PHD PROGRAM IN GERONTOLOGY

UMB/UMBC

STUDENT HANDBOOK

2020- 2021

The Philosophy

The Doctoral Program in Gerontology is an intercampus, interdisciplinary research degree program at the University of Maryland, Baltimore (UMB) and University of Maryland, Baltimore County (UMBC).

The program provides an interdisciplinary and integrative perspective on the process of human aging and the experiences of growing old. The approach acknowledges the complex, dynamic, and bi-directional relationships among individuals and the historical, political, economic, environmental, psychological, social, cultural and biological contexts in which aging occurs.

The goal of the program is to train a new generation of gerontology scholars conversant with interdisciplinary and integrative paradigms and research designs employed to examine the unique, reciprocal, and dynamic nature of aging in context.

UMB's six professional schools (dental, law, medicine, nursing, pharmacy, and social work) and UMBC's College of Arts, Humanities and Social Sciences departments (public policy, psychology, and sociology & anthropology) combine to make this mission possible by offering three tracks of study: **aging policy issues, epidemiology of aging, and social, cultural, and behavioral sciences.**

The program benefits from its close proximity to federal agencies located in the Baltimore/Washington metropolitan area such as the Social Security Administration, Administration on Aging, Department of Health and Human Services, National Institutes of Health, and the Center for Medicare & Medicaid Services (CMS), as well as numerous private and non-profit organizations dedicated to age-related programs and policy, research and service.

Directors

Denise Orwig, PhD
Director UMB
Howard Hall, 203
660 W. Redwood St.
Baltimore, MD 21201
410-706-2406
dorwig@som.umaryland.edu

John Schumacher, PhD
Director UMBC
UMBC
PUP 217
1000 Hilltop Circle
Baltimore, MD 21250
410-455-3184
jschuma@umbc.edu

Administrative Staff

Justine Golden, MA
Program Manager
Gerontology PhD Program, UMB
660 W. Redwood St.
Howard Hall, 222
Baltimore, MD 21201
410-706-4926   office
410-706-4433   fax
443-691-4435 cell
jgold002@umaryland.edu

Julie Rosenthal
Program Mgmt. Specialist
UMBC
PUP 250
1000 Hilltop Circle
Baltimore, MD 21250
410-455-2081   office
410-455-1154   fax
julier@umbc.edu

Academic Information

The following are highlights from the Graduate School Catalog and Student Answer Book.
Further details on policies can be accessed in the print catalog or on line at the addresses below.
UMB catalog: http://www.graduate.umaryland.edu/policies/
UMBC catalog: https://catalog.umbc.edu/index.php?catoid=24

Academic Standards
Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another will result in sanctions and may lead to academic dismissal. Further details on this policy are included in the catalog.

Appealing Academic Dismissal
If dismissed for poor academic performance, students can refer to "Appeal of Academic Dismissal" policy. If dismissed for cheating etc, refer to the Student Academic Misconduct Policy. Both are available at the office of the Dean of the Graduate School and the office of the Vice President for Academic Affairs.

Grades *(refer to the Program Information section for more detail)*
All graduate students must earn at least a 3.0 in each semester or they are subject to academic jeopardy and dismissal without a degree. No transfer credit will be given for a course in which a grade less than "B" was earned.
Since graduate students must maintain an overall "B" average, every credit hour of "C" in course work must be balanced by a credit hour of "A." However, a grade of "A" in thesis or dissertation research will not balance a grade of "C" in a course, nor will an "A" in transfer credit balance a "C" in a course. A course in which a grade less than "B" is received may be repeated. Courses in the student's designated degree program that are completed with a "D" or an "F" must be repeated.
Some schools on the UMB campus use the +/- system: A, A-, B+, B, B-, C+, C, C- D+, D, D-, and F. Please note, if a '+' or '-' is given it may not be reflected in the transcript because not all schools/campuses use this system.

