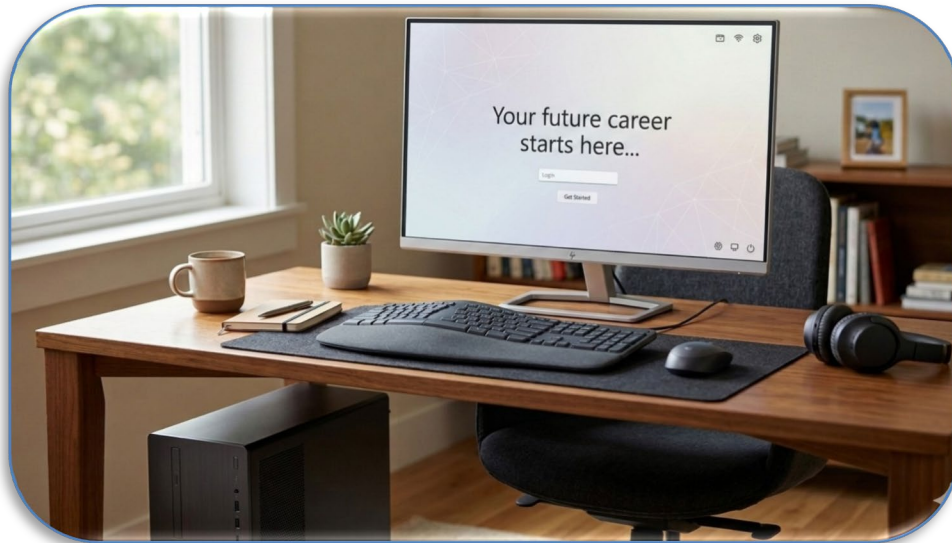




THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE, LIFE & ENVIRONMENTAL SCIENCES
**Nutritional Sciences
& Wellness**

Graduate Student Handbook



Graduate Certificate in Applied Nutrition & Professional Science Master (PSM) in Applied Nutrition: Nutrition and Wellness Online Programs

Academic Year: 2026-2027

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Program Director's Welcome



Welcome to the Applied Nutrition graduate programs offered through the School of Nutritional Sciences and Wellness (SNSW)—we are so happy you are here! The Graduate Certificate in Applied Nutrition (GCAN) and PSM-Nutrition and Wellness (PSM-NW) programs are designed to accelerate your nutrition knowledge and to prepare you to apply this knowledge in your career in healthcare, community engagement, public service, and more.

Online education is a wonderful way to expand your knowledge while continuing to do all the things you do. Being able to continue your education without having to change your day to day is liberating, but it can often also be challenging. We have an amazing support team in SNSW, Arizona Online, College of Agriculture, Life and Environmental Sciences (CALES), and the University of Arizona to help support you. For GCAN and PSM-NW students, our graduate program coordinator, Peggy Rupert, MA, MPH, RDN (nsw-psm-nw@arizona.edu or prupert@arizona.edu), and myself are here to make sure you are successful in your studies. We are so excited to work with you while you continue your education. Please reach out to us any time.

With appreciation,

A handwritten signature in blue ink that reads "K Skorupski".

Kayle Skorupski, PhD, MS, RDN, FAND
Director of Professional Programs
Professor of Practice
School of Nutritional Sciences and Wellness
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About This Handbook

This handbook includes information for students enrolled in the SNSW Graduate Certificate in Applied Nutrition (GCAN) program and the SNSW Professional Science Master's degree in Applied Nutrition—Nutrition and Wellness (PSM-NW) program. Both programs are offered through [Arizona Online](#).

While we strive to ensure the accuracy of the content included in this handbook, information is subject to change. Content updates occur annually and/or when program personnel learn of changes.

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Program Faculty for Core & Capstone Courses*

Faculty Member and Contact Information	Core and Capstone Courses*
Lucia Mosqueira, MS, RD Assistant Professor of Practice lmosqueira@arizona.edu	NSC 509 Advanced Nutrition Metabolism and Disease
Erika Barrera, MPH, RDN Assistant Professor of Practice eibarrera@arizona.edu Vanessa Fisch, PSM, RD, CNSC Assistant Professor of Practice vfisch@arizona.edu	NSC 535 Advanced Clinical Nutrition NSC 562 Professional Ethics and Best Practices in Nutrition Education and Counseling
Elyse Shearer, PhD, RDN Assistant Professor of Practice eshearer@arizona.edu	NSC 519 Advanced Applied Nutritional Sciences
Kayle Skorupski, PhD, MS, RDN, FAND Associate Professor of Practice Director of Professional Programs kayleskorupski@arizona.edu	NSC 597 Capstone Prep Workshop NSC 698A Capstone I NSC 698B Capstone II
*Notes: • Core and Capstone courses account for 19 of the 30 required units for the PSM Nutrition and Wellness program. • Core courses account for 9 of the 12 required units for the Graduate Certificate in Applied Nutrition program. • Elective courses (11 units for PSMNW and 3 for GCAN) are many and varied and are taught by numerous faculty.	

Program Personnel

Program Personnel	
Kayle Skorupski, PhD, MS, RDN, FAND kayleskorupski@arizona.edu	Director of Professional Programs
Peggy Rupert, MA, MPH, RDN prupert@arizona.edu	Graduate Program Coordinator

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School of Nutritional Sciences and Wellness—Mission and Values

The [School of Nutritional Sciences and Wellness](#) (SNSW, School) at the [University of Arizona](#) prepares graduate students to be leaders in nutritional sciences, dietetics, food systems, health, and wellness. The School is housed in the [College of Agriculture, Life and Environmental Sciences](#) (CALES).

Mission

The SNSW mission is to provide outstanding research, graduate and undergraduate programs, and outreach education that advances nutrition and physical activity in optimizing health and wellness for all people.

Values

- Integrity: What we say and do embodies scientific rigor and social responsibility.
- Stewardship: We focus on improving the health of future generations.
- Outreach and connectedness: We strive to empower communities to think critically about their well-being through nutrition and physical activity.
- Inclusiveness: We embrace diversity and its power.
- Translation: We put discovery and knowledge on a path toward improved human health and wellness.
- Entrepreneurship: We have the drive and courage to boldly pursue new ideas.

SNSW faculty and personnel strive to practice these values in support of graduate students interested in advancing and communicating the discovery and translation of nutritional sciences and wellness to optimize health and well-being for people in Arizona and beyond.

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I. Graduate Certificate in Applied Nutrition (GCAN)

Overview¹

The [Graduate Certificate in Applied Nutrition program](#) (GCAN) is offered through [Arizona Online](#) and is appropriate for a wide range of health professionals as well as individuals who want to pursue careers that encompass nutrition and wellness. Completion of this certificate program appears on a student's official transcript; it does not result in a diploma (as a degree does). Table 1.1 highlights key program elements.

TABLE 1.1 AT A GLANCE—GCAN (12 UNITS)²

Total Units = 12		Delivery Method	GPA Requirement	Time to Completion	Cost
9 core units	3 elective units	Online	3.0 minimum for admission consideration	Can be completed in as little as 7 months (refer to footnote 2 below)	\$500 per unit, plus fees ³

GCAN Curriculum

The GCAN is a 12-unit program that includes 9 units of core courses plus 3 units of elective courses and can be completed in seven (7) months, which can be extended.⁴ For pre-approved elective courses, see Appendix 2. Table 1.2 lists the required core courses and a selection of elective courses.

TABLE 1.2 GCAN COURSES

CORE (required) Coursework (9 units)	Units	Typically Offered*
NSC 509 Advanced Nutrition Metabolism and Disease	3	Summer (5week1)
NSC 519 Advanced Applied Nutritional Sciences	3	Summer (5week2)
NSC 535 Advanced Clinical Nutrition (or program-approved alternative course)	3	Fall, Spring
Example Elective** Coursework (3 units)		
NSC 512 The Body Positive Concept and You	3	Fall, Spring
NSC 522 Weight Inclusive Approach to Counseling	3	Fall
NSC 532 Exploring Eating Disorders and Body Image	3	Summer, Fall, Spring
NSC 540 Nutrition Interventions	3	Fall, Spring
NSC 545 Assessment and Regulation of Human Body Composition	3	Fall
* Typically offered: Students should check the schedule of classes each term to confirm course availability.		
**Refer to Appendix 2 for additional pre-approved elective courses. Other graduate-level Arizona Online courses may be used for elective courses with GCAN director's approval. (Refer to Class Search, Arizona Online for terms/semesters offered.)		

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¹ Refer to Section III of this handbook for program policies not included in Section I.

² These 12 units will transfer into the PSM Applied Nutrition degrees. The PSM degree programs require separate applications. See Section II of this handbook for information about the PSM-NW program. The GCAN alone does not meet eligibility requirements for the registered dietitian nutritionist (RDN) credentialing examination. [See ACEND for more details.](#)

³ Refer to the [Arizona Online cost estimator](#) to calculate program costs. Students enrolled in a certificate-only program are not eligible for federal aid, including loans. Through the [Arizona Online Corporate Initiative](#), some students may qualify for tuition reimbursement from their employer.

⁴ Time to completion varies among students. Students who start the GCAN during the summer session (5 week 1) can complete the program in 7 consecutive months (June-December). Students who start fall or spring semester require more time due to course availability. In addition, [continuous enrollment](#), [time limitation](#), [minimum GPA requirement](#), and other policies apply. Certificate programs must be completed within 4 years.

