasse, PhD, RN, AOCNS – College of Nursing
- Jeannie Lee, PharmD, BCPS, BCGP, FASHP, AGSF - R. Ken Coit College of Pharmacy
- Tara Sklar, JD, MPH - James E. Rogers College of Law
- Kayle Skorupski, PhD, MS, RDN-AP, CNSC, FAND - - School of Nutritional Sciences and Wellness, College of Agriculture Life and Environmental Sciences

- Haining Zhu, PhD - R. - Ken Coit College of Pharmacy - Department of Pharmacology & Toxicology
- Student Representative (See section 2.3)

1.3.1.2 *Additional Faculty*

- Hyochol “Brian” Ahn, PhD, MSN, MS-CTS, MS-ECE, APRN, ANP-BC, FAAN – College of Nursing
- David Beyda, MD - College of Medicine-Phoenix
- Heidi Legg Burross, PhD - College of Education
- Ashley M. Campbell, PharmD, BCPS -- R. Ken Coit College of Pharmacy
- Heather L. Carlisle, PhD, DNP, RN, FNP, AGACNP, CHPN - College of Nursing
- Zhao Chen, PhD, MPH – Mel and Enid Zuckerman College of Public Health
- Floyd "Ski" Chilton, PhD – College of Agriculture, Life & Environmental Sciences, School of Nutrition Sciences & Wellness
- Altaf Engineer, PhD, RA, LEED AP BD+C - College of Architecture, Planning and Landscape Architecture
- Melanie Hingle, PhD, MPH, RD - College of Agriculture, Life & Environmental Sciences, School of Nutrition Sciences & Wellness
- Kathleen C Insel, PhD, RN – College of Nursing
- Amy Klein, MD – College of Medicine – Department of Medicine
- Carrie Langley, PhD – College of Social and Behavioral Sciences – School of Sociology
- Bernardo Lemos, PhD - Ken Coit College of Pharmacy – Department of Pharmacology & Toxicology
- Mary Marian, DCN, RDN, CSO, FAND - College of Agriculture, Life & Environmental Sciences, School of Nutrition Sciences & Wellness
- Beth Myerson, MDiv, PhD - College of Nursing
- Juyoung Park, PhD – College of Nursing
- Karen Parker, MD, PhD - College of Medicine – Department of Medicine
- 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 – Family and Community Medicine
- George Sutphin, PhD - Molecular and Cellular Biology - Molecular and Cellular Biology
- Mohan Tanniru, PhD - Mel & Enid Zuckerman College of Public Health- Public Health Practice, Policy, & Translational Research Department
- Karen J Tiggs, MPH - **Mel & Enid Zuckerman College of Public Health-** Public Health Practice, Policy, & Translational Research Department
- Matthew L Williams, PhD – College of Fine Arts – School of Music

1.3.1.3 *Key Contacts*

- Amanda Sokan, Program Chair, Innovations in Aging GIDP, aesokan@arizona.edu
- Linda Phillips, Program Vice Chair, Innovations in Aging GIDP lphillip@arizona.edu
- Margaret Proffitt, Program Coordinator and Admissions contact, Innovations in Aging GIDP margaretproffitt@arizona.edu
- Daniel K. Cota, Degree Auditor, dcota13@arizona.edu
- Elena Chabolla, Associate Director of Graduate Interdisciplinary Program Administration gidp@arizona.edu

- Student representative:

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, except for the program coordinator's office in the Health Sciences Innovation Building (HSIB), located at 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). The IIA GIDP also provides students with numerous opportunities to become active participants in the community of service providers and scholars involved in careers related to enhancing the lives of older adults. Information on aging-related educational opportunities and events can be found at the Arizona Center on Aging website. 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, known as the Alpha Delta Omega Chapter. Students are encouraged to explore the opportunities provided by this group and strive for active involvement and membership.

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 for accessing and reviewing policies and procedures. Students can find Graduate College policies, contacts, resource information, deadlines, and other useful details at: <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 are entitled to the following rights:

- Right to representation by an appointed Graduate Student Representative
- Right to receive 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:
 - Meetings with faculty advisors at least once per semester
 - Timely feedback
- Right to formally request exceptions to department policies and procedures or to appeal department decisions involves submitting a written request to the Chair of the IIA GIDP. The program faculty will review the appeal and may hold a collective meeting with the student. A majority vote by the program faculty will determine whether the appeal is accepted. Additionally, the faculty may impose extra requirements or deadlines on the student as a condition 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 start of each school year, students will be invited to submit applications to serve a one-year term on the Executive Committee. The application must include their rationale for 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 suitability. The student will be selected by the EC based on a 2/3 vote. Student representatives may apply for a second one-year term and a new application is required. The primary duties of the Graduate Representative are to:

