NEW ACADEMIC PROGRAM – MAJOR
Preliminary Proposal Form

I. **Program Details**
   a. **Name (and Degree Type) of Proposed Academic Program:** Master of Science in Innovations in Aging (Graduate Interdisciplinary Degree Program- GIDP)
      i. **Emphases (if applicable):** Research
   b. **Academic Unit(s)/College(s):** GIDP- Graduate College
   c. **Campus/Location(s):** UA Online, Main Campus, Global Direct Campus and Global Locations
      Note: *if UA Online is a desired option, please complete the form [here](#) to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.*
   d. *First Admission Term (i.e., Fall 2022): Fall 2022*
   e. **Primary Contact and Email:** *Alexis Lim, alexandrialim@arizona.edu*

II. **Executive Summary** (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major)**:**

Eighty-seven percent of UArizona Health Sciences students agree that it is important to offer formal education in Aging. Our student-validated programs were designed based on student surveys and focus groups and following guidance from the Association of Gerontology in Higher Education (AGHE). Programs were developed to address urgent challenges and opportunities associated with the growing aging population and are specifically designed to provide the flexibility necessary to meet the needs of busy students and professionals.

As part of the **UArizona Health Sciences Global and Online**, Innovations in Aging programs were built in collaboration between the UArizona College of Medicine – Phoenix, College of Medicine – Tucson, College of Nursing, College of Pharmacy, and Mel and Enid Zuckerman College of Public Health, in partnership with **Arizona Center on Aging**. Programs offer a rare, truly interdisciplinary approach to understanding aging and how to effectively implement positive change in interprofessional settings.

III. **Brief Program Description:** *Work with [campus marketing](#) to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically 100-250 words.*

As part of the UArizona Health Sciences Global and Online Strategic Initiative, Innovations in Aging programs will be built in collaboration between the College of Medicine –Phoenix, College of Medicine –Tucson, College of Nursing, College of Pharmacy, and Mel and Enid Zuckerman College of Public Health, in partnership with Arizona Center on Aging and other distinguished Colleges across the University of Arizona. The Master of Science in Innovations in Aging will not only prepare students for several different roles within the field of gerontology, but it is also

aligned with the Academy of Gerontologists in Higher Education (AGHE) competencies and thus prepare students to receive an internationally recognized certification in gerontology from the National Association for Professional Gerontologists (NAPG). In response to growing demand for professionals with experience and demonstrated knowledge in gerontology and aging studies, both within and beyond Arizona, the University of Arizona Health Sciences in partnership with the aforementioned collaborators will establish a new MS in Innovations in Aging program with special emphasis placed on the expertise provided by the University of Arizona as the only public institution in the state with medical, nursing, pharmacy, and public health colleges. The initial offering of the program will focus on the areas of expertise within these colleges to provide students with emphasis in Research. The development of the MS in Innovations in Aging GIDP program will leverage expertise of faculty who have been recognized at the state and federal level for their expertise in their respective fields and gerontology and aging studies and have been awarded extramural funding to support research in geroscience. This includes not only leveraging those affiliated with the Arizona Center on Aging, but also multiple faculty who have been identified as Gerontologist of the Year by the Arizona Geriatrics Society.

IV. **Program Rationale:** *In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university. To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources, etc.?*

Changes in the population and aging of Arizona and America suggest that the needs of this growing demographic will not be met without new educational programs focused on the challenges and opportunities involved. In order to better serve our state, country and global communities, an agile response is needed. The University of Arizona has been recognized as a leader in aging sciences and research and this can be seen in both recent awards as well as designation of resources in the UA Strategic Plan. To address the identified need and in alignment with larger UA and UAHS goals, the creation of high-quality academic programs such as the MS in Innovations in Aging has been deemed critical. This program not only aims to prepare a workforce that is capable of addressing the challenges and opportunities associated with this population, but that also innovates new, effective ways of supporting the needs of the diverse populations within the state and beyond. The growing demand for skilled Gerontological professionals across a number of disciplines is only increasing. Despite this high demand, there is a lack of a prepared workforce to accommodate the anticipated growth in older populations and the healthcare and social demands. Health and care over a lifespan require a team of trained professionals. Each brings different expertise and together provide an environment that includes psychological, social, biological care as well as the creation and implementation of policies that address the needs of aging populations.

Departments and Colleges across campus have been approached to contribute to the program and the housing of the program within the GIDP is intentional to allow for and encourage this necessary collaboration. This program is supported through strategic planning funds.

V. **Projected Enrollment for the First Three Years:** *Note that for the full proposal, you will need to provide evidence to support the projection (through student/alumni surveys, enrollment in existing courses, peer programs, etc.) At this stage, a rough estimate is sufficient.*

Year 1	Year 2	Year 3
12	24	36

VI. **Evidence of Market Demand:** *Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from Burning Glass) by skillsobtained/CIP code of the proposed major; contact the [Office of Curricular Affairs](#) to request the report if needed for your proposal. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

The MS is aligned to the Association of Gerontology in Higher Education (AGHE) competencies and will provide students with the coursework and experience needed to apply for professional certification through the National Association of Professional Gerontologists (NAPG). This program will also serve to build on the previously established foundational courses and allow students the opportunity to focus additional studies in several tracks/emphasis areas that enumerate the interdisciplinary nature of aging studies.

Proposed tracks/emphasis areas include:
- Research

Lastly, in response to the market and other research, job outlook data and preliminary surveys conducted by the Mel and Enid Zuckerman College of Public Health and the UArizona Health Sciences Global and Online office, the steering committee deployed a survey of current UArizona student population to determine interest in the Innovations in Aging program. The primary objective of the survey was to understand student demand for graduate programs in aging and further support the need for a program of this sort within the UA, greater Arizona, national and global landscapes. As a result of the survey, 87% of UArizona Health Sciences students agree that it is important to offer formal education in Aging. This survey supports the data for job outlook and demand and highlights the specific need for a program focused on research and health sciences.

VII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*
MS Aging- Arizona State University (No emphasis on research)

VIII. **Resources**
   a. **Summarize new resources required to offer the program:**
      i. *Part time coordinator- $25,000+ERE*
      ii. *Marketing- $10,000*
   b. **Estimate total expected cost:**
      i. **Year 1- $146,750**

ii. **Year 2- $180,750**
    iii. **Year 3- $202,750**

    c. **Estimate total expected revenue of the program:**
    i. **Year 1- $206,310**
    ii. **Year 2- $206,310**
    iii. **Year 3- $206,310**

IX. **Required Signatures** *(the following should be included in the notification memo to campus after ABOR approval):*
    a. **Program Director/Main Proposer:**

        i. **Signature:**

        ii. **Name and Title: Linda Phillips, RN, PhD, FAAN,FGSA- Chair, Innovations in Aging GIDP Programs**

iii.   **Date: November 15, 2021**

b.   **Managing Unit/Department Head:**

        i. **Signature:**

        ii. **Name and Title: Benedict J. Colombi, Faculty Director, Graduate Interdisciplinary Programs**

        iii. **Date: November 15, 2021**

    c. **College Dean/Associate Dean:**

        i. **Signature:**

        ii. **Name and Title: Andrew Carnie, Vice Provost Graduate Education, Dean of the Graduate College**

        iii. **Date: November 15, 2021**

ACADEMIC ADMINISTRATION

Administration Building, 402
1401 E. University Blvd.
PO Box 210066
Tucson, AZ 85721-0066

THE UNIVERSITY OF ARIZONA

To: Linda Phillips, RN, PhD, FAAN, FGSA – Chair, Innovations in Aging GIDP Programs

From: Greg Heileman, PhD, Vice Provost for Undergraduate Education

Date: January 28, 2022

Subject: Approval of Preliminary Proposal for MS in Innovations in Aging GIDP

Thank you for submitting the preliminary review proposal for the Master of Science in Innovations in Aging (Graduate Interdisciplinary Degree Program – GIDP). The proposed academic program should provide an excellent educational opportunity and a useful degree for students pursuing careers related to formal education in Aging. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out the Curricular Affairs Office for assistance with this process.

CC: Liesl Folks, Senior Vice President for Academic Affairs and Provost
Jim Florian, Vice Provost, Institutional Planning and Analysis
Liz Sandoval, Manager, Curricular Affairs
Benedict J. Colombi, Faculty Director, Graduate Interdisciplinary Programs
Andrew Carnie, Vice Provost Graduate Education, Dean of the Graduate College

I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the EXAMPLE column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor/Master's.

