

## New Academic Program Workflow Form

### General

**Proposed Name: Insights into Healthy Aging**

Transaction Nbr: 00000000000124

Plan Type: Specialization

Academic Career: Undergraduate

Degree Offered: Undergraduate Certificate

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2022

### Details

Department(s):

#### SCNC

| DEPTMNT ID | DEPARTMENT NAME | HOST |
|------------|-----------------|------|
| 0423       | Psychology      | Y    |

Campus(es):

#### MAIN

| LOCATION | DESCRIPTION |
|----------|-------------|
| TUCSON   | Tucson      |

**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: Y Insights into Healthy Aging

Transcript: Y Insights into Healthy Aging

**Conditions for Admission/Declaration for this Major:**

Certificate applicants must meet University of Arizona undergraduate admission requirements.

**Requirements for Accreditation:**

N/A

**Program Comparisons**

**University Appropriateness**

The University of Arizona has extensive multidisciplinary research expertise that is directed towards a deeper understanding of how aging impacts the health, well-being, and quality of life of older adults. This proposed certificate is particularly relevant to the Grand Challenges and Arizona Global pillars of the strategic plan. Consistent with the Grand Challenges theme, this certificate program will tackle pressing grand challenges in the area of health care. Specifically, this certificate aligns with UAHS 3.1A, Precision Aging, which seeks to understand neurological changes that occur during normal aging and links to environmental and genetic factors that drive exceptional cognitive health. Additionally, this proposed certificate aligns with the Arizona Global pillar, as it will be offered to fully online students through Arizona Online, the goal being to expand beyond local areas, to engage with students and communities globally.

**Arizona University System**

| NBR | PROGRAM                        | DEGREE | #STDNTS | LOCATION   | ACCRDT |
|-----|--------------------------------|--------|---------|------------|--------|
| 1   | Foundational Graduate Certific | MA     | 0       | ASU Online | N      |

**Peer Comparison**

comparison chart attached

**Faculty & Resources**

**Faculty**

Current Faculty:

| INSTR ID | NAME           | DEPT | RANK                | DEGREE               | FCLTY/% |
|----------|----------------|------|---------------------|----------------------|---------|
| 01399507 | Andrew Perkins | 0423 | Assit. Prof. Pract. | Doctor of Philosophy | 1.00    |
| 02928557 | Ashley Jordan  | 0423 | Assoc. Prof. Pract. | Doctor of Philosophy | 1.00    |
| 22092149 | Linda Hollis   | 0423 | Assit. Prof. Pract. | Doctor of Philosophy | 1.00    |

Additional Faculty:

In Year 2 of the program we plan to hire a new faculty member to help teach classes relevant to the program. This person's salary and ERE were taken into account when creating our budget projection

Current Student & Faculty FTE

| DEPARTMENT | UGRD HEAD COUNT | GRAD HEAD COUNT | FACULTY FTE |
|------------|-----------------|-----------------|-------------|
| 0423       | 2676            | 76              | 39.79       |

Projected Student & Faculty FTE

| DEPT | UGRD HEAD COUNT |      |      | GRAD HEAD COUNT |      |      | FACULTY FTE |      |      |
|------|-----------------|------|------|-----------------|------|------|-------------|------|------|
|      | YR 1            | YR 2 | YR 3 | YR 1            | YR 2 | YR 3 | YR 1        | YR 2 | YR 3 |
| 0423 | 150             | 225  | 275  | 0               | 0    | 0    | 1.00        | 2.00 | 2.00 |

**Library**

Acquisitions Needed:

No additional library acquisitions will be needed for the successful initiation of the program.

**Physical Facilities & Equipment**

Existing Physical Facilities:

As the program offerings from Psychology will be entirely online, no special classrooms, laboratories, or computer facilities will be needed. We currently have adequate physical equipment in terms of faculty office supplies (e.g., computer, printer, etc.).

Additional Facilities Required & Anticipated:

We've included \$3,000 in our budget projection for start-up equipment in Years 1 and 2 to supply new faculty with adequate computing capabilities. We do not anticipate needing the use of special classrooms, laboratories, computer facilities, or physical equipment on University of Arizona campus.

**Other Support**

Other Support Currently Available:

We have three faculty who are currently able to teach the Psychology classes within this program: Linda Hollis, Ashley Jordan, and Andrew Perkins. We also have a content expert, Carol Barnes, willing to lend her expertise. Our Arizona Online academic advisor, Jamie Ellsworth, is available to advise students. And our Career and Professional Development Professor of Practice, Christy Ball, is available to help mentor students who will be in this program.

Other Support Needed over the Next Three Years:

We plan to hire one additional full-time faculty member (9-month term) in Year 2 to help with the teaching the growing number of classes available for certificate applicants

**Comments During Approval Process**

1/12/2022 4:56 PM

RYANT

| Comments  |
|-----------|
| Approved. |

1/13/2022 2:34 PM

MELANIECMADDEN

| Comments  |
|-----------|
| Approved. |



## UNDERGRADUATE CERTIFICATE – ADDITIONAL INFORMATION FORM

### I. CERTIFICATE DESCRIPTION

**Title:** *Insights into Healthy Aging: Promoting Healthy Minds, Brains, and Lives*

**Certificate Description.** The Psychology Department certificate program entitled *Insights into Healthy Aging* 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. The University of Arizona has extensive multidisciplinary research expertise that is directed towards a deeper understanding of how aging impacts the health, well-being, and quality of life of older adults. World renowned faculty come together to provide the scientifically grounded domain content necessary to understand how aging affects cognitive, psychological, and social functioning. Students will learn to identify myths that perpetuate erroneous stereotypes of older adults and identify practical solutions aimed at enhancing quality of life for older adults and their caregivers. The diversity of course options means this will truly be a truly multidisciplinary educational experience for students.

### II. NEED FOR THE CERTIFICATE/JUSTIFICATION

By 2030, nearly 74 million individuals in the U.S. will be older than 65, with the fastest growing segment being those over 85 years of age<sup>1</sup>. It is therefore imperative that we provide knowledge to our students that can help direct and inform positive interactions with older individuals, both professionally and personally.