- Bring the questions and concerns of students in the Program to the attention of the Program Head, and vice versa.
- Assist the Program management in developing Program policies to enhance all aspects of the Program, including but not limited to application processes, course requirements and electives, as well as research and funding opportunities. To ensure messages are not overlooked, students should direct comments through the Graduate Representative. If there is a conflict of interest or another issue that prevents this approach, please contact the Program Coordinator to discuss the matter as needed.
- Assist with the organization of and participate in recruitment workshops and other Program activities when appropriate.
- Organize at least one "class-to-class meeting" per semester. Class-to-class meetings provide a system of peer-to-peer mentoring where 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 admission to the IIA Graduate Certificate or IIA MS Program upon completion of 120-total credit hours of undergraduate and professional PharmD coursework. The student must also 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 the IIA Graduate Certificate; 2 are required for the IIA Master of Science.**
 - Ideally, these letters should be written by professors, research supervisors, or professional supervisors/mentors who can speak about your academic and research ability.

Note: Students admitted to the IIA Graduate Certificate Program who want to apply for the MS program only need one new letter of recommendation from a new recommender.

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

Admission 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 admission to the Graduate Certificate or MS in Innovations in Aging programs. If you meet the requirements to take graduate -level courses and any associated prerequisites, 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 held online via Zoom before each Fall and Spring semester. During orientation, the program coordinator and faculty will cover many topics from the Student Handbook. Although attendance is not mandatory, all new students are encouraged to participate. Additionally, all students should review the topics in the Student Handbook available on the program catalog web pages before 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

Amanda Sokan, Program Chair, also serves as the Director of Graduate Studies (DGS) for the Innovations in Aging GIDP. As DGS, she oversees the administration of the graduate program in collaboration with the entire faculty.

3.4.2 Program Coordinator

The Program Coordinator serves as the primary contact for both students and the Graduate College regarding all routine graduate matters. This includes recruitment, admissions, compliance with policies and procedures, exams, and tracking 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/or 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

Each student has a Faculty Advisor who serves as their 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 advisor. Faculty advisors are responsible for helping students clarify their career goals as they progress through the program, and they may 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 for full-time students. Additionally, faculty advisors guide students through an annual evaluation to assess 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 helps track and monitor graduate student academic progress. GradPath enables the student, their program, and the Graduate College to see at a glance where a student stands in their academic journey. The GradPath User Guides provide 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 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 they are concurrently enrolled in a separate MS or PhD program at the University of Arizona. For more funding information, visit the Graduate College Funding and Financial Information (<https://grad.arizona.edu/funding>).

Master's students who are enrolled as main campus students may qualify for financial assistance such as Fellowships, Teaching Assistantships, and Research Assistantships through the Graduate College (<https://grad.arizona.edu/gaf/>). To access this aid, 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.

In addition, MS students who are enrolled as main campus students are eligible to apply for Graduate Tuition Scholarships, Graduate College Fellowships and Graduate Assistantships available through the IIA GIDP and MA students enrolled through AZ Online are eligible to apply for Graduate Assistantships available through the IIA GIDP. We send out calls for applications to MS students each semester. Finally, all MS students are encouraged to seek out funding from a variety of sources; the Graduate College has online resources that 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 coursework. 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 toward degree completion must be made, and this should be documented in the annual review process with the faculty and the advisor/program coordinator.

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

An evaluation of “not making Satisfactory Academic Progress” is grounds for removal of funding from the IIA program and may also serve as grounds for removal from the program. Students judged to have academic difficulties (e.g., poor grades, failing or at risk of failing to meet program requirements) will receive written notice from the Committee with specific suggestions for how these issues might be addressed and the deadline for implementing these actions. This notice will be copied to the Graduate College. The Graduate College has established guidelines that departments must follow to dismiss graduate students from their programs. Students should familiarize themselves with the steps in this process so they understand their rights, responsibilities, and options if such a situation arises. Students who do not resolve these issues by the specified deadlines may be dismissed from the program.

4.4 Expected Outcomes

<i>Graduate Certificate in Innovations in Aging</i> 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 finish IIA 598, which involves identifying a current challenge or opportunity affecting older adults and proposing an interdisciplinary intervention under the guidance of a faculty supervisor. Students are encouraged to explore topics relevant to their current or future careers, making the assignment immediately valuable. This deliverable offers students a chance to develop creative ideas, receive feedback from experts, and ultimately, contribute to enhancing the lives of older adults in their future workplaces. The goal is not to change the world with this single project but to make a meaningful, incremental step in understanding and applying gerontological concepts to real-world situations. A more detailed description of the project and process can be found in Appendix D. IIA 598 is graded for a letter grade.

4.7 Annual Review

IIA graduate certificate 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

Students 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 in developing the plan of study. Required courses are identified, and the usual semesters and sessions when courses are offered are listed in parentheses. An Excel file of this template will be made available to students 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)			
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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 t students to complete 36 units of coursework.