GRADUATE

Total units required to complete the degree	36
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	BS/BA or graduate student status
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	MS CORE/REQUIRED COURSES Complete 30 credits of core courses: MED 501—Human Aging: The Aging Experience (1) MED 502—Human Aging: Ethical Considerations (1) CPH 535—Human Aging: Local & Global Challenges (1) MED 511—Human Aging: Biological, Psychological Perspectives (1) MED 512—Human Aging: Socio-Cultural & Human Diversity Perspectives (1) FCM 524C – Arts and Community Health: Intercultural Perspectives and Applications (1) MED 531— Human Aging: Applied Theory (1) MED 532— Human Aging: Strategies for Critical Evaluation (1) CPH 539—Human Aging: Across Disciplines (1) CPH 536— Human Aging: Current Trends in Tech & Innovation (1) MED 533— Human Aging: Interprofessional Practice, Communication & Older Adults (1) MED 534— Human Aging: Spectrum of Support Services & Structures (1) (New) IIA 543 - Perspectives in Aging (3) (New) IIA 550 – Bias, Ageism & Implications on Aging (3) (New) IIA 551 – Equity, Diversity, and Inclusion in Research on Aging (3) (New) IIA 552 – Research on Aging I (3) (New) IIA 553 – Research on Aging II (3) (New) IIA 909– Applying Aging Innovations (3)

	Complete 6 credits of elective courses:
	The remaining 6 credits are chosen from the following aging related topics:

Complete 6 credits of elective courses:

The remaining 6 credits are chosen from the following aging related topics:

- Discipline specific course that includes a relationship to aging or gerontology
- Interdisciplinary Research
- Interdisciplinary Practice
- Design, Development or Implementation of Aging Research or Innovation - Students may propose a course not on the list but meets the topic criteria for approval by the program coordinator.

Examples of courses available as electives at submission of the proposal include:

CTS 641A - Problem-based translational research in Alzheimer's Disease and Related Dementias I (3)
CTS 641B - Problem-based translational research in Alzheimer's Disease and Related Dementias II (3)
(New) PHL 524 - Optimizing well-being and resilience for older Adults (3)
(New) PHP 519 - Alzheimer's Disease, Other Dementias and the Role of Public Health (3)
HPS/PSY 524 - Gerontology: A Multidisciplinary Perspective (3)
PHPR 801E IPPE - Perspectives in Aging (3)
PCOL 595H Problems in the Biology of Complex Diseases (2)
PHCL/CPH/IMB 695L- Advanced Topics: Modulation of the Biology of Aging by Inflammation, Infection and Immunity (1)
PHP 536- Aging, Environment & Well-being (3)
FCM 524A - Arts & Community Health I (1)
FCM 524B - Arts & Community Health II (1)
PSY 559 - Adult Development and Aging (3)
PSY 596 - Lifespan Cognitive Development (3)
PSY 696D - Human Development Across the Life Span (1-3)
COMM 501 - Life-Span Communication (3)
COMM 507 - Family Communication (3)
FSHD 513 – Issues in Aging (3)
LAW 584A – Aging in America (3)
LAW 584B - Aging and Social Justice (3)

	LAW 684 - Law and the Elderly (2)
	Additional courses from Colleges across UArizona will be included on this list as they are made available by departments.
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes –Students are required to complete three research methods courses (IIA 551, IIA 552, IIA 553) in addition to (IIA 909) Master's Report.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes – Students are not required to conduct primary research; but they may participate in faculty research. Students are required to complete a Master's Report (IIA 909) which will be comprised of writing a detailed, interdisciplinary, research-informed proposal for quality improvement project addressing a challenge or opportunity for older adults or aging research. Only one is required.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	Yes - Students are required to complete a Master's Report (IIA 909). The report will be comprised of a detailed, interdisciplinary, research-informed proposal for quality improvement project addressing a challenge or opportunity for older adults or aging research.
Minor options (as relevant)	Not offered

*Emphases are officially recognized sub-specializations within the discipline. ABOR Policy 2-221 c. Academic Degree Programs Subspecializations requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as "major core"). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

II.   CURRENT COURSES–using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the UA course catalog or UAnalytics (Catalog and Schedule Dashboard) "Printable Course Descriptions by Department" On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head's permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the "Letter(s) of Support"

field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
MED 501	1	Human Aging: The Aging Experience	None	Online	F, Sp	Yes
MED 502	1	Human Aging: Ethical Considerations	None	Online	F, Sp	Yes
MED 511	1	Human Aging: Biological, Psychological Perspectives	None	Online	F, Sp	Yes
MED 512	1	Human Aging: Socio-Cultural & Human Diversity Perspectives	None	Online	F, Sp	Yes
FCM 524C	1	Arts and Community Health: Intercultural Perspectives and Applications		Online	F, Sp	Yes
MED 533	1	Human Aging: Interprofessional Practice, Communication & Older Adults	None	Online	F, Sp	Yes
MED 534	1	Human Aging: Spectrum of Support Services & Structures	None	Online	F, Sp	Yes
CPH 535	1	Human Aging Local & Global Challenges	None	Online	F, Sp	Yes
CPH 539	1	Human Aging: Across Disciplines	None	Online	F, Sp	Yes
MED 536	1	Human Aging: Current Trends in Tech & Innovation	None	Online	F, Sp	Yes
MED 531	1	Human Aging: Applied Theory	MED 501, MED 502, MED 511, MED 512	Online	F, Sp	Yes
MED 532	1	Human Aging: Strategies for Critical Evaluation	MED 531	Online	F, Sp	Yes

To be used once the preliminary proposal has been approved.

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
IIA 543	3	Perspectives in Aging	None	Online	D	F22	F, Sp	Yes	Yes
IIA 550	3	Bias, Ageism & Implications on Aging	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	Sp23	F, Sp	Yes	No
IIA 551	3	Equity, Diversity, and Inclusion in Research on Aging	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	F23	F, Sp	Yes	No
IIA 552	3	Research on Aging I	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	F23	F, Sp	Yes	No
IIA 553	3	Research on Aging II	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	S24	F, Sp	Yes	No
IIA 909	3	Applying Aging Innovations	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543, IIA 550, IIA 551, IIA 552, IIA 553	Online	D	S23	F, Sp	Yes	Yes

*In development (D); submitted for approval (S); approved (A)

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

VI. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the UA directory/phonebook. Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered "publicly visible". Contact Office of Curricular Affairs if you have concerns about CV information being "publicly visible".**

Faculty Member	College	Involvement	UA Vitae Link or Box folder link
Linda Phillips	College of Medicine - Tucson	Chair GIDP in Innovations in Aging, Teach MED 531, MED 511, MED 512, IIA 909, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a5f0eec2-9e88-4ae1-b204-abad0b613291
Lisa O'Neill	College of Medicine - Tucson	Teach MED 534, Faculty, Executive Committee Member	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6060f1a7-9089-4835-b504-ba95737db1cc
Jeannie Lee	College of Pharmacy	Teach MED 533, Executive Committee Member, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f389304e-afb0-3d08-9edb-6c4ff9d6a2c3
Kathleen Insel	College of Nursing	Executive Committee Member, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:55eed14f-cf1d-4916-aa5a-8bc293c0ade4
Amanda Sokan	College of Public Health	Teach CPH 535, CPH 539, Executive Committee Member, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9424cf7e-01f7-4761-9b4a-c23cc39fd2f8
Mindy Fain	College of Medicine - Tucson	Teach MED 501, Executive Committee Member, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8a678866-37ad-4678-91f3-73c081e5acc3
Jennie Gubner	College of Fine Arts- School of Music	Teach FCM 524C, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ae18b9a9-7298-4915-9837-145f3bee504c
David Beyda	College of Medicine - Phoenix	Teach MED 502, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9e127a8e-b06e-46e7-a251-dcd8a10b0f87

