

PIONEERS THEN.

LEADERS NOW.



UNIVERSITY OF SOUTHERN CALIFORNIA

LEONARD DAVIS SCHOOL OF GERONTOLOGY

AGING OF AMERICA



EVERY SEVEN SECONDS, ANOTHER AMERICAN TURNS 50.

BY 2050, THE NUMBER OF PEOPLE OVER 65 WILL BE ABOUT 1.5 BILLION WORLDWIDE, REPRESENTING 16 PERCENT OF THE WORLD'S POPULATION.

THE AGE OF AGING IS FINALLY HERE!

With scientific breakthroughs, an unprecedented global demographic shift toward an older population, increasing life expectancy, and a growing awareness of the social, economic, and political challenges of aging, gerontology is now center stage.

Never has the field been more important or thrilling. Never have gerontologists been in more demand or their work more meaningful.

It's about time! As the first, largest, and most renowned institution on aging in the world, the University of Southern California Leonard Davis School of Gerontology is the place to be.

Want to attend a school with a superb reputation around the globe? First-class interdisciplinary studies that lead to the mastery of three or more areas of expertise? The most diverse and cutting-edge course offerings anywhere? Close working relationships with top professionals, both from our faculty and in the working world? Outstanding internships and career placement? That would be us!

The way the world will look tomorrow is being shaped by the gerontologists of today. At the USC Davis School, you will make a difference.



OUR SCHOOL IN SHORT



WHAT WE DO

The USC Leonard Davis School of Gerontology explores all aspects of human development and aging. Coursework and rich research opportunities in biology, psychology, sociology, policy, and aging services offer a unique, multidisciplinary curriculum.

WHAT STUDENTS GAIN

Let's start with a broad theoretical understanding of lifespan development. Then add unparalleled experience that promotes success. Our internship programs expose students to a stunning array of industries: health, medicine, business, finance, direct services, program development, public policy, and counseling, to name just some. And then there's our post-graduate career placement—invaluable!

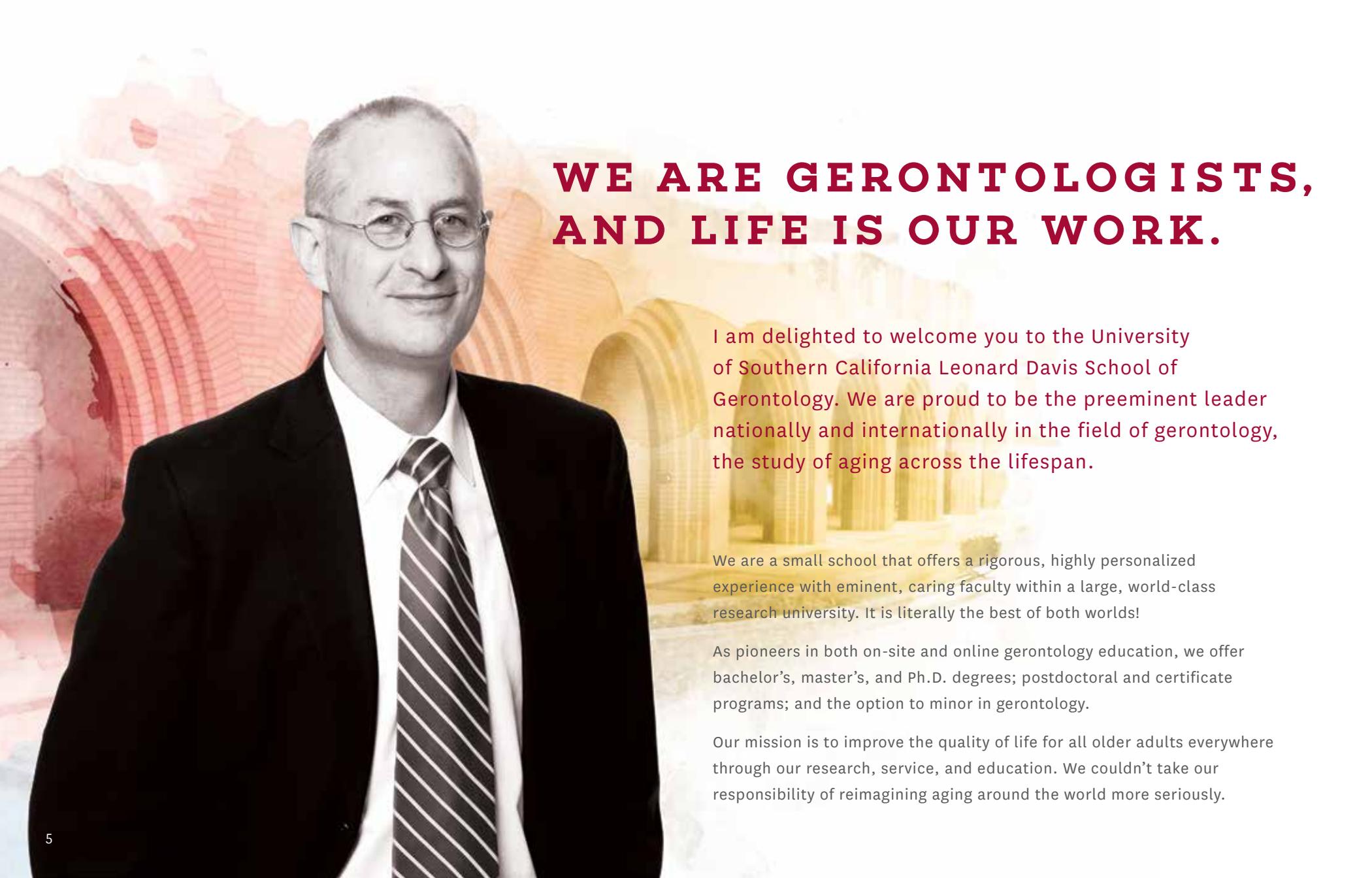
“The Davis School is the best of both worlds: an intimate school in a world-class research university. With such a rapidly aging population, this field is exploding!”



WHAT WE OFFER

In addition to our undergraduate degrees and programs, the USC Davis School has a combined five-year undergraduate and graduate degree, five master's degrees (available on campus or online), eight dual master's programs, a graduate certificate, and PhD programs in Gerontology and Biology of Aging.

Cameron Chalfant,
*Bachelor of Science in
Human Development
and Aging*



WE ARE GERONTOLOGISTS, AND LIFE IS OUR WORK.

I am delighted to welcome you to the University of Southern California Leonard Davis School of Gerontology. We are proud to be the preeminent leader nationally and internationally in the field of gerontology, the study of aging across the lifespan.

We are a small school that offers a rigorous, highly personalized experience with eminent, caring faculty within a large, world-class research university. It is literally the best of both worlds!

As pioneers in both on-site and online gerontology education, we offer bachelor's, master's, and Ph.D. degrees; postdoctoral and certificate programs; and the option to minor in gerontology.

Our mission is to improve the quality of life for all older adults everywhere through our research, service, and education. We couldn't take our responsibility of reimagining aging around the world more seriously.

Global thinking is especially important to me. I gained invaluable academic, professional, and personal experience both in Israel and the United States. I have seen how interconnected and vital the health of all aging nations are.

For the first time in history, the aged will soon outnumber the young, a phenomenon true for nearly every country. This fact is changing the face of our planet. With the first wave of baby boomers reaching age 70 and millions more on their heels, this massive global demographic shift will impact every profession.

At USC Davis, we are at the forefront of the aging revolution.

Our school, faculty, and alumni have outstanding international reputations in biology, neuroscience, sociology, psychology, and public policy. The USC Davis School “family” includes talented students who continue to distinguish themselves.

Gerontology is a thrilling field with wide-ranging career opportunities. Among them are business, administration, medicine, advocacy, law, and nonprofit work. The opportunities here allow students to apply their own interests, passions, and goals to create unique careers and lives they dream of—lives of service and leadership.

You might want to investigate the scientific mystery of longevity, help families navigate difficult transitions, or create revolutionary technology. We often say in our school that the way the world looks tomorrow will be determined by the gerontologists of today—you! With the enormous challenges and opportunities an aging world presents, there has never been a better time to become a gerontologist.

My vision is to widen our School’s public health perspective and provide aging Americans with solutions, from new treatments to better services and increased advocacy. I am excited by our possibilities to further explore the intersection of aging with economics, communications, nutrition, and other disciplines.

More than 2,000 graduates have passed through the USC Davis arches and are helping to change the world by shaping a new chapter in human history. I invite you to become not just one of them, but one of us.