Required credits
A full-time graduate student must be officially registered for 9 credits per semester.
Please note that if you have student loans from a previous degree you must register for 6 or more credits of coursework each semester until you graduate.

Schedule Adjustments
Add/Drop
UMB
Add: by the end of the 1st week only
Drop: Weeks 1-3 allowed to drop with no notation on transcript. Weeks 4-8 drop with a 'W' on transcript. Weeks 9 on either have an Incomplete WP or WF on transcript.

UMBC
Courses may be added through the first week of classes. The last day a student may drop a course without penalty of failure is eight weeks after instruction begins. However, your refund for the course is reduced a percentage every day after the first day of classes. There is no withdraw pass or withdraw fail. Simply, Withdraw.

Withdrawal from the program
If you choose to leave the program after registration you must fill out a Withdrawal Form.

Leave of Absence (LOA)
A leave of absence can be taken for a semester or a year with the approval of the academic advisor and the Graduate School. The amount of time to graduation is not extended if you take a LOA.

Time Requirements
All students must have a minimum of 3 years of full-time graduate study at the University of Maryland. Students must be admitted to candidacy within 5 years of admission to the doctoral program and at least 2 full sequential semesters before graduating. All degree requirements must be completed within 4 years of candidacy and no more than 9 years after admission to the program (for full-time and part-time students).

Admission to Candidacy (*refer to the Program Information section for more detail*)
A student must be admitted to candidacy within five years after admission to the doctoral program. A student must be admitted to candidacy at least two full sequential semesters (spring, summer or fall) before the date on which the doctoral degree will be conferred.
Doctoral students must complete an application for admission to candidacy, in duplicate, when they fulfill all requirements for candidacy. A graduate record form delineating all course work taken by the student in fulfillment of degree requirements must accompany each copy of the application.
Students must complete all their program requirements for the degree, including the dissertation and final oral examination, within four years after admission to candidacy.

Dissertation Examination Committee (*refer to the Dissertation section for more detail*)
The final oral defense of the dissertation is conducted by an examination committee recommended by the graduate faculty advisor and approved by the Dean of the Graduate School. The Nomination of Members for the Final Dissertation Examination Committee form is submitted by the advisor at least six months before the date of the final examination. The committee will consist of a minimum of five voting members. At least three of these will be regular members of the graduate faculty. At least one of the five will hold an appointment in a program external to the one in which the student is seeking the degree.

Dissertation (*refer to the Dissertation section for more detail*)
The ability to do independent research must be demonstrated by an original dissertation on a topic approved by the department or program graduate committee.
Authorization for publication of all or a portion of the dissertation prior to its defense and approval by the graduate faculty examining committee should be discussed between the student and the research advisor. Further authorization from the dean of The Graduate School is unnecessary. All dissertations are submitted electronically.

FICA Deduction
The state of Maryland requires that in order to be FICA exempt, the student must be enrolled and actively attending class. Since the summer break is not considered a "short break" according to the IRS regulations, the FICA status for Graduate Assistants may be impacted if they are not enrolled during summer sessions for at least 3 credits for each session.

FERPA
UMBC and UMB adhere to a practice of compliance with the Family Educational Rights and Privacy Act (FERPA or the Buckley Amendment). As such, it is the practice to (1) to permit students to inspect their education records (2) to limit disclosure to others of personally identifiable information from education records without student's prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate.

For further detail:
UMBC: https://registrar.umbc.edu/services/records/privacy-and-the-release-of-education-records/
UMB: http://www.graduate.umaryland.edu/policies/

Graduation Requirements
The Application for Diploma form must be filed with the Graduate School within the first three weeks of the semester in which the candidate expects to obtain a degree. Diplomas will be issued at the end of each semester. You must be registered for at least 1 credit in the semester in which you graduate.
If you do not graduate as anticipated, you must notify the Office of the Registrar and the Graduate School. You must file another Application for Diploma for the semester in which you do graduate.

