2023-24

The Master of Science in Aging Degree Handbook

Master of Science in Aging

ASU Edson College of Nursing and Health Innovation
Arizona State University

Revised 7/31/2023

Table of Contents

Welcome to the Edson College of Nursing and Health Innovation at Arizona State University! As a student in the Graduate Programs, you are joining a unique group of interdisciplinary healthcare innovators engaged in a wide variety of health disciplines and research – including the study of interprofessional collaboration, research, and Aging.

Handbook Purpose and Student Responsibilities

This Handbook is a very important guide for graduate students admitted to the Edson College of Nursing and Health Innovation and Master of Aging Program.

This handbook serves as an initial resource for answers to common questions; however, students are also encouraged to consult with the academic success coordinator. The primary reference for graduate students on rules and regulations is the Arizona State University (ASU) Academic Catalog. Each student should become familiar with the Academic Catalog and the ASU Graduate College website and policies. The policies found in this handbook are from ASU Graduate College and the Edson College of Nursing and Health Innovation (Edson College). The handbook is updated annually.

Student Responsibility

Academic and Professional Integrity

The highest standards of academic integrity and compliance with the university's *Student Code of Conduct* are expected of all graduate students in academic coursework and research activities. It is the responsibility of each student to understand and observe all procedures and requirements specified by the ASU Graduate College and Edson College. Students are required to adhere to the style and formatting guidelines for professional scholarly papers based on the APA Manual 7th edition. It is a *requirement* for all students to read and understand the Graduate Handbook and the ASU Academic Catalog as well as adhere to the Student Code of Conduct. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university Student Policy | Office of the University Provost (asu.edu).

Academic Integrity

ASU Edson College students are expected to be ethical in their multiple roles as students, researchers and representatives of the University. When in doubt about appropriate conduct, students should review Student Policy | Office of the University Provost (asu.edu) and consult an instructor or advisor to seek clarification as needed. As outlined by ASU's policy, a student may be found to have engaged in academic dishonesty if he or she:
1. Engages in any form of academic deceit;
2. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;

3. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
4. Acts as a substitute for another person in any Academic Evaluation or assignment;
5. Uses a substitute in any Academic Evaluation or assignment;
6. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
7. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
8. Engages in Plagiarism [What is Plagiarism?](#)
9. Uses materials from the Internet or any other source without full and appropriate attribution;
10. Permits his or her work to be submitted by another person in connection with any Academic   Evaluation or assignment, without authorization;
11. Claims credit for or submits work done by another;
12. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.
13. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
14. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

Students have the responsibility to understand and uphold the highest standards of [academic integrity](#). Edson College has a zero-tolerance policy for any form of academic dishonesty. Penalties for unethical behavior range from failing grades to dismissal from the program. Edson College follows the University's [policies and procedures](#) when responding to an academic integrity complaint and determining sanctions.

Personal Record Forms
Students are requested to advise the Arizona State University Registrar's Office regarding addresses, telephone, or name changes. Failure to do so interferes with the timely receipt of financial reimbursements or other important information. https://students.asu.edu/forms/registration

Faculty and staff provide academic advice and assistance; however, the ultimate responsibility for meeting degree and other requirements remains with the student. Students should frequently check their MyASU account. All ASU students are required to have an active ASU email.

ASU Email
Students may forward their ASU email to another preferred account. It is important that students check the ASU email account at least once per week, so they do not miss important

notices. Arizona State University and Edson College conduct their business via ASU email only.

Culture of Respect
ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Edson College graduate students are representatives of the College and the University; Edson College expects its students will be good representatives who recognize that poor behavior on the part of one student impacts all by creating a negative perception of the College.

Sexual Harassment
The University prohibits sexual harassment by employees and students and will not tolerate sexual harassment that interferes with an individual's work or educational performance or creates an intimidating, hostile or offensive working, learning or residential environment. Additional information about sexual harassment can be found online at https://sexualviolenceprevention.asu.edu/.

Disruptive Classroom Behavior
Arizona State University has several policies which are potentially applicable to disruptive student situations. These are:
1. Disruptive Student SSM 104-02 Arizona State University (asu.edu)
2. Be respectful and professional while learning online.
   Netiquette Rules for Students Taking Online Classes | ASU Online
3. Student Code of Conduct ABOR 5-308 (and 5-303)
   5-308 (azregents.edu) and ABOR 5-303.pdf
4. Instructor Withdrawal of Student for Disruptive Classroom Behavior
   SSM 201-10 Arizona State University (asu.edu)
5. Involuntary Withdrawal Policy SSM 104-05 SSM104-05 Arizona State University (asu.edu)

Virtually all actions taken with respect to behavior need to have a hearing process (or some opportunity for a student to give a response to allegations made or actions to be taken where removal from a class, or grade appeal process, or suspension or expulsion from school is mandated). The Student Code of Conduct provides for the Dean of Students to act when a complaint is filed with the Educational Outreach & Student Services (EOSS), and for a hearing (informal) to be held where the student is given an opportunity to respond. If expulsion or suspension is the recommended sanction, the student does have an opportunity to have a review by the University Hearing Board. In an emergency, the professor, RA/TA, or a student acting on that person's behalf will contact one of the following:

1. ASU Counseling Services ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7, with options available for phone, text and telehealth sessions. Please find contact information here: https://eoss.asu.edu/counseling. ASU Counseling Services for

online students   360 Life Services | Arizona State University (asu.edu). Or Call (480) 965-6146 (Tempe campus) (602) 496-1155 (Downtown campus).
2. ASU Health Services (480) 965-3349
3. Online student services include Wellness Online Student Services | ASU Online
4. EMPACT Suicide and Crisis Line 480-921-1006
5. The National Suicide Prevention Lifeline The Lifeline and 988 : Lifeline (988lifeline.org) _dial 988 Suicide and Crisis Lifeline
6. Dean of Students (602) 496-4357
7. Emergency DPS @ 911 or non-emergency (602) 496-3456
8. ASU Police 911 (Non-emergency: https://cfo.asu.edu/police)
9. Emergency Response Guide: cfo.asu.edu/emergency-guide

Campus Safety
To report an emergency on campus, students can simply dial 911 or use one of the emergency call boxes found on campus. Non-emergency ASU Police or campus- safety matters should be directed to 480-965-3456. ASU has an opt-in, text-message alert system by which students can choose to receive a text message from ASU in times of an emergency. Students can sign up for the service online. Students are also encouraged to download the LiveSafe mobile application on their phones. For additional safety resources and contacts, such as Counseling Services, Police and Safety Escort Services, visit the Safety Resources website at https://eoss.asu.edu/dos/Safety.

Responsibilities of MS in Aging Program Faculty
(i.e. Program director, concentration coordinator, and all faculty)
 Responsibilities of **faculty:**
1. Represent Edson College in a professional manner (all faculty).
2. Complete the Mastery Class for Teaching Online Master Class for Teaching Online - Teach Online (asu.edu) and use teaching resources available to faculty ASU Sync for Faculty | Office of the University Provost (all faculty).
3. Respect the culture and mission of the clinical practicum site (all faculty).
4. Consult with students and faculty mentor at critical points in development of the applied project and as needed (Coordinator and Program Director).
5. Adhere to Human Subjects regulations and HIPAA regulations (all faculty).
6. Meet program deadlines and outcomes established for each semester (all faculty).
7. Provide students guidance in the submission of iPOS and graduation documents to the University Graduate office and the Edson College Graduate office by the due dates (Coordinator).

Edson College Overview

Edson College is distinguished as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge and innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities. Learn more about the history of the college at https://nursingandhealth.asu.edu/about/edson-college-history.

Purpose: Edson College is an inclusive world class enterprise of discovery that prepares innovative, evidence-based healthcare providers, educators, leaders, and researchers to optimize health in a culturally diverse global community.