Lorraine Martin-Plank	College of Nursing	Teach MED 511, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3b0d1ab-db69-3341-a7b9-d03bd520783c
Yumi Shirai	College of Medicine-Tucson	Teach FCM 524C, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d1d9f386-5bbc-43c4-b753-7782d633e446
Siobhan Hoscheidt	College of Science-Psychology	Teach MED 511, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:72b77117-adba-3fac-9caa-6fb14e6e4999
Heidi Burross	College of Education	Teach MED 532, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:dd34f325-47c1-498e-b408-b8ccbb9996b7
Altaf Engineer	College of Architecture, Planning & Landscape Architecture	Teach MED 536, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3ee4c8c-e814-3caa-89ce-4abf40c60da0
Kimberly Shea	College of Nursing	Teach MED 536, Faculty	https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0a09c63e-380e-3e4f-9916-9c477c2633d7

VII.   **GRADUATION PLAN –** provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
MED 501— Human Aging: The Aging Experience	1	MED 531— Human Aging: Applied Theory	1	IIA 551 – Equity, Diversity, and Inclusion in Research on Aging	3	IIA 553 – Research on Aging II	3
MED 502— Human Aging: Ethical Considerations	1	MED 532— Human Aging: Strategies for Critical Evaluation3	1	IIA 552 – Research on Aging I	3	Elective 2: - PHL 524 Optimizing well-being and resilience for older Adults	3

CPH 535— Human Aging Local & Global Challenges	1	CPH 539—Across Disciplines	1	Elective 1: (New) PHP 519 Alzheimer's Disease, Other Dementias and the Role of Public Health	3	IIA 909—Applying Aging Innovations (Master's Report)	3
MED 511— Human Aging: Biological, Psychological Perspectives	1	MED 533— Human Aging: Interprofessional Practice, Communication & Older Adults	1				
MED 512— Human Aging: Socio-Cultural & Human Diversity Perspectives	1	MED 534— Human Aging: Spectrum of Support Services & Structures	1				
FCM524C Arts and Community Health: Intercultural Perspectives and Applications	1	MED 536 – Human Aging Current Trends in Tech & Innovation	1				
IIA 550 – Bias, Ageism & Implications on Aging	3	IIA 543 - Perspectives in Aging	3				
Total	**9**	**Total**	**9**	**Total**	**9**	**Total**	**9**

VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the Office of Instruction and Assessment. Attach your Curriculum Map here.

Program: MS Innovations in Aging

Learning Outcome #1: Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.
Concepts: Research designs, challenges with older adult research participants, quantitative and qualitative approaches deployed in gerontology research, instrument validation, institutional research boards, recruitment challenges, false equivalency, ethical treatment of vulnerable populations, regulations and relevant laws related to working with older adults.
Competencies: Students will demonstrate the ability to find, evaluate and summarize existing research using older adults both in the field of gerontology and in their own discipline. Students will critique research findings related to older adults for their applicability towards their field along with what challenges and opportunities exist for additional exploration.

Assessment Methods: This outcome will be assessed by identifying key questions related to the design of research with older adults in homework assignments, examinations, and papers. Final assessment will involve a capstone student project comprised of a detailed, interdisciplinary, research-informed proposal for a quality improvement project addressing a challenge or opportunity for older adults or aging research. Faculty and program administrators will review these assessments on an annual basis to determine the extent to which this learning outcome is being attained.

Measures: Students will be graded on their ability to find, succinctly summarize, evaluate and integrate research results into assigned papers and their capstone project. The rubric will be constructed around the ability of students to inform their studies with high quality and relevant work from multiple disciplines that are integrated to provide support or context for activities completed during this MS program.

Learning Outcome #2: Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.

Concepts: Interdisciplinary communication frameworks, intergenerational and anti-ageist communication practices, communication theory, presentation skills, body language, communication technology, advocacy, and multiculturalism.

Competencies: Students will compare and contrast aging related challenges and opportunities present in two or more domestic and international cultures. Students will demonstrate the ability to consume, synthesize, and present knowledge related to older adults using appropriate technologies to multi-disciplinary and lay audiences. Students will compare and contrast challenges older adults experience in diverse populations such as geographic, disease specific, culturally unique, and vulnerable subpopulations.

Assessment Methods: This learning outcome is implemented, practiced, and assessed throughout the program both generally for normal paper and presentation assignment deliverables and specifically in courses that target interprofessional communication, bias, and world events. Students' communication skills will be assessed in both asynchronous and synchronous mediums including papers, live presentations, recorded presentations and conversations with a wide breadth of audiences. Students will present communication materials using appropriate techniques including print and non-print media. Students will also gather feedback from audiences which will be used for iterative improvement.

Measures: Rubrics for each course assessment integrating a communication deliverable will emphasize message clarity, organization, delivery, language and efficacy equally. Full assessment of the learning outcome in its entirety is included in the capstone project where students must demonstrate the ability to effectively communicate the vision of their project to multiple audiences.

Learning Outcome #3: Students will be able to identify potential sources of bias, influence and the implications for research about aging.

Concepts: Explicit and implicit bias, social justice, cultural messaging, socio-cultural influence and history of research on vulnerable populations.

Competencies: Students will identify current and historical examples of negative and positive biases that impact older adults such as error sources in research designs and cultural norms along with subsequent implications. Students will deconstruct research to expose social justice and cultural messaging issues. Students will reflect on and evaluate their own life experiences, biases and decisions when it comes to understanding and working with older adults.

Assessment Methods: Assessment will be conducted through student analysis of media, culture and research artifacts for evidence of bias. Reflection assignments will be the core assessment method for students to explore their current and changing thoughts on aging. Additionally, all communication deliverables are reviewed for implicit or explicit bias and languaging communication issues to provide feedback to students.

Measures: All written assessments (excluding reflection assignments) will be graded on a rubric co-constructed with faculty who are experts in gerontology focusing on the impacts of bias and influence on older adults. Personal reflection assignments will be primarily private and focus on identification of discussion points using implicit bias instruments, firsthand experiences, topics discussed in courses and changing perceptions over the duration of the program. Rubrics for these deliverables will emphasize reflective thinking, analysis, connection making and effort equally. Finally, summative student reflections at the end of the program along with focus group interviews will inform future improvements in the learning materials, activities and assessments.

Learning Outcome #4: Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.

Concepts: Health and well-being in aging, Paternalism and beneficence, Ethical decision making, Quality of life, Ethics concepts and principles, Cumulative inequality & change, Life-course perspective, Heterogeneity, Interpersonal dependence, Personhood, Intergenerational interaction

Competencies: Students will apply concepts such as life-course perspective, cumulative inequality and personhood to situations both current and historical. Students will analyze complex scenarios involving older adults, summarize ethical dilemmas and argue for specific remedies. Students will interpret the life experiences of real adults to understand the long-term impacts of events and decisions on personhood, well-being and quality of life.

Assessment Methods: Case studies, position papers and interactive timelines will be used to explore ethical decisions, the application of theory to real world events and exploring of topics related to personhood respectively. Artifacts from interviews and conversations with older adults will also be used to expand student perspectives and apply concepts to more personal and relatable connections in their lives.

Measures: Rubrics for ethical case studies are based on existing frameworks provided by our faculty with expertise in ethics which focus on analysis of choices from multiple perspectives and substantive arguments for decisions made. The ethics and position paper-based rubrics do not focus on right or wrong, but rather the process, analysis and overall effort of the argument made. Rubrics for the application of theory and gerontological concepts will focus on understanding and application of key concepts discussed in the courses they are assigned. Each rubric will emphasize application of the construct discussed on the situation being interpreted, the impact on the well-being of the older adult and the long-term implications. All rubrics are developed under the guidance of faculty members with expertise in these domains.

Learning Outcome #5: Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.

Concepts: Interdisciplinary collaboration, Project proposal, Scientific communication, Project management, Strategies of change management, Cycle of quality improvement, Summative and formative evaluation, and Sustainability

Competencies: Students will propose ideas for an interdisciplinary quality improvement project informed by research and gerontological theory. Students will design a project proposal utilizing core project management concepts including logic models, sustainability, change management and evaluation. Students will present a project utilizing best practices in communication to professional and lay audiences.	
Assessment Methods: The assessment for this learning outcome is the capstone project for the Master's program and all related deliverables including written idea submissions, final proposal, presentation materials, presentation and evidence of iterative improvement based on peer and instructor feedback. Feedback will also be requested from professional and lay audience members.	
Measures: Ideas and final proposal submitted will be rubric assessed based on integration of gerontological concepts, the utilization of two or more disciplines in the development or implementation of the proposal, and the overall design of the project. The rubric is created by faculty with experience in design and deploying aging related projects in academia and the public sphere across several different disciplines. Indirect measures will include a student reflection at the end of the program, focus group interviews, and feedback from aging related organizations which will be used to improve the program design.	