Graduate Research Assistantships *(refer to the Program Information section for more detail)*
A 20-hour/week commitment is expected in exchange for a stipend, tuition remission, and/or health insurance. **No other job or funding, either at the university or elsewhere, is permitted while a student is supported by a full-time GRA.** No summer work may be undertaken without graduate school permission.

Program Information

All students must follow and achieve graduate school requirements as stated in the graduate school catalog. In addition, students must abide by the following program requirements and policies.

Academic Integrity Training (required training) *Due by September 13th.*
There are 5 modules.
At the end, PDF your grades and email the PDF to your Academic Coordinator.
https://gradschool.umbc.edu/students/integrity/

Admission to Candidacy
To achieve candidacy, the student must:

1) Successfully complete all 7 core courses
2) Pass all comprehensive exams
3) Successfully complete at least 15 credits of additional course work toward the methods/statistics and track requirements of the program, to include 6-9 credits from the methods/statistics courses and 6-9 credits from track courses.

Candidacy is usually applied for in the student's 3rd year [full-time].
You must apply for Admission to Candidacy by completing the Application form from your primary campus and attaching the Graduate School Record Form and/or unofficial transcript. This is then given to the coordinator for review. The coordinator will get the appropriate signatures and submit the paperwork.

UMB does not allow any Incompletes or "No Marks" when applying for candidacy.
UMBC does allow these, but they are highly discouraged.

Academic advisors vs. other advisors
An *academic advisor* is underlined assigned upon entry into the program. This advisor assists the student with fulfilling the program's academic requirements. He/She may be either an associate or regular graduate faculty member. This advisor may be changed upon request from the student if a better fit is needed. Later in a student's progression, the role of the advisor may be transferred to the *research mentor* (by mutual agreement), as the student moves into the dissertation phase. Students should inform the Program if their *research mentor* will also be serving in the role of *academic advisor.*

A *GRA/TA supervisor* is usually assigned by the program. A student is placed in a GRA or a TA position primarily for funding reasons. The directors try to assign by interests, but at times such placements are primarily made to provide a stipend to the student. The *GRA/TA supervisor* (or their coordinator) helps guide the student to complete their assigned GRA/TA tasks. The supervisor could become the *academic advisor* or the *research mentor*, if the student desires and requests this change. Just because a student is working on someone's grant does not mean the student must work in this topical area or use this data for dissertation research. If the student feels the *GRA supervisor* is pushing them to modify their research interest toward her/his own, please discuss this with the program coordinator and directors.

A *research mentor* is a regular member of the graduate faculty who mentors a student in their specific research interest for the dissertation. The student chooses who best fits their interests and will help them move forward with their dissertation and professional development. Most likely this *research mentor* will serve as dissertation chair and work with the student to develop a student-specific question for comprehensive exams. The *research mentor* is never assigned. The *research mentor* could be the *academic advisor* or the *GRA/TA supervisor*, but does not have to be.

A *dissertation chair* is chosen by the student. The chair is a regular graduate faculty member who will guide the student through their dissertation. The student chooses this person by who best fits their research interests and whom they work with best. The *dissertation chair* may also be the *research mentor*, if desired by the student.

Aging Forum
The forum is a gathering of all the gerontology doctoral students to: 1) introduce the research being done by doctoral program faculty, 2) provide sessions on the "nuts and bolts" of research and life in the academic world, and 3) empower the students to discuss topics of interest to them.
The Forum will meet twice a month for 1.5 hours. **First and second year students are required to attend**. Students in their third and fourth years are expected to attend. Students and faculty work together to set the agenda.