Mission
Deliver excellent, innovative, nationally recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered.

Goals
- Distinguish our academic programs through (a) impactful curricular development that reflects national health initiatives; (b) recruitment and retention of world class faculty; and (c) achievements of students and alumni.
- Broaden diverse student access, enrollment and retention in our academic community through (a) tailored marketing; (b) financial support; (c) student support services; and (d) state of the art learning experiences.
- Ensure that all students are provided with a rigorous and comprehensive core of knowledge and professional skills that support future success.
- Establish and sustain the Edson College Centers of Excellence as national and global leaders in advancing science and promoting the highest quality of culturally responsive evidence-based healthcare and health promotion services.
- Provide outstanding learner centered evidence-based and innovative academic and continuing education programs that achieve national recognition.
- Provide state, national, and global leadership in education, evidence-based practice, research, health promotion and wellness policy, innovation and entrepreneurship for healthcare, community, workplace and academic institutions.
- Lead innovation, trans-disciplinary collaboration, and diversity through all educational, research, entrepreneurial, clinical practice, community, and worksite programs initiatives.
- Sustain a healthy and diverse work environment that embraces an interprofessional culture of dreaming, discovering, and delivering and in which each person's contributions are respected and evident.

Vision
Build national reputation in innovative nursing and health related programs that significantly impact individuals and communities

- Create or refine and disseminate teaching strategies that are student-centered, adaptive, and interactive.
- Develop program-specific criteria that advance academic excellence leading to national recognition of Edson College.
- Establish collaborative networks to foster innovative programs that impact local,
- national, and global health.

A world-renowned college known for its excellence, innovation, and visionary leadership in transdisciplinary research and evidence-based:
- Interprofessional health education
- Baccalaureate, master's, doctoral and post-doctoral education

- Culturally responsive community, worksite and clinical practice
- Healthcare and health promotion policy

Leadership
The Edson College organizational structure includes the leadership of a dean, associate deans, center and program directors, and program coordinators.

Graduate Programs Overview

The graduate programs within Edson College welcome students from all disciplines who want to move their practice, health, or research career to the next level.

Mission Statement
The Master of Science in Aging provides students with advanced interdisciplinary knowledge that focuses on improving the well-being of older persons, in the context of their diverse families and communities. The program addresses the multidimensional aging process, the needs of aging populations, and their potential contributions; reflects national health initiatives; and encourages interdisciplinary team and community collaborations that are reciprocal, beneficial, and sustainable to improve health outcomes.

Master of Science, Aging.
This 30-credit hour, fully online Master of Science in Aging program prepares students to be experts in the field of aging to improve the well-being of our rapidly growing older adult population. Gaining expertise in this high-demand area can prepare students for a role in research, education, service delivery, or administrative roles in a variety of settings. The program consists of core curriculum and stackable specializations in the following areas: Long Term Care Administration; Aging Services/Case Management; Palliative and End of Life Care; and Innovation and Entrepreneurship.

Competencies
The curriculum is based on the following Gerontological Society of American Academy of Gerontology in Higher Education Competences.

- **Category I** competencies represent the essential orientation to the field of gerontology, are foundational and expected to be broadly represented in master's degree and gerontology certificate programs.

- **Category II** competencies are "interactional" competencies that capture the processes of knowing and doing across the field of gerontology.

- **Category III** competencies are meant to capture the most relevant skills for contexts of employment in the variety of sectors and areas that gerontologists may work, including education.

MS in Aging Plan of Study

Required Courses (15 credit hours) – all required		
HCA 501	Perspectives on Aging and the Life Course (3)	3 cr.
HCA 502	Research and Program Evaluation Issues in Aging (3)	3 cr.
HCA 503	Diversity in Aging (3)	3 cr.
HCA 505	Interdisciplinary and Community Collaboration in Aging (3)	3 cr.
HCA 508	Mental Health Assessment and Intervention (3)	3 cr.

Restricted Electives (6 credit hours) – select two		
HCA 504	Caregiving Issues for Families and Professionals (3)	3 cr.
HCA 507	Care Coordination Across the Continuum of Care (3)	3 cr.
HCA 510	Innovations in Program Development and Policy (3)	3 cr.

General Electives (6 credit hours) – select two from list below		
		3 cr.
		3 cr.

Culminating Experience – final semester (3 credit hours), 15 weeks session C		
HCA 593	Applied Project	3 cr.

General Electives
- CMN 598 Communication and Aging (not regularly offered)
- HCA 506 Administrative Systems Management in Aging (Spring B)
- HCA 507 Care Coordination Across the Continuum of Care (Spring B)
- HCA 509 Interventions / Aging in Place (Fall B)
- HCI 538 Innovation and the Individual (Fall A, Spring A, Summer A)
- HCI 540 Understanding & Applying Principles Evidence-Based Practice (Fall B, Summer B)
- HCI 548 Advanced Principles and Concepts for Innovation (Fall B, Spring B, Summer A)
- HCI 550 Health Care Policy and Innovation (Fall B, Spring B, Summer A)
- HCI 552 Financing for Innovation (Fall B, Spring B)
- NUR 628 Research, Theory, Principles for Palliative Care in Older Adult (Fall C)
- PSY 598 Resilient Relationships and Communities (Summer B)
- SOC 591 or FAS 591 Aging and The Life Course (Fall B, Spring B)
- SWG 531 Social Policy and Services (Fall A, Spring A)

Additional courses may be used as electives based on your areas of interest.

Students will receive interprofessional training based on the Core Competencies for Interprofessional *Collaborative Practice.*

Please see [Appendix A](#) *for additional information regarding MS in Aging program outcomes and AGHE and Interprofessional collaboration core competencies for both programs.*

Interprofessional Healthy Aging (Graduate Certificate) Plan of Study

A graduate certificate is available in addition to the MS in Aging degree program listed above, with the following plan of study.

Required Courses (6 credit hours)		
HCA 501	Perspectives on Aging and the Life Course (3)	3 cr.
HCA 503	Diversity in Aging (3)	3 cr.

Restricted Electives (9 credit hours)		
HCA 502	Research and Program Evaluation Issues in Aging (3)	3 cr.
HCA 504	Caregiving Issues for Families and Professionals (3)	3 cr.
HCA 505	Interdisciplinary and Community Collaboration in Aging (3)	3 cr.
HCA 507	Care Coordination Across the Continuum of Care (3)	3 cr.
HCA 508	Mental Health Assessment and Intervention (3)	3 cr.
HCA 510	Innovations in Program Development and Policy (3)	3 cr.
NUR 628	Research, Theory and Principles for Palliative Care in Adults	3 cr.
SWG 571	Mental Health Aspects of Aging	3 cr.
SWG 573	Policies to Promote Healthy Aging	3 cr.
SWG 623	Program Evaluation	3 cr.
SWG 632	Policy Practice	3 cr.

Additional courses may be substituted for restricted electives if approved by the academic unit.

Accelerated (4+1) Degree Program Plan of Study

Accelerated master's programs may use a maximum of 12 pre-admission credit hours which may be shared between a Bachelor's and master's program. Students may not exceed the 12-credit hour pre-admission policy and students may not share any credit hours taken as an undergraduate student unless they are participating in an approved accelerated program pairing. Students in accelerated programs should contact their advisor to ensure proper sharing of credit hours.

Students will follow the same application process as traditional master's students.

Eligible undergraduate degree pairings include:
- Community Health
- Health Care Coordination
- Health Entrepreneurship and Innovation
- Integrative Health (Nursing and General Health Interest track only)

To be eligible, students must have a minimum GPA of 3.0 and have completed at least 90 applicable credits toward the undergraduate degree. Once the academic advisor has confirmed eligibility, the student will be placed in "Candidate" status in the accelerated app tracking tool. Only after the student is placed in "Candidate" status, can the student enroll in shared hours.