GCAN Learning Outcomes

Students enrolled in this program engage in learning opportunities that will enhance their ability to:

1. Define and describe evidence-based nutritional science research methods and apply appropriate research methods to clinical case studies and research scenarios.
2. Synthesize current scientific literature from various sources to produce a review paper written in the style of a nutrition journal and produce a presentation appropriate for health professionals.
3. Demonstrate an understanding of the metabolism and genetic interactions of the macronutrients, including application to health and disease.
4. Identify risk factors associated with the development of chronic disease and describe dietary management strategies for the prevention and management of the most common chronic diseases.
5. Demonstrate the ability to critically review and evaluate the literature related to nutrition and topics covered in the certificate courses using methods established by the Academy of Nutrition and Dietetics (AND) [Evidence Analysis Library](#).
6. Demonstrate an understanding of the metabolic influences of select class topics regarding anthropometric, biochemical, clinical, and diagnostic parameters used for assessing systemic and nutrition health status.
7. Apply an evidence-based approach to examine medical nutrition therapy for the prevention and management of related class topics.
8. Describe the fundamentals of data collection and measurement.
9. Identify appropriate statistical models and software for quantitative data analysis.

GCAN Admission Requirements

To be considered for admission to this program, applicants must meet requirements as listed below.

Minimum Education Requirements

- Bachelor's degree in nutrition or related field; degree must be from an accredited institution.
- Undergraduate coursework in nutrition, physiology, and biochemistry.
- Minimum cumulative 3.0 GPA.

English Language Proficiency (for international/non-native speakers)

Refer to the Graduate College Admissions—[General English Proficiency Information](#) and [Acceptable English Proficiency Credentials](#).

Characteristics

To be successful in this program, students must be self-directed/independent learners, have efficient time-management skills, produce effective written/verbal communication, and competently use a wide range of resources.

Application Materials and Deadlines

Applicants apply online through the University's [GradApp portal](#). Application fees are nonrefundable and cannot be waived. Applicants should be sure they have completed their application before they pay the application fee. Application components:

- Documents: Statement of purpose, résumé, and transcripts⁵
- References and letters of recommendation: Name and contact information for at least 1 reference (references upload their letters into the GradApp system)
- Supplemental questions: Applicants respond to several questions.

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⁵ Unofficial transcripts are accepted for the application. The Graduate College requires official transcripts for applicants who are recommended for admission to their selected program.

Applications are accepted three times per year. Application deadlines:

- Fall admission: June 15
- Spring admission: October 15
- Summer admission: March 15

Application Review Process

The PSM-NW admissions committee evaluates submitted applications soon after the application cycle has closed. The program's process culminates in selected applicants being recommended for admission; the Graduate College makes the final decision for admission after completing its own review. Applicants who are not recommended for admission, or who are denied admission, are often those who lack the required prerequisite coursework or whose GPA is below the 3.0 minimum requirement. In some instances, the program will advise such applicants to explore enrolling in the prerequisite coursework and/or applying to the Graduate College as a non-degree-seeking student so they can try to improve their GPA.⁶

Upon admission to the program, new students should follow the guidelines provided in the Graduate College and program communication.

Orientation

Students are contacted by the program coordinator to schedule their (required) program orientation prior to enrolling in coursework.

GCAN Transfer Credit⁷

Coursework completed more than two years prior to admission to a certificate program cannot be transferred into the program. Students who completed GCAN-approved courses as a nondegree-seeking student at the University of Arizona may transfer up to six (6) units of GCAN-approved coursework if they were completed less than two years prior to GCAN admission and the courses received grades of A or B.

GCAN Financial Information

Cost per unit for this certificate program is \$500 plus fees.⁸ As a certificate program, no federal financial aid is available. For more information, refer to the [financial aid eligibility](#) and [nondegree graduate students seeking financial aid](#) websites. In addition, teaching/research assistant positions are not available. Students in the workforce may want to explore the University's [corporate partnerships](#) information for possible tuition reimbursement from their employer.

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⁶ Refer to the [Graduate College Admission Requirements](#) and [Graduate Admission Types](#) for more details.

⁷ See also [Graduate College certificate requirements](#). Students should contact the GCAN coordinator to confirm GCAN-approved courses.

⁸ Additional fees apply; refer to the [Arizona Online cost estimator](#) for details.

II. Professional Science Master (PSM) in Applied Nutrition—Nutrition and Wellness

Overview⁹

The [Professional Science Master in Applied Nutrition—Nutrition and Wellness program](#) (PSM-NW) is offered through [Arizona Online](#) and serves the needs of students, educators, registered dietitian nutritionists (RDN), and other health/wellness professionals interested in advanced training in the application of nutritional sciences to human health and wellness. Table 2.1 highlights key program elements.¹⁰

TABLE 2.1 AT A GLANCE—PSM-NW (30 UNITS)¹¹

Total Units = 30			Delivery Method	GPA Requirement	Time to Completion ¹¹	Cost ¹²
12 core units	7 capstone units	11 elective units	Online	3.0 minimum for admission consideration	Less than 2 years (refer to footnote 11)	\$500 per unit, plus fees

Program Curriculum

Coursework for this online, 30-unit program is designed to be completed in less than two years, which can be extended.¹³ Table 2.2 lists the coursework required for the PSM degree. After completing the program orientation, students may enroll in courses. Table 2.2 lists the required coursework, including a selection of elective courses.

TABLE 2.2 PSM-NW CURRICULUM¹⁴

CORE Coursework (12 units)	Units	Typically Offered *, ¹⁵
NSC 509 Advanced Nutrition Metabolism and Disease	3	Summer (5 wk 1)
NSC 519 Advanced Applied Nutritional Sciences	3	Summer (5 wk 2)
NSC 562 Prof. Ethics, Best Practices in Nutri Educ. and Couns.	3	Summer (10 wk)
NSC 535 Advanced Clinical Nutrition	3	Fall, Spring
Capstone Courses (7 units)		
NSC 597 Capstone Prep	1	Fall, Spring (7 wk 1)
NSC 698A Capstone I	3	Summer, Fall, Spring (7 wk 1)
NSC 698B Capstone II	3	Summer, Fall, Spring (7 wk 2)
Example Elective Coursework** (11 units)		
NSC 512 The Body Positive Concept and You	3	Fall, Spring
NSC 522 Weight Inclusive Approach to Counseling	3	Fall
NSC 532 Exploring Eating Disorders and Body Image	3	Summer, Fall, Spring
NSC 540 Nutrition Interventions	3	Fall, Spring
NSC 558 Advanced Foodservice Management	3	Fall, Spring
NSC 570 Agricul. and Food Literacy for Nutr. and Health Profes.	3	Fall, Spring
* Typically offered: Students should check the schedule of classes each term to confirm course availability.		
**Refer to Appendix 2 for additional pre-approved elective courses. Other graduate-level Arizona Online courses may be used for elective courses with GCAN director's approval. Explore the Class Search, Arizona Online Campus for available courses.		

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⁹ Refer to Section III of this handbook for program policies not included in Section II.

¹⁰ This degree does not lead to the registered dietitian nutritionist (RD/RDN) certification. Refer to [PSM-Dietetics program](#).

¹¹ GCAN units will transfer to the PSM-NW program. See Section I of this handbook for information about the GCAN program.

¹² Refer to the [Arizona Online cost estimator](#) to calculate program costs. Students must be enrolled in a minimum of 5 units per term to qualify for [financial aid](#) (additional requirements apply). Through the [Arizona Online Corporate Initiative](#), some students may qualify for tuition reimbursement from their employer.

¹³ Time to degree completion varies depending on course availability, program start term, and a student's personal circumstances. Note [Continuous enrollment](#) and [time-limitation policies](#) apply.

¹⁴ Refer to the [University Catalog](#) for course descriptions.

¹⁵ Subject to change each semester.

PSM-NW Learning Outcomes

Students enrolled in this program engage in learning opportunities that will enhance their ability to:

1. Critically evaluate nutrition sciences research, and demonstrate knowledge of research methods and statistics.
2. Apply evidence-based nutrition concepts to a professional setting, i.e., clinical, communication, education, and industry.
3. Demonstrate professional interpersonal skills including communication, collaboration, and leadership.

Admission Requirements and Review Process¹⁶

This section describes the qualifications, attributes, and criteria that applicants must be aware of before they apply to the PSM-NW program, along with information about the application review process and program-orientation requirements.

Minimum Education Requirements

To be considered for admission, applicants must have a bachelor's degree in nutrition or similar field from an accredited institution with a minimum cumulative GPA of 3.0. If degree is in a field other than nutrition, coursework in the following subjects is required:

Physiology—3-4 units, equivalent to UA [200-level or higher courses](#), such as:

PSIO 201 or 202—Human Anatomy and Physiology 1 or 2 (4 units each), or PSIO 305 Integrative Systems Physiology (3 units), or PSIO 380 Fundamentals of Human Physiology (4 units)

Biochemistry—3 units, equivalent to UA [200-level or higher courses](#), such as:

BIOC 384 Foundations in Biochemistry or BIOC 385 Metabolic Biochemistry

Nutrition—6 units:

3 units, equivalent to UA 100-level or higher [nutrition courses](#), such as:

NSC 101 Introduction to Human Nutrition, or NSC 170C1 Nutrition, Food, and You

3 units, equivalent to UA 200-level or higher [nutrition courses](#), such as:

NSC 275 Fundamentals of Precision Nutrition and Wellness, NSC 301 Nutrition and the Life Cycle, or NSC 308 Nutrition and Metabolism (3 units)

English Language Proficiency (for non-native speakers of English)

Refer to the Graduate College Admissions [Acceptable English Proficiency Credentials](#).