CITI Training (required training) *Due by August 25th*
Protection of human subjects training

UMBC
https://www.citiprogram.org/Default.asp
Create an account by clicking Register.
Once logged in Select Social & Behavioral Minimal Risk Research
PDF the certificate to your Academic Coordinator

UMB
https://www.umaryland.edu/hrp/for-researchers/required-training/
Click on Access the CITI Training Website
Create an Account by clicking Register
Associate with University of Maryland, Baltimore
You MUST take the Biomedical course
PDF the certificate to your Academic Coordinator

Competencies
A list of required goals for each student in the program is listed in the back of the handbook. These are reviewed during your End of Year Review each year.

Comprehensive Exams (*See the Comprehensive Exam section for more detail*)
The earliest the exam can be taken is after the student has successfully completed the seven core courses (epidemiology of aging, biology of aging, psychological aspects of aging, sociocultural gerontology, issues in aging policy, and the 2 semester theory and methods sequence). For full-time students, this would be mid-July after their second year. A student may begin work on a dissertation proposal prior to passing the exam, but must pass the exam prior to defending the dissertation proposal.
-A timed practice exam is required. It may be offered either in early January or during spring break of your 2nd year.
-Sample questions can be found on the Gerontology PhD Program page on the UMBC Blackboard site.

Conferences
The Program highly suggests each student attend at least one conference yearly. Choose the conference that is most highly regarded for your track. It is highly suggested that you begin presenting at a conference in your 2nd year.

Deadlines and RSVPs
Each student signs an award letter or enrollment letter for each academic year. In this letter it states, "In order to be in good standing with the program and able to matriculate, you must submit all paperwork by the provided deadlines throughout the year." This means, each students submits all paperwork, registers online, RSVPs etc. by stated due dates.

Dissertation (*See the Dissertation section for more detail*)
A student may, with advisor permission and after completing the ethics course, start to take dissertation hours before comprehensive exams, GERO 898.

Two types of dissertation credits.
        Register for GERO 898 to take dissertation credits before he/she reaches candidacy. These credits do NOT count toward your required dissertation credits. You must work with a faculty member.
        GERO 899 is required after a student is approved for candidacy.

To determine faculty for committees please refer to the program website.
Electronic Dissertations are required by the program at both campuses.
Be sure to ask Justine for deadlines and forms once you defend your proposal.

Dual Degrees
A student may apply and earn a dual degree in either epidemiology or applied sociology. Please see the section below on Dual Degrees for exact rules.

Email
You may ONLY use your campus email (UMB must use SOM email) while in the program to assure you are HIPAA compliant with research related emails and to assure all emails are protected by university fire walls.
You MUST read your email once a day everyday while a student in the program.

Ethics Course
CIPP 909, Responsible Conduct in Research, is offered every spring and taught by Dr. Shamoo. You register for 1 credit; you only attend until spring break.
Shortly after the semester course there will be a 1-2 hour session on ethics specifically relating to research with an older population.
This ethics course must be successfully completed before any dissertation work is undertaken (typically by the spring of your 2nd year) and before you defend your dissertation proposal.

Faculty Document Review Time
Whenever an item is submitted to faculty for review (e.g. annual review, poster abstract) you must allow them at least 2 weeks for review. This does not pertain to coursework deadlines.

FICA Deduction
UMBC students must enroll for the summer. Please look for emails each April from the coordinator with directions on how to enroll. The program is not responsible for paying your FICA if you are late registering or turning in forms.

UMB students register for ABGA 900 for 7 credits on SURFS.
UMBC students register for GRAD 601, 5 credits each fall and spring and Grad 601 and 1 credit of independent study for summer.

Funding
The program's commitment is to fund students in their first year and to make every effort to provide funding in the second year. Such funding may involve state and/or extramural research assistantships (to usually include a 12 month stipend, tuition up to 10 credits/semester, and student only health benefits). Every effort will be made to fund students for subsequent years in the program; however, such funding is contingent on grant funds and the match of faculty and student research interests. As such, students are encouraged to work with their advisors to secure funding beyond their first year in the program. Also, please note, that the commitment of funding is dependent on the student successfully progressing in the program.