Eligible students will share HCR 400 and HCR 406, both to be used as MS in Aging Electives and two MS in Aging core courses (HCA 501, 502, 503, 505, 508), both to be used as undergraduate electives.

Application Process and Admissions

Edson College encourages applications from individuals with diverse educational backgrounds and experience or interests relevant to the programs' missions and goals.

Before applying, prospective students should discuss their goals and questions with a student or faculty advisor.

Each program has its own application and admission requirements and processes. To determine current processes and application deadlines, please visit the MS in Aging Admissions website at https://degrees.apps.asu.edu/masters-phd/major/ASU00/LAALDMS/aging-ms.

Office of Graduate Education Admission Policies
For admission, an applicant must have earned a bachelor's degree or higher from a regionally accredited institution in the U.S. or the equivalent of a U.S. bachelor's degree from an international institution. A minimum grade point average of 3.0 (on a 4.0 scale) in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program. A program director may provisionally admit applicants on a case-by-case basis for applicants with a GPA less than 3.0.

Academic units submit recommendations regarding admission decisions to the office for Graduate Admission; only the Vice Provost for Graduate Education can make formal offers of admission.

Applicants monitor the status of their application through MyASU. If admitted, the formal letter of admission can be downloaded from MyASU and a personal. If denied admission, letters are sent via email to the address on record.

Enrollment
Students are responsible for enrollment in courses each session/semester, following the program of study for their degree. Enrollment is completed through MyASU (https://my.asu.edu).

Academic Calendar
The academic calendar for all registration and withdrawal deadlines can be found at the following website: https://students.asu.edu/academic-calendar.

Scholarships
Scholarships may be awarded by Edson College during the academic year. To be considered for an award, students must complete the Scholarship Application Form. (https://nursingandhealth.asu.edu/student-life/scholarships)

Additional funding opportunities may be available through the Graduate College. (https://graduate.asu.edu/current-students/funding-opportunities)

Transfer Credit
Transfer credits are those accepted from another institution for inclusion on an ASU Plan of Study (POS). Official transcripts of any potential transfer credit for a POS must be sent for consideration directly to the Enrollment Services from the Office of the Registrar at the institution where the credit was earned.

Transfer hours may not exceed 12 credit hours for a master's degree. Only graduate level courses with grades of "A" (4.00) or "B" (3.00) may be transferred. Transfer credits may not be applied toward the minimum degree requirements for an ASU degree if they have been counted toward the minimum requirements for a previously awarded degree.

Transfer/pre-admission credits must have been taken within 3 years of admission to the ASU degree or certificate program to be accepted. If coursework older than 3 years from the admission term of a new program is being applied towards the program as pre-admission coursework, the maximum time limit may be updated to reflect the start date of the pre-admission coursework.

A minimum of 15 semester hours of graduate work is required to complete a graduate certificate. No more than one-fifth (20 percent) of the minimum required credit hours for a graduate certificate may be transferred from another university.

Note: All ASU credits used to earn a certificate may also be used towards a graduate degree provided they were completed within the last 3 years, and a grade of "B" or better was earned.

Accelerated master's programs may use a maximum of 12 pre-admission credit hours which may be shared between a bachelor's and master's program. Students may not exceed the 12-credit hour pre-admission policy. Students in accelerated programs should contact their advisor to ensure proper sharing of credit hours.

Certain types of graduate credits **cannot** be transferred to ASU, including credits awarded (as follows):

- By post-secondary institutions that lack candidate status or accreditation by a regional accrediting association.
- For life experience.
- For courses taken at non-collegiate institutions (e.g., government agencies, corporations, and industrial firms).
- For courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education programs.
- For extension courses.
- Prior to the posting of a bachelor's degree.

Academic credits earned at other institutions that base their credit calculation on a different scale from ASU's are subject to conversion before inclusion on a *Plan of Study*. **In all cases, the inclusion of transfer courses on a *Plan of Study* is subject to approval by the degree program as well as the Office of Graduate Education and Vice Provost.**

Students who wish to apply for transfer credit or credit taken prior to admission must submit a petition to the Edson College Standards Committee, available through your academic advisor.

Plan of Study

The Plan of Study (POS) is a document that specifies a student's plan for taking course requirements in completing a degree. It is submitted and revised electronically via ASU's interactive plan of study system (iPOS). In order to facilitate degree completion and shorten the time to degree, graduate students with regular status must submit their iPOS by the end of their first semester in their degree program. Once completed and approved by the appropriate academic personnel, the iPOS becomes a contract between the University and student, guiding the student in completing degree requirements. Complete information for completing and submitting the iPOS can be found at the following link: https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos

- Students can complete the iPOS by visiting their "MyASU" page and selecting the link for "Program of Study."
- This process will provide the opportunity to select transfer courses and previous degrees to include towards a degree. Please note that all transfer courses require approval by Edson College through petition. Please refer to the section on Transfer Credit.
- Courses numbered 500 or higher are graduate level courses. Core courses required by the graduate degree programs and graduate certificates must be 500-level or above.
- Students may not include on their Plan of Study any credit hours that have been applied towards a previously awarded degree.
- Students must submit their iPOS for approval by the program directors.
- Approved iPOS must be forwarded to the Office of Graduate Education. Upon approval by the Graduate College, the iPOS is forwarded to the University Graduation Office for final approval.
- All degree-seeking students must have an approved iPOS on file at least one semester before graduation with the Office of Graduate Education to be eligible to apply for graduation.

Degree Minimum Credit Hours
Please see the Graduate policies regarding degree minimum credit hours:
Policy Manuals | Graduate College (asu.edu)

Degree Maximum Time Limit
Please see the Graduate policies regarding degree maximum time limit:
Policy Manuals | Graduate College (asu.edu)

Academic Progression Requirements
All students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed under Academic Progression Requirements, Professional Standards of Conduct, and according to Graduate policies:
Policy Manuals | Graduate College (asu.edu)

Learning Resources

Writing Center
ASU Writing Centers provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you: explore, plan, and develop ideas; organize and structure your paper; integrate and cite sources; and write, revise, edit and proofread.

Schedule an online writing tutoring at: Writing Centers. If you have questions or need assistance scheduling an appointment, please call 602-496-0354.

Student Success
Student Services | University Academic Success Programs (asu.edu).
The Student Success Centers offer free academic support resources for all students including tutoring, Supplemental Instruction (SI-structured study groups), peer mentoring through the Success Team Leaders. Online students can take advantage of FREE online tutoring Sunday-Thursday. For information on the courses offered or to log into a tutoring session visit: Online Tutoring. If you have any questions, please call (480) 965-9072.

ASU Libraries
provide access to electronic journals, electronic books, and research databases online. Library support is available 24/7 through Ask a Librarian. Check out the Library Guide developed for online students: Library Resources for ASU Online Students

> **Downtown Phoenix Campus Library**: The Downtown Phoenix Campus Library is located in the basement level of the University Center Building. This library provides access to research resources focusing on materials of particular interest to majors in the anchor fields taught at the Downtown campus: health innovation, nursing, public administration, social work, tourism management, etc.

> Nursing books and periodicals are located in the lower level of the UCENT building.

> **Hayden Library on the Tempe campus**: The main library houses the largest multi-disciplinary collection. In addition to the open stack areas, separate collections and service areas include Curriculum, Government Documents, Interlibrary Loan, Microforms, Reference, Reserve, Rare Books and the Arizona Collection, including the papers of several major Arizona political figures.

> **Noble Science and Engineering Library on the Tempe campus**: Opened in 1983, this major branch library houses books, journals, and microforms in the sciences and geography, the Solar Energy Collection and the Map Collection.