5.2 Time to Degree

Students can complete the program in as few 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 minimum GPA of 3.00 in all graduate courses. 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 toward degree completion must be made, and this should be documented in the annual review process with the faculty and the advisor/program coordinator.

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

An evaluation of “not making Satisfactory Academic Progress” is grounds for removal of funding from the IIA program and may also lead to dismissal from the program. Students identified as having academic difficulties (e.g., poor grades, failing or at risk of failing to meet program requirements) will receive written notice from the Committee with specific suggestions for addressing these issues and a deadline to take action. This notice will be copied to the Graduate College. The Graduate College has established guidelines that departments must follow to dismiss graduate students from their programs. Students should familiarize themselves with these steps to understand their rights, responsibilities, and available remedies if such a situation arises. Students who do not remediate by the specified deadlines 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 the usual sequence of courses)

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

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

Two research selective courses are required unless the student is pursuing a stackable option other than the IIA Certificate. The approved list of research selective courses is provided in Appendix C, along with course descriptions.

In consultation with the faculty advisor, students may petition to take other research courses offered at the University of Arizona. Two elective courses, selected to align with the student's career goals, are also required in the plan of study. A list of pre-approved electives is located in Appendix C. For the most current list of electives, go to the program catalog: <https://innovationsinaging.uahs.arizona.edu/ms-iaa-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 evidence-based intervention to address a current challenge or opportunity impacting older adults. Students who are also completing an IIA Graduate Certificate are required to take one credit of IIA 598 (the certificate capstone) and two credits of IIA 909 (the master's capstone). Otherwise, master's students are required to complete three credits of IIA 909.

The capstone project is carried out under the supervision of a faculty advisor and a Master's committee that includes one additional faculty member chosen by the student. The advisor must be from the IIA GIDP faculty and hold Graduate Faculty status. The other faculty member also needs Graduate Faculty status and can be from the IIA GIDP faculty or from the student's area of disciplinary interest. After meeting with the faculty advisor and discussing potential topics relevant to their current or future careers, students propose their topic, the challenge or opportunity they aim to address, possible interventions and their rationale, during a formal committee meeting. Once the committee approves the topic, timeline, and approach, the student collaborates with the faculty advisor to produce a final written document. This document includes: (1) a statement of the challenge; (2) a description of the search strategy used to review literature on possible interventions; (3) a table of evidence and a narrative about

the current state of the science; (4) a description of the proposed intervention, including a logic model and considerations for implementation; and (5) implications and future considerations. Students are not required to implement the intervention or collect data on its effectiveness. Additional details about the process and expectations are outlined in Appendix F.

After completing the “penultimate” draft, it is submitted to both committee members, and a formal committee meeting is held where the student presents their innovation. During this meeting, the faculty chair leads a discussion of the student’s written document. The Master’s Committee members then review the document and presentation, make recommendations, and vote on their acceptability using SP/P/U designations. Following the meeting, students are required to video record their presentation (10-15 minutes) and submit it along with their final proposal to the program coordinator. The MS capstone provides an opportunity for students to explore creative ideas, receive feedback from field experts, and ultimately contribute to improving the lives of older adults in a future workplace setting. A more detailed description of the project and process is available in Appendix F.

5.7 Annual Review

IIA Master’s students participate in an annual evaluation to determine satisfactory progress. The review is based on the student’s 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

Students 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 IIA GIDP Chair, 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 it to the program coordinator or faculty in a timely manner and before the end of the term. The “I” grade is given at the instructor's discretion.

5.10 Plan of Study (Advising Template) for MS with no stackable certificates

This template is prepared to assist faculty advisors and students who are working toward completing the MS with no stackable certificates 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.

Advising Template for Innovations in Aging Master of Science Degree				
Anticipated Graduation Date:				
Student Career Goals:				
Courses Required for Degree		Completed Coursework: Enter Term		Notes
	Major Courses	Planned Term of Completion	Term Completed /Grade	
MED 501	Human Aging: Aging Experience (1 credit) (F-1)			
MED 502 or ETH 530	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 (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 909 Capstone	Applying Aging Innovations (3 credits) (F/S)			
	Research Selective Options (6 credits requires) (F/S)			
	Students will meet the requirements for research methods courses by taking two courses selected from a pre-approved list provided by the program coordinator, Chair of the IIA GDP or faculty advisor. See Appendix C			
	Elective Courses (6 credits required)			

	Other Coursework			

5.11 Plan of Study (Advising Template) for MS with IIA Graduate Certificate

This template is prepared to assist faculty advisors and students who are completing both the IIA Graduate Certificate and IIA MS to 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 students from the program coordinator.