GCP Training *due by August 26th*
NIH-funded investigators and clinical trial site staff who are responsible for the conduct, management and oversight of NIH-funded clinical trials are required to be trained in Good Clinical Practice. GCP training must be refreshed at least **every three years** in order remain current with regulations, standards and guidelines.
https://www.umaryland.edu/media/umb/oaa/hrp/documents/CITI-GCP-training-instructions.pdf
PDF your certificate to your Academic Coordinator

Gerontology Early Career Development Award
This prestigious award recognizes excellence in the student's academic work and in research, which serves as the foundation for becoming an independent scholar in the field of gerontology.

The fund provides merit-based awards to students in the Doctoral Program in Gerontology, and supports dissertation research awards, travel to professional conferences, or experiential learning opportunities. Awards ranging from $500-$2000 are given each year to one or more applicants. Students must be in their 2nd year of study or more senior.

Grading Policy
A grade of B or better is required in all 7core courses (GERO 700, GERO 672, GERO 681, GERO 786, GERO 711, GERO 750, and GERO 751). Graduate school guidelines will be followed for other courses. It is highly recommended that students resolve a grade of Incomplete within 1 year. Please note, plus/minus grading is allowed at both campuses. Earning a B- is not a passing grade for a core course.

If in a dual degree you follow the more stringent rules for courses other than the gerontology core courses (e.g. epidemiology requires a B or better in PREV 620 to remain in the MA program).

Graduate Program in Life Sciences (GPILS)
This is an administrative umbrella that assists the 8 PhD programs that sit within the UMB School of Medicine. They host some graduate student career talks and combined program events, but mostly work with the academic coordinator.

Graduate Research Assistantships funded from within UMB or UMBC
> GRAs supported by university or grant funds receive the official university **holiday leave***:
> - Labor Day
> - Thanksgiving and Thanksgiving Break (Friday)
> - Winter Break (Dec. 25 - January 1)
> - Martin Luther King Jr.'s Birthday
> - Memorial Day
> - July 4th
>
> *All students must discuss holiday leave with your GRA supervisor to determine if you are essential for holiday coverage. If you must work a holiday then the time can be taken at a later agreed up on date.
>
> When a Graduate Assistant (GA) is scheduled to work on a holiday, the GA is not required to report to work. The number of hours for which the GA was scheduled to work is reduced from their commitment for the week. If a GA is not scheduled to work on a holiday, then the GA does not earn or use holiday leave.
>
> Spring break is not a break for GRA work. UMBC only closes the first 2 days of the week. UMB is not closed. GRAs are expected to work during this time or make arrangements to make up any agreed-upon time that is missed.
>
> **Vacation Time**
> UMB: https://www.graduate.umaryland.edu/media/Graduate-School/GSA/Documents/GA_Guide2019-2020.pdf (page 12)
> UMB shall allow each twelve month, full-time GA 10 Business Calendar Days of time away from duty per Year.
>
> UMBC: http://gradschool.umbc.edu/funding/assistantships/handbook/ (page 10)
> All GRAs supported by university or grant funds and with 12-month appointments will be allowed time away from their duties during the course of their appointment. A 20-hour a week, 12-month appointment carries with it the expectation the student will be allowed 40 hours of leave.
>
> For all GRAs, this time must be taken during the current appointment and cannot be accrued or carried over. All vacation time must be requested at least 3 weeks prior to the vacation and the student must receive approval from the GRA supervisor.

Sick leave
UMB: https://www.graduate.umaryland.edu/media/Graduate-School/GSA/Documents/GA_Guide2019-2020.pdf
(page 12)
UMB shall allow each twelve month, full-time GA 5 Business Calendar Days per year of collegial
leave for short term illness and emergencies.