Bookstore
The ASU bookstore downtown is located in the University Center Building on the first floor. Textbooks are available and listed by course number. The bookstore also provides general books, clothing, school supplies and gift items.

Grades

Grades reflect the work and accomplishments of a student in an academic program. Grading guidelines for the graduate programs represented in this handbook allow for a student to earn a grade of "C" in individual courses/assignments. However, an overall GPA of 3.0 is required in the graduate programs. Students whose overall GPA falls below 3.0 are considered on probation and are in danger of failing their program (see Student Progression) in addition to recommendations for withdrawal or dismissal from the program.

Most of the degree programs represented in this handbook use the following grading scale for individual programs; however, individual faculty may use another scale. Please make sure to review the syllabus to determine the appropriate grade scale.

Grading Scale

Letter Grade	Percentage	Grade Point
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69 – Course Repeat	1.0
E	59 or below – Course repeat	0.0
EN	Failing, Never Participated	0.0
EU	Failing, Did Not Complete	0.0
I	Incomplete *See Incomplete Grades section*	-
W	Withdraw	-
XE	Academic Dishonesty	0.0

 A grade of "W" is given whenever a student officially withdraws from a course.

Students who have a capstone or applied project course requirement must receive a grade of "B" or better. Students who fail to achieve a final grade of "B" or better must retake the course and earn a "B" or better to complete the program.

Incomplete Grades
The grade of "I" (Incomplete) can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course because of illness or other conditions beyond his/her control. See policy for graduate students SSM 203–09: Incomplete policy) Upon arrangement with the instructor (the instructor must agree with the incomplete grade), the student's agreement for completion of the course requirements is recorded on

the Request for Grade of Incomplete form. The form for this can be found at this link: [Incomplete Grade Request](). If an "I" is documented for a course, the student is not required to re-register or pay fees to complete the course.

A student has up to **one** calendar year from the date the grade of "I" is recorded to complete the course. When s/he completes the course, the instructor submits a grade change request to the University Registrar's Office. If a student earns an "I" in a graduate course (500-level or above) the "I" grade will become **a permanent part** of his/her transcript if s/he does not complete the course within one year, and s/he will have to re-register and pay fees to repeat the course for credit. If a student has an "I" they will be unable to graduate or participate in graduation ceremonies.

A student who requests a grade of incomplete "I" must complete the following steps:
- Submit a request for a grade of incomplete to the instructor of the course.
- Submit the instructor-approved (signed) form to the Graduate Program Office by faxing, scanning/emailing, or mailing. This contract must be received by the Graduate Program Office **no late**r **than** **10 business days** prior to the last day of classes.
- Keep a copy of the final contract (signed by student, instructor and program director).
- Notify the Graduate Program Office upon fulfillment of the contract.
- Many courses are pre-requisites for progression in the program. If a student's incomplete grade postpones his/her scheduled progression in the program, the student must contact the Graduate Program Office immediately to determine how to proceed.
- Unfinished work must be completed with the same instructor except under extenuating circumstances.
- The student must complete the course prior to the stated date on the contract to remove the incomplete grade. If no date is specified on the contract, the student has a maximum of one calendar year from the date the grade of "I" is recorded before the system converts it to a permanent "I."
- After one calendar year the grade "I" will become a permanent part of the transcript. To repeat the course for credit, a student must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." Students **with incomplete contracts filed** in the Graduate Program office **may not file for an incomplete** in another course until the previous contract is fulfilled, course requirements are met, and change of grade is submitted**.**

Note: an incomplete grade does not maintain a student's registration. In order to have continuous enrollment in a degree program, a student must enroll in **at least one course** each Fall and Spring semester.

Program Progression Requirements

Graduate students are expected to make systematic progress towards completion of their degree. This progress includes meeting the conditions listed below (i.e. maintaining

satisfactory progress within each of the programs' sessions or semesters). If students fail to meet the requirements of their degree program and/or the benchmarks outlined below, the degree program may recommend withdrawal of the student to the Office of Graduate Education and Vice Provost. The Vice Provost of the Office of Graduate Education makes the final determination.

A. A student who has been admitted to one of the programs found in this handbook with either regular or provisional admission status:
   1. Must maintain a 3.0 or higher-grade point average (GPA) in all work taken for graduate credit (courses numbered 500 or higher) assessed according to the 7.5 week session schedule or semester schedule.
   2. Students need at least a B average at graduation to be awarded a degree.
   3. Students who make a score below C or <70 percent in a course must repeat the course.

B. A student will be placed on academic probation or recommended for withdrawal from his/her program of study if one or more of the following apply:

   1. A student's iPOS or Graduate GPA falls below 3.0 in any session or semester.
   2. The student receives a grade of "C" or below in any course on the approved program of study, other than the culminating event, which requires a "B" grade.
   3. The student fails to increase all of the GPA's listed above to 3.0 or better by the time they complete the next term in the student's program of study per section B.1 above.
   4. The student fails to receive a "C" (70%) or better after repeating a Graduate course in which they have received a grade below "C" per section B.2 above.
   5. If a student is unable to meet the timeline specified in academic probation, the Standards Committee upon recommendation from the program coordinator and relevant Program Director, may recommend to the Office of Graduate Education the withdrawal of a student from the program for academic reasons.
   6. The Standards Committee will recommend withdrawal of a student for professional reasons under the following conditions (a student may be recommended for withdrawal upon the occurrence of a single violation under this section):
   Conduct prohibited by the Arizona Board of Regents Student Code of Conduct can be found at this link: 5-308 (azregents.edu), ABOR 5--303.pdf and at ASU Student Code of Conduct
      ● Periods of absence during a semester without the endorsement of the student's graduate advisor. If an iPOS must be interrupted for one semester, the student must apply for a leave of absence. This leave status, endorsed by the student's graduate advisor and the program director, must be approved by the Dean of the Graduate College following the proper procedure for making this request. This request must be filed and

approved no later than the last day of registration in the semester of anticipated leave.
- Seriously compromising the relations of the Program with the public.
- Breaches of ethical judgment or professional responsibility.
- Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.

C. Any student who violates the Academic Integrity Policy of the university may be recommended for withdrawal from their program of study. Violations of academic integrity include, but are not limited to cheating, fabrication, tampering, plagiarism, or facilitating such activities. The Academic Integrity Policy can be found at this link: [Student Academic Integrity Policy](#)

D. **Appeals**:
Students who have been recommended for withdrawal from any of the MS in Aging programs can appeal this decision in writing to the Edson College MS Program Director. If the recommendation to withdraw is upheld the student can appeal the decision to the dean's office in the Edson College as a final step, to the Graduate College.

Appealing a Course Grade: Students receiving a grade of less than "C" (70%) in a required graduate course can appeal the grade through the [Edson College Grievance Procedure.](#) Students have five business days from the posting of the grade in question to begin the grievance process.

E. **Funding:**
Students making unsatisfactory progress and/or on academic probation are not eligible for traineeship funding or assistantship positions.

Progression restrictions
Placement on academic probation may prevent the student from progressing in their program of study with their class cohort. Graduate courses in which a grade of less than a C must be repeated in the next regular academic semester during which the course is offered. Graduate courses may be repeated only once.

