



New Academic Program Workflow Form

General

Proposed Name: Insights into Healthy Aging

Transaction Nbr: 00000000000227

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2024

Details

Department(s):

SCNC

DEPTMNT ID	DEPARTMENT NAME	HOST
0423	Psychology	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 19.0702, Adult Development and Aging.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Minor in Insights in Healthy Aging

Conditions for Admission/Declaration for this Major:

Student currently enrolled in good academic standing

Requirements for Accreditation:

NA

Program Comparisons

University Appropriateness

The size of the baby boomer generation -- born between 1946 and 1964 -- is reshaping America's older population. By 2030, all baby boomers will be 65 years and older, making up 20% of the US population. Due to this dramatic shift, there is a growing need for skilled workers knowledgeable about the aging process. Indeed, market research has shown a 13% increase in jobs in this field over the next five years. Currently, the Psychology Department offers an undergraduate certificate in aging, Insights into Healthy Aging: Promoting Healthy Minds, Brains, & Lives. The

feedback and enrollment in the current Certificate are evidence of student interest in the topic, satisfaction with the current curriculum design, and the demand for the proposed minor within the Department of Psychology.

Additionally, with the demographic shift currently underway in America, it is projected there will be more individuals over the age of 65 than youth, under the age of 18, by 2034. With this data, there has never been a greater need for a minor on this topic to help prepare the future workforce.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Similar to other undergraduate minors in aging, the proposed Insights into Healthy Aging minor takes an interdisciplinary approach to aging, partnering with

various experts in the field of aging. Each program lists multiple course offerings for students to choose from, depending on their professional, academic, or personal interests. The proposed program differs, as it is an extension of a current fully online undergraduate certificate program, focusing on healthy aging, with many courses implementing experiential learning with older adults and community agencies. The Insights into Healthy Aging minor will be housed in the Psychology Department with a focus on psychological, social, and biological processes in aging. All courses include career readiness competencies defined through the National Association of Colleges and Employers (NACE) to help prepare undergraduates to be ready to jump into a career upon graduation. The curriculum also allows students to share critical thought, review research findings, and write academically, in order to prepare them for graduate school.

Resources

Library

Acquisitions Needed:

Physical Facilities & Equipment

Existing Physical Facilities:

using current resources

Additional Facilities Required & Anticipated:

no additional facilities required

Other Support

Other Support Currently Available:

no additional support required

Other Support Needed over the Next Three Years:

no additional staff anticipated

Comments During Approval Process



**New Academic Program – Undergraduate Minor
Insights Into Healthy Aging – Department of Psychology
CURRICULAR INFORMATION**

I. MINOR DESCRIPTION:

The minor in Insights into Healthy Aging is designed to provide a hands-on approach to learning about the dynamic dimensions of the aging process, focusing on the biological, psychological, and social changes individuals face internally and within their larger cultural context. Courses feature innovative, interactive, and experiential learning opportunities for students, teaching the critical skills desired by employers that are beneficial in a wide range of careers, industries, and post-graduate studies in the fields of aging, psychology, medicine, and more.

II. JUSTIFICATION/NEED FOR THE MINOR:

The size of the baby boomer generation – born between 1946 and 1964 – is reshaping America’s older population. By 2030, all baby boomers will be 65 years and older, making up 20% of the US population. Due to this dramatic shift, there is a growing need for skilled workers knowledgeable about the aging process. Indeed, market research has shown a 13% increase in jobs in this field over the next five years. Currently, the Psychology Department offers an undergraduate certificate in aging, Insights into Healthy Aging: Promoting Healthy Minds, Brains, & Lives. Launched in Fall 2022, it currently has 23 students enrolled, and 3 additional students have completed the program. When polled, students in the Certificate program have given rave reviews, which indicates interest in an expanded minor. For example, 90% of the students shared their learning experience has been satisfying or extremely satisfying. Additionally, 100% of students reported that they are comfortable interacting with older adults. One student reported, “I’ve really enjoyed the content and the way the courses are set up....I also really enjoy the content in which relates to real life and will help in my future profession. Being a Public Health major, this applies to a lot of the things we learn in the major. It also is especially helpful to understand the psychology side of healthy aging while also looking into the health factors too.” Another student shared, “I enjoyed learning more about healthy aging and it helped me become more comfortable with aging and age-related topics.” | Another example from a student was, “I enjoyed the assignments in these courses. I had the opportunity to interview a surgeon I work with and learn about his life. It was an incredible experience.” The feedback and enrollment in the current Certificate are evidence of student interest in the topic, satisfaction with the current curriculum design, and the demand for the proposed minor within the Department of Psychology. Additionally, with the demographic shift currently underway in America, it is projected there will be more individuals over the age of 65 than youth, under the age of 18, by 2034. With this data, there has never been a greater need for a minor on this topic to help prepare the future workforce.