UMBC: http://gradschool.umbc.edu/funding/assistantships/handbook/ (page 9)
Sick time should be supported collegially, up to 40 hours per year for the current appointment. After 4
consecutive sick days the student must submit a doctor's note that states (1) the nature of the illness;
(2) that the GA can or cannot return to work for health reasons; and, (3) the duration of the required
sick leave. This letter can be submitted upon the GA's return to work. Sick days should be recorded
on time sheets using standard leave codes.

If you are sick please call your GRA supervisor and inform him/her that you will not be in due to
illness.

Students funded from outside UMB or UMBC will follow the guidelines for holidays, vacation time,
sick time, and inclement weather for that entity.

Parental Leave
UMBC: http://gradschool.umbc.edu/funding/assistantships/handbook/ (page 9)

UMB: discuss with directors and GRA supervisors.

Summer work
Though a GRA cannot work additional hours during the fall and spring semesters, the GRA can
request from their director to work additional hours in the summer. A Supplemental Pay application
must be completed, including a description of where the GRA will work, what work will be completed,
and the expected hours and work schedule. Both the Program Director and the Graduate School
must approve. Remember, GRA hours are priority.

Graduate Research Assistantship Annual Review
The campus requires that each GRA be evaluated at the end of the spring semester. You will
meet with your GRA supervisor in May or June. This may be combined with your Yearly Student
Review if your GRA supervisor is in attendance. Your GRA supervisor completes a form that you
both sign. This form is submitted to the Graduate School

Graduate Research Conference (GRC)
The conference is hosted at each campus by that campus' Graduate Student Association (GSA)
in March or April every year. The purpose is for all students to present their research to the local
academic community. The work may have been previously presented.

Grant Policy
The guidelines below are to assist all students in submitting a grant, regardless of where the student
works or has their GRA or TA.

The student must always inform their academic advisor and research mentor (if they have a mentor) of
plans to submit a grant.
Meet with your advisor and the faculty member who is sponsoring the project as soon as you learn about
the grant opportunity. The discussion should occur at least 2 months before the grant is due.
If the grant is based on your dissertation then your 1 page pre-proposal must be submitted to the program
2 months before the grant is submitted.
The faculty member sponsoring the grant should be your primary guide and provide guidance.
If you are not receiving proper guidance, please inform your academic advisor and/or a program director.

Questions to help guide you and the sponsoring faculty member:
1. Have the directors approved your pre-proposal?
2. Have you discussed the grant with your advisor and mentor?

3. What is the timeline? When does the grant have to route through the university system (usually 2 week before it is submitted)?
4. What pieces need to be submitted?
5. How do I complete the budget and budget justifications?
6. Who has to review the grant and give approval before I submit?
7. Has the sponsoring faculty member given approval of the final submission?
8. What is the IRB process? Do I need permission from the IRB before I submit the grant?
9. Ask every question you can think of.
10. Who is the administrative person responsible for submitting the grant? How early do I meet with this person?
11. When in doubt ask your advisor, sponsoring faculty, or program coordinator.

HIPAA Training (required training) *Due by August 27th*
https://www.umaryland.edu/hrp/for-researchers/required-training/
Create an Account by clicking Register if UMBC enrolled student
Associate with University of Maryland, Baltimore
Click on "Logon to HIPAA training"
Complete HIPAA 125 and HIPAA 201
PDF the certificate to your Academic Coordinator

Independent Study
A student may take from 1-3 credits of Independent study at once, but may only take a maximum of 6 credits total. These credits are usually taken as an elective, however, it can be requested to be a Track course. **You must fill out the *Independent Study Agreement* form before classes begin**.

Posters, Presentations and Publication Submission
All posters, presentations, and publications must be supervised by a faculty member. The faculty member will review the document before it is submitted/presented. Per the Faculty Document Review Time Section, you must always allow 2 weeks for the faculty member to review the item.

Poster Creation (see University Resources)
Students who are presenting a poster at a conference based on work from a grant must have the grant pay for the production of the poster. If the poster is not based on a grant then the program may assist with the payment of the poster cost. Payment will be determined yearly based on the budget.