**Primary Intent.** The primary intent of the certificate is to provide students with the scientifically grounded domain content necessary to understand the aging process from multiple perspectives, including cognitive, psychological, emotional, and social views. Students will become aware of myths that perpetuate erroneous stereotypes about older adults, and identify practical solutions aimed at enhancing quality of life for older adults and their caregivers. While multiple individual courses on the topic of aging currently exist across units at the University of Arizona, no certificate, minor, or degree program currently exists that focuses on the psychological and cognitive aspects of the aging individual and their caregivers. The program will be uniquely multidisciplinary, supported by departments and colleges across the University of Arizona.

The certificate program will complement two new programs at the University of Arizona. The new minor entitled *Aging and Population Health*, offered through Public Health, addresses aging from a population health perspective including the socio-economic factors that contribute to health and well-being in later life. Second, the new graduate certificate entitled *Innovations in Aging* that is being offered by UA Health Sciences will address many of the same issues as the proposed undergraduate certificate, but at a graduate level. We are working closely with the faculty in *Innovations in Aging* to ensure that our programs are well aligned. Several faculty in Psychology will be offering course modules for this graduate-level certificate, while faculty in the *Innovations* program are providing consultation on community engagement opportunities for our undergraduates.

**Skill Set.** A unique feature of the certificate program is that all the courses will include practical knowledge that will

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<sup>1</sup> <https://www.cdc.gov/aging/pdf/healthy-aging-in-action508.pdf>

provide students with optimal solutions to real-world situations. The courses are designed to be particularly relevant for students who are interested in pursuing a career in the aging sciences or working directly with the aging population as a caregiver or other service provider. Practical skills exercised within this certificate program include:

- Understanding Human Behavior and Behavior Change
- Critical and Analytical Thought
- Ethical and Social Responsibility
- Inclusivity, Diversity and Cultural Influences on Aging
- Synthesis of Information
- Professional Writing/Presenting
- Leadership
- Teamwork/Collaboration
- Organizational Skills
- Digital Fluency
- Time Management

These attributes were carefully selected to align competencies gained from our certificate with key skills identified by employers as highly desirable. Key skill clusters listed by potential employers included: mental and behavioral health, health support and health education, teaching, basic living activities, disease prevention, and social work. Desirable attributes included: organizational skills, critical thinking, written and verbal communication skills, and cultural sensitivity.

**Opportunities for Application.** Because the program has been designed to address both basic knowledge regarding the aging process and have relevance to real-world applications, the certificate will have value for careers in multiple domains.

Certificate holders would be well suited for a range of careers in elder care industries including Continuing Care Retirement Communities (CCRCs), home healthcare agencies, rehabilitation facilities, community-based organizations, mental health agencies, as well as policy entities in government and public/private healthcare systems. The certificate is also highly relevant to students wishing to pursue postgraduate degrees in gerontology, psychology, medicine, law, public health, counseling, and business. For example, given the significant increase in the aging workforce that is expected over the next 10-20 years, the certificate will be added value to individuals working in human resources within a broad spectrum of corporations and industries. Practitioners in the fields of psychology, medicine and law are often providing services to older adults, making basic knowledge of the aging process invaluable.

**Uniqueness of the Certificate.** Importantly, the proposed certificate program will be unique in the country for several reasons:

- Topics included in the certificate and content for key courses were developed with extensive input from industry. Competencies embedded in the program map onto specific skills desired by industry.
- Courses have been created and will be offered by world-class research faculty with extensive domain expertise.
- All core courses will be offered fully online, making the program widely accessible to students, including individuals who are already working in relevant industries and wish to upgrade their

knowledge in this area.

Most existing programs on aging emphasize non-normative aging or disorders of aging, such as the dementias and chronic medical conditions associated with aging. Given that 85% of older adults will NOT experience dementia in their lifetime (Wagster et al., 2012), this program will emphasize healthy aging and the importance of distinguishing between healthy aging and disorders of aging.

- Focusing this program at the undergraduate level is unique and has the potential to engage students in a career trajectory that they may not have considered previously. It also positions them to be highly competitive when applying for post-graduate programs in this field or related fields.
- The program is uniquely multidisciplinary, exposing students to perspectives from psychology, biology, sociology, law, and environmental science, among others. This will provide students with breadth but will also allow students to tailor their curriculum to meet their specific career interests.

**Anticipated enrollments.** Two undergraduate courses included in the certificate program were offered for the first time in a fully online format during Spring 2021. Both courses exceeded their expected enrollments of 100, with over 120 students enrolled in each course and additional students on waiting lists. The immediate high enrollment speaks to the broad interest that exists among our students for courses on this topic. **Table 1** shows the estimated courses offered, course enrollments, and certificate completions over the first five years of the program.

*Table 1. Estimated courses offered, course enrollments, and students completing the certificate program.*

|                          | Yr 1 | Yr2 | Yr 3 | Yr 4 | Yr5 |
|--------------------------|------|-----|------|------|-----|
| <i>Courses offered</i>   | 5    | 6   | 7    | 8    | 8   |
| <i>Course enrollment</i> | 500  | 600 | 700  | 800  | 800 |
| <i>Certificates</i>      |      | 40  | 80   | 150  | 200 |

**Market Analysis: Adult Development and Aging.** A market analysis was conducted for Adult Development and Aging programs (19.0702) for the time period 3/1/2020 to 2/28/2021 in the southwest region (Arizona, California, Texas). It indicated that **34,464 job postings** for graduates of this program were available in the last 12 months.

Importantly, the number of jobs is **expected to grow over the next 10 years**, both in the selected region and nationwide, by 10-13%. The largest number of job postings are expected to be found in Arizona, California, Texas, Florida, Ohio, Pennsylvania, and North Carolina. **Table 2** shows the growth estimates for the southwest region (Arizona, California, and Texas) which exceeds the national growth. **Table 3** and the graph below shows the actual growth in employment in the southwest region from 2014 to 2019, and an estimate of growth by the year 2028. These figures demonstrate the growing need for well-educated individuals in this field. Postings by industry type were most commonly in health care settings (60%), educational settings (25%), service administration (6%), public administration (2%), and other (7%).