III. MINOR REQUIREMENTS:

Minimum total units required	18
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Minimum upper-division units required	15
Total transfer units that may apply to minor	6
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	Students must have completed or be enrolled in PSY 324 to declare/ gain admission into the minor.
Minor requirements. List all required minor requirements including core and electives. 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.	<p>Core Required: PSY 324 (3 units): Fundamentals of Aging: A Multidisciplinary Perspective</p> <p>Electives: Complete at least 15 units from the following list of elective course options. Maximum of 3 units Internship or Independent Study. A maximum of 6 units from non-house-numbered coursework may be used towards this requirement:</p> <p>PSY 342 (3 units): Dementias and Chronic Conditions in Older Adults PSY 367 (3 units): Relationships and Aging in a Sociocultural Context PSY 385 (3 units): Ethical Issues in the Care of Older Adults: Psychology, Policy, and Law PSY 386 (3 units): Caring for Aging Adults and Self-Care for Caregivers.</p> <p>*PSY 393/493 (max of 3 units): Internship *PSY 399/499 (max 3 units): Independent Study</p>

	<p>PSY 424 (3 units): Gerontology: A Multidisciplinary Perspective PSY 449 (3 units): Cognitive and Psychological Aspects of Healthy Aging PSY 456 (3 units): Psychology of Death and Loss PSY 459 (3 units): Adult Development and Aging PSY 482 (3 units): Mental Health and Mental Wellness in Aging: Through a Culturally Competent Lens.</p> <p>*Must be Academic Advisor approved aging Internship or Independent Study.</p> <p>Partnering Departments (Maximum of 6 credit hours)</p> <p>CHS 476 (3 units): Research and Analysis of Health Data FSHD 413 (3 units): Issues in Aging PHP 312 (3 units): Health Promotion and Wellbeing in Later Life PHP 436 (3 units): Aging, Environment, and Wellbeing PSIO 487 (3 units): Physiology of Aging SOC 215 (3 units): Sociology of Aging and Health</p> <p>PCOL 313 (3 units): Therapeutic Interventions in Aging and Longevity</p> <p>ETH 430 (1 unit): Human Aging: Ethical Considerations MED 412 (1 unit): Human Aging: Socio-cultural and Human Diversity Perspectives MED 434 (1 unit): Human Aging: Spectrum of Supportive Services and Structures</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>No</p>

Additional requirements (provide description)	None
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Yes, minor coursework can only overlap up to 6 units

IV. NEW COURSES NEEDED:

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
Psy 450	3	Diversity in Aging	N/A	Online	\$50 icourse fee		Spring 2024	Elective

- V. Learning Outcomes and Curriculum Map** - Program-level outcomes have been adopted from the Gerontological Society of America’s education arm, the Association for Gerontology in Higher Education (AGHE). AGHE’s competencies are published online and can be found here: [HTTPS://WWW.GERON.ORG/PROGRAMS-SERVICES/EDUCATION-CENTER/RESOURCES](https://www.geron.org/programs-services/education-center/resources)

Learning Outcomes

Learning Outcome #1: Students will utilize gerontological frameworks to examine human development and aging.
Concepts: Students will apply the social, biological, and psychological frameworks to human development and aging.
Competencies: Students will effectively interpret gerontological frameworks in relationship to aspects and problems of older adults, their families, their environment, and communities.
Learning Outcome #2: Students will apply biological, psychological, and social theories, and science to demonstrate knowledge of senescence, longevity, adaptability, stability, inequality, and variation in aging.
Concepts: Students will apply biological, psychological, and social theories learned in core courses.
Competencies: Students will distinguish normal biological aging changes from pathology and apply biological theory and science to real-life scenarios. Students will recognize normal age-related

changes in cognitive abilities and intelligence from the common cognitive and mental health problems in later life. Students will apply psychological theory to real-life scenarios. Students will identify and describe the diversity of older adults based on age, functioning, gender, culture, language, religion, immigration status, sexual orientation, and other variables; as well as apply social theories to real-life scenarios.