Professional dress
The program would like to remind you that even though you are students you are continually developing a career. First impressions begin now. Faculty and fellow students will be your colleagues for the remainder of your career. You may even ask many of these people to be references. Please remember to present yourself in a professional manner at all times. This includes your manner of dress every day and, especially, with guest speakers and at conferences. It is recommended that you wear jeans, khakis and similar items during GRA hours, but always check with your GRA supervisor. It is important to remember that during your GRA hours you are working in a department or project, not just attending class. When attending a lecture by another faculty member on campus or a guest speaker it is highly recommended that you wear business casual, this does not include jeans or other more casual attire. At conferences, during sessions and evening meetings, the norm is to wear business casual and maybe even a bit nicer. We hope these guidelines assist you with your professional presentation. If you have any questions feel free to discuss with your advisor, GRA supervisor, another faculty member, or fellow students.

Referencing Style Books (1 is required)
Epidemiology Track- American Medical Association Manual of Style and the American Psychological Association's Style Guide

Policy Track- American Psychological Association's Style Guide

SCB- American Psychological Association's Style Guide

Seminar Series

A distinguished outside speaker is invited each semester. The dates will be distributed as soon as available. The seminar will either be at UMB or UMBC, depending on the sponsor. Lectures cover topics from all tracks. You are receiving an interdisciplinary degree; the program believes you benefit from attending all seminars regardless of your personal interests. ***All students are required to attend.***

Terminal Masters

A student who is unable to complete the PhD is eligible for a terminal MS in gerontology. To be eligible the student must have a 3.0 GPA and at least 30 credits of coursework.
In addition, the student must either successfully complete comprehensive exams or successfully complete an analytic paper.

Title IX.
UMBC: Sexual Assault Prevention Training (required training) *Coming early fall.*

Sexual Harassment Training (required training) *Due by August 30th*
UMB
http://www.umaryland.edu/titleix/training/
Select UMB student
log in
Click on Required Training
PDF the certificate to the Academic Coordinator.

Training grant (T32)

Epidemiology of Aging Training grant, Division of Gerontology, Department of Epidemiology and Public Health. NIA funded training grant that funds 4 pre-doctoral students and 2 post-doctoral fellows.

Substitution of Courses

Students in the Gerontology Doctoral Program may substitute up to 12 of the total credits required for the degree. Students may only substitute core courses (GERO 700, GERO 672, GERO 681, GERO 786, GERO 711, and GERO 750/751) under very rare circumstances and at the student's own risk, as these courses are the basis for comprehensive exams (see details below). No substitution is possible for dissertation credits (GERO 899) required for completion of the degree. Courses are most often substituted for basic research methods/statistics requirements, as well as track or elective requirements. But all substitutions are subject to program review and are not automatic. In addition, any course(s) proposed for substitution must have been taken within 5 years of admission to the program, be taken at the graduate level (preferably the doctoral level for core courses), and have earned a grade of B or better.

To request a substitution the student must do the following:
    (1) Prior to the making the request for course substitution, the student should think fully about how the substitution, if granted, will affect the rest of her/his education, including success on comprehensive exams. While reducing the number of credits required to graduate is often seen as beneficial, consider whether the substitution might either increase the difficulty of other classes or the possibility that the student who substitutes courses may miss some appropriate material that may, in the end, slow their progression to completing the degree.
    (2) After considering the question above, students prepare a written request specifying the course(s) to be substituted and a copy of the syllabus from each proposed substitute course. The request should also indicate how the substituted course would fit into your degree requirements (core, track requirement, elective, methods/statistics etc.).
    (3) The request is presented to and discussed with the student's academic advisor. If the advisor approves, she or he will send written approval forward with the request to the Academic Coordinator.
    (4) The Academic Coordinator verifies the requested substitution(s) meets the requirements above (recency, grade, etc.) and forwards the eligible request to the appropriate party or parties for the next step of review.
    (5) Elective Approval: academic advisor reviews.
    (6) Track-Related Approval: The student's track committee will review the request if the course is:

      a. Substituting for a required track course
      b. Substituting for a methods/statistics course relevant to the track
(7) Core-Course Approval: The appropriate faculty member(s) teaching the core course will review and approve or decline courses proposed for any of the 7 core courses. Correspondence between the submitted course and the program's core course will be the basis for approval.