<p>Advising Template for Innovations in Aging Master of Science Degree with IIA Graduate Certificate</p> <p>Anticipated Graduation Date:</p> <p>Student Career Goals:</p>
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Courses Required for Degree		Completed Coursework: Enter Term		Notes
	Major Courses	Planned Term of Completion	Term Completed/ Grade	
MED 501	Human Aging: Aging Experience (1 credit) (F-1)			
MED 502 or ETH 530	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 (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 598 Certificate Capstone	Human Aging: Applying Aging Innovations (Capstone) (1 credit) (F/S)			
IIA 909 MS Capstone	Applying Aging Innovations (2 credits) (F/S)			
	Research Selective Options (6 credits requires) (F/S)			
	Students will meet the requirements for research methods courses by taking two courses selected from a pre-approved list provided by the program coordinator, Chair of the IIA GDP or faculty advisor See Appendix C			
	Elective Courses (6 credits required)			

	Other Coursework			

5.12 Plan of Study (Advising Template) for MS with Graduate Certificate in Aging Law and Policy

This template is prepared to assist faculty advisors and students who plan to complete the IIA MS and the Graduate Certificate in Aging Law and Policy 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 students from the program coordinator.

Advising Template for Innovations in Aging Master of Science Degree with Aging Law and Policy Certificate				
Anticipated Graduation Date:				
Student Career Goals:				
Courses Required for Degree		Completed Coursework: Enter Term		Notes
	Major Courses	Planned Term of Completion	Term Completed/ Grade	
MED 501	Human Aging: Aging Experience (1 credit) (F-1)			
MED 502 or ETH 530	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 (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 909	Applying Aging Innovations (3 credits)* (F/S)			
	Aging Law and Policy Courses			
LAW584A	Aging in America (3 credits) (F)			
LAW 584B	Aging and Social Justice (3 credits) (S)			
LAW584C	Technology & Aging: Legal and Ethical Developments (3 credits) (?)			
LAW 584D	Aging and the Law (3 credits) (?)			
	Elective Courses (None are required)			

* To obtain a graduate certificate in both IIA and Aging Law and Policy in conjunction with the MS degree, students complete one credit of the Certificate Capstone (IIA598) and two credits of the Master’s capstone (IIA909) .

5.13 Plan of Study (Advising Template) for MS with Graduate Certificate in Indigenous Health

Advising Template for Innovations in Aging Master of Science Degree with Indigenous Health Certificate

Anticipated Graduation Date:

Student Career Goals:

Courses Required for Degree		Completed Coursework: Enter Term		Notes
	Major Courses	Planned Term of Completion	Term Completed/ Grade	
MED 501	Human Aging: Aging Experience (1 credit) (F-1)			
MED 502 or ETH 530	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			

	(1 credit) (S-1)			
MED 531	<i>Human Aging: Applied Theory</i> (1 credit) (S-2)			
CPH 539	<i>Human Aging: Across Disciplines</i> (1 credit) (S-2)			
FCM/AIAR 524C	<i>Arts and Community Health: Intercultural Perspectives and Applications</i> (1 credit) (S-3)			
IIA 550	<i>Bias, Ageism & Implications on Aging</i> (3 credits) (F)			
IIA551	<i>Equity, Diversity & Inclusion in Research</i> (3 credits) (S)			
IIA 543	<i>Perspectives in Aging on Aging</i> (3 credits) (F)			
IIA 909	<i>Applying Aging Innovations</i> (2 credits) * (F/S)			
	Indigenous Health Courses			
PHPM 517	<i>Indigenous Public Health</i> (3 units) (?)			
PHP 521	<i>Administrative Dimensions of Indigenous Health</i> (3 units) (?)			
PHPM 568	<i>American Indian Health Care Policy</i> (3 units) (S)			
HPS 556	<i>A Circular Approach to Global Indigenous Research</i> (3 units) (?)			
IIA 909:	<i>Applying Aging Innovations for Indigenous Populations</i>			

	(1 credit) (F/S)			
	Elective Courses (None are required)			
	Other Coursework			

** To obtain a graduate certificate in both IIA and Indigenous Health in conjunction with the MS degree, students complete one credit of the Certificate Capstone (IIA598), one credit of the Master's capstone that focuses on older adults (IIA 909) and one credit of the Master's capstone (IIA 909).*

Appendix A: Usual Course Sequence for Graduate Certificate

Students will be notified if changes are made.