Learning Outcome #3: Students will develop a gerontological perspective through knowledge and self-reflection to effectively communicate with older adults, their families, and the community.

Concepts: Students will apply rapport building and overcome challenges in communicating with older adults while engaging with older adults, their families, and caregivers.

Competencies: Students will critique and analyze their own, as well as the public's, assumptions, stereotypes, prejudices, and discriminatory behaviors and thoughts related to aging (ageism) while communicating with older adults, their families, and caregivers.

Learning Outcome #4: Students will distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

Concepts: Students will distinguish between biological, social, and psychological outcomes related to aging by reviewing empirical research and evidence-based interventions.

Competencies: Students will exhibit critical thought to evaluate information and its source (popular media and research publications). Students will apply the use of appropriate forms of evidence-based interventions, and technologies for older adults, their families, and caregivers.

Curriculum Map

	PSY 324	PSY 367	PSY 385	PSY 386	PSY 393/493	PSY 399/499	PSY 424	PSY 449	PSY 456	PSY 459	PSY 482
LO #1: Students will utilize gerontological frameworks to examine human development and aging.	I	R					I	R		R	M
LO #2: Students will apply biological, psychological, and social theories, and science to demonstrate knowledge of senescence, longevity, adaptability, stability, inequality, and variation in aging.	I	R		R	M	M		R	R	R	M
LO #3: Students will develop a gerontological	I	R	R		M	M	I		R	R	M

perspective through knowledge and self-reflection to effectively communicate with older adults, their families, and the community.											
LO #4: Students will distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research	I	R	R				I	R		R	R

VI. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title): Dr. Ashley Jordan, Psychology Director of Online Programs

Program Director/Main Proposer signature:

Date: 5/13/2024

Ashley C Jordan

Department Head (print name and title): Dr. Lee Ryan, Psychology Department Head

Department Head's signature:

Date: 5/13/2024

L Ryan

Associate/Assistant Dean (print name): Dr. Rebecca Gomez

Associate/Assistant Dean's signature:

Date: 5/15/24

R Gomez

Dean (print name): Dr. Carmala "Carmie" Garziona

Dean's signature:

Date:



Brad Story, Associate Dean, College of Science
Signed on behalf of Dean Carmala Garzione
05.21.2024

For use by Curricular Affairs:

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Insights into Healthy Aging Minor

Budget Contact Person: Maryori Puentes	Projected		
	1st Year 2024 - 2025	2nd Year 2025 - 2026	3rd Year 2026 - 2027
METRICS			
Net increase in annual college enrollment UG	20	25	30
Net increase in college SCH UG	240	300	360
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	0.33	0.33	0.33
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	55,973	71,367	87,322
Grad AIB Revenue			
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	\$ 55,973	\$ 71,367	\$ 87,322
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 55,973	\$ 71,367	\$ 87,322
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	38,907	38,907	38,907
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 38,907	\$ 38,907	\$ 38,907
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 38,907	\$ 38,907	\$ 38,907
Net Projected Fiscal Effect	\$ 17,065	\$ 32,460	\$ 48,414



**New Academic Program
PEER COMPARISON**

Program name, degree, and institution	Insights into Healthy - Aging Minor University of Arizona	Minor in Gerontology University of Utah	Gerontology Minor University of California Los Angeles	Aging Minor Ohio State University
Current number of students enrolled		No response after several attempts	“Around 22 students/year”	“14 as of 4/15/24”
Program Description	The Insights into Healthy Aging minor is open to all majors and is designed to provide an in-depth understanding of multiple dimensions of the aging process (e.g., biological, psychological, and social) in the context of the individual and of society. Experts guide students as they dive into a deeper understanding of how aging impacts the health, well-being, and quality of life of older	A minor in gerontology provides additional breadth and depth of knowledge in this academic area. Students will find that the Gerontology minor is an efficient way to meet most of their undergraduate designations. Students from a diverse array of colleges and departments at the University of Utah, such as architecture, social work, finance,	The undergraduate minor in Gerontology provides students with a foundation understanding of the current state of science related to human aging, enables students to assess longevity’s potential contribution and challenge to contemporary society, and provides students with an appreciation of opportunities to contribute,	This minor prepares undergraduate students to pursue graduate and workforce opportunities in fields with an aging focus, such as medicine, health and rehabilitation sciences, nursing, psychology, social work, policy, speech and hearing, and geriatrics.