*Table 2. Growth in the Southwest Region vs. Nationally*

| Geography                  | Selected Occupations | Total Labor Market | Relative Growth |
|----------------------------|----------------------|--------------------|-----------------|
| Arizona, California, Texas | 12.84 %              | 8.79 %             | Average         |
| Nationwide                 | 10.55 %              | 4.24 %             | High            |

Table 3. Career Outcomes from 2014 to 2019 and growth estimated by 2028.

|            | 2014    | 2015    | 2016    | 2017    | 2018    | 2019    | 2028    |
|------------|---------|---------|---------|---------|---------|---------|---------|
| Employment | 145,860 | 155,630 | 156,990 | 185,370 | 184,370 | 189,830 | 214,202 |

**Comparison to Other Institutions.** Institutions offering similar programs at the undergraduate level were regional public colleges and community colleges, including Chaffey College, American River College, Berkeley City College, Sacramento College, Mira Costa College, and Coastline Community College. Though some peer institutions have a similar such certificate, many do not have a fully online component (e.g., University of Iowa, University of Maryland, University of Minnesota), others are at a graduate level (University of Texas, University of Minnesota, University of Maryland). Those with online undergraduate certificates are concentrated in Nursing (University of Utah) or Social Work (University of Washington). We could find no peer institutions (AAU public research universities) with a similarly multidisciplinary certificate program that emphasizes healthy aging at an undergraduate level as opposed to focusing on unhealthy/atypical aging.

**Interest in the Certificate Program.** Feedback on the proposed certificate program was obtained from 120 students who were enrolled in PSY 459 (Cognitive and Psychological Aspects of Healthy Aging). The majority of students (75%) indicated that they would be interested in taking additional courses in this domain, and 54% said they would consider completing a certificate in aging if it were available. Several students said they would be interesting in considering a career focusing on aging. Representative student comments are listed below.

- I think it would be beneficial to students to provide more classes because it can give students interested in counseling, aging, and gerontology a more well-rounded education.
- I am graduating this May, but if I had more time I would be interested in taking the courses related to disorders of aging and cultural contexts. If I were to be pursuing a career in counseling, I would be interested in taking the rest of the certificate courses.
- If it were beneficial to my career and I had time, I would pursue a certificate in this area.
- I would very much have been interested in such a certificate program had it been offered to me at the University of Arizona. As it were, I am graduating this May.
- I would definitely be interested in taking more courses relating to aging and gerontology.
- Best wishes towards what seems to be an exciting program! I'm disappointed that I will not be able to take part!
- I think starting this kind of certificate program would be a great way for students to explore this field more. The certificate makes it very worthwhile. Having the opportunity to do internships in the community gives students a real life application with their educational experience. This would be great as internship opportunities can be very difficult to find.
- After taking your PSY459 class I am highly interested in the topic of aging and would love to participate



in a program like this. I think receiving the certificate would greatly help me with my future endeavors as well. I will be graduating in Spring 2022 and would still love to have this opportunity.

- I think the UA offering a certificate on aging and internships with older persons would be great. This could put working with older generations into peoples’ minds which could then lead to more people working with older persons. Too many of us, I feel, do not work with older generations because we are uncomfortable or generally unfamiliar with the customs and ideas required. I am someone who is not generally comfortable with older persons and interacting with them, but I feel that taking such courses and eventually working with older adults would benefit me in that area.
- If I had more time at the U of A, I would have liked to receive such a certificate earlier on in my academic career if such a thing existed.

**Community needs and employability enhancement.** The curriculum for the certificate program was developed with extensive input from executives and administrative staff at Watermark Retirement Communities. Headquartered in Tucson, Arizona, Watermark currently manages 58 communities in 21 states, including independent living, assisted living, and memory care communities in addition to rehabilitation and skilled nursing facilities. Watermark is a leader nationally in creating transformative programs that support residents’ physical, intellectual, and emotional well-being. A letter of support is attached, indicating the impact that this certificate would have on employability in the elder care industry (see Appendix A).

Additional letters of support have been provided by the Pima Council on Aging (PCOA), ELDER Alliance, and AARP Arizona (see Appendix A). As you will see in these letters, leaders in the field on aging agree that this certificate will enhance employability prospects for student recipients, including being given preference in hiring decisions, promotion, increased salary, or upward mobility into managerial positions.

### III. PROGRAM AFFILIATION

The new certificate program will be affiliated with the Psychology Department’s Bachelor of Arts in Psychology and the Bachelor of Science in Psychological Science. However, the certificate program will be offered to all undergraduate students, regardless of major.

Though the certificate program will be administered through the Psychology Department, we have gained support from several other departments and academic units across the University of Arizona, including: University of Arizona’s Center on Aging, Innovations in Aging, Family Studies and Human Development, Physiology, Public Health, Neuroscience, Speech Language and Hearing Sciences, and Care Health and Society.

### IV. CERTIFICATE REQUIREMENTS

|  |    |
|--|----|
| Minimum total units required   |    |
| <i>*minimum 12 units</i>   | 12 |
| Minimum upper-division units required                                  | 12 |
| <i>*minimum 6 units of credit must be upper division UA coursework</i> |    |

|  |  |
|--|--|
| Total transfer units that may apply to the certificate.  | 6  |
| List any special requirements to declare/admission to this certificate (completion of specific coursework, minimum GPA, interview, application, etc.)  | none   |
| Certificate requirements. List all required certificate 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>Required core:<br/>-PSY 324: Fundamentals of Aging: A Multidisciplinary Perspective</p> <p>Complete at least 2 courses (6 units):<br/>-PSY 459: Adult Development and Aging, 3 units<br/>-PSY 367: Relationships and Aging in a Sociocultural Context, 3 units<br/>-PSY 342: Alzheimer's Disease and Related Dementias, 3 units<br/>-PSY 386: Caring for Aging Adults and Self-Care for Caregivers, 3 units<br/>-PSY 385: Ethical Issues in the Care of Elderly Persons: Psychology, Policy, and Law, 3 units</p> <p>Complete at least 1 additional course (3 units) from options listed above or additional options, below:<br/>-FSDH 413: Issues in Aging, 3 units<br/>-PSIO 487: Physiology of Aging, 3 units<br/>-PHP 312: Health Promotion and Well-being in Later Life, 3 units<br/>-PHP 436: Aging, Environment, and Well-Being, 3 units</p> |
| Internship, practicum, applied course requirements (Yes/No). If yes, provide description.  | No. At this time we do not have an internship or practicum; we have 1 core course with a 100% engagement designation, though many courses contain applied assignments to prepare students for real-world job experience.   |
| Additional requirements (provide description)  | None.  |
| Any DOUBLE-DIPPING RESTRICTIONS (Yes/No)? If yes, provide description.<br><i>*A maximum of 6 units may double-dip with a degree requirement (major, minor, General Education) or second certificate.</i>   | Yes, certificate coursework may not exceed 2 courses (6 units) toward a major, minor, or certificate.  |