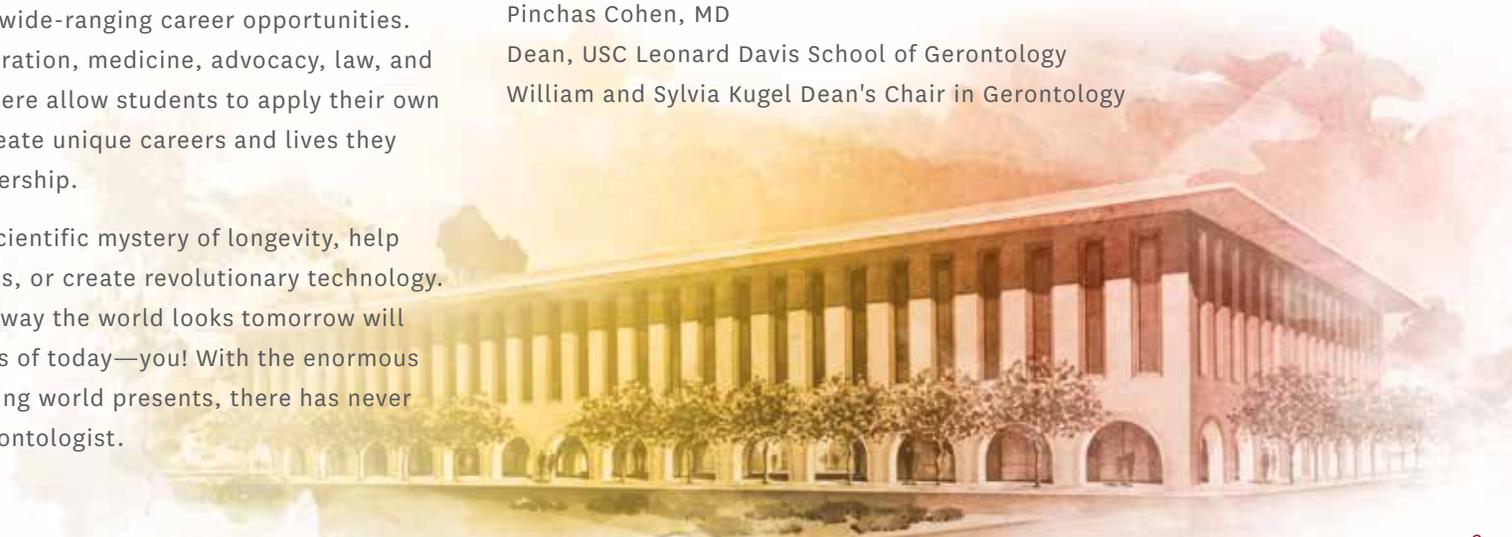
We are gerontologists, and life is our work.

All my best,



Pinchas Cohen, MD

Dean, USC Leonard Davis School of Gerontology
William and Sylvia Kugel Dean's Chair in Gerontology



WE ARE GERONTOLOGISTS

AGING IS THE MOST UNIVERSAL OF HUMAN EXPERIENCES, A COMPLEX PHENOMENON THAT SHAPES INDIVIDUALS, FAMILIES, AND SOCIETIES. GERONTOLOGY IS THE STUDY OF AGING ACROSS THE HUMAN LIFESPAN.

GERONTOLOGISTS APPLY A MULTIFACETED MODEL (INVOLVING BIOLOGY, PSYCHOLOGY, SOCIOLOGY, AND POLICY) TO THE STUDY OF AGING.

BIOLOGICAL

- Map the genetic mysteries that are our shared legacy
- Unlock the secrets of senescence
- Discover the physiological roots of disease

SOCIAL

- Admire the sacrifices and struggles of caregivers and work to ease their burden
- Deliver dignity and facilitate difficult transitions
- Respect the beauty and the balance that aging brings to every community

PSYCHOLOGICAL

- Explore the creativity and humanity unique to every mind at every age
- Find ways to help preserve the stories of those who struggle to remember
- Secure the sanctity of the psyche with individualized attention and care

POLICY

- Crusade for equality and empowerment through advocacy
- Speak for those who may not always be heard
- Craft revolutionary technology and legislation that refines society
- Champion the past while fighting for the future

WHAT DO GERONTOLOGISTS DO?

- Protect the more than 80 million Americans who will be 65 or older by 2050
- Tackle the biological mysteries of development
- Believe in the wisdom of the ages—all ages
- Honor aging as a triumph to be embraced and revered—focusing on elders' strengths and creativity rather than losses and frailties
- Crusade for equality through advocacy and create policy that changes the world
- Discover new therapies for treatment
- Deliver scientific and health solutions as well as social services to those in need
- Study the genetic, physiological, and chemical phenomena of aging
- Create cutting-edge technology to help and to heal
- Respect the physical, mental, and social aspects of the aging process
- Treat those in need with dignity

Inspire, Serve, and Lead



INNOVATORS AND MENTORS

Comprised of some of the world's most talented minds in gerontology, the USC Leonard Davis School of Gerontology faculty is a group of intensely talented and passionate researchers and educators. Our faculty members include both the visionaries who pioneered modern aging study and the up-and-coming investigators who take gerontology research and service in exciting new directions.

PINCHAS COHEN, MD

*Dean, USC Leonard Davis School of Gerontology
William and Sylvia Kugel Dean's Chair in Gerontology*

USC Davis School Dean Pinchas Cohen researches aging, Alzheimer's disease, cancer, diabetes, growth hormone, IGF-biology, and the emerging science of mitochondria-derived peptides. He is also leading several new initiatives at the USC Davis School, including the development of the Center for Digital Aging and the advancement of tools and techniques for "personalized aging."





CLEOPATRA ABDOU, PHD

Assistant Professor of Gerontology and Psychology

Cleopatra Abdou's research is dedicated to understanding how cultural orientations, views of the self, and the broader social environment promote health and well-being through their influences on the brain and body over the lifespan, beginning with the intrauterine environment and across generations.

JENNIFER AILSHIRE, PHD

Assistant Professor of Gerontology

Jennifer Ailshire's research addresses questions at the intersections of social stratification, urban sociology, and the sociology of health and aging. In particular, her research focuses on the importance of the neighborhood environment and social relationships in determining health over the life course. A consistent theme throughout her work is an interest in gender, socioeconomic, racial, and ethnic inequality in health.



BÉRÉNICE BENAYOUN, PHD

Assistant Professor of Gerontology

Bérénice Benayoun's research focuses on epigenome and transcriptome remodeling with aging in vertebrates and the roles that these changes can play in the aging process. Her identification of a new key chromatin signature of cell identity and transcriptional consistency, which can be partially remodeled during aging, has raised important questions about the stability of cellular identity throughout life. Her work also provided the first genome draft for the naturally short-lived African turquoise killifish, a new vertebrate model for aging research.

EILEEN CRIMMINS, PHD

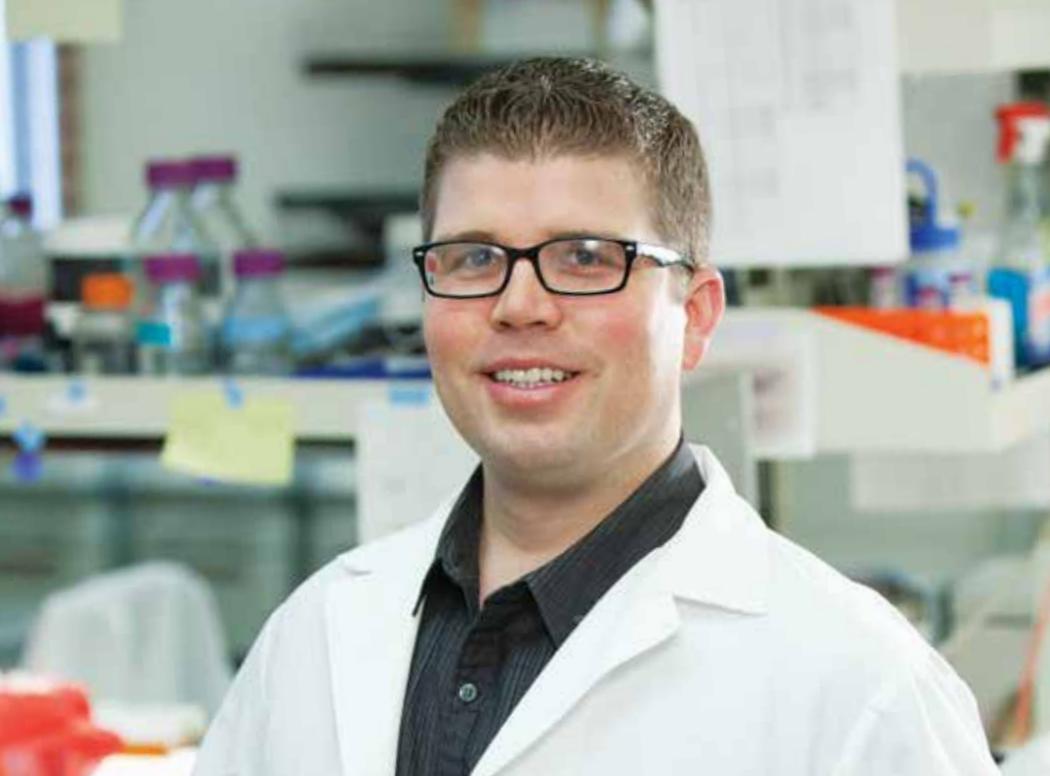
AARP Professor of Gerontology

University Professor

Director, USC Center for Global Aging

Co-Director, USC/UCLA Center on Biodemography and Population Health

Eileen Crimmins is an international leader in the field of biodemography and is co-investigator of the Health and Retirement Study in the U.S. Her research explores the links between health and socioeconomic status. She was one of the first investigators to combine disease, disability, and mortality indicators in order to examine healthy life expectancy trends.