Program Withdrawal
Voluntary Withdrawal: Students may voluntarily withdraw from a program at any time using the voluntary withdrawal form for Graduate education [Voluntary Withdrawal Form | ASU Students | ASU](#). Program fees, tuition, and financial aid reimbursements are subject to the policies of the program and the Office of Graduate Education's policies. The drop/add policies regarding voluntary withdrawal and types of withdrawal can be found at this link: [Drop/Add and Withdrawal](#)

Dismissal
Students who have been recommended by their program to the Office of Graduate Education for dismissal from their program can appeal this decision to the Graduate

Program Office within the Edson College. If the recommendation to dismiss the student is upheld by the appeals' body of this office, the student can appeal the decision to the Dean's Office within the Edson College. The Graduate policies on satisfactory academic progress can be found at this link: [Graduate College Policy Manual](#)

Incomplete Grades
A student who does not fulfill the requirements of an incomplete contract by the date approved on the contract, and who is still within the one-year limit required to complete the contract, must petition to draw up a new contract. If the one calendar year limit set by the University has been passed, the "I" will become a permanent part of the transcript and the student is not allowed to complete the coursework as specified on the Incomplete Form. [Incomplete Grade Request | ASU Students | ASU](#)

Continuous Enrollment and Leave of Absence Policies
Once admitted to a graduate degree program, master's level students (degree and certificate) must be registered for a minimum of one credit hour (not audit) during all phases of their graduate education. This includes periods when they are engaged in research, working on or defending theses, taking Graduate Foreign Language exams or in any other way using university facilities or faculty time including the term in which they graduate. This credit must appear on the Plan of Study or must be an appropriate graduate-level course (e.g. 595, 695, or 795, Continuing Registration). Courses with grades of "W" and "X" are not considered valid registration for continuous enrollment purposes.

Students planning to discontinue enrollment for a semester or more must request approval for a leave of absence. Students may petition the Office of Graduate Education for a leave of absence for a maximum of two semesters during their entire program. A petition for a leave of absence, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the Office of Graduate Education and the Vice Provost. This request must be filed and approved before the anticipated absence.

An approved leave of absence will enable students to re-enter their program without re-applying to the university. Students who do not enroll for a Fall or Spring semester without an approved leave of absence by the Office of Graduate Education are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program.

A student on leave is not required to pay fees, but in turn is not permitted to place any demands on university faculty or use any university resources.

Change in Degree
A student who wishes to switch degree programs must submit a new application to the Graduate College AND a new supplemental application to the Edson College for consideration in the next admissions cycle. The student's application will be treated with

the same consideration as all other applications, and the student may be selected for admission based on merit and space available.

- If a student is selected for admission to a new degree program, s/he must submit a choose form found on the student's MyASU. This form does not withdraw the student from his/her courses. If the student wishes to do so, s/he must review the current complete withdrawal policies through the Registrar's Office.
- Degree changes require the completion and approval of a new interactive program of study (iPOS).

Registration, Drop/Add and Withdrawal
Calendar: Please refer to the current Registrar's Academic Calendar for all Registration and Withdrawal deadlines found at this link: [Academic Calendar](#)

Schedule of Classes and Course Catalog
Please refer to the Schedule of Classes to learn about class schedules and availability [Class Search / Course Catalog (asu.edu)](#) and the Course Catalog to learn about co and pre-requisite courses found at this link: [Academic Catalog](#)

Policies
Please refer to the Registrar's website for the most up to date policies on course registration and withdrawal found at this link: [University Registrar Services](#)

Graduation and Convocation

Application for Graduation
Information regarding applications for graduation can be found at [Applying for Graduation](#).

If a student is graduating in...	The application deadline is...
Fall or Winter	October 1
Spring	February 15
Summer	June 15

Note: If an application deadline falls on a weekend or holiday, the deadline will be extended to the next business day.

To ensure that an individual's name appears in the ASU commencement book and to avoid paying a late fee, the application must be received by the appropriate deadline. Summer and Winter graduate names appear in the Fall commencement book.

Masters in Aging Program Completion

Completion of Coursework and Applied Project will demonstrate student achievement of attaining knowledge and competences of Academy for Gerontology in Higher Education, as developed by an organization of The Gerontological Society of America (GSA). Interprofessional Education Collaborative (IPEC®) core competencies, sponsored by the Edson College Center for Advancing Interprofessional Practice Education & Research Interprofessional by Design® eLearning modules . "The ASU MS in Aging has been reviewed and approved by the National Association for Professional Gerontologists (NAPG), the organization offering the only professional credential specific to the field of gerontology. Upon completion of the program and awarding of your degree or certificate, you are eligible, and encouraged to apply, for the Gerontologist credential awarded by NAPG." The terminal outcome goals are listed (Appendix A).

Applied Project Final Presentation/ Applied Project Repository
Students completing the MS in Aging degree are required to complete an Applied Project where research principles are applied but actual research is not conducted. This culminating academic experience is designed for graduate students to enhance their ability to synthesize theory and research about educational principles underlying the art and science of nursing and inter-professional education in academic and practice settings. Students complete a comprehensive review of literature leading to formulation of a purpose statement that addresses a concentration related issue or topic and is developed as an applied project related to best practices in the specific concentration. Students will be mentored by a 2-member supervisory committee (one of whom is a designated chair) to evaluate evidence that contributes to innovation or best practice.

Students are required to complete CITTI Training required by ASU IRB and become knowledgeable about Responsible Conduct of Research Strategies: research integrity   prior to the applied project proposal. The Chinese cohort are not required to complete the training but are instructed on human protection and ethical conduct of research.

The completed project will be submitted in written form and reviewed during oral presentation to the supervisory committee. In order to facilitate this requirement, in the semester of graduation, students will present their projects in a professional format. A write a final report of findings. As part of the process to complete your degree, Edson College requires you to deposit your final project in our MS in Aging Applied Project Collection Digital Repository. The ASU Digital Repository (ASU_DR) provides a place to collect, preserve and discover the creative and scholarly output from ASU faculty, researchers, staff and students. Adding your Applied Project will benefit present and future researchers and helps future students by providing models of final projects. Please note that ASU-DR is an **OPEN** repository which means that anyone is able to view and download your project. By adding your project to ASU_DR, you retain copyright to your project, but grant Arizona State University a non- exclusive license to disseminate your work through the Digital Repository and to make copies for preservation per the Terms of Deposit.

Posting of Graduate Certificate to Transcripts
The student will be eligible for the official posting of the graduate certificate to their transcripts when all applicable coursework has been successfully completed and the scholarship requirements of the Office of Graduate Education have been met.

Students must apply to graduate by the stated deadlines in order for the graduate certificate to be conferred.

Convocation
Edson College holds its own convocation program in conjunction with Fall and Spring Commencement. The office of the Associate Dean for Academic Affairs sends required information to potential graduates early in the semester of graduation. Students who have met all university and college degree requirements are encouraged to participate. It is the student's responsibility to adhere to the Convocation timelines.

Exit and Alumni Surveys
Every year, Edson College evaluates data obtained from three surveys provided by the University Office of Evaluation and Educational Effectiveness. In their last semester, students are requested to evaluate the curriculum of their degree. They are also asked where they will be employed, clinical area of practice, professional activities and career goals upon graduation. Much of the same information is requested in the recent graduate and alumni surveys, which is sent to students who have already graduated from the program. These are completed at 3-6 months and 3 years post-graduation, respectively. All surveys provide information to help the Edson College plan for future students and strengthen the programs and certificates. All responses remain confidential and are reported only in aggregate form.

Petitions/Grievances

Some petition and grievance processes are applicable only to policies of the Edson College while others also require the approval of the Office of Graduate Education. Students should contact the Graduate Program Office to determine what petitions must be submitted for their particular requests.

Petitions to the Office of Graduate Education
The Graduate College accepts petitions via the interactive Program of Study (iPOS). Please refer to the Graduate College website for the most current information:
https://graduate.asu.edu/policies-procedures.

Petitions to the Edson College
A petition within the Edson College is a formal request initiated by a student and submitted to the Edson College Standards Committee when approval is needed for curricular adjustment, a change from part-time to full-time status, or vice-versa, an overload of semester hours, readmission to program, or similar circumstances. A petition is required because these requests reflect a deviation from the University and/or Edson College standards. The Standards Committee acts on all petitions.