Characteristics

To be successful in this program, students must be self-directed/independent learners, have efficient time-management skills, produce effective written/verbal communication, and competently use a wide range of resources.

Application Materials and Deadlines

Applicants apply online through the University's [GradApp portal](#). Application fees are nonrefundable and cannot be waived. Applicants should be sure they have completed their application before they pay the application fee. Application components:

- Documents: Statement of purpose, résumé, and transcripts¹⁷
- References and letters of recommendation: Name and contact information for at least 1 reference (references upload their letters into the GradApp system)
- Supplemental questions: Applicants respond to several questions that provide the admissions committee additional details to consider for their review process.

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¹⁶ International students should refer to University's [Office of Foreign Assets Control](#) to review [sanctions implications for Online courses](#).

¹⁷ Unofficial transcripts are accepted for the application. The Graduate College requires official transcripts for applicants who are recommended for admission to their selected program.

Applications are accepted three times per year. Application deadlines:

- Fall admission: June 15
- Spring admission: October 15
- Summer admission: March 30

Application Review Process

The PSM-NW admissions committee evaluates submitted applications soon after the application cycle has closed. The program's process culminates in selected applicants being recommended for admission; the Graduate College makes the final decision for admission after completing its own review. Applicants who are not recommended for admission, or who are denied admission, are often those who lack the required prerequisite coursework or whose GPA is below the 3.0 minimum requirement. In some instances, the program will advise such applicants to explore enrolling in the prerequisite coursework and/or applying to the Graduate College as a non-degree-seeking student so they can try to improve their GPA.¹⁸

Upon admission to the program, new students should follow the guidelines provided in the Graduate College and program communication.

Orientation

Students are contacted by the program coordinator to schedule their (required) program orientation prior to enrolling in coursework.

Transfer Credit¹⁹

Students who complete courses as a graduate nondegree-seeking University of Arizona student may transfer up to six (6) units of program-approved coursework²⁰ if they were completed less than two years prior to PSM-NW admission and the courses received grades of A or B. International students must be accepted into the degree program prior to enrolling in Arizona Online courses.²¹

Financial Information²²

Cost per unit for this degree program is \$500 plus fees.²³ Financial aid and scholarships may be available. The PSM-NW does not offer teaching assistant (TA) or research assistant (RA) opportunities.

Financial Aid

To qualify for financial aid, students must be enrolled in at least five (5) units per semester/term. Refer to these website for more information: [Financial Aid Eligibility](#), [Apply for Aid: Arizona Online](#), and [Types of Aid: Graduate and Professional Student Funding](#).

Scholarships

Various scholarships may be available to PSM-NW students. The University utilizes Scholarship Universe, an advanced scholarship management system. Refer to [Types of Aid: Scholarships](#) for more information.

Graduate College

Refer to the [Graduate College website](#) for funding/financial information. The Graduate and Professional Student Council (GPSC) lists several sources of [grant funding](#) that PSM-NW students may be eligible to pursue.

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¹⁸ Refer to the [Graduate College Admission Requirements](#) and [Graduate Admission Types](#) for more details.

¹⁹ See also [Graduate College transfer credit policy](#) for master's degrees.

²⁰ Students should contact the PSM-NW coordinator to confirm PSM-NW-approved courses.

²¹ See also [Graduate College international admission types](#).

²² Refer to [Office of Scholarships and Financial Aid](#) for full details.

²³ Additional fees apply; refer to the [Arizona Online cost estimator](#) to estimate costs.

Paid Opportunities (part-time): Instructional Support for SNSW Undergraduate Online Courses

The SNSW often recruits PSM graduate students on an as-needed basis to work as paid PSM Graders to assist undergraduate faculty with grading assignments. The program coordinator contacts PSM students when opportunities are available. Eligibility and other requirements include:

- enrolled in a minimum of 6 units fall/spring and 3 units summer
- work approximately 9 hours per week (average) during the semester/term²⁴
- maintain frequent communication with the course instructor
- meet at least once per week with the instructor to review grading needs
- complete a timesheet every two weeks during employment

Other

Students who are working may want to explore the University's [corporate partnerships](#) information for possible tuition reimbursement from their employer.

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²⁴ Periodically, the number of hours/week may be as low as 5 or as high as 20 depending on the course

III. Policies, Procedures, Guidelines, Resources

Unless otherwise noted, information in this section applies to both the GCAN and PSM-NW programs. In addition to this content, students are expected to review and be familiar with the [Graduate College policies](#) and are encouraged to explore the myriad resources available to University of Arizona students.

New-Student Orientation

Newly admitted students are required to attend a brief orientation prior to the start of their first-semester courses. The orientation provides students with important information and affords them the opportunity to ask questions and possibly meet other students who are new to the program. The graduate program coordinator contacts new students to schedule their orientation session.

Advising

The program coordinator typically meets with students one or two times per term/semester to assist students with basic questions about coursework and to help students stay on track in completing program requirements. In addition, the coordinator shares student-related information from the Graduate College with students throughout the year. While the coordinator can respond to some course-specific questions, students are generally advised to speak with their course instructors and/or the PSM director. Like the coordinator, faculty and personnel who work with these graduate programs encourage students to communicate with them on a regular basis to ensure that they are making adequate progress toward their degree. In some instances, students may need more time than expected to complete their program. In such cases, students should contact the coordinator to discuss their plans so that they maintain their student eligibility status.

Program Progression²⁵

Upon acceptance to the program, the typical progression is as follows:

Pre-Term/Semester 1

- Create NetID and student email account (see NetID and Email section below)
- Orientation: Via Zoom, a few weeks prior to the start of the first term/semester
- Registration: Enroll in term/semester 1 courses

Term/Semester 1

- GradPath (see sections that follow): Complete GradPath *Responsible Conduct of Research* verification, start *Plan of Study*
- Meetings: 1-2 check-in meetings with the program coordinator
- Registration: Enroll in term/semester 2 courses

Term/Semester 2

- GradPath: Continue working on *Plan of Study*
- Meetings: 1-2 check-in meetings with the program coordinator
- Registration: Enroll in term/semester 3 courses
- Capstone site: Communicate with possible locations for capstone project

Term/Semester 3

- GradPath: Continue working on *Plan of Study*
- Meetings: 1-2 check-in meetings with the program coordinator (or as needed)
- Registration: Enroll in term/semester 4 courses
- Capstone site: Confirm capstone site

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²⁵ Progression will vary depending on the term in which the student begins their program. “Capstone site” and “Committee Appointment form” apply only to PSM-NW students.

Terms/Semesters 4 and 5

- GradPath: Complete *Plan of Study* and *Committee Appointment form*
- Meetings: Check-in meetings with the program coordinator as needed
- Registration: Enroll in any remaining courses
- Capstone site: Complete capstone project
- Certificate/Degree audit: The Graduate College student support specialist reviews GradPath to confirm graduation eligibility
- Graduation!

NetID and Email²⁶

The University NetID is the personal identifier for several online services, including email and UITs computing accounts, UAccess account, Brightspace (learning management system), and University site-licensed software. Students can set up their NetID and find related information on the [UA NetID website](#). Refer to the [IT Support website](#) for assistance.

A student email account is created automatically with the NetID. Students receive all University notifications via this email account. Students should use their email account for communication with their instructors, faculty, and staff. The email account is provided by the Google G Suite for Education, which provides access to Google's full suite of applications. Details are available on the [UA Google Workspace website](#).

CatCard

The CatCard is the official student identification card. Features include a digitized photo and signature, Contactless SmartChip, ISO number, and magnetic strip. Online students are not required to obtain a CatCard, but there are many benefits, such as using the card to obtain student discounts. To learn more, see the [CatCard website](#). Students must be enrolled in one course and the fee is \$25.00.

Course Registration

For guidance on how to register for classes once you are admitted to the program and have completed the program orientation, refer to the [Office of the Registrar website](#). Appendix 2 in this document provides sample schedules for both programs.

Policies and Expectations

SNSW policy requires that students hold final responsibility for being aware of and adhering to all SNSW, Graduate College, and [University policies/procedures](#), requirements, formats, and deadlines as they pertain to progression toward and completion of their graduate program. Students may contact the GCAN/PSM-NW coordinator for guidance and assistance.

Academic and Enrollment Policies

Students are expected to review and be familiar with Graduate College [academic and enrollment policies](#):

Academic Policies

- [Academic Probation](#)
- [Certificate Students](#)
- [Code of Academic Integrity](#)
- [Discrimination and Sexual Harassment](#)
- [Extend Time to Complete Degree](#)
- [Grievance Policy](#)
- [Master's Students](#)

• [Minimum Academic Requirements](#)

- [Retroactive Withdrawal](#)
- [Satisfactory Academic Progress](#)
- [Time to Degree](#)
- [Withdrawal From the University](#)

Enrollment Policies

- [Continuous Enrollment](#)
- [Leave of Absence](#)
- [Program Changes](#)
- [Schedule Changes](#)

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²⁶ Information about student email accounts: [Office of the Registrar](#) and [UITs Accounts Management](#).

Student Responsibilities and Professional Conduct

The Arizona Board of Regents sets the standards of behavior for University students. The [Student Code of Conduct](#) exists to create a safe and healthy environment for all University students, faculty, and staff. In addition, the students are expected to abide by standards of integrity and ethical behavior set forth in the [Code of Academic Integrity](#).