IIA Certificate Usual Full Time Course Sequence–2025-2026 Fall/Spring					
Fall 2025			Spring 2026		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
MED 501— Human Aging: The Aging Experience (1 credit)	PHSC 533-- Human Aging: Interprofessional practice, communication & older adults (1 credit)	MED 534— Human Aging: Spectrum of Support Services & Structures (1 credit)	Nur 508: Human Aging: Biological & Psychological Perspectives (1 credit)	CPH 536— Human Aging: Current Trends in Tech & Innovation (1 credit)	MED 531— Human Aging: Applied Theory (1 credit) Note: Best to take MED501, MED 502, MED 512, and NURS 508 prior to MED 531
MED 502/ETH 530: Human Aging: Ethical Considerations (1 credit)	MED 512— Human Aging: Socio-Cultural & Human Diversity Perspectives (1 credit)	CPH 535— Human Aging Local & Global Challenges (1 credit)	MED 532/EDP 532— Human Aging: Strategies for Critical Evaluation (1 credit)	FCM/AIAR 424C/524C Arts and Community Health: Intercultural Perspectives & Applications (1 credit)	CPH 539— Across Disciplines (1 credit)
Total 6 credits			Total: 7 credits (including IIA598*)		
* IIA598 Capstone (1 credit) is offered in both Fall and Spring term					

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

Students will be notified if changes are made.

IIA MS Course Sequence Usual full time –2025-2026 Fall/Spring					
Year 1					
Fall 2025			Spring 2026		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
MED 501— Human Aging: The Aging Experience (1 credit)	PHSC 533-- Human Aging: Interprofessional practice, communication & older adults (1 credit)	MED 534— Human Aging: Spectrum of Support Services & Structures (1 credit)	Nur 508: Human Aging: Biological & Psychological Perspectives (1 credit)	CPH 536— Human Aging: Current Trends in Tech & Innovation (1 credit)	MED 531— Human Aging: Applied Theory (1 credit) Note: Best to take MED501, MED 502, MED 512, and NURS 508 prior to MED 531
MED 502/ETH 530: Human Aging: Ethical Considerations (1 credit)	MED 512— Human Aging: Socio-Cultural & Human Diversity Perspectives (1 credit)	CPH 535— Human Aging Local & Global Challenges (1 credit)	MED 532/EDP 532— Human Aging: Strategies for Critical Evaluation (1 credit)	FCM/AIAR 424C/524C Arts and Community Health: Intercultural Perspectives & Applications (1 credit)	CPH 539—Across Disciplines (1 credit)
Research Methods selective or pre-approved elective (3 credits)			Research Methods selective or pre-approved elective (3 credits)		
Total 9 credits			Total: 10 credits (including IIA598* if also taking the certificate)		
Year 2					
Fall 2026			Spring 2027		
IIA 543: Perspectives in Aging (3 credits)			IIA551, Equity, Diversity & Inclusion in Research on Aging (3 credits)		
IIA 550: Bias, Ageism & Implications on Aging (3 credits)			Research Methods selective or pre-approved elective (3 credits)		
Research Methods selective or pre-approved elective (3 credits)			IIA 909 Applying Aging Innovations (2 if also taking certificate; if not 3 credits) Note: IIA 909 is among the last courses taken		
Total 9 credits			Total 9 credits		

Appendix C: Pre-Approved Research Selectives and Electives for the Master's Program

Course number	Course title	Pre-requisites	When Offered	Focus/Comments
Research Methods 1				
AED 617	Research, Methods and Project Design	None	Fall	Basic methods
BIOS/EPID 576A	Biostatistics in public health	One year of college level math	Fall, Spring	Math heavy probably most appropriate for student who wants PhD; student must master statistical software package
LIS 506	Research Methods for Library and Information Professionals	None	Fall, Spring, Summer	Basic methods including qual and evaluation with an emphasis on evaluating published reports
NSC 519	Advanced Applied Nutritional Science	Approval of instructor	Summer	Research design, methods, and implementation, interpretation of research findings
SERP 556	Research Methods in Education	None	Spring, Summer	Basic methods including evaluation research
Research Methods 2				
BME 477/577	Introduction to Biomedical Informatics	Basic course in computer or computer applications; consent of instructor	Fall	Health information systems and “big” data—could be a good research 2 course for some students
EDL 504	Disciplined Inquiry in Education	None	Fall, but has been offered in spring and summer. Offered	An array of qualitative methods, culminates in writing research

			online in Spring 22. Only offered in-person in Fall 22 and Fall 23.	proposal—could be good research 2 for some students
EPID 573B -	Epidemiological Methods	BIOS/EPID 576A	Fall (on-line) Spring (in person) 7.5 weeks	Very quantitative and heavy math.
EPID 673	Mixed Research Methods - Design, Conduct and Application in Health Research	BIOS/EPID 576A	Spring	May not have pre-requisites and has qualitative elements and not a heavy math focus
HPS 628	Public Health Research & Evaluation	EPID/CPH 573A and BIOS/EPID/CPH 576A or equivalent or enrollment in MPH	Summer	Methods for undertaking public health research and program evaluation.
MATH 574M	Statistical Machine Learning	Undergraduate math and statistics including linear algebra	Fall, but also has been offered in spring	Basic concepts and skills for finding hidden patterns in data/very specialized and math heavy
SERP 590	Single Subject Research Design	None	Fall and Spring	Single case designs fairly specialized

*All courses on this list are on-line. Any course not on this list may be submitted to the faculty advisor or program coordinator for pre-approval, including those that are offered in-person.