SEAN CURRAN, PHD

Associate Professor of Gerontology

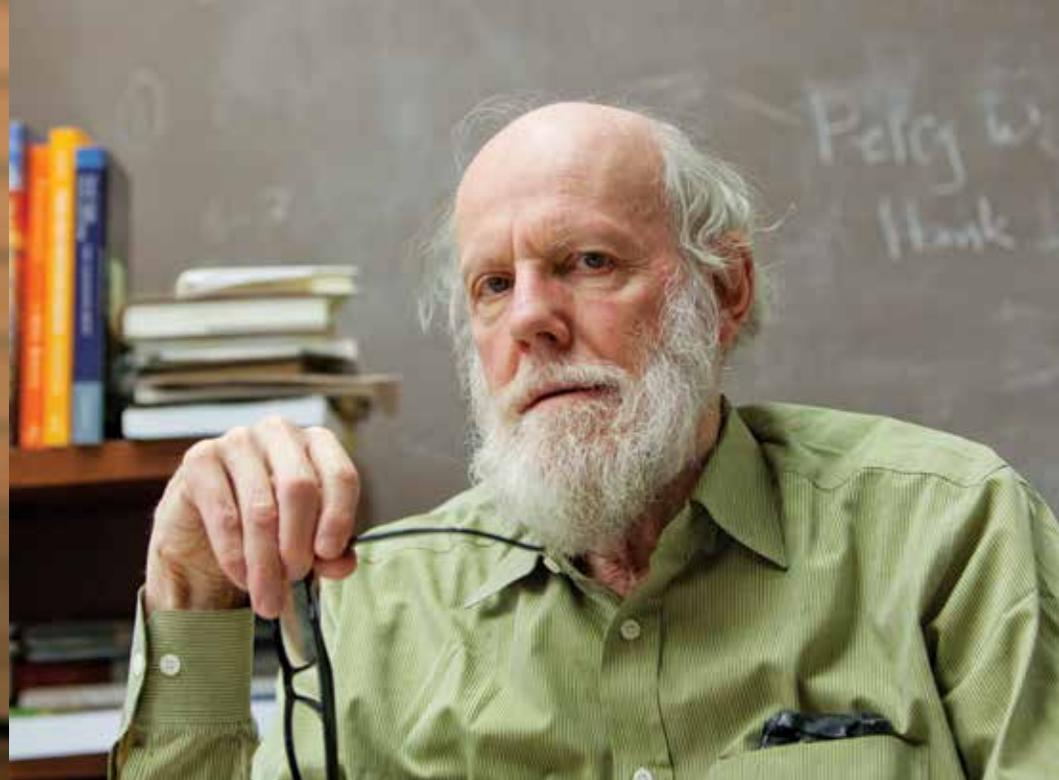
Sean Curran's research focuses on molecular, genetic, and biochemical approaches to identifying evolutionarily conserved mechanisms that regulate survival and longevity. He aims to understand the vital roles of metabolism in normal aging and aging pathology, and he compares studies in worms with mammalian cell structure and mouse studies to validate the universality of his findings.



KELVIN DAVIES, PHD, DSC

*Vice Dean, Dean of Faculty, and Dean of Research
James E. Birren Chair in Gerontology
Director, USC Free Radical Institute*

Kelvin Davies is a pioneer in the field of free radical biology. His research centers on the role of free radicals and oxidative stress in biology. In particular, he is interested in genes that repair oxidatively damaged proteins, lipids, RNA, and DNA, and his laboratory has made major contributions to the understanding of this subject over the past twenty years.



SUSAN ENGUIDANOS, PHD, MPH

Associate Professor of Gerontology

Susan Enguidanos studies palliative care and has conducted extensive research in investigating variation in access to and use of hospice care, which has led to theoretically-driven interventions aimed at improving access to hospice care. She is currently working on understanding care setting transitions for seriously ill patients and developing mechanisms for improving continuity of palliative care for individuals with complicated illness.

CALEB FINCH, PHD

*ARCO & William F. Kieschnick Professor in the Neurobiology of Aging
University Professor*

Founder and Co-Director, USC Alzheimer's Disease Research Center

Caleb Finch's major research interest is the study of basic mechanisms in human aging with a focus on inflammation. He is the author of *The Biology of Human Longevity*, considered a masterwork in the field. He has received most of the major awards in biomedical gerontology and is one of the most cited researchers in the world.



JESSICA HO, PHD

Assistant Professor of Gerontology

Jessica Ho is a demographer and sociologist who studies the social determinants of health and mortality. Her research seeks to explain differences in life expectancy and health over the life course across populations. Her three major areas of research examine why American life expectancy lags behind other high-income countries, socioeconomic and racial/ethnic health inequalities, and health and aging in developing countries.



ANDREI IRIMIA, PHD

Assistant Professor of Gerontology

Andrei Irimia uses multimodal neuroimaging to understand how traumatic brain injury (TBI) alters brain aging. In particular, his efforts focus on understanding aging- and TBI-related reorganization of the human connectome, the relationship between TBI and dementia, and how TBI may lead to clinical depression in older adults.



CHANGHAN “DAVID” LEE, PHD

Assistant Professor of Gerontology

David Lee’s research focuses on mitochondria and the roles these organelles may play in aging and aging-related diseases at the cellular level. His identification of peptides that originate in mitochondrial DNA—instead of the DNA in a cell’s nucleus—has raised questions about what control the intracellular “powerhouses” have over a cell’s life and death.

VALTER LONGO, PHD

*Edna M. Jones Professor of Gerontology
Professor of Biological Sciences
Director, USC Longevity Institute*

Valter Longo is interested in understanding the fundamental mechanisms of aging in yeast, mice, and humans by using genetics and biochemistry techniques. He is also interested in identifying the molecular pathways conserved from simple organisms to humans that can be modulated to protect against multiple stresses and treat or prevent cancer, Alzheimer’s disease, and other diseases of aging.



MARA MATHER, PHD

Professor of Gerontology and Psychology

Mara Mather studies how emotion and stress affect memory and decisions and how these processes change with age. Using both structural and functional neuroimaging, she is also investigating how connectivity among different brain regions involved in emotion and cognition change with age.

CHRISTIAN PIKE, PHD

Professor of Gerontology

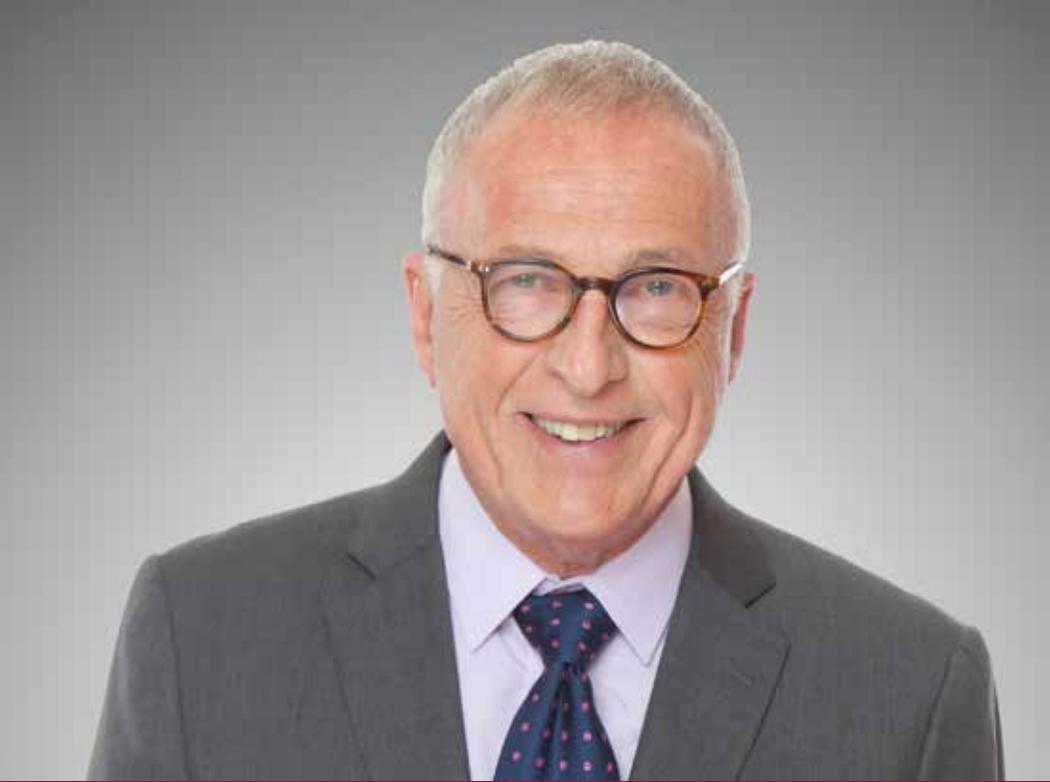
Christian Pike's research is broadly focused on Alzheimer's disease, with the general goals of elucidating factors that regulate Alzheimer's pathogenesis and pursuing translational approaches that will be useful in the prevention and/or treatment of the disease. A primary area of focus in his laboratory is the relationship between age-related loss of steroid hormones and the development of the disease.