Students are responsible for ensuring all financial aid items, holds, notices, and funding items are resolved by the dates and deadlines outlined in the [Bursar's](#), [Financial Aid](#), and [Office of the Registrar's](#) websites. Students are responsible for being aware of [drop dates and deadlines](#), and program personnel shall not be responsible for any past-due charges for classes dropped after the deadlines. Veterans benefits questions should be directed to veterans@arizona.edu. Tuition assistance questions should be directed to Reg-TuitionAssistance@arizona.edu.

Incomplete Policy

Incomplete grades should be completed in a timely manner and are submitted at the discretion of the course instructor. Students [earning a grade of Incomplete \(I\)](#) for a course should notify the program coordinator. Refer also to the [award of incomplete grade](#).

Remediation Policy (Academic Probation)

Students must maintain a minimum cumulative GPA of 3.0 in their selected program. Students who fall below the 3.0 GPA requirement in a semester/term are issued a [Notice of Academic Probation](#) from the Dean of the Graduate College. Students who are struggling with their coursework are advised to speak with their instructor and the program coordinator as early as possible during a given term to discuss options and strategies that can help them keep their GPA at or above the 3.0 minimum requirement.

The Graduate College has established guidelines that must be followed in order to dismiss students from their programs for academic-related reasons. Students should familiarize themselves with the steps so they know their rights, responsibilities, and remedies should such a situation develop. Students who fail to remediate by the deadlines specified may be dismissed from the program. Students should refer to the Graduate College's full set of [academic policies](#) to review policies pertaining to graduate students.

Discrimination and Sexual Harassment

Students who believe that they have experienced discrimination or sexual harassment should contact the [Office of Institutional Equity](#). Students are referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the University's [Disability Resource Center](#) (DRC) at (520) 621-3268.

GradPath Degree-Audit System

The Graduate College requires all graduate students to complete and submit information via the GradPath system to document their progress in their selected program as part of their path toward graduation. Students access GradPath using their UAccess account. Per Graduate College policy, students' degrees will not be awarded until they have submitted their GradPath forms. Students are strongly advised to complete these requirements as soon as possible to expedite the approval process. The [GradPath website](#) provides information on how to access GradPath, along with student FAQs (frequently asked questions). In addition, students are expected to meet with the program coordinator at least one time each semester to discuss their progress and review their GradPath forms.

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Graduate Certificate in Applied Nutrition (GCAN) GradPath Forms

GCAN students will see these required GradPath forms in their accounts:

- Responsible Conduct of Research statement acknowledgment (see also the Research, Innovation and Impact website for [Compliance Training information](#)).
- Plan of Study

CERTG - Applied Nutrition (Active in Program)	
Responsible Conduct of Research Statement (APNTRCRTG)	View Current i
Plan of Study (APNTRCRTG)	View Current i

PSM-Nutrition and Wellness (PSM-NW) GradPath Forms

PSM-NW students will see these required GradPath forms in their accounts:

- Responsible Conduct of Research statement acknowledgment (see also the Research, Innovation and Impact website for [Compliance Training information](#)).
- Plan of Study
- Master's/Specialist Committee Appointment form
- Master's/Specialist Completion Confirmation – the program coordinator completes this submission
- Commencement Verification

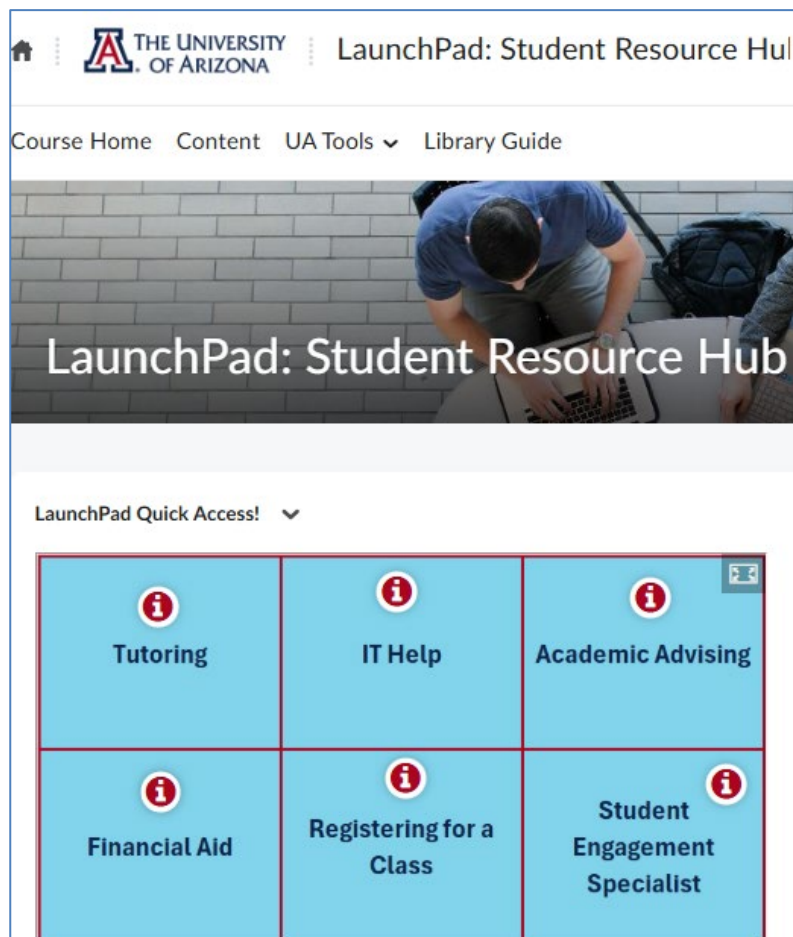
PSM - Applied Nutrition (Active in Program)	
Responsible Conduct of Research Statement (ANPSM)	View Current
Plan of Study (ANPSM)	View Current
Master's/Specialist Committee Appointment Form (ANPSM)	View Current
Master's/Specialist Completion Confirmation (ANPSM)	View Current
Commencement Verification (NUSCMS)	View Current

Brightspace Learning Management System

Brightspace (formerly D2L) is the University's learning management system. Brightspace provides instructors and students with an online space for traditional classroom courses, online courses, and hybrid courses. Students access Brightspace with their UAccess account. Each course includes a home page, along with relevant course materials and resources.

Brightspace also provides access to tech support and a host of learning tools. Students can access these resources via the [Brightspace website](#) (UA NetID required to login). After logging into the system, students may access the "Launch Pad: Student Resource Hub" course (image below), which includes various resources for online students. Refer to the [Getting Started website](#) for additional guidance and support. Students also should review the [Arizona Online Technical Requirements website](#) for additional technical support for their online education. Another great tech-support resource is the [University Software Licensing website](#).

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University of Arizona Libraries

The University of Arizona libraries offer resources, services, and expertise to the University and the local community. Find out more on the [University Libraries website](#). The Library offers a [nutritional sciences support site](#), which includes contact information for the CALES librarian as well as links for information relevant to graduate students and to online students.

Student Resources

Students will find comprehensive information related to all University academic programs on the [University Catalog website](#). The Graduate College also provides various types of student-support resources. Refer to the Graduate College's [New and Current Students website](#).

The [Student Success and Retention Innovation \(SSRI\) website](#) includes information about Support, Opportunity, Success (SOS) services. SOS is for University students who find themselves facing questions or issues and are unsure about where to go for answers. SSRI offers students a [wide range of apps and tools to support their learning experience](#).

The [Disability Resource Center \(DRC\) website](#) supports and advises on inclusive learning and working environments and facilities, including assistive technology, throughout all aspects of the University. The Graduate and Professional Student Council (GPSC) serves all graduate students. View the [GPSC website](#) for a host of student resources.

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Health and Wellness Resources

Following is a partial list of wellness-related resources for students—select the links to explore the information provided on the websites.

- [College of Agriculture, Life & Environmental Sciences \(CALES\) Wellness and Mental Health](#)
- [Graduate and Professional Student Council](#)
- [Office of Student Affairs Health & Wellness](#)
- [University of Arizona Wellness](#) (WellCats)
- [Campus Health](#) (includes mental health services for all students)

Other Resources

- [Online Technical Support](#)
- [Associated Students](#) (student representation)
- [Graduate College – Resources for New and Current Students](#)
- [University Calendars and Events](#) – links to academic calendar, registration and payment dates and deadlines, holiday schedules, and more.

All students are encouraged to explore the University of Arizona website on a regular basis to remain informed about resources, activities, and information.

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Appendix 1. Sample Schedules—GCAN and PSM-NW

Sections A and B, below, offer sample schedules for the Graduate Certificate in Applied Nutrition (GCAN) and the Professional Science Master—Nutrition and Wellness (PSM-NW) programs. For course descriptions, see Appendix 2.

A. Graduate Certificate in Applied Nutrition

When planning their program of study, students should consider the number of units they are able to manage each semester/term and when courses are offered (see [Class Search](#)). Required total units = 12 units as follows: Core = 9 units as listed; Electives = 3 units

Schedule 1: Summer Start (time to completion: 7 months/June-Dec or 12 months/June-May)

Application deadline: March 30

Course	Units	Course Type	Typically Offered
Summer: Term 1			
NSC 509 Adv Nutrition Metabolism	3	Core	Summer (5w1, June-July)
NSC 519 Adv Applied Nutritional Sciences	3	Core	Summer (5w2, July-Aug)
Subtotal	6		
Fall: Term 2*			
*NSC 535 Advanced Clinical Nutrition and/or elective	3 (or 6)	Core and/or Elective	Fall, Spring
Subtotal	9 (or 12 if enrolled in 2 courses to finish in December)		
Spring: Term 3			
Elective or NSC 535 Advanced Clinical Nutrition*	3	Elective or Core	Fall, Spring
Subtotal	12		
Total Units	12		
*Notes: - Students may substitute another nutrition course for NSC 535 with program director's approval. - Fall Term 2: In addition to NSC 535, students may enroll in an elective course to complete the certificate in 7 months (June-December). Students may enroll in an elective for fall and NSC 535 for spring.			