Pre-Approved Electives Offered through AZ Online for MS in Innovations in Aging Program			
Course Number	Course Title	Credits	Term
	Cellular and Molecular Medicine		
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	

	Human Rights Practice		
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	
	Immunobiology		
IMB 506	Human Immunology	3	
IMB 501	Medical Microbiology and Immunology	4	
IMB 502	Medical Microbiology Basics	1	
IMB 504	Medical Virology Basics	1	
	Nutrition Sciences		
NSC 509	Advanced Nutrition Metabolism and Disease (cert)	3	
*NSC 512	The Body Positive Concept & You	3	f
*NSC 522	Weight Inclusive Approach to Counseling	3	f
*NSC 542	Health Communication from a Weight Inclusive Lens	3	f
NSC 545	Assessment and Regulation of Human Body Composition not online	3	
*NSC 570	Agriculture and Food Literacy for Nutrition and Health Professions	3	f
NSC 575	Nutrigenomics for the Study of Disease Prevention and Intervention	3	
*NSC535	Advanced Clinical Nutrition	3	f
	Law		
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	
	Eller College of Management		
MGMT 536	Leading Healthcare Change	3	
MGMT 537	Healthcare in Leadership	3	

	Nursing		
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	
	Public Health		
EHS 502	Environmental Monitoring Methods	3	
EHS 520	Environmentally Acquired Illnesses	3	
EHS 526	Topics in Environmental Justice	3	
EHS 539A	Outbreaks and Environmental Microbiology: Then to Now	3	
EHS/EPID 545	One Health Foundations	3	
EHS 546	One Health Approach and Case Studies	3	
EHS 575	Environmental and Occupational Health	3	
EHS 589	Public Health Preparedness	3	
EPID 573A	Basic Principles of Epidemiology	3	
EPID 573D	Analysis of Public Health Data	3	
*EPID 554A	Healthy Aging in Action 1	3	
*EPID 554B	Healthy Aging in Action 2	3	
*HPS 524	Optimizing well-being and Resilience for Older adults		
HPS 529	Project, Design, and Implementation in Global Health Development	3	
HPS 533	Global Health	3	
*HPS 537	Management and Leadership in Long Term Care	3	
HPS 534	Infectious Diseases, Global Health and Development	3	
HPS 556	Indigenous Methods and Evaluation Approaches	3	
HPS 559	Management of Global Public Health Emergencies	3	
HPS 599	Independent Study in Global Health & Development Issues	3	
PHP 419/519	Alzheimer's Disease, Other Dementias and the Role of Public Health	3	
PHP 521	Administrative Dimensions of Indigenous Health	3	
PHP 424/524	Optimizing Well-being and Resilience for Older Adults	3	
PHP 536	Aging, Environment and Wellbeing	3	
PHP 537	Management and Leadership in Long-term Care	3	
PHPM 517	Indigenous Public Health	3	

: All courses on this list are all on-line. Any course not on this list may be submitted to the faculty advisor or program coordinator for pre-approval including those that are offered in-person.

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

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 project requires you to identify a current challenge or opportunity impacting older adults that interests you and that you wish to explore in greater depth. In coordination with your faculty supervisor, you will educate yourself about the area you have selected and develop a holistic view of how it could be impacted by a **specific pre-existing intervention**. We recommend that, to the maximum extent possible, you explore topics relevant to your current or future career ambitions so the assignment can provide immediate value. This deliverable presents an opportunity to explore your ideas, receive feedback from experts in the field, and potentially set you on a 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 to 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 with 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 a proposed intervention.
4. Describe ways project implementation will promote older persons' strengths and adaptations to maximize well-being, health, and mental health.
5. Present the proposal using non-ageist language for a lay or interprofessional audience.

Requirements

Students will complete a written proposal **seeking to apply an existing intervention** to leverage an opportunity or positively impact a current challenge impacting older adults. Examples 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

- The presentation must be submitted as a videotape, although the 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 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 done so, you must choose an advisor for your capstone proposal before proceeding. This advisor will give feedback, offer support, and assign the final grade for your deliverable. If you haven’t selected an advisor yet, please contact your program coordinator as soon as possible.
- Literature Review – Your initial submission should include a brief review of **at least four (4) articles** related to your selected opportunity or challenge. You will also write an introductory narrative for the literature review, along with a draft problem statement to help shape your paper.
- Draft #1 – The second submission is an edited and revised version of your literature review and expands on that information by including **at least four additional sources** related to your chosen challenge or opportunity. It should also include a drafted opportunity/problem statement that starts to frame the context of your proposal. At least two of your references need to address interventions that have been previously used, whether successful or unsuccessful. 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 drafts of 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 slide 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, follow the publishing format of your choice, and align with the corresponding grading rubric (see below). Previous drafts are not submitted at this time.