	<p>adults. Students will learn to identify myths that perpetuate erroneous stereotypes of older adults, engage with older adults, and identify practical solutions aimed at enhancing the quality of life for older adults and their caregivers. The diversity of course options means this is a truly multidisciplinary educational experience for students.</p>	<p>and theater, benefit from a stronger understanding of the aging process – the physical, mental, and social changes in people as they age.</p>	<p>personally and professionally, to a diverse aging society.</p>	
Target Careers	<p>The multidisciplinary approach of the minor prepares students for graduate school and the workforce, in the areas of business, law, pharmacy, communications, public health, mental health, healthcare, academia, and research.</p>	<p>Students from a diverse array of colleges and departments at the University of Utah, such as architecture, social work, finance, and theater, benefit from a stronger understanding of the aging process – the physical, mental, and social changes in people as they age.</p>	N/A	<p>This minor prepares undergraduate students to pursue graduate and workforce opportunities in fields with an aging focus, such as medicine, health and rehabilitation sciences, nursing, psychology, social work, policy, speech and hearing, and geriatrics.</p>
Emphases? (Yes/No)				

List, if applicable	Healthy Aging			
Minimum # of units required	18	18	28 – 32 Upper Division Courses	12
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	Students must complete or be enrolled in PSY 324 to declare/ gain admission into the minor	N/A	To enter the Gerontology minor, students must have an overall grade-point average of 2.0 or better and a grade of B or better in Gerontology M108.	Minimum C- for a course to be listed on the minor. Minimum - 2.00 cumulative point-hour ratio is required for the minor. Course work graded Pass/Non-Pass cannot count on the minor. No more than 3 credit hours of coursework graded Satisfactory/Unsatisfactory may count toward the minor.
Internship, practicum, or applied/experiential requirements? If yes, describe.	Maximum of 3 units - PSY 393/493 Internship or PSY 399/499 Independent Study to complete the minor.	No	Yes Requisite: course M108, or Clusters 80A and 80BX. Limited to juniors/seniors. Students propose their own ideas for	No

	<p>The majority of the courses in the minor include experiential learning. PSY 324 includes a Life Lessons Mentorship experiential component.</p>		<p>internship project and petition for its approval. Approval of internship is contingent on position having relevance in field of gerontology. May be repeated for credit. Individual contract with supervising faculty member required. P/NP or letter grading.</p>	
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Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

Similar to other undergraduate minors in aging, the proposed Insights into Healthy Aging minor takes an interdisciplinary approach to aging, partnering with various experts in the field of aging. Each program lists multiple course offerings for students to choose from, depending on their professional, academic, or personal interests.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed program differs, as it is an extension of a current fully online undergraduate certificate program, focusing on healthy aging, with many courses implementing experiential learning with older adults and community agencies. The Insights into Healthy Aging minor will be housed in the Psychology Department with a focus on psychological, social, and biological processes in aging. All courses include career readiness competencies defined through the National Association of Colleges and Employers (NACE) to help prepare undergraduates to be ready to jump into a career upon graduation. The curriculum also allows students to share critical thought, review research findings, and write academically, in order to prepare them for graduate school.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

Due to medical advancements and technology, humans are living longer. We are also living healthier lives than ever before. In a recent review of gerontology academic programs across the United States, it was estimated that approximately 20% of undergraduate programs in gerontology focused on healthy aging. Thus, it is imperative students learn about healthy aging as we enter the world's largest aging demographic shift. More so, the Insights into Healthy Aging minor is fully online compared to the on-campus programs of the peer universities listed. A fully online minor in healthy aging is the extension of the very successful certificate, Insights into Healthy Aging. The success of the certificate has been due to its coursework being available to a large number of AZ-online students as well as UArizona campus students. The minor in Healthy Aging can be a conduit for students interested in applying to the graduate certificate or master's in Innovations in Aging at the University of Arizona.