Schedule 2: Fall Start (time to completion: 13 months, Aug-Aug)*

Application deadline: June 15

Course	Units	Course Type	Typically Offered
Fall: Term 1			
*NSC 535 Advanced Clinical Nutrition or Elective	3	Core or Elective	Fall, Spring
Subtotal	3		
Spring: Term 2			
Elective course or NSC 535 Advanced Clinical Nutrition	3	Elective or Core	Fall, Spring
Subtotal	6		
Summer: Term 3			
NSC 509 Adv Nutrition Metabolism	3	Core	Summer (5w1, June-July)
NSC 519 Adv Applied Nutritional Sciences	3	Core	Summer (5w2, July-Aug)
Subtotal	12		
Total Units	12		
*Notes: - For this schedule, students enroll both fall and spring semesters to meet the continuous enrollment requirement . - Fall Term 1: Students may substitute another nutrition course for NSC 535 with program director's approval. Students may enroll in an elective for fall semester and NSC 535 for spring semester.			

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Schedule 3: Spring Start (time to completion: 8 months/Jan-Aug or 12 months/Jan-Dec)*

Application deadline: October 15

Application deadline: October 15

Course	Units	Course Type	Typically Offered
Spring: Term 1			
*NSC 535 Advanced Clinical Nutrition and/or elective	3 (or 6)	Core and/or elective	Fall, Spring
Subtotal	3 (or 6 if enrolled in 2 courses to finish in August)		
Summer: Term 2			
NSC 509 Adv Nutrition Metabolism	3	Core	Summer (5w1, June-July)
NSC 519 Adv Applied Nutritional Sciences	3	Core	Summer (5w2, July-Aug)
Subtotal	9 (or 12 if 6 completed spring term 1, finish August)		
Fall: Term 3			
Elective course or NSC 535 Advanced Clinical Nutrition	3	Elective	Fall, Spring
Subtotal	12		
Total Units	12		
*Notes:			
- Students may substitute another nutrition course for NSC 535 with program director's approval.			
- Students may enroll in an elective for fall term 3 and NSC 535 for spring term 1			
- Students may enroll in NSC 535 and an elective during spring term 1 and complete the program in August after completing NSC 509 and NSC 519.			

B. Sample Schedules: PSM Nutrition and Wellness

When planning their program of study, students should consider the number of units they are able to manage each semester/term, whether or not they will apply for financial aid (which requires [5 units per term](#)), and when courses are offered (see [Class Search](#)). Required total units = 30 units as follows: Core = 12 units as listed; Capstone = 7 units as listed; Elective = 11 units

Schedule 1: Summer Start (time to completion: 15 months/June-Aug)

Application Deadline: March 30

Core 12 units			Capstone 7 units	Electives 11 units
Term	Course #	Title	Units	Status
Summer 1	NSC 562	Ethics in Nutr Ed & Counseling 10 week June-August	3.00	3 of 12 core
Summer 1	NSC 509	Adv. Nutr Metab and Disease 5 week 1 June-July	3.00	6 of 12 core
Summer 1	NSC 519	Adv. Applied Nutr Sciences 5 week 2 July-August	3.00	9 of 12 core
Fall 1	NSC 535	Advanced Clinical Nutrition	3.00	12 of 12 core
Fall 1	Elective	Electives	6.00	6 of 11 elective
Spring 1	NSC 597	Capstone Prep Workshop 7 week 1 January-March	1.00	1 of 7 capstone
Spring 1	Electives	Electives	5.00	11 of 11 elective
Summer 2	NSC 698A	Capstone 1 7 week 1 May-July	3.00	4 of 7 capstone
Summer 2	NSC 698B	Capstone 2 7 week 2 July-August	3.00	7 of 7 capstone
		Total	30	30 minimum required

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Schedule 2: Spring Start (time to completion: 17 months/Jan-May)
Application Deadline: October 15

Term	Course #	Title	Units	Status
Spring 1	NSC 535	Advanced Clinical Nutrition	3.00	3 of 12 core
Spring 1	Electives	Electives	6.00	6 of 11 elective
Summer 1	NSC 562	Ethics in Nutr Ed & Counseling 10 week June-August	3.00	6 of 12 core
Summer 1	NSC 509	Adv. Nutr Metab and Disease 5 week 1 June-July	3.00	9 of 12 core
Summer 1	NSC 519	Adv. Applied Nutr Sciences 5 week 2 July-August	3.00	12 of 12 core
Fall 1	NSC 597	Capstone Prep Workshop 7 week 1 August-October	1.00	1 of 7 capstone
Fall 1	Elective	Electives	5.00	11 of 11 elective
Spring 2	NSC 698A	Capstone 1 7 week 1 January-March	3.00	4 of 7 capstone
Spring 2	NSC 698B	Capstone 2 7 week 2 March-May	3.00	7 of 7 capstone
Total			30	30 minimum required

Schedule 3: Fall Start (time to completion: 17 months/Aug-Dec)
Application Deadline: June 15

Term	Course #	Title	Units	Status
Fall 1	NSC 535	Advanced Clinical Nutrition	3.00	3 of 12 core
Fall 1	Electives	Electives	6.00	6 of 11 elective
Spring 1	NSC 597	Capstone Prep Workshop 7 week 1 January-March	1.00	1 of 7 capstone
Spring 1	Elective	Electives	5.00	11 of 11 elective
Summer 1	NSC 562	Ethics in Nutr Ed & Counseling 10 week June-August	3.00	6 of 12 core
Summer 1	NSC 509	Adv. Nutr Metab and Disease 5 week 1 June-July	3.00	9 of 12 core
Summer 1	NSC 519	Adv. Applied Nutr Sciences 5 week 2 July-August	3.00	12 of 12 core
Fall 2	NSC 698A	Capstone 1 7 week 1 August-October	3.00	4 of 7 capstone
Fall 2	NSC 698B	Capstone 2 7 week 2 October-December	3.00	7 of 7 capstone
Total			30	30 minimum required

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Appendix 2. Course Information

Following are course descriptions for required courses in the GCAN and PSM-NW, along with approved elective courses. Note: See also [NSC Graduate Courses](#) and [Class Search](#) for additional graduate courses.

Nutritional Sciences (NCS) Courses

NSC 509 Advanced Nutrition Metabolism and Disease (3) This class will review the multi-facetsof macronutrient metabolism and application to the prevention and development of common chronic diseases. The clinical applications of nutrient deficiencies and toxicities will also be reviewed. Metabolic alterations associated with obesity, metabolic syndrome, and other diseases will be discussed. The application of evidence-based guidelines and research for nutritional interventions will be discussed through weekly readings and assignments. **(CORE course GCAN and PSM-NW; Summer Session 5w1).**

NSC 519 Advanced Applied Nutritional Sciences (3) This course will advance understanding ofresearch design, methods, and implementation, interpretation of research findings, and advances in nutrition science research for selected chronic diseases. **(CORE course GCAN and PSM-NW; Summer Session 5w2).**

NSC 535 Advanced Clinical Nutrition (3) This course will review the nutrition care process and the application of nutrition science principles in the selection of the appropriate medical nutrition therapies related to gastrointestinal disorders, cancer, diabetes mellitus, neurological impairment, renal disease, wound healing, and critical illness. The role that integrative medicine may play will also be reviewed. A case-based approach will be utilized to foster analytical and critical thinking skills related to designing nutrition prescriptions and interventions as well as redesigning nutrition care plans related to monitoring and evaluation. This course will cover disease prevention and management utilizing lifestyle and nutrition therapies including oral diet and nutrition support. **(CORE course GCAN and PSM-NW; Fall, Spring).**

NSC 562 Professional Ethics and Best Practices in Nutrition Education and Counseling (3) Students will learn and implement inclusive best practices in nutrition education and counselingto serve diverse audiences in preparation for supervised experiential learning in food, nutrition,and healthcare settings. This course will touch on various theories and best practices in culturally responsive education, counseling, leadership, and communication to help students demonstrate the professional competency required for dietetics professionals by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students will complete the course with a deeper understanding of the Code of Ethics for the Profession of Nutrition and Dietetics and practice applications that align with the “core values of customer focus, integrity, innovation, social responsibility, and diversity,” including the influence of personal identities and biases on practitioner interactions. Students will complete written and oral deliverables, including self-assessments, reflections, case studies, and targeted education materials. Students will also begin the process of developing their professional digital portfolios. **(CORE course PSM-NW; Summer 10 week session).** *A limited number of other courses may be substituted for NSC 562; students may contact the program coordinator for details.*

NSC 597 Capstone Prep Workshop (1) The Capstone Workshop Prep course is designed to helpstudents: identify potential sites for their capstone courses, develop talking points when discussing the capstone with potential sites, obtain the required affiliation requirements with their site, build knowledge of research requirements through completion of CITI trainings and further develop presentation and writing skills. **(Required capstone course PSM-NW; Fall, Spring 7w1).**

NSC 698A Capstone I (3) Capstone I consists of 135 hours of practical professional training with a sponsoring agency/facility. Students will conduct a needs assessment and propose a topic for final project to be completed in NSC 698B. Students will write a progress report which will be presented to the class. **(Required capstone course PSM-NW; Summer, Fall, Spring 7w1).**

NSC 698B Capstone II (3) Capstone II consists of 135 hours of practical professional training with a sponsoring agency/facility that culminates the Professional Science Master program and produces a final project. Students will develop a final report on the project objectives, methods,and outcomes. The project will be presented to the class in a presentation form, and a poster will also be produced. **(Required capstone course PSM-NW; Summer, Fall, Spring 7w2).**

Elective/PLUS Courses

Elective (PLUS) courses allow students to broaden their professional knowledge and/or professional development goals. Students should make sure their GradPath Plan of Study reflects the elective courses that they have or will complete for their program. Students must also be aware if their selected course/s are co-convened with 400-level (undergraduate) courses and note the graduate-level requirements for the course, which are typically outlined in the course syllabus. Students can explore the [Class Search](#) tool to locate elective courses and also determine when their selected elective courses are offered.