## V. CURRENT COURSES

| Course prefix and number (include cross-listings) | Units | Title  | Pre-requisites | Modes of delivery (online, in-person, hybrid) | Campus and Location Offered | Dept signed party to proposal? (Yes/No) |
|---|-------|--|----------------|---|-----------------------------|---|
| PSY 367   | 3     | Relationships and Aging in a Sociocultural Context   | None           | Online  | Main; Online                | Yes                                     |
| PSY 342   | 3     | Alzheimer's Disease and Related Dementias            | None           | Online  | Main; Online                | Yes                                     |
| PSY 386   | 3     | Caring for Aging Adults and Self-Care for Caregivers | None           | Online  | Main; Online                | Yes                                     |

|              |   |   |   |                   |                       |     |
|--------------|---|---|---|-------------------|-----------------------|-----|
| PSY 385      | 3 | Ethical issues in the care of Elderly Persons: Psychology, Policy, and Law. | None  | Online            | Main; Online          | Yes |
| PSY 324      | 3 | Fundamentals of Aging: A Multidisciplinary Perspective                      | None  | Online            | Main; Online          | Yes |
| PSY 459 (WE) | 3 | Adult Development and Aging   | PSY 290A  | Online            | Main; Online          | Yes |
| FSHD 413     | 3 | Issues in Aging   | FSHD 117 or equivalent OR 6 units of social science   | In-person; Online | Main; Online          | No  |
| PHP 312      | 3 | Health Promotion and Well-Being in Later Life                               | Recommended: Introductory course in Gerontology (or other intro/college level aging course) | In-person; Online | Main; Online; Phoenix | No  |
| PHP 436      | 3 | Aging, Environment, and Well-Being  | Introductory course in Gerontology (or other intro/college level aging course)              | In-person; Online | Main; Online; Phoenix | No  |
| CHS 460      | 3 | Self-Care in the Helping Professions  | Recommended: Junior or Senior Standing  | In-person; Online | Main; Online          | No  |

## NEW COURSES NEEDED

| 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 |
|---|-------|-------|----------------|---|---------|--------------------------------|----------------------------------|---|--|
|---|-------|-------|----------------|---|---------|--------------------------------|----------------------------------|---|--|

|          |   |  |                                       |           |   |            |    |   |                    |
|----------|---|--|---------------------------------------|-----------|---|------------|----|---|--------------------|
| PSIO 3XX | 3 | Name TBD:<br>Similar to<br>Physiology<br>of Aging  | Introductory<br>Gerontology<br>course | Online    | D | Spring XXX | Sp | No  | Allyson<br>Roof    |
| SLHS XXX | 3 | Hearing<br>and Aging;<br>Neuroscien<br>ce of Aging | None                                  | In-person | D | Fall XXX   | F  | No, but<br>we have a<br>letter of<br>support,<br>see<br>appendix<br>A | Not yet<br>decided |

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

## VI. Learning Outcomes

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)

|  |
|--|
| <b>Learning Outcome #1:</b> Students will utilize Gerontological frameworks to examine human development and aging.  |
| <b>Concepts:</b> Students will apply gerontological frameworks learned in core courses.  |
| <b>Competencies:</b> Students will effectively interpret gerontological frameworks in relationship to aspects and problems of older adults, their families, their environment, and communities.  |
| <b>Learning Outcome #2:</b> Students will relate biological theory and science to understanding senescence, longevity, and variation in aging.   |
| <b>Concepts:</b> Students will apply biological theory learned in core courses.  |
| <b>Competencies:</b> Students will distinguish normal biological aging changes from pathology and apply biological theory and science to real-life scenarios.  |
| <b>Learning Outcome #3:</b> Students will relate psychological theories and science to understanding adaptation, stability and change in aging.  |
| <b>Concepts:</b> Students will apply psychological theory as learned in core courses.  |
| <b>Competencies:</b> 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. |
| <b>Learning Outcome #4:</b> Students will relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.  |
| <b>Concepts:</b> Students will apply social theory as learned in core courses.   |
| <b>Competencies:</b> 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.  |
| <b>Learning Outcome #5:</b> Students will develop comprehensive and meaningful concepts, definitions, and measures for well-being of older adults and their families, grounded in Humanities and Arts.   |
| <b>Concepts:</b> Students will effectively communicate concepts, measures, and definitions grounded in Humanities and Arts learned in core courses.  |
| <b>Competencies:</b> Students will identify, acknowledge, and promote unique contributions older adults can make to the social environment.  |
| <b>Learning Outcome #6:</b> Students will distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.  |
| <b>Concepts:</b> Students will effectively communicate distinguishing factors related to aging outcomes learned in core courses.   |
| <b>Competencies:</b> 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. |
| <b>Learning Outcome #7:</b> Students will develop a Gerontological perspective through knowledge and self-reflection.  |
| <b>Concepts:</b> Students will apply gerontological frameworks learned in core courses.  |
| <b>Competencies:</b> 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).   |
| <b>Learning Outcome #8:</b> Students will adhere to ethical principles to guide work with and on behalf of older persons.  |
| <b>Concepts:</b> Students will apply ethical practices learned in core courses.  |
| <b>Competencies:</b> Students will respect the older person's autonomy, interdependence, self-determinations, cultural values, and diversity. Students will uphold ethical standards while working with older adults as well as protect older adults from elder abuse of all types.                |
| <b>Learning Outcome #9:</b> Students will engage through effective communication, older persons, their families, and the community, in personal and public issues in aging.  |
| <b>Concepts:</b> Students will effectively communicate with in older persons, their families, and the community, as learned in core courses.   |
| <b>Competencies:</b> Students will establish rapport and overcome challenges in communicating with older adults, while effectively engaging with other adults, their families, and caregivers.   |
| <b>Learning Outcome #10:</b> Students will engage collaboratively with others to promote integrated approaches to aging.   |
| <b>Concepts:</b> Students will demonstrate collaborative engagement with the skills learned in core courses.   |
| <b>Competencies:</b> Students will respect and integrate knowledge from various disciplines to promote comprehensive care on behalf of older adults.   |