COURSE USE/COLLABORATION/CONCERN FORM

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Science | Department of Psychology
- II. **Representative(s) making the request:** Linda Hollis
- III. **Planned proposed program:** Insights Into Healthy Aging Undergraduate Minor
- IV. **Planned program start date:** Fall 2024
- V. **Courses planned to be included, belonging to college / departments:**

FOR REVIEWING COLLEGE:

- 1. PSIO 487 Yes No Conditionally : *Under what conditions?*

VI. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
PSIO 487	3	Elective

VII. Expected Yearly Enrollment (add rows as necessary):

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
PSIO 430	3	3	5	7



COURSE USE/COLLABORATION/CONCERN FORM

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: *Linda Hollis* Date: 11.13.2023

Signature: _____ Date: _____



Hollis, Linda Marie - (lindahollis)

To: Abecassis, Michael M I - (mabecassis)

Cc: Jordan, Ashley C. - (ajordan1)



Mon 11/13/2023 1:09 PM



2 attachments (597 KB) Save all to OneDrive - University of Arizona Download all

Dr. Abecassis,
My apologies for the 2 emails. This email is separate from Dr. Linda Phillips R25 grant. PSIO 487 is currently an elective in our Insights into Healthy Aging Certificate program. We would like to include it as an elective in our Insights into Healthy Aging Minor program.

I have attached our Final Draft Proposal for the Minor as well as a Course Use/Collaboration/Concern form. Please review the attached materials, sign, and return the Course Use form to me. Just as a fyi - I wanted to include the timeframe listed on the Course Use form.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

Thank you in advance and please reach out if you have any questions.

Best,
Linda

Linda Hollis, Ph.D.
She/her
Assistant Professor of Practice
Coordinator, Healthy Aging Certificate Programs
Faculty Membership, Innovations in Aging
College of Science | Department of Psychology

<https://psychology.arizona.edu/certificate-programs>



COURSE USE/COLLABORATION/CONCERN FORM

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

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FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Science | Department of Psychology
- II. **Representative(s) making the request:** Linda Hollis
- III. **Planned proposed program:** Insights Into Healthy Aging Undergraduate Minor
- IV. **Planned program start date:** Fall 2024
- V. **Courses planned to be included, belonging to college / departments:**

FOR REVIEWING COLLEGE:

- 1. CHS 476 Yes No **Conditionally** : *Under what conditions?*
- 2. SOC 215 Yes No **Conditionally** : *Under what conditions?*

VI. **Parameters of Use (add rows as necessary):**

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
CHS 476	3	Elective
SOC 215	3	Elective

VII. **Expected Yearly Enrollment (add rows as necessary):**

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
CHS 476	3	5	10	10
SOC 215	3	3	5	8

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**



COURSE USE/COLLABORATION/CONCERN FORM

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: Linda Hollis Date: 11.13.2023

Signature:  Date: November 17, 2023



COURSE USE/COLLABORATION/CONCERN FORM

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Science/Psychology
- II. **Representative(s) making the request:** Ashley Jordan
- III. **Planned proposed program:** Insights into Healthy Aging Undergraduate Minor
- IV. **Planned program start date:** Fall 2024
- V. **Courses planned to be included, belonging to college / departments:** FSHD 413

FOR REVIEWING COLLEGE:

- 1. FSHD 413 **Yes** **No** **Conditionally** : *Under what conditions?*

VI. **Parameters of Use (add rows as necessary):**

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
FSHD 413	3	Elective option

VII. **Expected Yearly Enrollment (add rows as necessary):**

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
FSHD 413	3	5	7	10



COURSE USE/COLLABORATION/CONCERN FORM

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: _____ Date: _____

Course Use Request for a New UG Minor



Jordan, Ashley C. - (ajordan1)



To: Staten, Michael E - (statenm)

Mon 11/13/2023 12:12 PM

Cc: Hollis, Linda Marie - (lindahollis)



CALES - Course Use Collabor...
375 KB



New Acad Prgm_Minor_Healt...
224 KB



2 attachments (599 KB) Save all to OneDrive - University of Arizona Download all

Dear Dr. Staten,

I hope this email finds you well!

The Psychology department will soon be submitting paperwork to propose a new undergraduate minor, Insights Into Healthy Aging. This minor expands upon an already existing certificate program we have within the department in Healthy Aging for which we have used FSHD 413 as an elective option.

We would again like to respectfully request permission to include FSHD 413 in the list of course elective options for completion of the new/forthcoming minor.

Here, I have attached our Final Draft Proposal for the Minor as well as a Course Use/Collaboration/Concern form. Please review the attached materials, and if there is agreement, return the signed Course Use form to me. Just as a fyi - I wanted to include the timeframe listed on the Course Use form:

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

Thank you in advance and please reach out if you have any questions.