IX.   **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete <mark>EXAMPLE</mark> rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Direct Exams Projects Presentations Capstone Project **Indirect** Focus group interviews	Targeted course embedded assessments.	Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, MED 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909 Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.
Direct Exams Projects Presentations Video narrative of personal perspective and experience.	Targeted course embedded assessments. These PLOs will be consistently exposed in discussion and as components of other assessments. These will be formatively	Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, EDP 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909

Ethical critiques of (video / audio / story-based) narratives. Capstone Project **Indirect** Reflection Text Analysis Focus group interviews	measured throughout the program to emphasize their importance. Reflection Blog Chat transcripts VoiceThread discussions	Formative assessment will occur as rubric components for assignments in other courses. Content gathered for text analysis will occur throughout the program to provide a summative as well as a temporal perspective on retention and transfer of these concepts. Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.
Direct Presentations Capstone Project **Indirect** Surveys from aging related organizations and older adults. Focus group interviews	Targeted course embedded assessments. Feedback from domestic and international aging related organizations working with students. Older individuals working with students.	Targeted assessment will occur in IIA 909 Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.

Table 1: Program Learning Outcome and Course Curriculum Map

MS Innovations in Aging

Courses and Activities Mapped to MS Innovations in Aging

	Outcome				
Courses and Learning Activities	Outcome 1: Evaluation of Aging Research — Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication — Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications — Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis — Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal — Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
MED 501 Human Aging: The Aging Experience				I	
MED 502 Human Aging: Ethical Considerations				P	
CPH 535 Human Aging: Local & Global Challenges				P	
MED 511 Human Aging: Biological, Psychological Perspectives				P	
MED 512 Human Aging: Socio-Cultural & Human Diversity Perspectives				P	
MED 534 Human Aging: Spectrum of Support Services & Structures				P	
IIA 543 Perspectives in Aging				P	
MED 531 Human Aging: Applied Theory					I
EDP 532 Human Aging: Strategies for Critical Evaluation		I			
CPH 539 Human Aging: Strategies for Critical Evaluation		P			P
CPH 536 Human Aging: Current Trends in Tech & Innovation		P		P	P
MED 533 Human Aging: Interprofessional Practice, Communication & Older Adults		P			P
FCM 524C Human Aging: Intercultural Perspectives and Applications				P	P
IA 550 Bias, Ageism & Implications on Aging	I		I		

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ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM
To be used once the preliminary proposal has been approved.

	Outcome				
	Outcome 1: Evaluation of Aging Research — Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	**Outcome 2: Communication** — Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	**Outcome 3: Bias Identification & Implications** — Students will be able to identify potential sources of bias, influence and the implications for research about aging.	**Outcome 4: Scenarios Analysis** — Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	**Outcome 5: Project or Innovation Proposal** — Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
IIA 551 Equity, Diversity, and Inclusion in Research on Aging	P		P		
IIA 552 Research on Aging I	P		P		
IIA 553 Research on Aging II	A		A		
Electives Various Courses		P			P
IIA 909 Applying Aging Innovations	A	A	A	A	A
Exit Survey Indirect Measure	A	A	A	A	A

Legend :   **I** Introduced   **P** Practiced   **A** Assessed   **I/P** Introduced/Practices   **P/A** Practiced/Assessed

X.   **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	12	24	30	36	60

Data/evidence used to determine projected enrollment numbers:

Recommended enrollment cohorts based off comparable programs within UArizona GIDP and Health Sciences as well as cohort and enrollment numbers provided in commissioned third-party market research report (Online Degree Database & Consulting).

The University of Arizona is committed to diversity, equity and inclusion and is a Hispanic-Serving Institution. In addition, individuals from American Indian/Native American (AI/NA), African American and Latino backgrounds are severely underrepresented in aging-related fields including health care, science, and technology, and the aging population is becoming increasingly diverse with the racially/ethnically diverse older populations growing proportionately faster that non-Hispanic White populations. Improving health, wellbeing, and interdependence of older

adults in diverse groups and reducing health disparities requires increasing diversity of those who work with them. Thus, the issues of diversity, equity and inclusion is also relevant to our anticipated enrollments. The program will be made accessible to students from diverse backgrounds through its online format and will be made globally available through UArizona's Global Direct Campus. Future partnership opportunities will also be explored with UArizona's 13 established global microcampuses at institutions around the world.   In addition, individuals from American Indian/Native American (AI/NA), African American and Latino backgrounds are severely underrepresented in aging-related fields including health care, science, and technology, and the aging population is becoming increasingly diverse with the racially/ethnically diverse older populations growing proportionately faster that non-Hispanic White populations. Improving health, wellbeing, and interdependence of older adults in diverse groups and reducing health disparities requires increasing diversity of those who work with them.

The Executive Committee (EC) is committed to monitoring our student enrollment numbers as well as to closely monitor diversity among our recruits and completers. We have developed strategies for (a) early identification and remediation of factors that may contribute to either non-diverse recruitment or attrition; (b) working with marketers and recruiters to raise their consciousness about the opportunities available for individuals with education in aging-related fields and the pressing need for individuals from diverse backgrounds to enter the field; and (c) developing new and innovative recruitment approaches appropriate for each diverse each group using appropriate non-ageist language. In accordance with the GIDP requirements and EC priorities, scholarship opportunities will be made available to students with priority eligibility given to students from underrepresented populations (lines 42 & 43 of the budget projection form indicate scholarship and assistantship support). Furthermore, this program will strive to uphold the standards set for the UArizona to maintain the designation as a Hispanic Serving Institution.

XI.   **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use National Center for Education Statistics College Navigator to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Degrees	0	0	10	20	26

Data/evidence used to determine number of anticipated degrees awarded annually:
Assumes 85% retention rate of students throughout the program (https://uair.arizona.edu/content/retention-and-graduation). This is supported by the third-party market research report that was commissioned prior to the development of this proposal/program. Additionally, these numbers are based on retention rates provided by UArizona and IPEDS https://uair.arizona.edu/content/degrees-and-majors-awarded.

XII.   PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Program Proposal Submitted via GIDP/Graduate College: January 2022 – August 2022.
Course Development: Graduate certificate courses are the same as the first year of the master's program and will be completed August 2022.
Second year of the master's program will be completed October 2023 – September 2024.
Begin recruitment activities and marketing (contingent on ABOR approval): October 1, 2022 (contingent on ABOR approval)

- Website Launch
- Design, Pilot test (for cultural appropriateness and group-based targeting) and Print Collateral Production (brochures, posters, etc.)
- Domestic and Global Digital Advertising—At UArizona, domestic recruitment will be targeted to students graduating from bachelor's programs in diverse areas of study such as medicine, emergency medical services and physiology and medical sciences, nursing, pharmaceutical sciences, public health, family studies and human development, College of Applied Science and Technology (CAST) human services, psychology and psychological sciences, and special education and rehabilitation. In the state, national and global arenas, recruitment will target individuals with bachelor's degrees and practicing professionals in aging-related disciplines as specified above. Recruitment will target students seeking online courses, certificates, and degrees in aging nationally through Arizona Online and globally through the Global Direct Campus. Future plans include establishing partnerships with UArizona's 13 established global microcampuses at institutions around the world.
- Internal and External Communications
- Recurring Online Recruitment Events

The proposed MS curriculum has been aligned with the requirements of the Innovations in Aging graduate certificate, intentionally facilitating a recruitment pipeline into the master's, since a portion of the credit hours are transferrable.

GradApp Opens: October 15, 2022
Program Application deadline- December 15, 2022
First Cohort Starts MS in Innovations in Aging: January 2023

IX.   Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with University Fees. The annual deadline is December 1. For any questions, please contact the University Fees Program Manager.

Appendix A. Minor or Master's Requirements. Complete if requesting a corresponding minor/master's.

No minor offered.

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as " _____ Emphasis".

Emphases will be offered in the future and proposals will be submitted after the MS in Innovations in Aging is approved by ABOR.

Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University: University of Arizona

Name of Proposed Academic Program: Master of Science in Innovations in Aging
Academic Department: Graduate College (Graduate Interdisciplinary Degree Programs)
Geographic Site: Tucson- Main Campus offered via iCourses only Online- Arizona Online Campus Global Campus
Instructional Modality: iCourse and Online (asynchronous)
Total Credit Hours: 36
Proposed Inception Term: Spring 2023
Brief Program Description:

Individuals who are 55+ are the fastest growing demographic in the world, the United States and the State of Arizona. In addition, the older demographic is becoming increasingly diverse. Never before has it been more critical to educate students at the University of Arizona about the unique challenges and opportunities associated with the aging of the population. The need for new knowledge about aging through research and workers with graduate-level education on aging to fill jobs in the public and private sectors has never been more pressing.

As part of the UArizona Health Sciences Global and Online strategic initiative, Innovations in Aging programs are being built in collaboration between the College of Medicine – Phoenix, College of Medicine – Tucson, College of Nursing, R. Ken Coit College of Pharmacy and Mel and Enid Zuckerman College of Public Health in partnership with the University of Arizona Center on Aging and other distinguished colleges across the University of Arizona, including but not limited to the College of Education, College of Fine Arts and College of Science.

The MS program is aligned with the Academy of Gerontologists in Higher Education (AGHE) competencies and provides students with the coursework and experience necessary to attain the "Gerontologist" certification from the internationally recognized National Association for Professional Gerontologists (NAPG).

Graduates from the MS program will be eligible for employment in aging-related positions such as those the health care, social services and counseling sectors as managers and evaluators; the public/private sectors as consultants in designing age-friendly services, facilities and technology; and in the gerontology service sectors as aging and life span specialists and health policy advocates. Graduates will also be well prepared for future PhD studies with a focus on aging-related issues.

Learning Outcomes and Assessment Plan:

Learning Outcome #1: Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.

Concepts: Research designs, challenges with older adult research participants, quantitative and qualitative approaches deployed in gerontology research, instrument validation, institutional research boards, recruitment challenges, false equivalency, ethical treatment of vulnerable populations, regulations and relevant laws related to working with older adults.

Competencies: Students will demonstrate the ability to find, evaluate and summarize existing research using older adults both in the field of gerontology and in their own discipline. Students will critique research findings related to older adults for their applicability towards their field along with what challenges and opportunities exist for additional exploration.

Assessment Methods: This outcome will be assessed by identifying key questions related to the design of research with older adults in homework assignments, examinations, and papers. Final assessment will involve a capstone student project comprised of a detailed, interdisciplinary, research-informed proposal for a quality improvement project addressing a challenge or opportunity for older adults or aging research. Faculty and program administrators will review these assessments on an annual basis to determine the extent to which this learning outcome is being attained.

Measures: Students will be graded on their ability to find, succinctly summarize, evaluate and integrate research results into assigned papers and their capstone project. The rubric will be constructed around the ability of students to inform their studies with high quality

and relevant work from multiple disciplines that are integrated to provide support or context for activities completed during this MS program.

Learning Outcome #2: Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.

Concepts: Interdisciplinary communication frameworks, intergenerational and anti-ageist communication practices, communication theory, presentation skills, body language, communication technology, advocacy, and multiculturalism.

Competencies: Students will compare and contrast aging related challenges and opportunities present in two or more domestic and international cultures. Students will demonstrate the ability to consume, synthesize, and present knowledge related to older adults using appropriate technologies to multi-disciplinary and lay audiences. Students will compare and contrast challenges older adults experience in diverse populations such as geographic, disease specific, culturally unique, and vulnerable subpopulations.

Assessment Methods: This learning outcome is implemented, practiced, and assessed throughout the program both generally for normal paper and presentation assignment deliverables and specifically in courses that target interprofessional communication, bias, and world events. Students' communication skills will be assessed in both asynchronous and synchronous mediums including papers, live presentations, recorded presentations and conversations with a wide breadth of audiences. Students will present communication materials using appropriate techniques including print and non-print media. Students will also gather feedback from audiences which will be used for iterative improvement.

Measures: Rubrics for each course assessment integrating a communication deliverable will emphasize message clarity, organization, delivery, language and efficacy equally. Full assessment of the learning outcome in its entirety is included in the capstone project where students must demonstrate the ability to effectively communicate the vision of their project to multiple audiences.

Learning Outcome #3: Students will be able to identify potential sources of bias, influence and the implications for research about aging.

Concepts: Explicit and implicit bias, social justice, cultural messaging, socio-cultural influence and history of research on vulnerable populations.

Competencies: Students will identify current and historical examples of negative and positive biases that impact older adults such as error sources in research designs and cultural norms along with subsequent implications. Students will deconstruct research to expose social justice and cultural messaging issues. Students will reflect on and evaluate their own life experiences, biases and decisions when it comes to understanding and working with older adults.

Assessment Methods: Assessment will be conducted through student analysis of media, culture and research artifacts for evidence of bias. Reflection assignments will be the core assessment method for students to explore their current and changing thoughts on aging. Additionally, all communication deliverables are reviewed for implicit or explicit bias and languaging communication issues to provide feedback to students.

Measures: All written assessments (excluding reflection assignments) will be graded on a rubric co-constructed with faculty who are experts in gerontology focusing on the impacts of bias and influence on older adults. Personal reflection assignments will be primarily private and focus on identification of discussion points using implicit bias instruments, firsthand experiences, topics discussed in courses

and changing perceptions over the duration of the program. Rubrics for these deliverables will emphasize reflective thinking, analysis, connection making and effort equally. Finally, summative student reflections at the end of the program along with focus group interviews will inform future improvements in the learning materials, activities and assessments.

Learning Outcome #4: Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.

Concepts: Health and well-being in aging, Paternalism and beneficence, Ethical decision making, Quality of life, Ethics concepts and principles, Cumulative inequality & change, Life-course perspective, Heterogeneity, Interpersonal dependence, Personhood, Intergenerational interaction

Competencies: Students will apply concepts such as life-course perspective, cumulative inequality and personhood to situations both current and historical. Students will analyze complex scenarios involving older adults, summarize ethical dilemmas and argue for specific remedies. Students will interpret the life experiences of real adults to understand the long-term impacts of events and decisions on personhood, well-being and quality of life.

Assessment Methods: Case studies, position papers and interactive timelines will be used to explore ethical decisions, the application of theory to real world events and exploring of topics related to personhood respectively. Artifacts from interviews and conversations with older adults will also be used to expand student perspectives and apply concepts to more personal and relatable connections in their lives.

Measures: Rubrics for ethical case studies are based on existing frameworks provided by our faculty with expertise in ethics which focus on analysis of choices from multiple perspectives and substantive arguments for decisions made. The ethics and position paper-based rubrics do not focus on right or wrong, but rather the process, analysis and overall effort of the argument made. Rubrics for the application of theory and gerontological concepts will focus on understanding and application of key concepts discussed in the courses they are assigned. Each rubric will emphasize application of the construct discussed on the situation being interpreted, the impact on the well-being of the older adult and the long-term implications. All rubrics are developed under the guidance of faculty members with expertise in these domains.

Learning Outcome #5: Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.

Concepts: Interdisciplinary collaboration, Project proposal, Scientific communication, Project management, Strategies of change management, Cycle of quality improvement, Summative and formative evaluation, and Sustainability

Competencies: Students will propose ideas for an interdisciplinary quality improvement project informed by research and gerontological theory. Students will design a project proposal utilizing core project management concepts including logic models, sustainability, change management and evaluation. Students will present a project utilizing best practices in communication to professional and lay audiences.

Assessment Methods: The assessment for this learning outcome is the capstone project for the Master's program and all related deliverables including written idea submissions, final proposal, presentation materials, presentation and evidence of iterative improvement based on peer and instructor feedback. Feedback will also be requested from professional and lay audience members.