|   |
|---|
| <b>Learning Outcome #11:</b> Students will promote older persons' strengths and adaptations to maximize well-being, health, and mental health.  |
| <b>Concepts:</b> Students will promote older persons' strengths learned in core courses.  |
| <b>Competencies:</b> Students will identify and gather community resources to support the well-being, health, and mental health of older adults. Students will build relationships with Elders that are respectful, confidential, and engage positive care. |
| <b>Learning Outcome #12:</b> Students will promote quality of life and positive social environments for older persons.  |
| <b>Concepts:</b> Students will demonstrate ways to promote quality of life and positive social environments through information learned in core courses.  |
| <b>Competencies:</b> Students will evaluate and identify strategies to support older adults during life transitions by recognizing the multifaceted dynamics of social isolation.   |
| <b>Learning Outcome #13:</b> Students will understand ways to employ and generate policy to equitably address the needs of older persons.   |
| <b>Concepts:</b> Students will understand policy to address the needs of older adults as learned in core courses.   |
| <b>Competencies:</b> Students will be an advocate for older adults by identifying, investigating, and creating solutions to problems related to the aging.  |

## VII. CONTACTS AND ADMINISTRATION

- a. Name and contact information for the primary points of contact:
  - Lee Ryan, Ph.D., Professor and Department Head, ryant@arizona.edu
  - Secondly, Linda Hollis, Ph.D. Assistant Professor of Practice and Program Coordinator, lindahollis@arizona.edu
  
- b. Name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate (this is not always the same as the DUS for affiliated programs or head of the managing academic unit.)
  - Ashley Jordan, Ph.D., Associate Professor of Practice and Director of Online Programs, Psychology, ajordan1@arizona.edu
  
- c. Members of the certificate oversight committee:
  - Linda Hollis, participating faculty
  - Ashley Jordan, faculty
  - Carol Barnes, faculty
  - Jamie Ellsworth, AZ Online academic advisor

**VIII. REQUIRED SIGNATURES**

Program Director/Main Proposer (print name and title): Ashley Jordan, Ph.D., Associate Professor of Practice and Director of Online Programs

Program Director/Main Proposer signature:

Date:

Ashley C Jordan 10/26/2021

Department Head (print name and title): Lee Ryan, Ph.D., Professor and Department Head

Department Head's signature:

Date:

L Ryan 10/28/2021

Associate/Assistant Dean (print name): Rebecca Gomez, Ph.D., Interim Associate Dean, Student Academic Success

Associate/Assistant Dean's signature:

Date: 11/21/21

R Gomez

Dean (print name): Carmala Garziona, Dean, College of Science

Dean's signature:

Date: 11/22/21

Carmala Garziona

For use by Curricular Affairs (Undergraduate):

| Committee   | Approval date |
|---|---------------|
| APS   |               |
| Undergraduate Council                                 |               |
| Undergraduate College Academic Administrators Council |               |

For use by Curricular Affairs (Graduate):

| Committee  | Approval date |
|--|---------------|
| GPERC  |               |
| Graduate College Academic Administrators Council |               |





BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Insights into Healthy Aging undergraduate certificate, Psychology

Note: Budget based on expected Arizona Online incremental increase due to Gerontology Certificate Program, Yr 1: 150 students, Yr2: 225, Yr 3: 275

Total student enrollment is expected at Yr 1: 500, Yr 2: 600, and Yr 3: 700. Students will be split between main campus (iCourse) students and AZ Online students.

| Budget Contact Person: Maryori Puentes-Pena                   | Projected               |                         |                         |
|---|-------------------------|-------------------------|-------------------------|
|   | 1st Year<br>2022 - 2023 | 2nd Year<br>2023 - 2024 | 3rd Year<br>2024 - 2025 |
| <b>METRICS</b>  |                         |                         |                         |
| Net increase in annual college enrollment UG                  |                         |                         |                         |
| Net increase in college SCH UG                                |                         |                         |                         |
| 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   | 1                       | 2                       | 2                       |
| <b>FUNDING SOURCES</b>  |                         |                         |                         |
| <u>Continuing Sources</u>                                     |                         |                         |                         |
| UG RCM Revenue (net of cost allocation)                       |                         |                         |                         |
| Grad RCM Revenue (net of cost allocation)                     |                         |                         |                         |
| Program Fee RCM Revenue (net of cost allocation)              |                         |                         |                         |
| F and A Revenues (net of cost allocations)                    |                         |                         |                         |
| UA Online Revenues  | \$ 139,940              | \$ 212,957              | \$ 255,461              |
| Distance Learning Revenues                                    |                         |                         |                         |
| Reallocation from existing College funds (attach description) |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |
| <b>Total Continuing</b>                                       | <b>\$ 139,940</b>       | <b>\$ 212,957</b>       | <b>\$ 255,461</b>       |
| <u>One-time Sources</u>                                       |                         |                         |                         |
| College fund balances   |                         |                         |                         |
| Institutional Strategic Investment                            |                         |                         |                         |
| Gift Funding  |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |
| <b>Total One-time</b>   | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>             |
| <b>TOTAL SOURCES</b>  | <b>\$ 139,940</b>       | <b>\$ 212,957</b>       | <b>\$ 255,461</b>       |
| <b>EXPENDITURE ITEMS</b>                                      |                         |                         |                         |
| <u>Continuing Expenditures</u>                                |                         |                         |                         |
| Faculty   | 86,500                  | 146,500                 | 155,150                 |
| Other Personnel   | 3,000                   | 3,000                   | 3,000                   |
| Employee Related Expense                                      | 27,435                  | 46,215                  | 48,922                  |
| Graduate Assistantships                                       |                         |                         |                         |
| Other Graduate Aid  |                         |                         |                         |
| Operations (materials, supplies, phones, etc.)                |                         |                         |                         |
| Additional Space Cost   |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |
| <b>Total Continuing</b>                                       | <b>\$ 116,935</b>       | <b>\$ 195,715</b>       | <b>\$ 207,072</b>       |
| <u>One-time Expenditures</u>                                  |                         |                         |                         |
| Construction or Renovation                                    |                         |                         |                         |
| Start-up Equipment  | 3,000                   | 3,000                   |                         |
| Replace Equipment   |                         |                         |                         |
| Library Resources   |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |
| <b>Total One-time</b>   | <b>\$ 3,000</b>         | <b>\$ 3,000</b>         | <b>\$ -</b>             |
| <b>TOTAL EXPENDITURES</b>                                     | <b>\$ 119,935</b>       | <b>\$ 198,715</b>       | <b>\$ 207,072</b>       |
| <b>Net Projected Fiscal Effect</b>                            | <b>\$ 20,006</b>        | <b>\$ 14,243</b>        | <b>\$ 48,389</b>        |