Best,

Ashley



ASHLEY C. JORDAN, Ph.D.
she/her/hers



COURSE USE/COLLABORATION/CONCERN FORM

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Science | Department of Psychology
- II. **Representative(s) making the request:** Linda Hollis
- III. **Planned proposed program:** Insights Into Healthy Aging Undergraduate Minor
- IV. **Planned program start date:** Fall 2024
- V. **Courses planned to be included, belonging to college / departments:**

FOR REVIEWING COLLEGE:

- 1. ETH 430 **Yes** **No** **Conditionally** : *Under what conditions?*
- 2. MED 412 **Yes** **No** **Conditionally** : *Under what conditions?*
- 3. MED 434 **Yes** **No** **Conditionally** : *Under what conditions?*

VI. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
<i>ETH 430</i>	<i>3</i>	<i>Elective</i>
MED 412	3	Elective
MED 434	3	Elective

VII. Expected Yearly Enrollment (add rows as necessary):

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
ETH 430	3	5	8	10
MED 412	3	5	8	10
MED 434	3	5	8	10



COURSE USE/COLLABORATION/CONCERN FORM

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: *Linda Hollis* Date: 11.13.2023

Signature: _____ Date: _____



Hollis, Linda Marie - (lindahollis)



To: Abecassis, Michael M I - (mabecassis)

Mon 11/13/2023 12:50 PM

Cc: Phillips, Linda R - (lphillip); Jordan, Ashley C. - (ajordan1)

Attachments:

2 attachments (603 KB) Save all to OneDrive - University of Arizona Download all

Dr. Abecassis

I hope this email finds you well. I recently met with Dr. Linda Phillips regarding the *Advancing Diversity in Aging Research through Undergraduate Education [R25]* grant and the Department of Psychology's Undergraduate Minor, Insights Into Healthy Aging. We are excited to collaborate with Dr. Phillips's grant and include the 1 credit certificate courses (ETH 430, MED 412, and MED 434) as electives in the Minor. At this time, we are unable to include the courses that are not approved or not in the UArizona course catalog.

I have attached our Final Draft Proposal for the Minor as well as a Course Use/Collaboration/Concern form. Please review the attached materials, sign, and return the Course Use form to me. Just as a fyi - I wanted to include the timeframe listed on the Course Use form.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

Thank you in advance and please reach out if you have any questions.

Best,
Linda

Linda Hollis, Ph.D.
She/her
Assistant Professor of Practice
Coordinator, Healthy Aging Certificate Programs
Faculty Membership, Innovations in Aging
College of Science | Department of Psychology



COURSE USE/COLLABORATION/CONCERN FORM

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Science/Psychology
- II. **Representative(s) making the request:** Ashley Jordan
- III. **Planned proposed program:** Insights into Healthy Aging Undergraduate Minor
- IV. **Planned program start date:** Fall 2024
- V. **Courses planned to be included, belonging to college / departments:** PHP 312 & PHP 436

FOR REVIEWING COLLEGE:

- 1. PHP 312 **Yes** **Nb** **Conditionally** : *Under what conditions?*
- 2. PHP 436 **Yes** **Nb** **Conditionally** : *Under what conditions?*

VI. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
PHP 312	3	<i>Elective option</i>
PHP 436	3	<i>Elective option</i>

VII. Expected Yearly Enrollment (add rows as necessary):

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
PHP 312	3	3	5	7
PHP 436	3	3	5	7



COURSE USE/COLLABORATION/CONCERN FORM

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: _____ Date: _____

Course Use Request for New UG Minor



Jordan, Ashley C. - (ajordan1)



To: Ehiri, John E - (jehiri)

Mon 11/13/2023 12:15 PM

Cc: Hollis, Linda Marie - (lindahollis)



New Acad Prgm_Minor_Healt...
224 KB



PHP - Course Use Collaborati...
340 KB



2 attachments (564 KB) Save all to OneDrive - University of Arizona Download all

Dear Dr. **Ehiri**,

I hope this email finds you well!

The Psychology department will soon be submitting paperwork to propose a new undergraduate minor, Insights Into Healthy Aging. This minor expands upon an already existing certificate program we have within the department in Healthy Aging for which we have used PHP 312 and PHP 436 as elective options.