Measures: Ideas and final proposal submitted will be rubric assessed based on integration of gerontological concepts, the utilization of two or more disciplines in the development or implementation of the proposal, and the overall design of the project. The rubric is created by faculty with experience in design and deploying aging related projects in academia and the public sphere across several different disciplines. Indirect measures will include a student reflection at the end of the program, focus group interviews, and feedback from aging related organizations which will be used to improve the program design.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Direct Exams Projects Presentations Capstone Project **Indirect** Focus group interviews	Targeted course embedded assessments.	Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, MED 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909 Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.
Direct Exams Projects Presentations Video narrative of personal perspective and experience. Ethical critiques of (video / audio / story-based) narratives. Capstone Project **Indirect** Reflection Text Analysis Focus group interviews	Targeted course embedded assessments. These PLOs will be consistently exposed in discussion and as components of other assessments. These will be formatively measured throughout the program to emphasize their importance. Reflection Blog Chat transcripts VoiceThread discussions	Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, EDP 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909 Formative assessment will occur as rubric components for assignments in other courses. Content gathered for text analysis will occur throughout the program to provide a summative as well as a temporal perspective on retention and transfer of these concepts. Focus groups will occur 6 months after program completion. Questions will focus on

		high-level PLO concepts to identify retention and transfer to work & life.
Direct Presentations Capstone Project **Indirect** Surveys from aging related organizations and older adults. Focus group interviews	Targeted course embedded assessments. Feedback from domestic and international aging related organizations working with students. Older individuals working with students.	Targeted assessment will occur in IIA 909 Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.

Table 1: Program Learning Outcome and Course Curriculum Map

MS Innovations in Aging

Courses and Activities Mapped to MS Innovations in Aging

Courses and Learning Activities	Outcome 1: Evaluation of Aging Research — Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication — Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications — Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis — Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal — Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
MED 501 Human Aging: The Aging Experience				I	
MED 502 Human Aging: Ethical Considerations				P	
CPH 535 Human Aging: Local & Global Challenges				P	
MED 511 Human Aging: Biological, Psychological Perspectives				P	
MED 512 Human Aging: Socio-Cultural & Human Diversity Perspectives				P	
MED 534 Human Aging: Spectrum of Support Services & Structures				P	
IIA 543 Perspectives in Aging				P	
MED 531 Human Aging: Applied Theory					I
EDP 532 Human Aging: Strategies for Critical Evaluation		I			
CPH 539 Human Aging: Strategies for Critical Evaluation		P			P
CPH 536 Human Aging: Current Trends in Tech & Innovation		P		P	P
MED 533 Human Aging: Interprofessional Practice, Communication & Older Adults		P			P
FCM 524C Human Aging: Intercultural Perspectives and Applications				P	P
IA 550 Bias, Ageism & Implications on Aging	I		I		

	Outcome				
	Outcome 1: Evaluation of Aging Research — Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication — Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications — Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis — Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal — Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
IIA 551 Equity, Diversity, and Inclusion in Research on Aging	P		P		
IIA 552 Research on Aging I	P		P		
IIA 553 Research on Aging II	A		A		
Electives Various Courses		P			P
IIA 909 Applying Aging Innovations	A	A	A	A	A
Exit Survey Indirect Measure	A	A	A	A	A

Legend : I Introduced   P Practiced   A Assessed   I/P Introduced/Practices   P/A Practiced/Assessed

Projected Enrollment for the First Three Years:
Year 1: 12
Year 2: 24
Year 3: 30

Evidence of Market Demand:
The growing need for professionals specializing in aging has been documented on state, national and global levels. In Arizona, data from the Arizona Department of Health Services indicate that there will be an "unprecedented shift in the age structure of society"[1] with the number of Arizonans 65 years and older increasing 174% to 2.4 million in 2050[1,2]. Recent early reports from the 2020 census indicate the nations' 65-and-older population has increased by 34.2%[3]. By 2030, it is estimated that nearly 73 million Americans will be 65 years or older[3], and by 2050 there will be an estimated 2.1 billion individuals 65 years or older[4] globally. Although there is some variability in the size and projected growth of aging populations around the world, the global population is by in large aging as well. By 2050 an estimated 2.1 billion individuals will be over the age of 65 with older populations in Asia and Latin America more than doubling in the same timeframe[4] Since, in the U.S. today older Americans, account for 26% of physician visits, 35% of hospital stays and 34% of prescriptions issued, this demographic shift will be accompanied by an increase in health care and other service utilization and necessitate strategies that support the needs of older adults, including preparing professionals specializing in aging for work in Arizona, the U.S. and around the world.

Not only is the number of older adults increasing, but, in the U.S., the aging population is becoming increasingly diverse. Nationwide, by 2060, nearly half of the 55+ population 18 will be from minority groups. By 2060, the number of Latinos 65+ is projected to grow from 3.6 in 2014 to 21.5 million; the number of AI/NAs 65+ will more than double. In Arizona, it is expected that the minority populations will see a greater increase in the 65-and-older population than non-minority populations. Specifically, it is expected that by 2050 the proportion of the population that identifies as Hispanic or Latino will increase by 28 percent and the percentage of Arizonans who identify as Asian or Pacific Islander increasing by six percent, Black or African American by three percent, and American Indian will also increase by three percent[2]. This overall growth in population and shift in age distribution underscores both the importance of our curriculum threads of diversity, inclusion, social justice, and cultural competence and the pressing need to increase the output of professionals educated to support the needs of this increasingly diverse population.

Individuals with advanced education in gerontology are greatly needed in the private and public sector jobs. The U.S. Bureau of Labor Statistics (2020) data indicates there is faster than average job growth in gerontology-related professions. Healthcare social work, physical therapy, and social and community service management are among the fastest growing industries employing gerontologists with 13.2%, 20.5%, and 15.2% projected growth rates, respectively, between 2020 and 2030[5].

Additionally, a market research report shows that gerontology education is relevant and timely and the need for gerontology education across the country and the world is growing at an exponential rate. The nation's top producer of graduate gerontology degrees—the University of Southern California—has reported an average of 22% annual growth each year since 2015, validating increasing student interest in online aging/gerontology graduate programs. This growth suggests there is room in the educational marketplace for innovative, well-marketed, programs in aging, particularly those with unique foci such as proposed for the MS in Innovations in Aging The unique aspects of this program that distinguishes it from others currently available include: (a) its capacity and available infrastructure to support a global reach through UArizona's Global Direct Campus and its 13 established microcampus locations at institutions around the world; (b) its strong focus on diversity, equity and inclusion that will appeal to potential students in the U.S. and Arizona in underrepresented groups; and (c) its emphasis on application of research which will enhance the evaluation skills of its graduates. Since there is some variability in program growth across the country, the report suggests there is also a need to develop innovative marketing strategies that align, for example, with the recent initiatives from the Reframing Aging Initiative and to continue the efforts of the UArizona Center on Aging in advocating with employers and legislators to upgrade the educational requirements for those employed in aging-related fields.[6] Thus another unique aspect is the availability of an infrastructure and commitment to effecting policy to upgrade expectations and requirements for working in aging-related fields.

Finally, there is overwhelming student support for the launch of a University of Arizona Master of Science in Innovations in Aging program, with 87% of Health Sciences students in agreement that it is important for universities to offer formal degree programs focused on aging studies to educate students on the plethora of opportunities, challenges and needs of diverse aging populations and how to advance innovative solutions.

1. 2014-2018 Arizona Health Aging Plan: A Framework to Support Healthy Living and Functional Health for Older Arizona Residents. Arizona Department of Health Services. 2014. https://www.azdhs.gov/documents/prevention/tobacco-chronic-disease/healthy-aging/reports-statistics/az-healthy-aging-plan-2014-2018.pdf

2. Aging in Arizona- Health Status of Older Arizonans. Bureau of Public Health Statistics, Arizona Department of Health Services. 4 April 2014. https://pub.azdhs.gov/health-stats/report/aging/aia-report.pdf.

3. Older and Growing- Percent change among the 65 and Older Population: 2010 to 2019. United State Census Bureaus. 25 June 2020. https://www.census.gov/library/visualizations/2020/comm/map-popest-65-and-older.html

4. Aging Infographic. Federal Interagency Forum on Aging Related Statistics. 8 June 2021. https://agingstats.gov/infographics.html

5. Occupational Employment Projections Data. U.S. Bureau of Labor Statistics. https://www.bls.gov/emp/data/occupational-data.htm. Published September 8, 2021. Accessed February 24, 2022.

6. Reframing Aging. http://www.reframingaging.org/. Accessed February 28, 2022.

*Online survey administered 1/22/2021-2/2/2021 to 4694 currently enrolled University of Arizona Main Campus and Health Sciences students in majors identified as being relevant for graduate education in aging.