Suggested Outline

1. Abstract

2. Introduction (~2-3 pages) – Describe the context for the proposal. It includes a clear explanation of the current challenge or opportunity and directly connects to the proposed intervention based on literature.
3. Challenge/Opportunity Statement (~1 paragraph) – A brief and clear summary capturing the challenge or opportunity.
4. Narrative literature review.
5. Proposed Intervention (2-3) – After outlining 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 following 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.	Most positions/claims are substantiated with authoritative examples and citations.	Position / Claims lack support due to insufficient examples and citations. Sources of support used lack authority or credibility.

	The intervention proposed is feasible, well defined, and clearly impacts the challenge or opportunity identified.	The intervention proposed does not clearly demonstrate a feasible, well defined and impacts the challenge or opportunity identified.	
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.	<u>Similar</u> to peers, Arranged in a mostly logical order without grammatical and spelling errors.	Illogical order. Repetitive. Grammar or spelling errors. Referred to writing center.

Presentation Rubric

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 <u>topic</u> , <u>but</u> 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 <u>stated</u> 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

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

This final capstone project requires students to identify a current challenge or opportunity affecting older adults and to propose an interdisciplinary intervention under the guidance of a faculty supervisor. The intervention you suggest must be original in concept or application! Your final project will incorporate everything you've learned about current research in aging studies, the aging experience, your focus area, and how these can be combined to benefit older adults. We recommend exploring topics relevant to your current or future career goals as much as possible so that the assignment offers immediate value. This project provides an opportunity to develop your ideas, receive feedback from experts in the field, and potentially set you on a path toward making a meaningful contribution to your career and to the older adult population. The goal is not to change the world with this single learning artifact, but to take a meaningful and incremental step forward in your understanding and application of gerontological concepts in 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. Design an intervention that appropriately integrates two or more perspectives related to older adults (e.g., biological, social, cultural, and humanistic).
3. Synthesize interdisciplinary literature to provide an evidence-based foundation for the proposal.
4. Create a logic model for the project that clearly defines the inputs, activities, outputs, outcomes and impact of the proposed intervention.
5. Describe ways project implementation will promote older persons' strengths and adaptations to maximize well-being, health and mental health.
6. Develop an evaluation plan for the project implementation.
7. Present your proposal using non-ageist language for a lay or interprofessional audience.

Requirements

Students will submit a written proposal outlining a unique, evidence-based solution to seize an opportunity or positively address a current challenge affecting older adults. Example topics include:

- Design an art event or program to enhance the quality of life for older adults in an underserved neighborhood.

- Propose a new technology or an improvement to an existing one to improve adherence among older adults taking life-saving medications.
- Design a new physical space to meet the needs of older adults who use it.
- Create or design a media project such as books, podcasts and or 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 the timing of walking signals or health care access.

Proposal papers must:

- Total 8 – 12 pages in length excluding references, title page, and table of evidence.
- 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

- Video of final presentation.
- Length = 5-10 minutes.

Process

The capstone course (IIA 909) is offered every semester in five-week segments. Each segment is worth 1 credit, and three credits are required for program completion. These credits can be taken sequentially within one semester (strongly recommended) or concurrently during a single five-week session. The workload for the project is significant, and completing the entire capstone within five weeks can be very challenging for most students. Remember that taking 1 credit of 909 in five weeks typically demands 9 hours of work per week, and taking 3 credits of 909 in five weeks would require 27 hours of work per week. If you are considering completing the capstone project within a five-week session, please meet with your primary faculty advisor before deciding on your completion timeframe. ***You must get permission from the faculty member who is your primary advisor before registering for the five-week capstone completion option.*** IIA 909 is structured like an independent study and does not appear on D2L. Course communications and assignment submissions are handled via email. IIA909 is designed to help you develop your capstone project step by step, with guidance from a faculty advisor.

If you are formally enrolled in one or more certificates AND the MS program, you still need a total of 3 units of independent study to complete the MS capstone. If you are stacking the IIA graduate certificate and the IIA MS, either with or without another certificate, completing the IIA graduate certificate always requires 1 unit of IIA 598, and the number of IIA 909 credits is reduced. If you are stacking the Indigenous Health Certificate into the IIA MS, one unit of IIA 909 is required as “Applying Aging Innovations for Indigenous Populations”. The Program Coordinator or faculty advisor can assist you in determining how many units are required to fulfill the requirements.

Step 1. Select a mentor for your capstone project

If you haven't already, select an advisor before moving forward. Your advisor will provide feedback and support weekly and will ultimately assign the final grade for your deliverables. If you haven't chosen an advisor yet, contact your program coordinator (margaretproffitt@arizona.edu) or the IIA Chair (aesokan@arizona.edu) as soon as possible. If you've already selected your advisor, use this opportunity to meet with them and discuss your project.