JON PYNOOS, PHD

*UPS Foundation Professor of Gerontology, Policy, and Planning
Co-Director, Fall Prevention Center of Excellence*

Jon Pynoos has spent his career researching, writing, and advising the government and non-profit sectors concerning how to improve housing and long term care for the elderly. He has conducted a large number of applied research projects based on surveys and case studies of housing, aging in place, and long-term care.



EDWARD SCHNEIDER, MD

*Dean Emeritus
Professor of Gerontology, Medicine, Biological Sciences, Demographics,
and Health Care*

Edward Schneider is a geriatrician and gerontologist and served as dean of the USC Davis School from 1986 to 2004. His research interests include polypharmacy, geriatrics, and health care costs of an aging population. He is the chairperson of the Los Angeles Elder Abuse Forensic Center Advisory Committee and is involved in elder abuse litigation.



REGINALD TUCKER-SEELEY, SCD

Assistant Professor of Gerontology

Reginald Tucker-Seeley's work focuses primarily on social determinants of health, such as the association between the neighborhood environment and health behavior, and on individual-level socioeconomic determinants of multimorbidity, mortality, self-rated health, and adult height. He is particularly interested in the development of methods to measure financial well-being that go beyond traditional metrics of socioeconomic status.



KATE WILBER, PHD

*Mary Pickford Foundation Professor of Gerontology
Professor of Health Services Administration
Co-Director, National Center on Elder Abuse*

Kate Wilber's research centers on improving health outcomes and quality of life for vulnerable elders, including those with chronic illness, disability, cognitive impairment, and/or economic insecurity by improving the design and delivery of long-term services and support. One current focus involves evaluating the Elder Abuse Forensic Center model, a multidisciplinary team that links health and social services with the justice system.



JOHN WALSH, PHD

*Assistant Dean
Associate Professor of Gerontology*

John Walsh's research focuses on the electrophysiological analysis of brain areas that are targets of age-related disease. He studies aging, calcium, and free radical physiology as they relate to changes in synaptic plasticity and cell behavior. His research also examines how toxic environmental challenges affect nerve cell populations typically lost in Parkinson's disease, Huntington's disease, and Alzheimer's disease.

ELIZABETH ZELINSKI, PHD

*Rita and Edward Polusky Chair in Education and Aging
Professor of Gerontology and Psychology
Director, USC Center for Digital Aging*

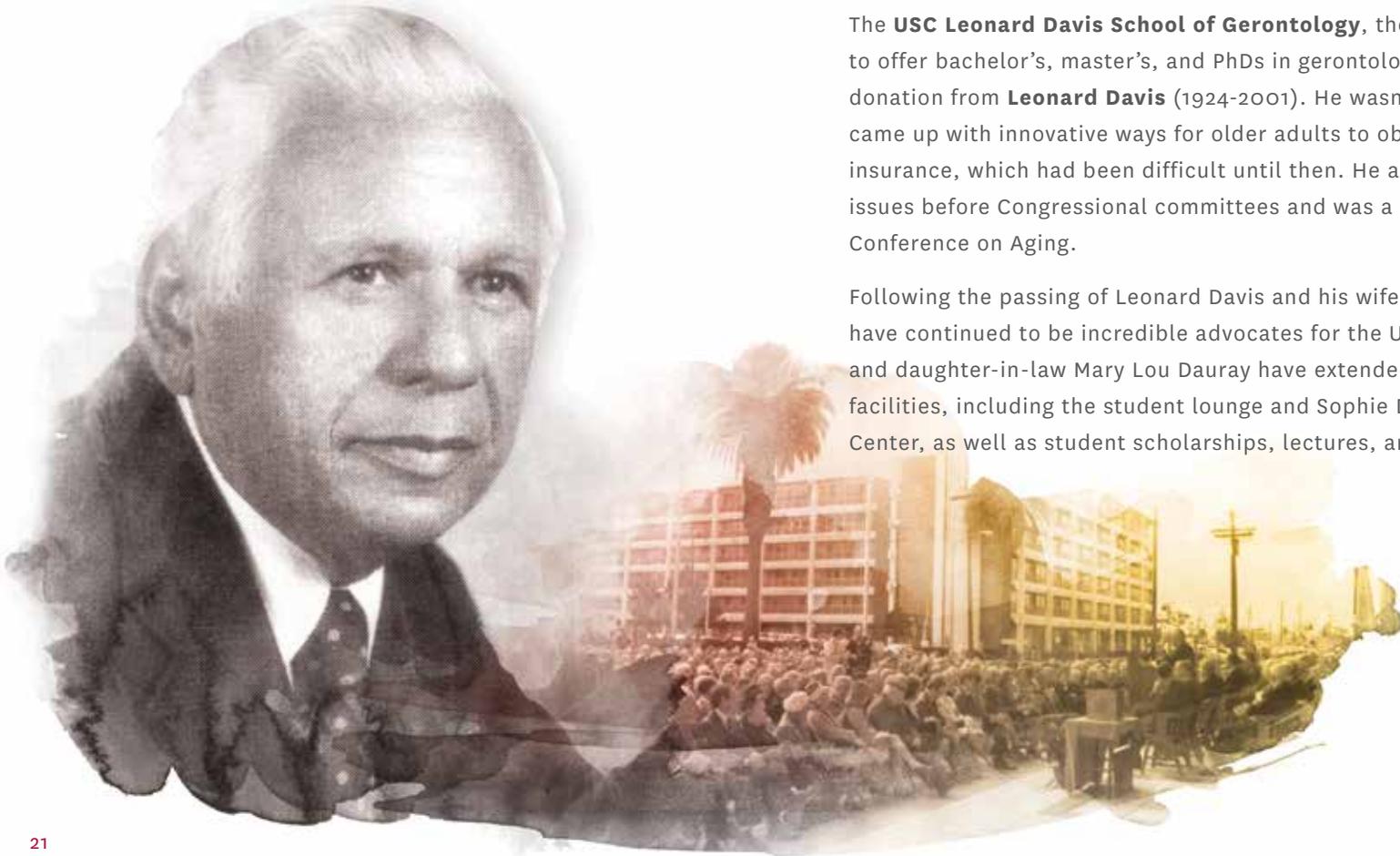
Elizabeth Zelinski studies changes over time in cognition, working memory, reasoning, vocabulary, speed, and language comprehension in older adults. She has worked to develop a computer-based training program and is the principal investigator of the Long Beach Longitudinal Study, which evaluates cognition, memory, and language comprehension in older adults.

A MINI HISTORY LESSON

It's only fitting that the **USC Leonard Davis School** and the **Ethel Percy Andrus Gerontology Center** were named for two extraordinarily progressive advocates for older Americans.

The **USC Leonard Davis School of Gerontology**, the nation's first academic institution to offer bachelor's, master's, and PhDs in gerontology, began in 1975 thanks to a donation from **Leonard Davis** (1924-2001). He wasn't just a philanthropist; Davis came up with innovative ways for older adults to obtain health, life, and automobile insurance, which had been difficult until then. He also testified on age-related issues before Congressional committees and was a delegate to the 1970 White House Conference on Aging.

Following the passing of Leonard Davis and his wife Sophie Davis, their family members have continued to be incredible advocates for the USC Davis School. Son Alan Davis and daughter-in-law Mary Lou Dauray have extended their generosity to support school facilities, including the student lounge and Sophie Davis Art Gallery within the Andrus Center, as well as student scholarships, lectures, and more.