We would again like to respectfully request permission to include PHP 312 and PHP 436 in the list of course elective options for completion of the new/forthcoming minor.

Here, I have attached our Final Draft Proposal for the Minor as well as a Course Use/Collaboration/Concern form. Please review the attached materials, and if there is agreement, return the signed Course Use form to me. Just as a FYI - I wanted to include the timeframe listed on the Course Use form:

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

Thank you in advance and please reach out if you have any questions.

Best,

Ashley



ASHLEY C. JORDAN, Ph.D.

From: [Jordan, Ashley C. - \(ajordan1\)](#)
To: [Madden, Melanie Christine - \(melaniecmadden\)](#)
Cc: [Lipton, Melanie - \(melanelipton\)](#)
Subject: Re: UG Minor in Insights into Healthy Aging
Date: Tuesday, August 20, 2024 5:01:51 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[Screen Shot 2024-08-20 at 5.00.58 PM.png](#)
[Outlook-qhteafwk.png](#)

Hi Melanie,

Yes, I've got an email. See below:

Hall-Lipsy, Elizabeth A - (ehall05)

To: [Jordan, Ashley C. - \(ajordan1\)](#)
Cc: [Schnellmann, Jennifer G - \(schnellj\)](#)

[PCOL 313 FALL 2024.docx](#)
273 KB

Fri 8/16/2024 4:50 PM

Dear Dr. Jordan,


As the academic affairs contact in my College- Pharmacy, I received the proposal for an undergraduate minor in Healthy Aging from your department as part of the 10 day program review. While we wholeheartedly agree with the proposal, we were also hoping to discuss the potential synergy for the inclusion of one of our BSPS (Bachelor of Science in Pharmaceutical Sciences) courses that addresses healthy aging, taught by Dr. Jennifer Schnellmann (cc'ed here).

Dr. Schnellmann shared with me that her undergraduate course, **PCOL 313: Therapeutic Interventions in Ageing**, may dovetail nicely with the certificate. In this class, she covers the physical aspects of aging that complement the mental health expertise that therapeutic providers have, acknowledging that the mind and body are intertwined. She specifically discusses the types of medications used to intervene in pathological aspects of physical aging with the intention of halting or reversing them (think: bone health, muscle wasting, cancers, cognitive losses, menopause/andropause, etc).

She suggests that perhaps certificate seekers will enjoy a bit of relevant medicine in this area even if their area of focus isn't the study of pharmaceuticals. As the director of our BS in Pharmaceutical Sciences, Dr. Schnellmann has commented to me that she greatly enjoys having psychology majors in her courses because they tell her that learning about drugs/pharmacology is exciting and "completes the picture" of all that they are learning in other courses.

I've attached the syllabus for your review, and I'd be happy to facilitate any future follow-up if this might be a helpful avenue of collaboration.

Many thanks,
Elizabeth

 **Elizabeth Hall-Lipsy, JD, MPH**
Assistant Dean of Academic Affairs and Assessment
Associate Professor of Practice
Director, Health Disparities Professional Certificate/RHPP
College of Pharmacy
THE UNIVERSITY OF ARIZONA

Roy P. Drachman Hall, Office #B307D
PO Box 210202 | Tucson, AZ 85721
Office: (520) 626-3180
email address: ehall05@arizona.edu

Please let me know if you need any additional information.

Best,

Ashley

Ashley C Jordan, PhD

she/her/hers

Associate Professor of Practice and

Director of Online Programs, Psychology



College of Science
THE UNIVERSITY OF ARIZONA

[Land Acknowledgment](#)
[X \(formerly Twitter\)](#) | [LinkedIn](#)

From: Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>
Sent: Tuesday, August 20, 2024 4:40 PM
To: Jordan, Ashley C. - (ajordan1) <ajordan1@arizona.edu>
Cc: Lipton, Melanie - (melanielipton) <melanielipton@arizona.edu>
Subject: RE: UG Minor in Insights into Healthy Aging

Oops, I forgot to ask about documentation from the offering department about the new elective—do you have a copy of an email from them, or a course use form listing PCOL 313?

Best,



Melanie C. Madden, MA, MFA

Undergraduate Program Manager
Curricular Affairs
THE UNIVERSITY OF ARIZONA

Academic Admin West
819 E 1st Street, Tucson AZ
melaniecmadden@arizona.edu

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Working together to expand human potential,
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