New Academic Program  
PEER COMPARISON

| Program name, degree, and institution | Proposed UA Program  | Peer 2<br>University of Minnesota   | Peer 3<br>University of Utah   |
|---------------------------------------|--|---|--|
| Current number of students enrolled   |  | Applications to the Aging Certificate program are not being accepted at this time.  | 2017-2018 (1)<br>2018-2019 (1)   |
| Program Description                   | <p>The Psychology Department certificate program entitled <i>Insights into Healthy Aging</i> is designed to provide an in-depth understanding of multiple dimensions of the aging process in the context of the individual and of society.</p> <p>The University of Arizona has extensive multidisciplinary research expertise that is directed towards a deeper understanding of how aging impacts the health, well-being, and quality of life of older adults. World renowned faculty come together to provide the scientifically grounded domain content necessary to understand how aging affects cognitive, psychological, and social functioning, identify myths that perpetuate erroneous stereotypes of older people, and identify practical solutions aimed at enhancing quality of life for older adults and their caregivers.</p> | <p>The Certificate on Aging is majority face-to-face format. The certificate is designed to increase knowledge and understanding in the multifaceted field of human aging. This interdisciplinary program provides students with the background and confidence necessary to meet the challenges of serving the aging population.</p> <p>The courses are offered through the Center on Aging within the Division of Health Policy and Management. Aging studies at the University of Minnesota involves an interdisciplinary approach.</p> | <p>The fully-online program is designed for persons who want to work in the field of aging, those already active in the field and those who simply want to personally benefit from knowing more about the aging process and the implications of living in an aging society.</p> <p>The interdisciplinary curriculum provides an overall view of the aging process and older adults. It examines specific changes common to older individuals as well as the broader psychological and social issues they face.</p> |

|   |   |  |  |
|---|---|--|--|
| Target Careers  | Aging Services Administrators, Community Health Workers, Elder Law, Fiduciary Specialist, Fitness and Health Workers, Dieticians, Adult Protective Services, Home Healthcare, Hospice and Palliative Care, Patient Advocate, Financial Planner, Retirement Coach, Employment Specialist, Health Educator, Audiology, and therapies - Occupational Therapy, Physical Therapy, Recreation Therapy | Examples include the following: hospitals, long-term care facilities, education, clinics, home health care agencies, hospice and end-of-life care organizations, insurance groups, counseling and social services, physician groups, financial planning, architecture and design, public policy makers, and nursing. | Students interested in specific careers in gerontology should consult with the faculty to develop a program of study to meet their individual goals. |
| Emphases? (Yes/No)<br>List, if applicable               | N/A   | N/A  | N/A  |
| Minimum # of units required                             | 12  | 12   | 15 units; to be completed within 3 years   |
| Level of Math required<br>(if applicable)               | N/A   | N/A  | N/A  |
| Level of Second Language<br>required<br>(if applicable) | N/A   | N/A  | N/A  |
| Pre-Major? (Yes/No) If yes,<br>provide requirements.    | N/A   | N/A  | N/A  |

|  |  |   |            |
|--|--|---|------------|
| <p>Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)</p> | <p>Certificate applicants must meet UA Undergraduate Admission requirements.</p>   | <p>Individuals who hold at least a bachelor's degree. The interdisciplinary nature of the program embraces different backgrounds and interests and is suitable for graduates from any major.</p> <p>The preferred undergraduate GPA for admittance to the program is 3.00</p> <p>International applicants must submit score(s) from one of the following tests: TOEFL Internet Based - Total Score: 100 Paper Based Total Score: 600 IELTS Total Score: 7</p> | <p>N/A</p> |
| <p>Internship, practicum, or applied/experiential requirements?<br/>If yes, describe.</p>            | <p>Currently, there is no internship or practicum. One core course has a 100% engagement designation, though many courses contain applied assignments to prepare students for real-world job experience.</p> | <p>N/A</p>  | <p>N/A</p> |

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.

The proposed certificate program has a number of similarities to the peer programs we've reviewed. Like UArizona, both of the peer programs above offer curriculum that is multidisciplinary in nature. Minnesota State University's certificate is housed in the College of Social and Behavioral Sciences, which is similar to our program being housed in the Psychology Department. UArizona's program is largely online, which opens it to a large potential student base, in line with University of Utah's program. All three programs require roughly comparable numbers of units be completed in order to successfully attain the certificate (12, 12, and 15 respectively).

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.

Though our proposed certificate program has some similarities with the peer programs reviewed, our program stands out as being far more robust. For instance, UArizona is home to world-renowned experts in aging sciences. Our faculty content experts have been intricately involved in all parts of the planning process for our certificate, from certificate requirements to course design and content. Unlike the program offered through University of Utah, our program is housed in the Psychology Department. The benefit of being housed in Psychology, as opposed to Nursing, is that the program focuses on healthy aging and the whole individual as opposed to focusing on pathologies of aging, which only apply to a minority of aging individuals. UArizona's certificate is at the undergraduate level, as opposed to Minnesota State, which offers a graduate-level certificate. From this perspective, UArizona's certificate is more accessible to a larger body of students given that the requirements to enroll in certificate courses (being admitted to the University as an undergraduate) are less stringent than for a graduate certificate (which requires students to already hold a Bachelor's degree). Perhaps most strikingly, UArizona has data to suggest strong student interest in a certificate on aging. In reviewing peer institutions, Minnesota State is not currently accepting new applicants to their certificate program and University of Utah has only had a single student enrolled in the most recent years where data were available. Based on student survey data, UArizona expects to fill classes to capacity the first semester they are offered. Additionally, given the community support we have received from different entities related to aging (e.g., Pima Council on Aging, United Way, AARP), we plan to better serve students' needs in helping prepare them for available jobs for which such a certificate would be highly desirable.