ETHEL PERCY ANDRUS & THE ANDRUS GERONTOLOGY CENTER

Ethel Percy Andrus (1884-1967), in whose memory the Andrus Gerontology Center is named, was a crusader for education as well as older adults. In 1916, at the age of 32, she became California's first female high school principal. During her 28-year career in Los Angeles, she earned a reputation as an innovator in industrial and adult education. While at the helm, she earned something else, too: a PhD from the USC Rossier School of Education and an expertise in urban education.

Horrified that a retired teacher she met was forced to live in a chicken coop because of his paltry pension, Andrus became a crusader for teachers' benefits. In 1947, she founded the National Retired Teachers Association (NRTA). It offered the first pension and health insurance program for educators over age 65.

When thousands of non-teachers contacted Dr. Andrus about also receiving retirement benefits, she and close friend Leonard Davis created the American Association of Retired Persons, today known as AARP, in 1958. NRTA became part of AARP in 1982. As AARP President, Andrus expanded the organization's reach beyond health insurance and other benefits to include travel, second careers, and more.

Following Andrus' passing in 1967, appreciative AARP members donated most of the funding for the construction of the Andrus Gerontology Center in her memory. Dedicated in 1973 as a home for USC gerontology research and education, the Andrus Center also hosts sponsored research centers, major projects, and collaborations with other universities and organizations.



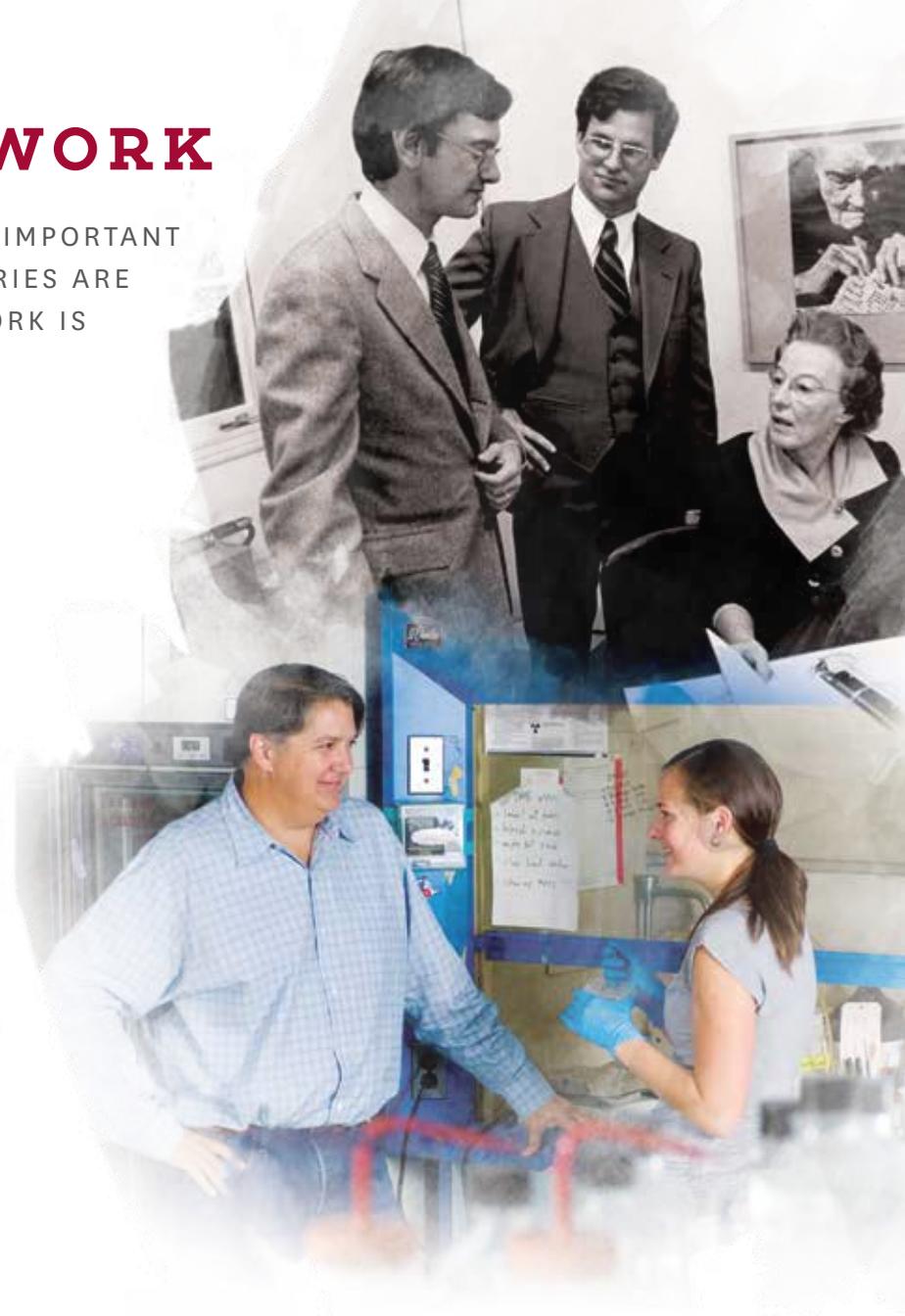
THE EPICENTER OF OUR WORK

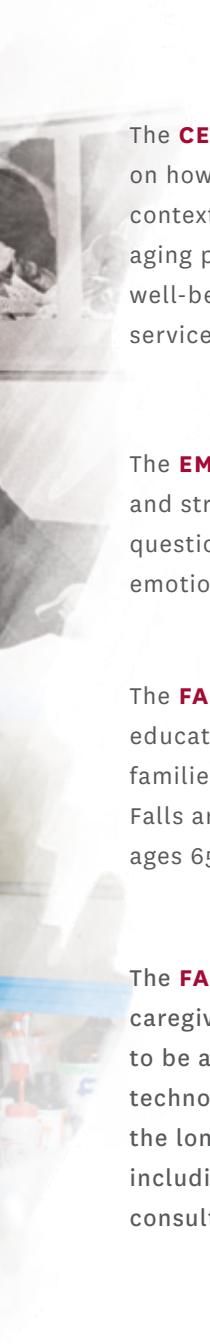
THE USC DAVIS SCHOOL ABOUNDS WITH MANY INNOVATIVE AND IMPORTANT CENTERS AND INITIATIVES. BREAKTHROUGHS IN OUR LABORATORIES ARE BEING IMPLEMENTED INTO REAL-WORLD APPLICATIONS. OUR WORK IS CHANGING LIVES!

The **AIRPOLLBRAIN GROUP** aims to promote optimal neurodevelopment in humans and healthy brain aging by better understanding environmental effects of urban air pollution and gene-environment interactions.

The **ALZHEIMER'S DISEASE RESEARCH CENTER** reaches out to the multi-ethnic communities in the greater Los Angeles area with focused efforts on cognitive changes related to aging, Alzheimer's disease and cardiovascular disease.

The **CENTER FOR DIGITAL AGING** promotes cutting-edge technology and social media to benefit older adults, their caregivers, and the businesses and organizations that serve them. CDA empowers elders to use technology and also supports the development of innovations to meet the changing needs and challenges of aging. One of the center's first initiatives was to hold a student competition to create a smartphone app. The first app sponsored by the CDA, USC Guide for Elder Abuse Response (USC-GEAR) was proposed by a team of Davis School graduate students.





The **CENTER FOR GLOBAL AGING** conducts and promotes research on how aging can vary around the world due to social and economic contexts, changes in health, and policies and programs to support aging persons. Topics of interest include physiological aging, health, well-being, caregiving, labor force participation, migration, use of services, family interaction, and social integration.

The **EMOTION AND COGNITION LABORATORY** investigates how emotion and stress impact cognition throughout the lifespan. Some of the questions explored: How does aging change decision-making? How does emotion affect memory? How does stress inform risk-taking?

The **FALL PREVENTION CENTER OF EXCELLENCE** imparts leadership, educates, and develops fall prevention programs for seniors, their families, professionals, program administrators, and policy makers. Falls are the number one cause of fatal and nonfatal injuries for adults ages 65 and older.

The **FAMILY CAREGIVER SUPPORT CENTER** focuses on helping family caregivers throughout their experience. Since 1989, the FCSC strives to be a model for Los Angeles, the state, and the country by using technology, research, and education to transform caregiving and the long-term care system. The FCSC provides supportive services, including information and education, assessment, individual consultations, respite care, and training.