The courses listed in this section are approved for elective coursework. **Please note:**

- The list is not all-inclusive; in some cases, the courses may no longer be offered or may have new home departments.
- Students may need to contact the home departments for enrollment permission.
- Students interested in courses not included in the list should contact the PSM-NW program coordinator to determine if their selected courses can be used toward the elective requirement.

Nutrition (NSC)

NSC 515L Advanced Sports Nutrition Lab (1) NSC 415/515 Lab will use nutritional science and physiology to focus on sport specific menu and food needs for athletes. Content will include menu development and analysis of various menus, recipes and cookbooks designed for athletes. This will encompass designing specific food products and menus that are appropriate for specific sport activities that have special nutritional challenges during training and competition. This course will also include training on dietary and body composition assessment tools, allowing students to use that knowledge while assessing both body composition and food intake of an athlete. Graduate students will be required to complete an additional project described in syllabus. **Requires concurrent enrollment with NSC 515R.**

NSC 515R Advanced Sports Nutrition (3) NSC 415R/515R will use nutritional science and physiology to focus on sport specific competition and training nutritional challenges and issues. Content will include the nutritional and physiological requirements of various sports; sport specific cultural influences that affect attitudes towards nutrition; and nutritional challenges faced by athletes training and competing in different sports. This course will also include a review of dietary intake methodologies; body composition assessment; diet analysis; and training table and residence hall menu development and assessment. Graduate students will be required to complete a research project described in syllabus. **Requires concurrent enrollment with NSC 515L.**

NSC 540 Nutrition Interventions (3) This course will provide students with tools and competencies for developing, implementing, and evaluating nutrition intervention programs. Course topics include evidence-based behavior change, social determinants of health and wellness, nutrition screening and tools for community settings, using nutrition surveillance data to inform program development, and cultural awareness/bias recognition. Course skill-building will focus on problem identification, conducting needs assessments, developing evidence-based intervention strategies, evaluating program implementation and effectiveness (including planning a budget and seeking/obtaining funding support). Students will select a semester-long course project based on their personal interests and that of a collaborating community entity. Students completing this course will be able to apply knowledge of social, psychological and environmental aspects of eating and food to formulate food and nutrition services that meet the needs of individuals, communities, and populations.

NSC 545 Assessment and Regulation of Human Body Composition (3) This course covers advanced principles of body composition assessment and management. Methods of body composition assessment will be covered with a focus on aging, obesity, sarcopenia and bone health. The impact of physical activity and pharmacology will be reviewed.

NSC 558 Advanced Food Service Management (3) This course will provide students with knowledge, tools and competencies related to foodservice systems management to prepare them to lead in institutional foodservice management and entrepreneurial roles. Course topics include recipe/menu development and modification; supply and procurement; food production and service systems; sanitation and safety; quality management;

management tools, functions, skills; resource management; and information management and reporting.

NSC 570 Agriculture and Food Literacy for Nutrition and Health Professionals (3) This course will provide students with knowledge, tools and competencies related to foodservice systems management to prepare them to lead in institutional foodservice management and entrepreneurial roles. Course topics include recipe/menu development and modification; supply and procurement; food production and service systems; sanitation and safety; quality management; management tools, functions, skills; resource management; and information management and reporting.

NSC 575 Nutrigenomics for the Study of Disease Prevention and Intervention (3) Nutrigenomics is the application of genomics to human nutrition. This online course will explore relevant technologies, genetics and nutrition. Designed by researchers in colleges and centers of excellence, it will be continually updated with the latest information. Graduate-level requirements include Nutrigenomics/Organization of the genome; Advanced Models; Target validation; Mouse models; lab assignments; Advanced discussion board questions (4 total) are due after each unit.

NSC 610 Nutrition and Disease (3) The overall goal of this class is to improve students' understanding of how diet influences health and chronic disease risk by examining the biochemical and physiological effects of specific dietary components and overall dietary patterns. This course will use current research materials and in-depth examples—or case studies—of how nutrition can impact diabetes, inflammatory diseases, cardiovascular disease, and cancer. By learning these prevalent examples, students will gain the ability to develop new areas of expertise in response to specific nutrition and disease challenges that they encounter in their careers and/or research. Review articles and primary research papers will be made available on D2L to supplement textbook material and provide examples of real-world applications for lecture content. This course will emphasize current research as it applies to material covered in class.

Non-Nutrition (non-NSC), approved elective courses

ACBS 527R General Mycology (3) An exploration of the diversity of fungi and fungus like organisms covering general biology and roles as pathogens (of humans and plants), saprobes and symbionts. Fungi as models for eukaryotic molecular research and their uses in industry will be covered. Graduate-level requirements include a term paper 10 pages in length to allow a more in depth exploration of a topic in fungal biology. Also required is a 30 minute oral presentation on a topic of choice for 100 points of grade.

AED 617 Research, Methods and Project Design (3) Principles and practices of planning, designing, conducting and reporting research and scholarly activities in education, extension, other social science disciplines, and agricultural technology management.

AED 621 Program Planning and Evaluation (3) Developing and evaluating programs in teaching and extension; situation analysis, objectives, policies, content, procedures, and evaluative criteria.

AED 697C Workshop on Teaching at the College Level (3) Workshop that deals with the practical applications of teaching/learning theories at the college level as they relate to instructional methodologies, strategies, and planning. This will include instructional objectives, content organization, and assessment of learning experiences. This workshop will involve the exchange of ideas, and will focus on practical methods, skills and principles.

ALC 510 Entrepreneurial Leadership in Agriculture and the Life Sciences (3) This course is an exploration of the principles and practices of entrepreneurial leadership, and the application of such principles and practices within agricultural and rural communities, the Cooperative Extension system, educational organizations and systems, agricultural agencies at the local, state, and federal levels, and agricultural enterprises and life sciences industries. Emphasis is placed on the knowledge and skills required to effectively lead change within and across organizations, communities, and settings that intersect the agricultural and life sciences fields. Graduate students will thoroughly outline a lesson plan (learning objectives, measurable learning outcomes, instructions methods, etc.) specific to entrepreneurial leadership topic to be delivered to an audience of adult learners within a non-formal (or informal) community setting.

ALC 511 Principles and Applications of Organizational Innovation (3) This course provides an introduction to the principles and practices central to organizational innovation and leadership. Frameworks and methods for designing, developing, and implementing innovation within agricultural organizations and industrial settings and environments will be explored. The overarching goal of the course is to equip students with the perspective and skill base necessary to be leaders of innovation and change within agriculture organizations that extend across educations, public, governmental, and industrial settings and environments. Graduate-level requirements include a semester long case study that will culminate in both a term paper and in-class presentation. Additionally, the graduate level requirements will include three short papers that critique scholarly research on topics relevant to organizational change and innovation across the agricultural fields. Lastly, graduate students will be expected to make meaningful contributions to in-class discussions.

ALC 522 Communicating Knowledge in Agriculture and the Life Sciences (3) Principles and processes of knowledge diffusion and methods of transferring appropriate technology to user/clientele groups. Community effectively within organizations. Graduate level requirements include an additional report.

BME 578/SIE 578 Artificial Intelligence for Health and Medicine (3) The practice of modern medicine in a highly regulated, complex, sociotechnical enterprise is a testament to the future healthcare system where the balance between human intelligence and artificial expertise will be at stake. The goal of this course is to introduce the underlying concepts, methods, and the potential of intelligent systems in medicine. We will explore foundational methods in artificial intelligence (AI) with greater emphasis on machine learning and knowledge representation and reasoning, and apply them to specific areas in medicine and healthcare including, but not limited to, clinical risk stratification, phenotype and biomarker discovery, time series analysis of physiological data, disease progression modeling, and patient outcome prediction. As a research and project-based course, student(s) will have opportunities to identify and specialize in particular AI methods, clinical/healthcare applications, and relevant tools.

CTE 500 Principles and Philosophy of Career and Technical Education (2) Understanding the historical social and economic values of career and technical education through investigation of federal laws, and state policies. As well as, developing a symbiotic philosophy with administration, theories, and principles in mind in regards to programs in the secondary school. CTE 500 Students will be required to complete a Literature Review in addition to course modules 1 - 4 which is required for the Undergraduate Student.