Please see Appendix B regarding the petition process and required form.

Please see [Appendix C](#) for the Student Academic Grievance Process Policy and Procedure.
Please see [Appendix D](#) for the Student Academic Grievance Documents.

Action on Petitions
- Students petitioning for a change in University requirements will have their petitions reviewed by the Edson College Standards Committee. Edson College will make a recommendation to the University Standards Committee. The University Standards Committee makes the final decision.
- Students petitioning a non-university Request will be acted on by the Edson College Standards Committee.

Petition results will be mailed; results will not be given over the telephone. If the petition results are needed quickly, see the advisor the day after the Standards Committee meeting; bring your picture identification with you.

Students have the right to appeal all Edson College Standards Committee decisions. Appeals must be made in writing and include additional information to warrant Committee reconsideration. If the student wishes to be present during the Committee discussion, this request should be included in the written appeal. The appeal must be submitted within 5 business days following the decision to the Edson College Student Services Office on the Downtown campus.

Appendix A – MS in Aging Program Outcomes

Program Outcomes (Terminal Characteristics of Students):
1. Utilize gerontological frameworks to examine biological, psychosocial, cultural and spiritual aspects and theories of aging.
2. Explore definitions and measures for well-being of older adults and their families.
3. Employ ethical research standards to advance knowledge and improve interventions for older persons.
4. Cultivate an integrated perspective on gerontological issues through effective communication and collaborative engagement with families and communities.
5. Maximize the health and well-being of older persons through positive, innovative environments.
6. Design and implement effective, evidence-based programs to support older persons as they age in place.
7. Participate in innovative policy development to address the needs of older persons and their families.

GERONTOLOGY COMPETENCIES FOR UNDERGRADUATE & GRADUATE EDUCATION RECOMMENDED CORE COMPETENCIES

CATEGORY I - Foundational Competencies to All Fields of Gerontology

I.1 FRAMEWORKS FOR UNDERSTANDING HUMAN AGING — Utilize gerontological frameworks to examine human development and aging.

I.2 BIOLOGICAL ASPECTS OF AGING — Relate biological theory and science to understanding senescence, longevity and variation in aging.

I.3 PSYCHOLOGICAL ASPECTS OF AGING — Relate psychological theories and science to understanding adaptation, stability and change in aging.

I.4 SOCIAL ASPECTSOF AGING — Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.

I.5 THE HUMANITIES AND AGING — Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

I.6 RESEARCH AND CRITICAL THINKING — Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

CATEGORY II - Interactional Competencies Across Fields of Gerontology

II.1 ATTITUDES AND PERSPECTIVES — Develop a gerontological perspective through knowledge and self-reflection.

II.2 ETHICS AND PROFESSIONAL STANDARDS — Adhere to ethical principles to guide work with and on behalf of older persons.

II.3 COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS — Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.
II.4 INTERDISCPLINARY AND COMMUNITY COLLABORATION — Engage collaboratively with others to promote integrated approaches to aging.

SELECTIVE COMPETENCIES (8 TO SELECT FROM) **Programs are recommended to choose a minimum of 2 selective** competencies from this category that best reflect the orientation of their program(s).

CATEGORY III - Contextual Competencies Across Fields of Gerontology

III.1 WELL-BEING, HEALTH AND MENTAL HEALTH   Promote older persons' strengths and adaptations to maximize well-being, health and mental health.

III.2 SOCIAL HEALTH — Promote quality of life and positive social environment for older persons.

III.3 PROGRAM/SERVICE DEVELOPMENT — Employ and design programmatic and community development with and on behalf of the aging population.

III.4 EDUCATION — Encourage older persons to engage in life- long learning opportunities.

III.5 ARTS AND HUMANITIES — Promote engagement of older people in the arts and humanities.

III.6 BUSINESS & FINANCE — Address the roles of older persons as workers and consumers in business and finance.

III.7 POLICY — Employ and generate policy to equitably address the needs of older persons.

III.8 RESEARCH, APPLICATION AND EVALUATION — Engage in research to advance knowledge and improve interventions for older persons.

IPEC Core Competencies for Interprofessional Collaborative Practice
Four Core Competencies

Competency 1
Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2
Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)

Competency 3
Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

Competency 4
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

Appendix B – Student Academic Petition Process

Petition forms are available on the Edson College website:
https://nursingandhealth.asu.edu/student-life/current-students

Petitions are initiated by students with the assistance of their advisor. It is the student's responsibility to see that the petition is a representation of self and the special situation. If the request is not accurate and/or complete, the petition will not be reviewed by the Standards Committee. Please include the following:

- Sign completed petition form.
- Attach supporting documentation as directed by advisor; e.g., a copy of a course description from another catalog or another college, and/or course syllabus or a letter from the course instructor.
- Submit completed petition with attachments and appropriate signatures to the Graduate Program Office on the Downtown campus.

Please follow these instructions for submitting a petition to the Edson College Standards Committee.

1. Use one form for each request.
2. Make sure the form is legible. Typed is preferred.
3. Complete all required information on the front of the form. Be sure to include a current contact address and telephone number.
4. Select a "Petition Request" that best fits your submission. The most common reasons for a petition are listed. If your reason does not appear, check with your advisor before entering a reason under "Other."
5. Instructor/Faculty signature is required.
6. PROVIDE RATIONALE FOR REQUEST: This is very important if you have failed a course, are requesting re-enrollment, or requesting part-time status. On a separate page, you should include the following.
   - Why you think your petition should be approved.
   - What documentation you have attached in support of your petition.
   - What you plan to do to support a positive outcome of the petition.
7. Attach all supporting documentation with the petition. Incomplete documentation will result in delay or denial of your petition. Documentation may include:
   - Transcripts
   - Syllabi
   - Course descriptions from catalogs
   - Documentation of return to health or work
   - Letters of support
8. Submit completed form with attached documentation to your academic advisor.
9. DECISION NOTIFICATION: Students will be notified in writing within one week of the action taken on their petition. If the petition requires action that cannot wait until receipt of a copy, the Chair of the Standards committee will designate someone to contact the student. Results will NOT be provided over the phone.

Appendix C – Student Academic Grievance Process Policy and Procedure

SUBJECT: Student Academic Grievance Process Policy and Procedure.

POLICY: It is the policy of the Edson College to provide informal and formal mechanisms to facilitate the systematic review and resolution of student academic grievances.

Allegations of academic dishonesty are subject to review under the ASU Academic Integrity Policy. Further information is available at this link: [Student Academic Integrity Policy](#)

Allegations of scientific misconduct are subject to review under ASU Policy RSP210: Misconduct in Research in the Research and Sponsored Projects Policies and Procedures Manual. Further information is available at this link: [Research and Sponsored Projects Manual (RSP)](#)

Allegations of discrimination are directed to the Office of Student Rights and Responsibilities. Further information is available at this link: [Title IX Statement](#)

GLOSSARY:
1. Advocate: An individual chosen by either the Aggrieved Student and/or the Faculty Member(s) involved in the Academic Grievance who assists in the preparation of materials.
2. Academic Grievance: A concern or claim based upon an event or condition allegedly resulting from unfair application of Edson College policies and procedures.
3. Academic Grievance Committee: An Edson College committee elected for the purpose of facilitating the resolution of formal grievances.
4. Aggrieved Student: A student enrolled in an Edson College academic program who perceives an event or condition allegedly resulting from unfair application of Edson College policies and procedures.
5. Day: University business day excluding Saturday, Sunday, or any officially recognized university holiday.
6. Faculty Member(s): The Faculty Member(s) against whom the alleged Academic Grievance has been filed.
7. Faculty Representatives: Faculty members elected by a vote of the Edson College Faculty Assembly to serve on the Academic Grievance Committee for one academic year.
8. Material Facts: Evidence that serves to support and/or refute the alleged Academic Grievance.
9. Ombudsperson: A faculty member appointed by the Dean for an academic year or more who serves as an impartial fact-finder and problem-solver for the Aggrieved Student. There is one ombudsperson appointed for each campus (3) as a resource for students on that campus and a faculty member appointed by the Dean to serve as resource for the involved Faculty Member(s) on any of the campuses. The

ombudspersons have no power to reverse or change decisions but, with conciliation skills, help to expedite the Student Academic Grievance Process.