The **FREE RADICAL INSTITUTE** conducts and promotes research to tackle the big questions in free radical biology and medicine. Researchers are investigating the role of these highly reactive molecules in cancer, neural and muscular degeneration, cardiovascular disease, liver disease, and more. The Institute also assembles diverse, interdisciplinary research teams, with experts in fields ranging from molecular biology to public health, for discovery, translational, reverse-translational, industrial, and clinical scientific collaboration.

The **LONG BEACH LONGITUDINAL STUDY** studies the changes and the predictors of change in cognition and evaluates how individual differences and characteristics impact cognitive performance. Seventy-five percent of study participants are age 70 and older; participants enrolled in the study live in Long Beach or nearby cities within Los Angeles, Riverside, San Bernardino, and Orange counties.

The **LONGEVITY INSTITUTE** catalyzes multidisciplinary approaches to translate aging research into interventions that maximize the healthy lifespan. Scientists and clinicians work together to identify and test dietary, pharmacological, regenerative, and engineering approaches to prevent multiple diseases of aging and maximize healthspan. The Institute focuses on projects that can be rapidly translated into patient wellness as well as projects that have long-term goals.

The **LOS ANGELES COUNTY ELDER ABUSE FORENSIC CENTER** provides expert and comprehensive case examination, documentation, consultation, and prosecution of elder and dependent adult abuse cases. The Center offers a number of services for elder abuse response, including multi-agency team case review and action plans, forensic evaluation and documentation, medical and neuropsychological evaluations, education and training, and victim and social services. Professional county and city agencies may refer cases for discussion at the Forensic Center.

The **RONGXIANG XU REGENERATIVE LIFE SCIENCE LABORATORY** acts as a catalyst for education, outreach, and research collaborations among current and future scientists and university students studying social science, regenerative biology, and aging policy.

The **TINGSTAD OLDER ADULT COUNSELING CENTER** provides counseling services and programs to people age 55 and older. The on-campus non-profit center helps with issues and problems that accompany aging, with a focus on depression, anxiety, loss, marriage, family issues, and caregiving. TOACC is a program of the USC Davis School and the USC Department of Psychology. The staff includes graduate students and postdoctoral fellows supervised by licensed psychologists and social workers.

The **USC/UCLA CENTER ON BIODEMOGRAPHY & POPULATION HEALTH** integrates medical, biological, and epidemiological information to model and predict population health trends in a unique collaboration between demographers and biologists at USC and epidemiologists and geriatricians at UCLA. The CBPH provides pilot project money for research and offers a series of seminars and workshops on the two campuses.



WHY CHOOSE USC DAVIS?

Here are just six of the many reasons. We have:

- The **largest selection of gerontology degree programs in the world**
- **Hands-on training** from our **internationally renowned professors**
- **Master's level courses** available **online or onsite**
- **\$500,000 in scholarships** given to students annually
- **Sophisticated technology**, with smart classrooms, a fully connected auditorium, and a new computer lab and lounge
- **National conferences on aging and colloquiums on campus**, reflecting the school's prominent position in the field of gerontology

“With its wide range of classes from neuroscience to public policy, the Davis School has helped me develop as a leader.”

Ashley Phillips,

*Bachelor of Science in
Human Development and Aging*



THE USC DAVIS SCHOOL ADVANTAGE

BETWEEN 2005 AND 2050, THE NUMBER OF AMERICANS AGE 65 AND OLDER WILL MORE THAN DOUBLE, GROWING FROM 37 MILLION TO MORE THAN 80 MILLION.



As the oldest and largest school of gerontology, we have been improving the quality of life for older people for more than 40 years.

But it's not only the Davis School degree that is outstanding. When you visit our campus, you feel the excitement from students and faculty. Excitement about shared learning, new insights and discoveries, and exceptional research opportunities. Excitement about being part of a vibrant,

dynamic, and inviting community whose work is impacting generations to come.

You could say that the USC Davis School is a serious place where you can also have fun. We offer a myriad of philanthropic, educational, and social organizations on campus.

The icing on the cake? We just happen to be in Los Angeles, one of the most important cities on earth!

UNDERGRADUATE DEGREES & PROGRAMS

gero.usc.edu/students/prospective-students/undergraduate-programs

At the USC Davis School, you can earn an undergraduate gerontology degree, opt for our accelerated five-year undergraduate/graduate degree program, or minor in aging. There are lots of choices!

BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND AGING

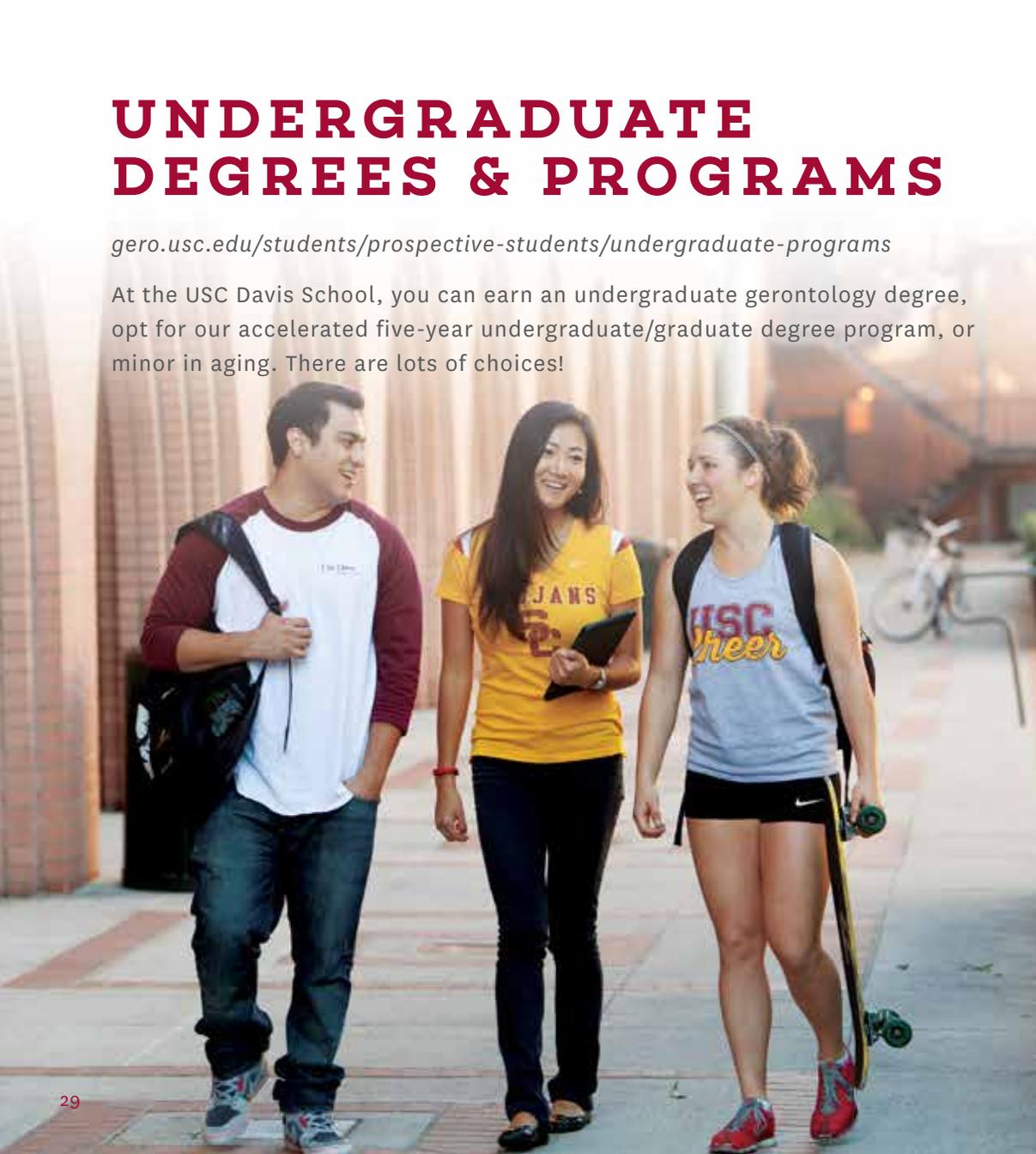
Our interdisciplinary curriculum focuses on biological and social development across the lifespan. Students have two options: the Social Science track or the Health Science track.