CTE 510 Curriculum Development in Career and Technical Education (2) Creating an understanding for the development of robust classroom curriculum, aligned with Arizona State and CTE standards, and incorporating learning devices geared for student success. This development process will focus on the total program within CTE, and assist in planning year- long curriculum maps with an emphasis on writing objectives, cross walking standards, and elaboration on objective building for full lesson creation and implementation. Lesson content and teaching methods will be tailored into the next course of CTE 420/520. CTE 510 students will be required to complete a literature review in addition to course modules required for the undergraduate student in CTE 410.

CTE 520 Classroom Instructional Development for Career and Technical Education (2) Implementing principles of teaching and learning based on classroom instruction objectives, as well as development of content for lesson planning. Based on contextual needs within specific CTE programming, methodology, instruction techniques, and assessments will be developed. Basic classroom management skills will also be compared. CTE 520 students will be required to complete and submit a literature review as part of their course requirements in addition to course module completion.

CTE 530 Career and Technical Education Student Organization Development (2 units) This course focuses on the Career and Technical Student Organizational aspect of the total CTE program. Understanding your role as an advisor will assist you in carrying out the program of work for your organization, management of the organization, and implementing pivotal leadership training to ensure student success in developing an effective youth organization. CTE 530 students will be required to complete and submit a literature review as part of their course requirements in addition to course module completion.

EHS 520 Environmentally Acquired Illness (3) Illnesses related to environmental exposures are on the rise but frequently misdiagnosed due to a lack of understanding of the complexities of multiple hazard exposures and variable health outcomes. This course provides an overview of common and emerging Environmentally Acquired Illnesses (EAIIs) and explores the multitude of hazards, conditions, and predisposing factors related to human disease. Students will learn how to identify gaps in the current model of patient evaluation and treatment. In addition, they will critique current research design and gain hands on experience in developing a systems approach to understanding, evaluating, and communicating the impact and control of EAIIs relative to human health.

EHS 575 Environmental and Occupational Health (3) Course emphasizes health hazard sources, methods to identify and evaluate them, and framework used to effect hazard control. Students will evaluate public health issues, understand research designs, identify and evaluate factors important to the development of monitoring programs.

EHS 539A Outbreaks and Environmental Biology: Then and Now (3) This course will examine historical and present day outbreaks in regards to the environmental microbiology of pathogens. Different pathogens control interventions that were used to mitigate the outbreaks will also be explored. Graduate-level requirements include a more in-depth analysis of topics, more participation in online discussion groups, and additional test questions.

ENGL 514 Advanced Scientific Writing (3) Preparation of professional literature for publication. Graduate level requirements include longer and more detailed papers.

ENVS 508 Scientific Writing for Environmental, Agricultural and Life Sciences (3) Effective writing is a valuable tool for any student aspiring for a career in the Environmental, Agricultural, and Life Sciences. This course will cover in-depth technical writing skills needed for scientific writing success, ranging from how to perform comprehensive reviews of the scientific literature, to performing peer reviews of the writing of fellow students. Ultimately, completion of this course will improve students' ability to write technical reports, theses and dissertations, and journal articles. Graduate-level requirements include work on theses, dissertations or journal articles.

FCSC 513A/LAW/PHIL 513A The Ethical Entrepreneur (3) Students undertake an ethical and economic assessment of the institutions that make up a marketplace. Acquire powerful ideas for discussing the daily news with students or colleagues and equipping them with analytical skills for addressing ethical issues in their daily lives and in their future roles as citizens. General use of statistics, and perhaps more importantly, misleading with statistics is a topic covered. Sample topics that may be addressed include why some societies grow rich while others remain poor; why some institutions lead to corruption, waste and mutual destruction; why other institutions steer human ingenuity toward inventing ways of making fellow citizens (one's customer base) better off; the boundaries of individual ethics within the market-place; what one must do to succeed in a market society; and what one must do to deserve to succeed.

GHI 514 Intercultural Communication for Health Sciences (3) This course will examine how culture influences health communication. Students will gain an understanding of intercultural communication theories and will be able to apply them to become more effective health communicators. Students will gain skills to identify different variables as they relate to intercultural encounters such as values, assumptions, context, and audience. A variety of local and global contexts will be explored including health literacy, health promotion campaigns, healthcare interactions, global health collaborations, health identity, health research, health policy, and patient/provider interactions.

GLO 535 Global Media Ethics and Diversity (3) This course will provide students with a framework to think critically about media's obligations to the public. Analyses examine ethical philosophies as they relate to both citizen-driven media and journalist professionals' roles and responsibilities in various societies and governmental systems around the world. Through case studies, readings, lectures, documentaries and individual research, students will explore ethics questions related to cultural bias, political and economic pressure, diverse representation, accuracy, privacy, national security, and other pressures on news media in countries around the world.

HPS 529 Project Design and Implementation in Global Health (3) This course will equip students with skills in conceptualizing, developing, implementing, and evaluation small-scale projects in global health and development.

HPS 530 Nutrition, Health and Development (2) This course focuses on nutritional issues of women and children in low and middle income countries. Local and international programs that combat malnutrition will be evaluated in the context of socioeconomic development and current political/economic policies and realities.

HPS 531 Contemporary Health Issues and Research (3) Designed to explore a broad spectrum of health education and health behavior issues and programs in order to evaluate their impact (or potential impact). Toward that end, we will read, review, and critique numerous research efforts that were designed to change behavior via health education and/or health behavior programs.

HPS 533 Global Health (3) Examines major health problems of underdeveloped, developed, and emerging nations. Students conduct in-depth analyses of health problems among various populations in multicultural settings, both nationally and internationally.

HPS 534 Infectious Diseases, Global Health and Development (3) This course will analyze the etiology and distribution of major tropical infectious disease, and the environmental, economic, and cultural factors that lead to their proliferation. Impact on development and global prevention initiatives will be appraised.

HPS 544 Fundamentals of Evaluation (3) Evaluation is essential to all research and service based programs. The course provides all students interested in pursuing an advanced public health degree with the fundamentals of planning and evaluation. In addition to core issues surrounding evaluation (e.g., measurement and design) the role of the evaluator in the planning and implementation phases of research and service-based public health programs is highlighted. The relationship between areas of specialization and evaluation will be a central theme throughout the course.

HPS 577 Sociocultural and Behavioral Aspects of Public Health (3) This course is an overview of significant social, cultural and behavioral issues related to public health. Major public health problems and the influences of sociocultural issues are analyzed in relation to health behavior. Readings, discussions, films, and class experiences/assignments focus on understanding the social and cultural issues that influence health-related behavior among specific populations in the southwestern U.S., North America and internationally.

INFO 517 Introduction to Digital Cultures (3) Digital information technologies shape our lives. The benefits and the possible dangers of digital information technologies will be explored from a multidisciplinary perspective, looking at the insights into our digital age from history, linguistics sociology, political theory, information science, and philosophy. Students will have opportunities for active reflection on the ways in which digital technology shapes learning and social interaction. Graduate-level requirements include different percent break-down of requirements and more stringent expectations in work produced.

INFO 533 Medical On-Line Searching (3) This course will focus on the online retrieval and evaluation of medical literature and the issues surrounding provision of timely, relevant, peer-reviewed medical information. Emphasis will be on the development of the intellectual acuity required to provide physicians, nurses, pharmacists, allied health professionals, medical researchers and consumers with targeted responses to medical queries. Current search modalities such as Evidence-Based Medicine will be covered both in readings and in class discussions.

INFO 587 Information Seeking Behaviors (3) Information-seeking theories, methods, and user behaviors will be covered in order to gain an understanding of how people seek, gather, retrieve and use information. Information-seeking behavior draws on literature from library and information science, psychology, and communications. Graduate-level requirements include conducting a real-world experience or evaluation of information seeking behaviors in a self-selected social context and information system. The project will include a two-page proposal of the experience due at the midterm and an online presentation to the class of the findings of the study, including;

problem/issue studies, research question, data collected and analyzed, significance to the social context, and a statement of personal relationships to the topic and participants.

INFO 520 Ethical Issues in Information (3) This course presents an overview and understanding of the intractable and pressing ethical issues as well as related policies in the information fields. Emerging technological developments in relation to public interests and individual well-being are highlighted throughout the course. Special emphasis is placed on case studies and outcomes as well as frameworks for ethical decision-making.

INFO 533 Medical On-Line Searching (3) This course will focus on the online retrieval and evaluation of medical literature and the issues surrounding provision of timely, relevant, peer-reviewed medical information. Emphasis will be on the development of the intellectual acuity required to provide physicians, nurses, pharmacists, allied health professionals, medical researchers and consumers with targeted responses to medical queries. Current search modalities such as Evidence-Based Medicine will be covered both in readings and in class discussions.

MKTG 558 Health Care Marketing (3) This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations. Graduate level requirements include a 20-page paper describing a marketing plan and the process used to complete it.

NURS 520 Foundations of System Leadership (3) Learners will explore basic concepts related to the health care system, professional knowledge, and quality and safety using a systems perspective. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 521 Evidence-Based Practice Improvement (4) Learners will analyze and apply evidence for selected areas of clinical practice to facilitate optimal patient outcomes. Evidence will be used to develop, validate, and endorse strategies for system-wide practice improvements. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 540 Health Promotion and Risk Reduction (4) Learners will apply concepts of health promotion and risk reduction at the individual and interpersonal level of care. Emphasis will be placed on evidenced-based strategies that acknowledge patient-centered values and beliefs in the process of optimizing health and well-being. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 541 Population Health (4) Learners will apply concepts related assessment, surveillance, and interventions for risk reduction, disease prevention, and health promotion in populations and communities. Multiple perspectives of vulnerability (including cross cultural) will be emphasized. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 543 Health Information and Patient Care Technologies (3) Learners will evaluate and apply emergent health care technologies such as point of care clinical decisional support, telehealth/medicine, and electronic documentation that support patient-provider communication, interprofessional practice, and coordinated patient care delivery. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 640 Healthcare Business Dynamics (3) Learners will apply business concepts and principles across a variety of healthcare settings. Concepts include the following: organizational structure and finance, budgeting, cost-benefit analysis, marketing, resource allocation, innovation, and entrepreneurship. Business values consistent with patient-centered care will be highlighted. Contact Cheryl Lacasse at clacasse@email.arizona.edu if you are interested in adding this course.