Similar Programs Offered at Arizona Public Universities:

Master of Science Aging at Arizona State University

FOR CURRICULAR AFFAIRS USE ONLY

Objection(s) Raised by Another Arizona Public University?   YES   NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

0.5 FTE Coordinator to assist with administrative duties of GIDP

Plan to Request Program Fee/Differentiated Tuition?   YES   <u>**NO**</u>

Estimated Amount:

Program Fee Justification:
No fee will be requested.
Specialized Accreditation?　　　　　YES　　**NO**
Accreditor: N/A

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: MS in Innovations in Aging

	Projected		
Budget Contact Person: Alexis Lim, Senior Program Manager, UA Health Sciences Global	**1st Year** 2023 - 2024	**2nd Year** 2024 - 2025	**3rd Year** 2025 - 2026
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad (see details tab)	12	24	30
Net increase in college SCH Grad (see details tab)	216	432	540
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE (see details tab)	-	-	-
FUNDING SOURCES			
Continuing Sources			
UG AIB Revenue	-	-	-
Grad AIB Revenue (see details tab)	163,944	327,888	409,860
Program Fee Revenue (net of revenue sharing)	-	-	-
F and A AIB Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
Total Continuing	$ 163,944	$ 327,888	$ 409,860
One-time Sources	-	-	-
College fund balances	-	-	-
Institutional Strategic Investment	-	-	-
Gift Funding	-	-	-
Other Items	-	-	-
Total One-time	$ -	$ -	$ -
TOTAL SOURCES	$ 163,944	$ 327,888	$ 409,860
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty (see details tab)	10,000	10,000	10,000
Other Personnel	25,000	25,000	25,000
Employee Related Expense	7,975	7,975	7,975
Graduate Assistantships	-	-	-
Other Graduate Aid	-	-	-
Operations (materials, supplies, phones, etc.)	5,000	5,000	5,000
Additional Space Cost	-	-	-
Other Items (see details tab)	10,000	7,000	7,000
Total Continuing	$ 57,975	$ 54,975	$ 54,975
One-time Expenditures			
Construction or Renovation	-	-	-
Start-up Equipment	-	-	-
Replace Equipment	-	-	-
Library Resources	-	-	-
Other Items (see details tab)	32,000	16,000	-
Total One-time	$ 32,000	$ 16,000	$ -
TOTAL EXPENDITURES	$ 89,975	$ 70,975	$ 54,975
Net Projected Fiscal Effect	$ 73,969	$ 256,913	$ 354,885

Dear Jon,

I fully support the Innovations in Aging MS proposal and the use of the course within the program.
The course is Psy 511 Human Aging: Biological and Psychological Considerations.

Best,
Lee Ryan

Lee Ryan, Ph.D.
Pronouns she/her
Professor and Head
PSYCHOLOGY DEPARTMENT
UNIVERSITY OF ARIZONA
https://psychology.arizona.edu

We respectfully acknowledge that the University of Arizona resides on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes including the O'odham and the Yaqui. The University of Arizona is committed to diversity and inclusion, and strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through educational offerings, partnerships, and community service.

From:	Hoscheidt, Siobhan M - (smhosche)
To:	Kevan, Jon - (jkevan); Ryan, Lee - (ryant)
Cc:	Lim, Alexis - (alexandrialim)
Subject:	RE: Innovations in Aging MS
Date:	Thursday, February 24, 2022 12:05:11 PM
Attachments:	image003.png

Hi Jon,
I support the Innovations in Aging MS proposal and the use of this course within the program.

Many Thanks,
Siobhan Hoscheidt

Siobhan Hoscheidt, PhD
College of Science | Department of Psychology
University of Arizona
Tucson, AZ 85721
Office phone: 520-621-5131
Email: smhosche@arizona.edu

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

From: Kevan, Jon - (jkevan) <jkevan@arizona.edu>
Sent: Tuesday, February 22, 2022 11:20 AM
To: Ryan, Lee - (ryant) <ryant@arizona.edu>; Hoscheidt, Siobhan M - (smhosche) <smhosche@arizona.edu>
Cc: Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>
Subject: Innovations in Aging MS

Aloha Dr. Ryan & Dr. Hoscheidt,

Thank you for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. We are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you both. We will be using courses and content within the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:
- 511 – Human Aging: Biological & Psychological Considerations

If you are willing, please reply to this with the following:

<u>'I support the Innovations in Aging MS proposal and the use of this course within the program'</u>

Thank you for your time,

- Jon

Jonathan Mark Kevan MEd
Instructional Design & Support Manager
UArizona Health Sciences Global and Online
THE UNIVERSITY OF ARIZONA
jkevan@email.arizona.edu

THE UNIVERSITY OF ARIZONA
College of Nursing

Office of the Dean

PO Box 210203
Tucson, AZ   85721-0203
Tel: (520) 626-6152
Fax: (520) 626-2669
www.nursing.arizona.edu

September 20, 2021

Innovations In Aging GIDP Committee
The University of Arizona

To Whom it May Concern:

In my role as role as Dean of the College of Nursing am writing in strong support of the proposed Graduate Interdisciplinary Program (GIDP) in Innovations in Aging.

The College of Nursing is pleased to offer faculty expertise in courses that are included in both the core/required as well as elective coursework. The faculty who have been advising the development of the program are available to support these efforts and the department offers the listed courses regularly and can accommodate the anticipated enrollment generated from this new degree program. Our College is eager to contribute to this interdisciplinary program and share the expertise of faculty who have expertise in aging. Their qualifications will significantly contribute to this innovative GIUDP and help to distinguish this program from others.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novels ways and provide much needed enrollment opportunities.

Sincerely,

Ida M. (Ki) Moore, PhD, RN, FAAN
Anne Furrow Professor and Dean

February 25, 2022

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) in Innovations in Aging master's proposal.

The Innovations in Aging GIDP master's program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and create a truly innovative and interprofessional program. Courses listed as foundational to the graduate certificate program are housed within the [department]. The Department can ensure that the courses are or will be available to students and the department will be able to accommodate the anticipated enrollment generated from this new master's program.

Many of our faculty members are leaders in their fields and are uniquely qualified to contribute to the Innovation in Aging program and we feel that this program in particular will leverage their academic and research expertise.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society and preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. The GIDP graduate master's in Innovations in Aging will help to meet this need and provide a necessary foundation for future program development.

Sincerely,

Dr. David Beyda
Chair and Professor, Department of Bioethics and Medical Humanism
Director, Global Health Program

David H. Beyda, MD
Chair and Professor
Department of Bioethics and Medical Humanism
Professor, Child Health
Director, Global Health Program
University of Arizona College of Medicine-Phoenix
Office: 602-827-2108
dbeyda@arizona.edu

Approved. Please proceed.

John

From: Lim, Alexis - (alexandrialim)
Sent: Friday, February 25, 2022 5:13 PM
To: Ehiri, John E - (jehiri) <jehiri@arizona.edu>
Subject: MS in Innovations in Aging - Letter of Support

Hello Dr. Ehiri,

Thanks for your quick response to our request for your letter of support. I made the modifications you requested for the master's degree.

Please reply to this email with your approval and I will package with the proposal.

Best,
Alexis

Alexis Lim, MBA

Administrative Strategy Professional
UArizona Health Sciences Global and Online
Pronouns: She/Her
THE UNIVERSITY OF ARIZONA
Cell: 480.213.4170
alexandrialim@email.arizona.edu

THE UNIVERSITY OF ARIZONA HEALTH SCIENCES
Global and Online

February 25, 2022

Dear GIDP Executive Committee:

We are writing in strong support of the Graduate Interdisciplinary
Degree Program (GIDP) Master's in Innovations in Aging proposal.

Courses listed as foundational to the graduate master's program include (a)
Optimizing well- being and resilience for older Adults, and (b) A Public Health

Approach to Alzheimer's Disease and other Dementias, which will both be taught by faculty housed within the Division of Public Health Practice & Translational Research, in the Mel & Enid Zuckerman College of Public Health, Phoenix Campus.

These courses will be available to students and will be able to accommodate the anticipated enrollment generated from this new master's program.

Many of our Department faculty members are leaders in their fields and are uniquely qualified to contribute to the program. We look forward to their work and the opportunities this program will provide to students in a much-needed field.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society by preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. We are encouraged to also leverage existing and new courses in novel ways that increase much needed enrollment opportunities.