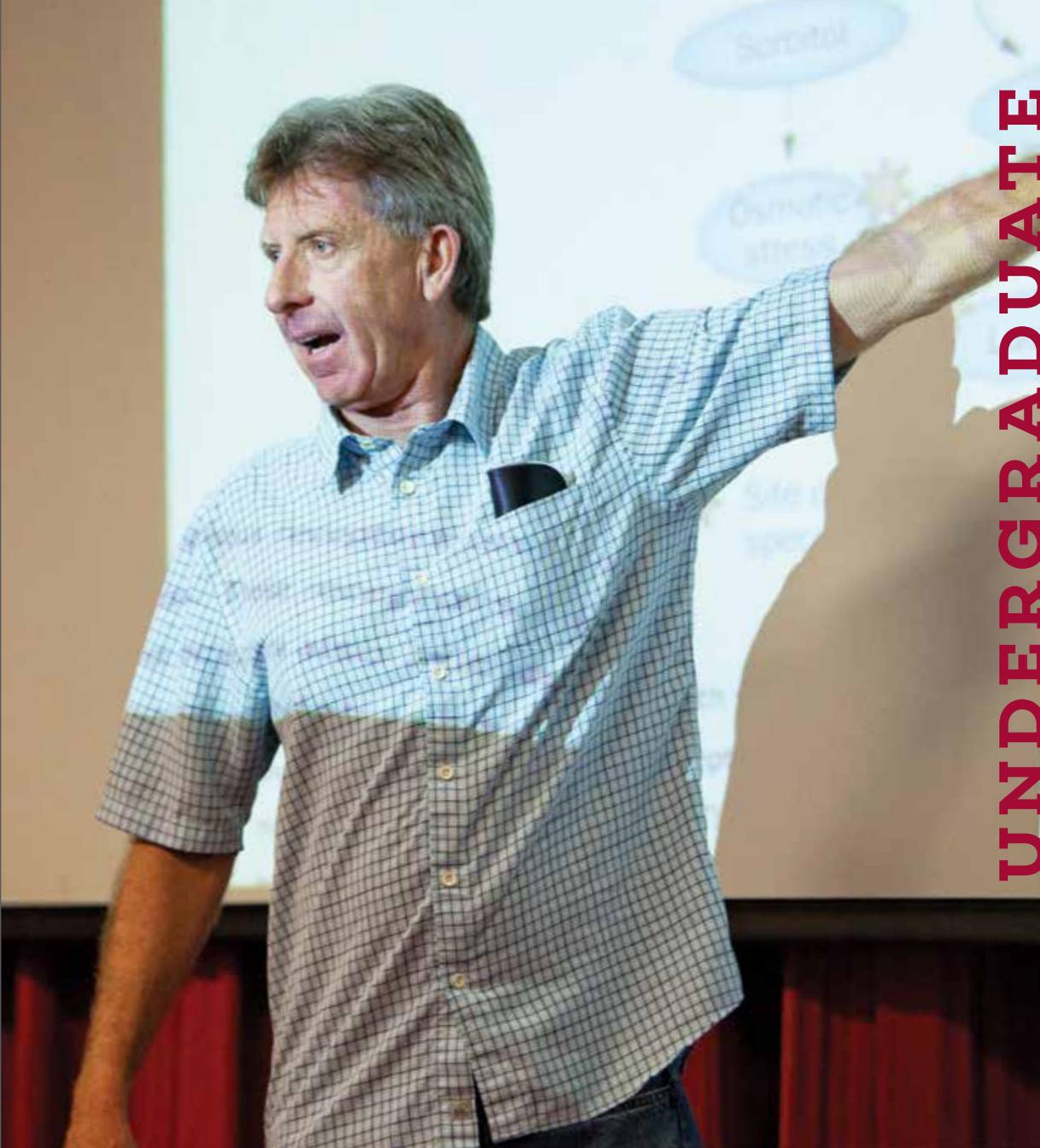
SOCIAL SCIENCES TRACK

The **Social Sciences track** is for students who want to pursue a graduate degree and/or a career in law, policy, psychology, sociology, or health administration. The core curriculum offers a broad view of human development in the behavioral sciences.

HEALTH SCIENCES TRACK

The **Health Sciences track** is designed for students who want to continue on for a graduate degree and/or have a career in medicine or other health-related fields. The core curriculum meets general education and medical school entrance requirements.





UNDERGRADUATE

BACHELOR OF SCIENCE IN LIFESPAN HEALTH

This degree is for students who plan to get a graduate degree and/or career in medicine, pharmacy, occupational therapy, physical therapy, psychology, or related fields. The curriculum covers the biological and medical aspects of health, including disease prevention, detection, and treatment.

INTERNSHIPS

Both **Human Development and Aging** and the **Lifespan Health** majors must complete a supervised internship directly working with older clients. For more information on internships, see page 39.

OTHER UNDERGRADUATE OPTIONS



THE PROGRESSIVE DEGREE PROGRAM

Undergraduates with a GPA of at least 3.0 have the opportunity to complete both their undergraduate and graduate degrees in five years. They apply for admission to this program in their junior year.

MINOR IN GERONTOLOGY

Some undergraduate students prefer to focus on another field or subject area and minor in gerontology. They have two options: our **Individuals, Societies, and Aging** minor or the **Science, Health, and Aging** minor.

INDIVIDUALS, SOCIETIES, AND AGING

Rooted largely in behavioral and social science, **Individuals, Societies, and Aging** is geared to students working toward careers in business, engineering, communication, arts and sciences, or cinema/television.

SCIENCE, HEALTH, AND AGING

Science, Health, and Aging is designed for students who want careers in medicine, dentistry, pharmacy, biological sciences, public health, or other health-related fields. This program focuses on the neurology, physiology, and health issues of aging.

MASTER'S DEGREES AND PROGRAMS

gero.usc.edu/students/prospective-students/masters-programs

Here's something else that distinguishes us: besides the option to learn in the classroom, all USC Davis School master's programs and our graduate certificate program are available online. Our online programs provide a blended learning environment where students collaborate with other online students from around the U.S. and the world.

MASTER OF SCIENCE IN GERONTOLOGY (MSG)

This flagship program prepares graduates to take on **major leadership roles** in the private and public sectors, working in planning, evaluating, and administering programs. It is also designed for graduate students who want to assume **executive positions** that deliver direct services to older people and their families or teach older adults and service providers.

Requirements: 44 units of coursework and experience in the field. It includes 32 units of required courses and 12 units of specialization courses.

Bonus Points: In conjunction with the MSG, we offer **dual-degree programs**. Among them are business administration, health administration, planning, public administration, law, dentistry, pharmacy, and social work.



MASTER'S

MASTER OF ARTS IN GERONTOLOGY (MAG)

The MAG offers current professionals in the field a chance to acquire superb skills and formal training in gerontology.

Requirements: 28 units of coursework.

Bonus Points: The MAG complements real-world experience, offers executive polish, and helps graduates boost their career potential.

MASTER OF AGING SERVICES MANAGEMENT (MASM)

The MASM is designed to give current and future aging services managers the knowledge and skill set to offer services, programs, and products to older adults.

Requirements: 32 units of coursework.

Bonus Points: Opportunities in the aging services industry are abundant. They include residential care facilities, assisted living, retirement communities, home care and home services, creative therapy initiatives, home modification programs, and hospice care.



MASTER'S

MASTER OF LONG-TERM CARE ADMINISTRATION (MLTCA)

The MLTCA is a multi-USC school program that combines the social, psychological, and biological aspects of aging with training in the administration and management of long-term care organizations.

Requirements: 28 units of coursework.

Bonus Points: You will be participating in a joint program between the USC Davis School of Gerontology, the USC Marshall School of Business, the USC Leventhal School of Accounting, and the USC Sol Price School of Public Policy.



MASTER'S

MASTER OF SCIENCE IN NUTRITION, HEALTHSPAN, AND LONGEVITY (MSNHL)