Step 2. Formulate your Master of Science Capstone Committee

Your Master of Science Capstone Committee includes your advisor, who must be IIA faculty, and one other faculty member eligible to serve on master's committees, but not necessarily an IIA faculty member.

- Before you make your selection, it's a good idea to discuss your ideas about the second faculty member with your faculty advisor.
- After selecting the other committee member, communicate your ideas to them.
- Schedule an initial committee meeting where both faculty members can give advice and approve your topic and the proposed direction for your project.
 - Prepare for the meeting: Ideally, before the committee meeting, you will have conducted a mini-literature review that you can discuss.
 - At the meeting, you need to identify the current challenge or opportunity impacting older adults in which you are interested and propose an interdisciplinary intervention for addressing the challenge.
 - After the initial meeting, you can expect to work closely with your faculty advisor unless there are specific questions for the second committee member. You will be expected to seek input from your second committee member when you do your final presentation and when you submit your final written report.

Step 3. Develop a project completion plan

Ideally, you will meet with your faculty advisor weekly and have a weekly deliverable to discuss during the meeting. The goal is to use these deliverables to give you opportunities to explore questions, get answers, and create something of long-term value for yourself. The advisor you chose is responsible for answering questions and guiding you toward something useful. Each assignment will become increasingly refined and sophisticated in research and writing techniques.

Step 4. Complete the project – one step at a time

In addition to your own original thoughts, the literature review is the heart of your proposal.

- Review relevant literature on the nature, scope, and significance of the problem or challenge, including the theoretical approaches, proposed or implemented interventions, evaluation outcomes, and lessons learned.
- To evaluate the breadth and depth of the research literature and assess its quality, we recommend entering the study components into a chart or "Table of Evidence" (format provided in IIA 531). As

shown in the example below, the table columns include: reference; study purpose; study design/instrument, sample, findings, and discussion. Your table will be attached to the final product, and articles will be cited on a references page using an appropriate publishing format for your discipline (MLA, APA, etc.). For more information about analyzing literature and structuring the table of evidence, please refer to <https://www.simplypsychology.org/synthesising.html>.

- A logic model is a key part of your final proposal. Logic models are visual representations of what is needed and what results can be expected to produce specific outcomes and impacts. You have had the chance in class to learn how to build logic models. If you need a refresher, this website offers a basic starting point. https://www.cdc.gov/tb/programs/evaluation/Logic_Model.html
- If you need more information don't hesitate to ask your faculty advisor.

Step 5. Final project deliverables

- Deliverables. *Final submissions include your completed proposal and a recorded 5-10 minute powerpoint presentation.*
- Once you have finished the penultimate version of your proposal, send it to your two committee members and arrange a committee meeting. During the final meeting, you will be asked to present your project orally.
- Your committee members will provide feedback and suggestions to improve both your written work and presentation.
- After the meeting, record your revised presentation (10-15 minutes) and submit the recording along with your final proposal for evaluation.
- The final written submission should follow the publishing format of your choice (e.g., APA) and the corresponding grading rubric (see below). With your permission, your final presentation will be uploaded to the IIA GIDP website.

Suggested Outline

1. Abstract
2. Introduction (~3-4 pages) – Describe the context for the proposal. It includes a clear explanation of the current challenge or opportunity and establishes a clear connection to the proposed intervention based on literature..
3. Challenge/Opportunity Statement (~1 paragraph) – Concise summary capturing the challenge or opportunity.
4. Narrative literature review (synthesis of literature) with Table of Evidence included as an appendix.
5. 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 and theoretical rationale

- b. Logic Model (attached) and short narrative
 - c. Your reflection on the implementation challenges from the perspective of the targeted older adults, considering various aging-related aspects (e.g., biological, social, cultural, and humanistic).
6. Implications and Future Considerations
- a. Assumptions & Barriers
 - b. Future Plans
 - c. How would implementing this influence your future or current career?
 - d. Reflect on your experience with the process and the final product.
7. References
8. Appendix – Comprehensive table of evidence

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 following 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.

Presentation Rubric

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)advantage; 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 (80% of final grade)** – This course brings together all the Innovations in Aging Certificate courses you've completed so far. Your final project will involve applying everything you've learned to identify an opportunity or challenge faced by aging adults that interests you, and to propose an innovation to address it. This final project is divided into several smaller deliverables to help you maximize your experience, including ideating, scoping, and finally writing up an innovation project to pitch. The whole course is designed to support your progress and improvements for your final certificate capstone project.
- 2) Innovation Presentation (20% of final grade)** – Finally, after completing your innovation project paper, you will present your idea to an intergenerational and interprofessional audience. The focus of this presentation is for you to share your idea, spark a conversation, and help your audience consider the possibilities.

Points Table

Assignments	Quantity / Parts	Points	Total
Innovation Project	(1) Final Paper	80	80
Innovation Presentation	(1) Presentation	20	20
			100