10. Right to Discovery: Permits the Aggrieved Student or the Faculty Member(s) full disclosure and access to all material facts needed to prepare for the formal grievance procedures.

11. Session (also referred to as a semester or term): An academic time period beginning with the first day of classes and ending with the last day of examinations on the campus where the Aggrieved Student is enrolled at the time when the Academic Grievance is filed.

12. Student Representatives: Students selected by the Board of Directors of a recognized Edson College student organization to serve on the Academic Grievance Committee for a period of one academic year.

13. Supporting Individual(s): Person(s) selected by the Aggrieved Student and/or the Faculty

14. Member(s) to provide material facts on behalf of the Aggrieved Student and/or the Faculty Member(s).

PROCEDURE:

I. Introduction

    a. The Academic Grievance Process of the Edson College consists of both an Informal and Formal Procedure. The Aggrieved Student who has a concern or claim based upon an event or condition allegedly resulting from unfair application of Edson College policies and/or procedures has the right to question the application through the process established for this purpose.

    b. The Aggrieved Student may choose to file either an Informal or Formal Grievance. While there is no required order, the Aggrieved Student and Faculty Member(s) are encouraged to try to resolve the concern in the least adversarial way possible.

    c. The Aggrieved Student may terminate an Academic Grievance at any time by submitting a written request to the Associate Dean for Academic Affairs. If such a decision is reached by the Aggrieved Student, the Faculty Member(s), Chair of the Academic Grievance Committee and appropriate Academic Program Director will be immediately notified in writing of the termination of the Academic Grievance.

II. Student Academic Grievance: Informal Procedure

    a. Step 1: Aggrieved Student prepares and submits the Academic Communication Form (Appendix F) to the Faculty Member(s) requesting a meeting to be held within 5 days from the occurrence of the Academic Grievance.

    b. Step 2: Faculty Member(s) and Aggrieved Student meet in an attempt to resolve the Academic Grievance. In the context of the meeting:

        i. The Aggrieved Student is responsible for providing evidence, if any, and reasons in support of the Academic Grievance.

        ii. The Faculty Member(s) is obliged to review the material(s) presented and respond to the evidence and reasons presented.

iii. If the Academic Grievance is resolved, the Academic Communication Form is signed by both parties and forwarded to the Associate Dean for Academic Affairs, concluding the Informal Grievance process.

III. Step 3: If the Academic Grievance is not resolved, the Aggrieved Student may appeal to the appropriate Academic Program Director by forwarding the Academic Communication Form (Appendix F) and requesting a meeting to be held within 10 days of the completion of Step 2.

   a. The appropriate Academic Program Director may elect to confer with the Faculty Member(s) in advance of the scheduled meeting with the Aggrieved Student.

IV. Step 4: The Aggrieved Student and the appropriate Academic Program Director meet. In the context of the meeting with the Aggrieved Student:

   a. The Aggrieved Student is responsible for providing evidence, if any, and reasons in support of the Academic Grievance.
   b. The appropriate Academic Program Director is obliged to review the material(s) presented and respond to the evidence and reasons presented.
   c. No change in action taken by Faculty Member occurs at this point. Academic Program Director confers with faculty member(s) if unable to resolve the informal grievance with the Aggrieved Student.
   d. If the Academic Grievance is resolved, the Academic Communication Form (Appendix F) is signed by both parties and forwarded to the Associate Dean for Academic Affairs concluding the informal process.

V. Step 5: If the Academic Grievance is not resolved, the Aggrieved Student may appeal to the Associate Dean for Academic Affairs with submission of the Statement of Academic Grievance Form (Appendix F) within ten (10) days of the completion of Step 4.

   a. Associate Dean for Academic Affairs will advise the Aggrieved Student of the protocol for the Formal Grievance Procedure.
   b. Aggrieved Student may initiate the Formal Grievance Procedure but must do so within thirty (30) days of the occurrence of the Academic Grievance.
      i. Either the Formal Grievance Procedure is initiated or the Informal Grievance Procedure is concluded.

Appendix D – Grievance Documents

Academic Communication Form

Statement of the Problem by the Student

Statement of the Problem by the Faculty:

Summary of the Student-Faculty Meeting to Resolve Problem:

Circle one:

Problem resolved.   Problem not resolved.

The following steps will be taken: The next step will be:

_____   _____
Student   Date   Student   Date

_____   _____
Faculty   Date   Faculty   Date

Statement of Grievance (F-232)

Student's request to the Edson College of Nursing and Health Innovation Grievance Committee.

Aggrieved Person's Name:_____   Date_____

Address:_____   Telephone: _____

Program:_____   Course No. & Title:_____

I.   A concise statement of the grievance and date of occurrence, and what the student(s) would like to have done.

II.   Name and position of party (parties) against whom the grievance is submitted:

III.   Names of faculty contacted by the student, as outlined in the informal process:

1.   _____   Date   _____

2.   _____   Date   _____

3.   _____   Date   _____

4.   _____   Date   _____

5.   _____   Date   _____

I agree to appear personally at the formal grievance procedure meetings at the time(s) and place(s) mutually agreed upon.

Signature of Student:_____   Date:_____

Statement of Grievance (F-232)

Statement of Impartiality

I, the undersigned, attest impartiality concerning both parties to the grievance and to the complaint to be heard.

NAME: _____

SIGNATURE: _____   DATE: _____

Statement of Confidentiality

I, the undersigned, agree to keep confidential all matters pertaining to the grievance unless otherwise required by law.

NAME: _____

SIGNATURE: _____   DATE: _____

Academic Grievance Committee Structure

I. Membership
    A. Active

Member	#	Voice	Vote	Selection	Attendance
Chair	1	Yes	To Break Tie	Elected	Required
Faculty	2	Yes	Yes	Elected	Required
Student	2	Yes	Yes	Appointed[1]	Required
Staff Support	1	No	No	Appointed[2]	Required

[1]Appointed by Board of Directors of a recognized Edson College student government organization
[2] Appointed by Associated Dean Academic Affairs

    B. Limited

Member	#	Voice	Vote	Selection	Attendance
Supporting Individual(s)	1	Yes	No	Selection by parties	Limited

[3] Selected by the Aggrieved Student and/or Faculty Member(s)

    C. Observers only

Member	#	Voice	Vote	Selection	Attendance
Advocate	1	No	No	Selected [3]	Optional
Ombudsperson	1	No	No	Appointed [4]	Optional

[3] Selected by the Aggrieved Student and/or Faculty Member(s)
[4] Appointed by the Dean

II. Parameters
    A. The Academic Grievance Committee is a standing Edson College committee consisting of three (3) faculty members elected to serve for one academic year. One faculty member serves as Chair, one represents the undergraduate program and one represents the graduate program, one of whom is a tenured faculty member. Faculty members must have been on the faculty of the Edson College for at least one academic year.
    B. The Academic Grievance Committee will consist of two (2) student members, appointed to serve for one academic year. Student members will be appointed by the Board of Directors of a recognized student organization representing undergraduate and/or graduate students. To avoid conflict of interest, the student member should, when possible, be from a different campus than the Aggrieved Student (for undergraduates) and/or from a different specialty concentration area (for graduate students).