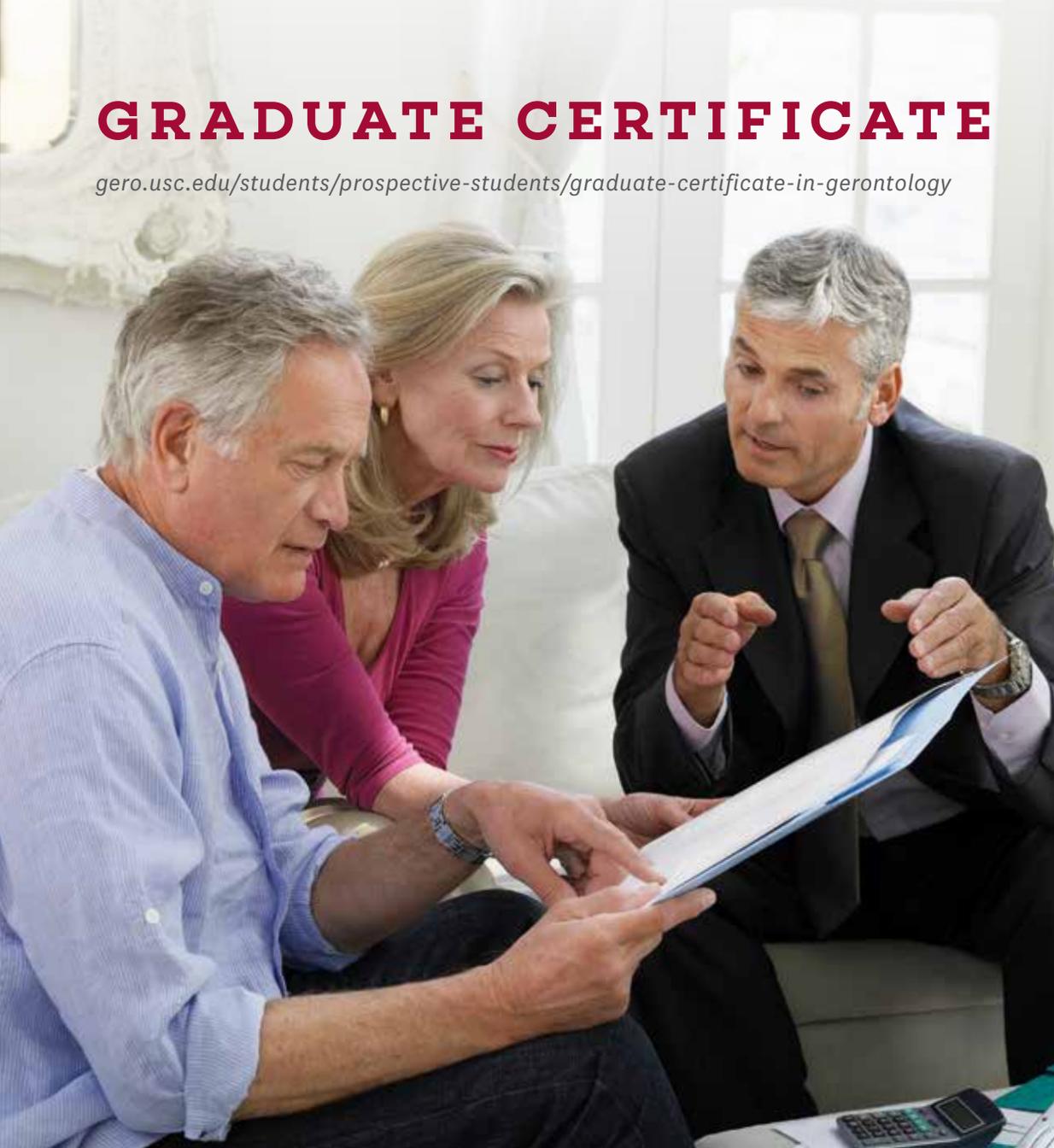
This degree is for those who want to pursue a career in nutrition and dietetics. It can lead to working in health care facilities, long-term care and supported living environments, tertiary and community hospitals, university and school food service programs, a business involving personal wellness, private practice, scientific research on nutrition's role in health and longevity, or in policy and advocacy. The program promotes health and longevity based on scientific evidence, integrating academic study with professional practice experience.

Requirements: 46 units of coursework and 1200 hours of supervised practice in hospital, community, and food service settings. Before applying, prerequisite courses are required as well as 40 hours of paid or volunteer work experience with a Registered Dietitian.

Bonus Points: The program is a candidate for accreditation by the Accreditation Council for Education in Nutrition and Dietetics. Graduates are eligible to take the Commission of Dietetics Registration's national registration examination and receive the Registered Dietitian Nutritionist (RDN) credential upon passing.

GRADUATE CERTIFICATE

gero.usc.edu/students/prospective-students/graduate-certificate-in-gerontology



GRADUATE CERTIFICATE IN GERONTOLOGY

If you have a bachelor's degree in another field or major, our certificate program gives you a greater understanding of gerontology theory and research.

Requirements: 16 units of coursework.

Bonus Points: You will supplement and enhance your existing career or skill set and expand your professional opportunities.

PHD PROGRAMS

gero.usc.edu/students/prospective-students/ph-d-programs

We offer two Doctor of Philosophy programs: a PhD in Gerontology and a PhD in the Biology of Aging. The USC Davis School continues to be out in front on the aging education frontier. Our school created the first gerontology PhD program in the world in 1989 and unveiled the first-ever aging biology PhD program in 2014.

The PhD is our crown jewel, the highest degree you can receive in gerontology anywhere. At the USC Davis School, we attract top students from around the globe. Balancing rigorous, high-level research training with leadership skills and scientific knowledge, graduates from our PhD programs enter the workforce with superb skills and experience.

DOCTOR OF PHILOSOPHY IN GERONTOLOGY (PHD)

Students learn about the physiology of human development and aging, examining social policies related to aging as well as the psychological, behavioral, and sociological impact on lifespan development. Working closely with a faculty mentor, they concentrate on a specific area of interest and begin the process of discovering and shaping their own academic specialization.

They work closely with faculty on research and publications, participate in colloquia, attend and present at national organization meetings, acquire teaching experience, and develop a rich academic, personal, and professional network.

Requirements: 60 units of coursework and at least four additional dissertation units.

Bonus Points: This degree from this institution opens doors!



PHD PROGRAMS

DOCTOR OF PHILOSOPHY IN BIOLOGY OF AGING (PHD)

You could not get more cutting edge! This degree is designed for students who want to become leaders in biogerontology. The focus is on molecular, cellular, and regenerative medicine as well as the integrative biology of aging.

This unique doctoral program, the first of its kind in the field, brings together two world-renowned institutions: the USC Davis School and the Buck Institute for Research on Aging in Northern California. Students can choose a mentor and PhD faculty committee from either the Buck Institute or USC. Students' academic and research activities take place on both the Southern and Northern California campuses.

PhD candidates take core courses on the molecular and cellular biology of aging and age-related diseases and then select a track from among neuroscience, molecular and cellular biology, stem cell and regenerative sciences, and biomedical sciences.

Requirements: 60 units, including courses, seminars, and research credit. At least 24 of the 60 units must be formal graduate coursework (lectures or seminars).

Bonus points: You are prepared, and profoundly marketable, for a career in the biomedical field.

HOW AN INTERNSHIP WORKS

There are two components: supervised fieldwork and practicum discussions. Fieldwork often focuses on aspects of social services, policy, business, health services, advocacy, or administration. In practicum discussions, students collaboratively discuss timely issues relative to their studies with professors who weigh in with presentations.

CONNECTIONS COUNT!

OUR INTERNSHIP PROGRAM

“My studies of Chinese, Spanish, and Italian are proving to be incredibly beneficial! The USC Davis School has so many great internship opportunities abroad. My plan is to use my knowledge of languages to study eldercare in other countries.”

Jackie Dion,
*Bachelor of Science in Human
Development and Aging and
Master of Aging Services Management*



The work we do in classrooms and on campus is exciting, but we believe that real world experience through internships completes an education. In our internships, USC Davis School students work directly with gerontology leaders and practitioners. This may be in health care, business, social work, government, or other fields.

We place USC Davis School students in private companies, non-profits, and government agencies related to aging in Los Angeles, around the country, and around the world.



“In conjunction with USC Davis community outreach efforts and our tightly-knit alumni network, internships provide students with both valuable learning experiences and great career opportunities.”

ANNA QUYEN DO NGUYEN, MSG, OTD, OTR/L, Director of Internship Training

INTERNSHIPS FOR UNDERGRADUATES

- Takes place during senior year
- Requires a minimum of 120 hours of fieldwork and participation in the practicum discussion class

INTERNSHIPS FOR GRADUATE STUDENTS

- Entails a minimum of 240 hours of community work

SCHOLARSHIPS AT USC DAVIS

Every year, we offer both partial and full tuition scholarships to our gerontology students totaling around \$500,000. For more information, visit gero.usc.edu. To apply for aid, please contact the USC Financial Aid department at financialaid.usc.edu.



APPLICATION PROCESS

The background of the entire page is a photograph of a university hallway with a series of repeating arches. The lighting is dim, and the overall color palette is dark with a reddish-pink tint. In the middle ground, two students are walking away from the camera, one slightly ahead of the other. The student in front is wearing a dark jacket and light-colored pants, while the student behind is wearing a light-colored shirt and dark pants, carrying a backpack.

UNDERGRADUATE

If you're a prospective undergrad, you can begin the application process by visiting admission.usc.edu. You will find university deadlines, admission requirements, and additional information.

GRADUATE

Prospective grad students can access the general USC graduate application by visiting gradadm.usc.edu. All of our master's programs are available for onsite or online students.

FOR MORE INFORMATION,
VISIT [GERO.USC.EDU](https://gero.usc.edu),
CALL 213-740-5156, OR
EMAIL LDSGERO@USC.EDU.

USC Leonard Davis

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