Sincerely,

John Ehiri, PhD, MPH, MSc (Econ.)

THE UNIVERSITY OF ARIZONA.

Pharmacy Practice & Science   1295 N. Martin
College of Pharmacy   P.O. Box 210202
                                Tucson AZ 85721
                                520-626-4289
                                520-626-7355
                                www.pharmacy.arizona.edu
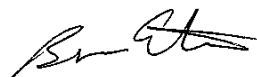
September 2, 2021

Dear GIDP Executive Committee,

In my role as the head of the Pharmacy Practice and Science Department, I am writing in strong support of the proposed Graduate Interdisciplinary Program (GIDP) in Innovations in Aging.

The University of Arizona College of Pharmacy is pleased to offer courses and faculty expertise in course that are included in both the core/required as well as elective coursework. The faculty members who have been advising the development of the program are available to support these efforts, and the department faculty can accommodate the anticipated enrollment generated from this new degree program in aging.

Our College and Pharmacy Practice and Science Department is eager to contribute to this interdisciplinary program and share the faculty expertise and leaders in their fields. Their qualification is what helps to distinguish this Master of Science (MS) program from others.

Finally, there is an urgent need to provide educational pathways to students in aging. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities widely.

Sincerely,

Brian L. Erstad, Pharm.D., MCCM, FASHP, FCCP
Professor and Head
The University of Arizona College of Pharmacy
Department of Pharmacy Practice & Science

THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

1501 N. Campbell Ave.   Ofc: 520-626-4555
P.O. Box 245017   Fax: 520-626-6252
Tucson, AZ 85724   medicine.arizona.edu

OFFICE OF THE DEAN

February 25, 2022

Innovations In Aging GIDP Executive Committee
The University of Arizona

To Whom it May Concern:

In my role as role as Dean of the College of Medicine, I am writing in strong support of the proposed MS degree in Innovations in Aging offered by Graduate Interdisciplinary Program (GIDP). After developing and delivering the Innovations in Aging Graduate Certificate Program, this is an important and logical next step in the GIDP evolution. This new program will provide career options for many of our undergraduate students like those enrolled for bachelor's degrees with majors in Medicine, Emergency Medical Services and Physiology and Medical Sciences. It will also be a possible "feeder" for our current T32 in Infection and Inflammation as Drivers of Aging (IIDA). The program is also a complement to the strategic planning processes that are now occurring in the College of Medicine and the Health Sciences.

The College of Medicine is pleased to offer faculty expertise in courses that are included in both the core/required as well as elective coursework. I know faculty from the University of Arizona Center on Aging have been very actively involved in the process up to this point. The faculty who have been advising the development of the program are available to support these efforts and can accommodate the anticipated enrollment generated from this new degree program. Our college is eager to contribute to this interdisciplinary effort and share faculty expertise with faculty in other Colleges and Departments with expertise in aging. Faculty qualifications will significantly contribute to this innovative GIDP and help to distinguish this program from others.

I recognize the urgent need to improve the quality of health care provided to older adults and recognize that a specialized knowledge base is essential to the effort. The career opportunities available for student working with older adults are virtually limitless given the changing demographics of the state, national and world. Providing educational pathways for students to pursue these opportunities are urgently needed. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novels ways and provide much needed enrollment opportunities.

Sincerely,

Michael M. I. Abecassis, MD, MBA
Dean, College of Medicine – Tucson
Professor, Departments of Surgery & Immunobiology

Hello-

I am the subject matter expert for the aforementioned course (EDP 532 Human Aging: Strategies for Critical Evaluations). I support the Innovations in Aging MS proposal and the use of this course within the program.

Regards,
Heidi
Professor of Practice
Interim Department Head
Educational Psychology
University of Arizona
520-621-1796
pronouns: she/her

From: Kevan, Jon - (jkevan) <jkevan@arizona.edu>
Sent: Tuesday, February 22, 2022 10:39 AM
To: Burross, Heidi Legg - (heidi) <heidi@arizona.edu>
Cc: Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>
Subject: Innovations in Aging MS Program

Aloha Dr. Burross,

Thank you all for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. As you know, we are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you. We will be using courses and content developed for the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:
- EDP 532 - Human Aging: Strategies for Critical Evaluations

If you are willing, please reply to this with the following:

'I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program'

Thank you for your time,

- Jon

Jonathan Mark Kevan MEd

Instructional Design & Support Manager
UArizona Health Sciences Global and Online
THE UNIVERSITY OF ARIZONA
jkevan@email.arizona.edu

I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program.

Thank you,

Yumi Shirai, PhD.
Assistant Professor
Sonoran Center for Excellence in Disabilities, Department of Family & Community Medicine
Applied Intercultural Arts Research, Graduate Interdisciplinary Program
University of Arizona

From: Kevan, Jon - (jkevan) <jkevan@arizona.edu>
Sent: Tuesday, February 22, 2022 10:53 AM
To: Gubner, Jennie M - (jgubner) <jgubner@arizona.edu>; Shirai, Yumi - (yumish) <yumish@arizona.edu>
Cc: Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>
Subject: Innovations in Aging MS

Aloha Dr. Shirai & Dr. Gubner,

Thank you all for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. As you know, we are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you both. We will be using courses and content within the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:
- AIAR FCM MUS 424C/524C - Arts and Community Health: Intercultural Perspectives and Applications - Aging

In the future, we may also build in the remaining courses of your GIDP:
- AIAR FCM MUS 424A/524A - Arts and Community Health: Intercultural Perspectives and Applications – Foundations
- AIAR FCM MUS 424B/524B - Arts and Community Health: Intercultural Perspectives and Applications - Disabilities

If you are willing, please reply to this with the following:

' I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program'

Thank you for your time,

- Jon

Jonathan Mark Kevan MEd
Instructional Design & Support Manager
UArizona Health Sciences Global and Online
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jkevan@email.arizona.edu

![University of Arizona Health Sciences logo] The University of Arizona Health Sciences

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President for Health
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2230

Tucson Campus
1670 E. Drachman
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Tucson, AZ 85721-0216
Tel: (520) 626-1197
Fax: (520) 626-1460

October 13, 2021

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) Master of Science (MS) in Innovations in Aging Master of Science program proposal.

The Innovations in Aging GIDP MS program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and across the University of Arizona campus to create a truly innovative and interprofessional program. Courses listed as core and required for the graduate program are funded through the UAHS Global and Online strategic initiative and are housed within a number of our departments across the health sciences. The Executive Committee has worked diligently with our Colleges and departments to ensure that the courses are or will be available to students and will be able to accommodate the anticipated enrollment generated from this new certificate program.

Our faculty members are leaders in their respective fields and are supremely qualified to contribute to the Innovation in Aging program. We feel that this program in particular will leverage their academic and research expertise and complement efforts across the institution. Discussions regarding the master's program have been ongoing for the better part of a year and I am pleased to offer support for the program as it goes up for review and approval.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society and preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. The MS in Innovations in Aging GIDP graduate program will help to meet this need and provide a necessary foundation for future program development.

Sincerely,

Michael D. Dake, MD
Senior Vice President for Health Sciences

THE UNIVERSITY OF ARIZONA
Global

ARIZONA GLOBAL

888 N. Euclid Avenue, Room 322
PO Box 210158
Tucson, AZ 85721-0158

global.arizona.edu

October 12, 2021

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) in Innovations in Aging Master of Science (MS) proposal.

The Innovations in Aging GIDP master's program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and create a truly innovative and interprofessional program. Courses listed as foundational to the graduate program are funded through the UAHS Global and Online strategic initiative and the program will be launched via UA Online, Main Campus as well as through existing microcampus and Global Direct Campus for Fall 2022. While global enrollment numbers may take time to build, having this program available will help to provide student groups another innovative way to engage with the University of Arizona and provide a bridge to future program offerings within the discipline.

There is a demonstrated need to provide educational pathways to students that meet the needs of our society. Aging is a universal experience and the proposed GIDP not only encompasses the many disciplines that support the study of aging and gerontology, but also supplies a unique global focus on preparing students to work in an increasingly connected world. The GIDP MS in Innovations in Aging will help to meet the need for well trained, culturally competent and globally minded professionals.

Sincerely,

Brent White
Vice President and Dean,
Arizona Global