Arizona State University
Edson College of Nursing and Health Innovation
Appendix E Grievance Committee Recommendation

Date of Grievance Committee Deliberations:_____

Grievance Initiated By: Grievance Against:

Name:_____   Name:_____

ID#:_____   ID#:_____

Address:_____   Address:_____

Phone #:_____   Phone #:_____
(If additional room needed, use back of form)   (If additional room needed, use back of form)

1._____   1._____

2._____   2._____

3._____

4._____

5._____

        A.   Concise Statement of the Problem/Dispute:

        B.   Recommendations of the Committee:

        C.   Distribute To:

        D.   A quorum of three (3) active members is required to conduct an Academic Grievance Committee hearing. Of the three (3) members, the Chair or designee, at least one (1) faculty member and at least one (1) student member must be present.

III.   Ethical Considerations
        A.   All members of the Academic Grievance Committee will exercise professional discretion in the dissemination of information that relates to the assertions, findings, recommendations and ultimate resolution of an Academic Grievance.
        B.   All information related to an Academic Grievance is considered confidential unless disclosure is otherwise required by law.

C. All parties in an Academic Grievance have the right to fair treatment during and following initiation of the Academic Grievance process.

IV. Protocol

    A. The Chair of the Formal Grievance Committee will preside over and conduct the hearing and rule on all matters of procedure, including the submission of evidence for consideration. Prior to the day of the meeting, the Chair of the Academic Grievance Committee may grant a postponement upon written request of either party or determination of good cause for postponement by the Chair.

    B. The hearing will be conducted as a closed meeting and will be attended by (1) a quorum of the Academic Grievance Committee; (2) a staff support person selected by the Academic Grievance Committee Chair in advance of the meeting; (3) all parties to the alleged Academic Grievance, and their Advocates, if applicable; and (4) supporting individuals (during the presentation of their supporting data only).

    C. All persons attending the hearing will conduct themselves in an orderly and respectful manner.

    D. An audiotape recording will be made of the proceedings and will be kept locked in a confidential file for use by the Academic Grievance Committee and the Dean as needed. The audiotape is the property of the Edson College. A copy may be provided to the Aggrieved Student upon written request. The audiotape will be destroyed after two years from the date of the final decision.

V. Proceedings

    A. The Chair of the Academic Grievance Committee shall make an introductory statement that includes: (1) a statement of purpose; (2) an introduction of all meeting participants, including the identification of their respective roles; (3) the protocol for the conduct of the meeting; and (4) the identification and order of individuals permitted to speak on behalf of the Aggrieved Student and/or Faculty Member(s).

    B. The Chair will read the Statement of the Grievance submitted by the Aggrieved Student.

    C. The Chair will ask the Aggrieved Student whether he/she accepts or rejects the Statement of Academic Grievance as accurate.

    D. The Aggrieved Student will accept or reject the Statement of Academic Grievance as read by the Chairperson

    E. The Aggrieved Student will make an opening statement and provide relevant data in support of the Academic Grievance in writing and through oral testimony of supporting individuals or presentation of other evidence. The opening statement is limited to five (5) minutes.

    F. The Faculty Member(s) shall make an opening statement and shall provide relevant data in support of the Faculty Member(s) decision in writing and through oral testimony of supporting individuals or presentation of other evidence. The opening statement is limited to five (5) minutes.

    G. The Aggrieved Student is provided an opportunity to offer a rebuttal statement, limited to five (5) minutes.

H.   The Chair of the Academic Grievance Committee has the authority to limit the presentation of repetitive evidence by any party at his/her discretion. The Chair may recognize committee members at any time for the purpose of asking questions for clarification.

I.   On completion of the presentation of evidence, the Aggrieved Student and the Faculty Member(s) will present a summary statement to the Committee. The Aggrieved Student will open the summary statements. The Aggrieved Student has the opportunity to give the last closing summary statement. Each summary statement is limited to five (5) minutes.

J.   On completion of the summary statements, the Chair will dismiss all parties to the Academic Grievance and observers.

K.   The Academic Grievance Committee will deliberate and formulate its recommendations.

L.   The Grievance Committee Recommendations will be submitted to the Dean or designee thereby concluding the charge to the Academic Grievance Committee.

Appendix E – MS in Aging Application Scoring Form

Master of Science in Aging Applicant Scoring Form
Please use this form to review your assigned candidate. The compiled forms are part of the candidate's academic record.
Conceptualize the Likert scale as if you were grading a course A= Outstanding (4),
B= Above Average (3), C= Average (2), D = Below Average, E/F= Inadequate (1)

Applicant Name: **Date:**   **Reviewer Name**:

Discipline: **Email:**

Admission Term: ☐ Fall A   ☐ Fall B   ☐ Spring A   ☐ Spring B   ☐ Summer C

Faculty Recommendations		
Faculty Advisor:		
Total Score:		
Admission Decision:	☐ Approve	☐ Deny

Application Review	Score				
Personal Statement and Essay	**1**	**2**	**3**	**4**	**5**
Comments:					
Resume'	**1**	**2**	**3**	**4**	**5**
Comments:					
Letter of Recommendation	**1**	**2**	**3**	**4**	**5**
Comments:					
Transcripts and Grade Point Average	**1**	**2**	**3**	**4**	**5**
Comments:					
TOTAL SCORE:	**/20**				

Appendix F – Gerontology Competencies for Graduate Education
RECOMMENDED CORE COMPETENCIES

CATEGORY I - Foundational Competencies to All Fields of Gerontology

I.1 FRAMEWORKS FOR UNDERSTANDING HUMAN AGING — Utilize gerontological frameworks to examine human development and aging.

I.2 BIOLOGICAL ASPECTS OF AGING — Relate biological theory and science to understanding senescence, longevity and variation in aging.

I.3 PSYCHOLOGICAL ASPECTS OF AGING — Relate psychological theories and science to understanding adaptation, stability and change in aging.

I.4 SOCIAL ASPECTSOF AGING — Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.

I.5 THE HUMANITIES AND AGING — Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

I.6 RESEARCH AND CRITICAL THINKING — Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

CATEGORY II - Interactional Competencies Across Fields of Gerontology

II.1 ATTITUDES AND PERSPECTIVES — Develop a gerontological perspective through knowledge and self-reflection.

II.2 ETHICS AND PROFESSIONAL STANDARDS — Adhere to ethical principles to guide work with and on behalf of older persons.

II.3 COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS — Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.

II.4 INTERDISCPLINARY AND COMMUNITY COLLABORATION — Engage collaboratively with others to promote integrated approaches to aging.

SELECTIVE COMPETENCIES (8 TO SELECT FROM) **Programs are recommended to choose a minimum of 2 selective** competencies from this category that best reflect the orientation of their program(s).

CATEGORY III - Contextual Competencies Across Fields of Gerontology

III.1 WELL-BEING, HEALTH AND MENTAL HEALTH   Promote older persons' strengths and adaptations to maximize well-being, health and mental health.

III.2 SOCIAL HEALTH — Promote quality of life and positive social environment for older persons.

III.3 PROGRAM/SERVICE DEVELOPMENT — Employ and design programmatic and community development with and on behalf of the aging population.

III.4 EDUCATION — Encourage older persons to engage in life- long learning opportunities.

III.5 ARTS AND HUMANITIES — Promote engagement of older people in the arts and humanities.

III.6 BUSINESS & FINANCE — Address the roles of older persons as workers and consumers in business and finance.

III.7 POLICY — Employ and generate policy to equitably address the needs of older persons.

III.8 RESEARCH, APPLICATION AND EVALUATION — Engage in research to advance knowledge and improve interventions for older persons.