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?

The differences described above make UArizona the perfect place to offer a certificate on aging. We will be able to better serve students than our peers. First, we will be able to serve a large student body due to being online and housed at an undergraduate level. Second, we will be able to provide curriculum that is rooted in empirical literature and highly relevant to the majority of the aging population. Third, we will utilize our community support and partnerships to tailor curriculum to include real-world applications desired by employers. In this way, our students will be better served than at our peer institutions because the content will be more applied and relevant to the jobs that are available today.

**From:** Fain, Mindy J - (mjfain) <MFain@aging.arizona.edu>

**Sent:** Tuesday, November 16, 2021 1:51 PM

**To:** Ryan, Lee - (ryant) <ryant@arizona.edu>

**Subject:** Re: Insights into Insights into Healthy Aging": Promoting Healthy Minds, Brains and Lives

Dear Dr. Ryan,

Thank you for sharing the description of your newly proposed certificate called, "Insights into Insights into Healthy Aging: Promoting Healthy Minds, Brains and Lives." This undergraduate certificate clearly compliments our Masters program in aging, and could be a pipeline for students into our degree program. Congratulations on developing a much needed certificate, and I look forward to working with you.

Best,

Mindy

Mindy J. Fain, MD (*she/her/hers*)

Anne & Alden Hart Professor of Medicine

Chief, Division of Geriatrics, General Internal Medicine & Palliative Medicine (GGP)

Program Director, Geriatric Medicine

Co-Director, University of Arizona Center on Aging

Associate Director for Education, Care & Community Research

Innovations in Healthy Aging

University of Arizona Health Sciences

Email: [mfain@aging.arizona.edu](mailto:mfain@aging.arizona.edu)

Cell: 520 370 8514



**From:** Peterson, Mary A - (mapeters) <mapeters@arizona.edu>  
**Sent:** Thursday, December 2, 2021 2:54 PM  
**To:** Ryan, Lee - (ryant) <ryant@arizona.edu>  
**Subject:** Re: Certificate in aging proposal

Dear Lee,

I support the proposed certificate called “Insights into Insights into Healthy Aging: Promoting Healthy Minds, Brains, and Lives”. If Cognitive Science develops a course on aging and cognition in the future, I would be happy to have it listed among the electives for the certificate.

Sincerely,

Mary A. Peterson

Professor and Director, Cognitive Science Program  
Professor, Department of Psychology  
Professor, Evelyn F. McKnight Brain Institute  
Chair, Cognitive Science Graduate Interdisciplinary Program  
<https://petersonlab.wixsite.com/visualperceptionlab>  
Pronouns: She, her, hers

**From:** Alt, Mary - (malt) <malt@arizona.edu>  
**Sent:** Tuesday, November 23, 2021 11:23 AM  
**To:** Ryan, Lee - (ryant) <ryant@arizona.edu>  
**Subject:** Support for Insights into Healthy Aging Certificate

Dear Dr. Ryan,

I am writing to express my support for the Insights into Healthy Aging certificate the Department of Psychology is developing. This certificate is likely to meet an outstanding need in the community.

Although our department does not currently have a course that directly supports the certificate, we have several in the works that would be a great fit (e.g., Hearing and Aging; Neuroscience of Aging) and are open to discussing more, as several members of our faculty have active research programs focused on helping improve the speech, language, communication, and cognitive skills of elders with communication challenges.

Please let me know if you need additional information and I look forward to working with you on this project.

Sincerely,

Mary Alt  
Department Head, Speech Language and Hearing Sciences



THE UNIVERSITY OF ARIZONA

**Innovations in Aging**

Graduate Interdisciplinary Program

November 4, 2021

RE: Insights into Health Aging Undergraduate Certificate – Letter of support

To Whom It May Concern:

On behalf of the Graduate Interdisciplinary Programs in Innovations (GIDP) in Aging please accept this letter of support for the undergraduate certificate proposal, *Insights into Healthy Aging*.

It is critically important that students are exposed to and engaged in comprehensive curriculum focused on aging studies. This exposure ideally starts early in the learning journey of a student and the undergraduate certificate provides an excellent pathway for students. Furthermore, the proposed undergraduate certificate will provide professionals the opportunity to receive credit for coursework on aging as part of their continuing education for relevant coursework. Surveys that we conducted for our own GIDP programs also support the need for programs such as this and we look forward to partnering with the department to provide high quality courses and program continuity.

Sincerely,

Linda Phillips, RN, PhD, FAAN, FGSA

Interim Chair, Innovations in Aging GIDP Executive Committee

Senior Director of Research & Education, Arizona Geriatrics Workforce Enhancement Program, Arizona Center on Aging

Medical and Nursing Faculty

Professor Emerita, UCLA Nursing



AARP Arizona  
Alzheimer's Association Desert Southwest Chapter  
Arizona Center on Aging  
Banner Alzheimer's Institute  
CareMore Health Plan  
Catalina In-Home Services  
City of Tucson Housing & Community Development  
Community Food Bank  
Community Foundation of Southern Arizona  
El Rio Health  
Flowing Wells School District  
Interfaith Community Services  
ITN-Greater Tucson  
Jewish Family & Children's Services  
La Frontera  
Life Work Transitions  
Living Streets Alliance  
Lutheran Social Services of the Southwest  
Mercy Care Plan  
Mobile Meals  
Neighbor's Care Alliance  
Our Family Services  
Pima Community College  
Pima Council on Aging  
Pima Community College  
Pima County Health Department  
Pima County Public Library  
Posada Life Community Services  
Southern Arizona Senior Pride  
Southern Arizona Legal Aid  
St Luke's Home  
Sunrise Neighborhood Assistance Program  
TMC Senior Services  
Town of Marana  
United Way of Tucson & Southern Arizona  
YWCA

October 20, 2021

Lee Ryan, Ph.D. and Ashley Jordan, Ph.D.  
Department of Psychology, University of Arizona  
1503 E University Blvd., Building 68  
Tucson, AZ 85721

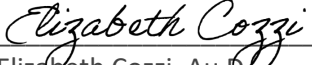
Dear Drs. Ryan and Jordan,

The ELDER Alliance is a broad collation of more than 70 non-profit organizations, businesses, government agencies, community partners and residents anchored at the United Way of Tucson and Southern Arizona. Our partnership has established a strong network of support to allow older people to remain healthy, active, involved, and maintain maximum independence. As Senior Director of the Alliance it is my pleasure to write this letter of support for the proposed *Insights into Healthy Aging* Undergraduate Certificate Program.