NURS 642 Health Policy and Economics (3) This course will explore history, definitions, and applications related to health policy, economics, and advocacy. Students will be prepared to discuss the complexities of health policy development, implementation, and evaluation, to engage in comparative analysis of the U.S. and international health care systems, and to understand the role of policy competency and advocacy in advanced practice nursing and nursing science.

NURS 647 Human Factors in Health Information Technology (3) This course is designed to describe the role of human factors in the design, analysis and evaluation of health information technology. The interaction between the human and the machine will be described as background to which the health information technology fits and reshapes the completion of tasks and the extent to which performance can be supported across settings. Students will begin with a focus on elements of human factors that influence performance, learn approaches to design and analysis that account for human factors and evaluate dimensions of usability and user experience applied to Health Information Technology (HIT).

NURS 653 Healing Environments and Practices (3) Learners will evaluate models of optimal healing environments that promote personal and organizational health and well-being. Emphasis is placed on evidence-based integrative approaches that support structural and human care processes.

NURS 654 - Quality and Safety Management (4) Learners will evaluate models of optimal healing environments that promote personal and organizational health and well-being. Emphasis is placed on evidence-based integrative approaches that support structural and human care processes.

PHIL 515 Healthcare Ethics (3) This course explores many challenging moral questions related to situations encountered by healthcare professionals. For example: What rights and responsibilities come with the role of healthcare provider? Should the healthcare provider always disclose to a patient the full truth about his or her diagnosis? Should diagnosis and treatment errors be disclosed to patients? Under what circumstances is it morally permissible to break patient confidentiality? Why does moral distress arise in medical professionals who regularly deal with futility of treatment cases? Should one have absolute rights over one's body (e.g. with respect to euthanasia) or are there other moral considerations that limit such freedom? What is the proper justification for allocation of moderately scarce resources? Should everyone have an absolute right to healthcare, and who should provide access? As we explore these and many other questions, we will learn about some major moral theories along the way, with an emphasis on applying them to real world moral problems. This course will give you skills for recognizing the scope and force of an ethical conflict when it occurs and ways of becoming more reflective and open-minded about differing moral views. I also hope to provide you with the skills to cogently defend your own principles and lobby for changes in regulations when there is a perceived need. The skills acquired in philosophical argument are indispensable for engaging with the evolving moral discussions surrounding medical ethics.

PHP 521 Administrative Dimensions of Indigenous Health (3) This course will provide an introduction to state and federal administrative processes that impact Indigenous (American Indian/Alaskan Native) the delivery of healthcare and public health measures within the Indian Health Service (IHS) system. The course will further examine the legislative, organizational and operational frameworks of the IHS that will provide comprehensive and meaningful knowledge for health and/or public health professionals to implement informative policy measures to improve the health of Indigenous people through administrative frameworks.

PHP 536 Aging, Environment and Well-Being (3) What does environment have to do with aging and well-being? In this course we explore the relationship between older people and their environment. In doing so we look at environment through a variety of lens, such as physical space (i.e. location), and place (location imbued with individual meaning), private versus public, as contributor versus constraint to a sense of belonging and empowerment for older persons. We will consider how factors such as models of social care, human service practices, public policy, societal attitudes, and environmental design positively or negatively impact the environmental experience of diverse older persons as they age in place. Our goal is to expand our knowledge and sensitivity to the subtleties of environmental experience for older persons and challenge us to consider how development of environmental design, social interventions, and public policy can support wellbeing and optimize the lived experience of the aging and aged.

PHP 564 Science of Health Disparities (3) This course will focus on the current knowledge and approaches used to evaluate the intersectionalities that affect health inequities. Students will be required to demonstrate a breadth of global perspectives from social and biomedical sciences required to understand health inequity injustices and the science of health disparities.

PHPM 506 Economic Foundations for Health Sciences (3) Review of economic concepts and theories which underlie economics topics typically encountered in the graduate curriculum of Public Health, Nursing, Pharmacy, and health economics courses taught in the College of Business.

PHPM 507 Health Care Economics and Policies (3) Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the U.S. health care system are explored. Alternative health care systems and health care reforms are also evaluated. Graduate-level requirements include more weekly writing assignments and a major paper demonstrating independent research, integrate and analyze data related to a contemporary problem of health care delivery or financing.

PHPM 558 Health Care Marketing (3) This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations. Graduate level requirements include a 20-page paper describing a marketing plan and the process used to complete it. (Cross listed with MKTG 558)

PHPM 561 Introduction to Health Care Quality and Safety (3) This course provides an overview of health care quality and safety. Students will learn quality improvement concepts and techniques and will practice the techniques in teams. Prerequisite: CPH 574 or instructor permission.

PHPM 569 Fundamentals of Health Budgeting and Financial Management (3) This course will offer a current approach to the fundamentals of budgeting and financial management, with an emphasis on non-profit health care organizations, in particular the community health sector.

PHPM 574 Public Health Policy and Management (3) Management processes/roles of public health professionals; health service organization; policy issues and resource utilization/control; human resources management; public health trends.

SIE 514 Law for Engineers/Scientists (3) Topics covered in this course include patents, tradeseecrets, trademarks, copyrights, product liability contracts, business entities, employment relations and other legal matters important to engineers and scientists. Graduate-level requirements include an in-depth research paper on a current topic.

The [Innovations in Aging program](#) offers several 1-unit courses that PSM students can use for their electives. Students should check the [class schedule](#) to confirm course availability:

FALL

Online Courses in Aging

Online graduate courses exploring important topics in aging.

Take courses as:

1. Part of the Master's program in Innovations in Aging
2. Part of the Graduate Certificate in Innovations in Aging
3. An elective in your current major



Session 5W1:

MED 501: Human Aging: The Aging Experience | 1 credit
Mindy Fain, MD

ETH 530: Human Aging: Ethical Considerations | 1 credit
Christine Childers, PT, PhD



Session 5W2:

PHSC 533: Human Aging: Interprofessional Practice, Communication and Older Adults | 1 credit
Jeannie Lee, PharmD, BCPS, BCGP, FASHP, AGSF

MED 512/MED 412 Human Aging: Socio-cultural and Human Diversity Perspectives | 1 credit
Carrie Ann Langley, PhD, DNP, MPH, PMHNP-BC



Session 5W3:

MED 534/MED 434: Human Aging: Spectrum of Supportive Services and Structures | 1 credit
Lisa O'Neill, DBH, MPH

CPH 535: Human Aging: Local and Global Challenge | 1 credit
Amanda Sokan, PhD, MHA, LL.B



Session - Regular, 15 Weeks:

IAA 543: Perspectives in Aging | 3 credits
Christine Childers, PT, PhD

IAA 550: Bias, Ageism & Implications on Aging | 3 credits
Mindy Fain, MD



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Appendix 3. Professionalism Rubric – PSM-NW Students

Capstone project supervisors are asked to complete the Professionalism Rubric for students in the PSM Nutrition and Wellness program upon completion of their capstone project. Below is a sample of the rubric. Students are provided the complete rubric form in NSC 698A/698B (capstone courses) as an assignment, which they share with their project supervisor, who in turn completes, signs, and returns to the student for submission as their completed assignment.

Criteria	Assessment Levels			Overall Score
	Always 4	Usually 2	Rarely 1	
Attendance	Consistent attendance, arrives on time; communicates clearly and respectfully in advance if adjustments are needed.	Generally, attends and is on time; tries to communicate about scheduling needs.	Attendance is inconsistent; communication about absences is limited or not proactive.	
Communication	Expresses ideas clearly and respectfully; actively listens and responds with empathy and understanding.	Communicates well in most situations; listens and responds appropriately with some support.	Needs support to communicate clearly or engage in respectful and effective conversations.	
Critical Thinking and Problem Solving	Approaches challenges thoughtfully and independently; identifies strategies and applies solutions confidently.	Demonstrates growing ability to assess situations and select appropriate responses.	Needs guidance to think through challenges or develop effective solutions.	
Effort and Quality of Work	Demonstrates pride in work and commitment to doing their best; work is high quality and thoughtfully prepared.	Shows steady effort; work meets expectations with room for refinement.	Needs encouragement to stay engaged; work may be incomplete or rushed.	
Participation and Teamwork	Engages actively and respectfully in group settings; collaborates with intention and takes ownership of contributions.	Participates positively in group settings; generally open to collaboration and feedback.	Hesitant to participate or collaborate; may need reminders to contribute constructively.	
Professionalism	Consistently models a positive attitude, appropriate appearance, and a growth mindset; welcomes feedback.	Demonstrates professional behavior with occasional reminders, receptive to feedback.	Struggles with consistency in professionalism or openness to feedback.	
Time Management	Manages time well; meets all deadlines and stays organized and focused.	Generally uses time effectively; meets most deadlines with support.	Needs additional structure to manage time, meet deadlines, and stay on track.	
			Total (out of 28)	/28

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