The need has never been greater. The number of Arizonans aged 65 and older is expected to increase 174 percent from 2010 to 2050. Basic knowledge of the aging process is critical to understand societal impacts, determine effective public policies and support this growing population. Students will benefit from increased awareness regarding ageism and its detrimental consequences on people's health and wellbeing. Caregiver workforce shortages have reached crisis levels and a collaborative approach from multiple sectors is necessary to address the issue. We are encouraged after conversations with Dr. Linda Hollis, Gerontologist, that certificate holders will have the foundation to meet these and other needs. We are also impressed with the level of community engagement and experiential learning opportunities to be incorporated within the online program. Certificate holders will be prepared for a multitude of career prospects.

Input was solicited from several other departments, and consideration has been given regarding the alignment of the certificate program with existing aging coursework at the university. This undergraduate certificate will compliment current offerings serving students, and ultimately our community, well. We strongly recommend its adoption into the curriculum of the Department of Psychology.

Sincerely,

  
Elizabeth Cozzi, Au.D.  
Senior Director, ELDER Alliance  
United Way of Tucson and Southern Arizona





7250 N 16<sup>th</sup> St, Suite 302 Phoenix, AZ 85020  
1-866-389-5649 Fax: 602-256-2928 TTY: 1-877-434-7598  
[aarp.org/az](http://aarp.org/az) | [az@az.aarp.org](mailto:az@az.aarp.org) | Twitter: @AZ\_AARP  
[facebook.com/aarpazusa](https://www.facebook.com/aarpazusa)

October 14, 2021

Lee Ryan, Ph.D.  
Ashley Jordan, Ph.D.  
Department of Psychology  
University of Arizona  
1503 E University Blvd. Building 68  
Tucson, AZ 85721

Dear Drs. Ryan and Jordan,

It was my pleasure to participate in a discussion with Gerontologist, Dr. Linda Hollis regarding the proposed Insights into Healthy Aging undergraduate certificate program, through the Department of Psychology. I was very impressed with the curriculum and level of community engagement and outreach within the fully online certificate program.

AARP is a fierce supporter of Disrupt Aging® as a global movement to shape the future of aging, challenging outdated beliefs about what it means to age and sparking new solutions so we can all choose how we live as we age. Disrupt Aging is a call to action to change the conversation about age and aging in this country; to change the reality of aging as we look at individual behaviors, social norms, public policies, and private sector practices. AARP supports the University of Arizona's development of the Insights into Healthy Aging as it aligns with the goals of Disrupt Aging.

An undergraduate certificate program will better prepare individuals in the field of gerontology. More so, seeing this certificate program on a resume will be an additional asset in the hiring process – whether it be a case manager, accountant, or Human Resources specialist. This locally recognized credential that is being developed in partnership with local employers will improve students' career prospects.

Sincerely,

Dana M. Kennedy  
AARP State Director



Dr. Lee Ryan  
Psychology Department  
University of Arizona  
1503 E University Blvd.  
Tucson, AZ 85721

Dear Dr. Ryan,

The Senior Living Industry is exploding as aging adults live longer, vibrant lives, engage in hobbies, travel, families/friends and communities. The category of population age 65+ is estimated to double by the year 2050. Watermark Retirement Communities operates over 65 communities across more than 21 states, and has been innovating at the forefront of senior living for nearly 3 decades. With Watermark's international partnerships, purpose-built communities, tailored programming, and integrative wellness approach, the company is shaping this landscape ahead of an influx of Baby Boomers.

Extraordinary communities, however, require an extraordinary workforce, and the Great Resignation, COVID pandemic, and more have made recruiting, retaining, and engaging workers a truly challenging task. To meet this task, upcoming generations of talented and compassionate individuals are needed, those interested in learning more about the senior living industry and choosing the vibrant career opportunities it provides.

Universities play a significant role in meeting the future needs of aging adults by raising awareness and providing the targeted training and education needed to create the best care environments and engagements for seniors to live their very best lives.

Watermark is in full support and very excited to learn of University of Arizona's Department of Psychology's newly proposed undergraduate program, "Insights into Healthy Aging: Promoting Healthy Minds, Brains, and Lives" and will be looking for ways to partner to provide hands-on learning opportunities for students, internships as well as career placement for graduates.

Sincerely,

A handwritten signature in blue ink that reads 'Tammy Farris'.

Tammy Farris  
Watermark Retirement Communities



8467 E. Broadway Blvd.  
Tucson, AZ 85710-4009

520.790.0504  
520.790.7577 Fax

help@pcoa.org  
pcoa.org

October 14, 2021

Lee Ryan, Ph.D.  
Ashley Jordan, Ph.D.  
Department of Psychology  
University of Arizona  
1503 E University Blvd. Building 68  
Tucson, AZ 85721

Dear Drs. Ryan and Jordan,

It was my pleasure to participate in a discussion with Dr. Linda Hollis regarding the proposed *Insights into Healthy Aging* undergraduate certificate program, through the Department of Psychology. I was very impressed with the curriculum and level of community engagement and outreach within the fully online certificate program.

An undergraduate certificate program will better prepare individuals in the field of gerontology. More so, seeing this certificate program on a resume will be an additional asset in the hiring process – whether it be a case manager, accountant, or Human Resources specialist.

As you know, in many places, the American population is aging faster than it is growing. Certainly, this is true in Pima County and Arizona as a whole. The demand for a high-quality, prepared workforce is increasing at a significant rate, and outstripping the supply. Workforce issues are one of the key existential issues for our field.

Pima Council on Aging has a highly valued and long-standing relationship with the Department of Psychology and the University of Arizona. This locally-recognized credential that is being developed in partnership with local employers will improve students' career prospects. The need has never been greater.

We wish you good luck in the development of this critical certificate program and stand ready to be of whatever assistance you might believe we could provide. Please don't hesitate to call upon us at any time.

Best regards,

W. Mark Clark  
President & CEO