Per the Graduate School Handbook, "Transfer of credit for courses taken at other institutions is not required of doctoral students. Courses approved and accepted by the graduate program are included on the Graduate Record form at the time of admission to candidacy." Thus, these courses will not appear on your PhD transcript because these courses were not necessarily taken at UMB or UMBC. They will only be recorded on the Admission to Candidacy form to count toward graduation credits.
The exception is if you have an MA in sociology from UMBC. In this case, since there is a formal link between the SOCY MA program and the GERO Ph.D. program, it is appropriate to count all of the relevant MA courses toward the Ph.D. as you would if the course had been taken in a GERO MA program.

Traveling and Travel Reimbursement
If you are traveling out-of-state, or in-state overnight, for program purposes (e.g. conferences, presentations) you MUST request a **Travel Request Form** from Julie or Justine, complete the form and return it to them 3 weeks in advance of your travels. Upon your return you submit your original receipts.

If you are traveling to a conference please request monetary assistance first from the Graduate Student Association on your campus. Secondly, if you are presenting from a grant you should request monetary support from the PI of the grant. Finally, you may also request monetary support from the Gerontology PhD Program, which will provide support as budgets permit. By email let us know what conference, location, the dates and time of travel, the purpose of your trip (just attending, presenting), and the amount of monetary support you expect to receive or have requested from another source. *Please submit your request to the Academic Coordinator at least 45 days before the conference.*

The program will assess the number of students requesting reimbursement and determine the number of students who will receive assistance and the amount. The students will be notified prior to the meeting. Due to limited funds the PhD program will first accommodate those students who are presenting at the conference. There is an allotted amount for each semester. *Each student will only be reimbursed once per fiscal year.*

Please check the GSA Travel policy at the campus in which you enroll.
UMB: https://graduate.umaryland.edu/gsa/Awards/Travel-Fellowships/
UMBC: https://gsa.umbc.edu/reimbursement-instructions/

Weather or any other reason class may be canceled
Cancellation of classes is determined by the campus at which you take the course. For example, if UMBC closes, only those courses at UMBC are cancelled. You may still have class at UMB.
Concerning UMB, listen to WBAL 1090 AM or call 410-706-UMAB (8622) for the latest, most reliable, information on campus closings. For UMBC listen to WBAL 1090 AM or call 410-455-8881/8882/8883/8884/8885.
Sign up for campus alerts on your phone for both weather and emergency information!!

    GRAs funded within the university
    If a campus is closed due to inclement weather, a GRA is not expected to come to campus that day. While hours do not need to be made up, GRAs are still expected to complete their assigned work on time. (Note: In some cases, work can be completed at home).
    Not working due to campus closure depends on which campus is closed and at which campus you have your GRA. If your GRA is at UMB please check UMB's weather number. If your GRA is at UMBC please check UMBC's weather number.
    For those on other on- or off-campus fellowships, please discuss with your supervisors at the beginning of the year regarding weather-related closing.
    All GRAs should discuss inclement weather policies with your GRA supervisor in order to determine if you are considered essential.

Yearly Reviews

Each student meets with his or her academic advisor and one additional faculty member from the student's track between end of classes and early July. You should schedule this appointment in early April for late May or early June. Faculty will review the self-assessment form (see back of handbook) to evaluate the student's progress in the program. Be sure to attach your CV, Course Summary sheet, and unofficial transcript to your self-evaluation each year. Be sure to review the Competencies and identify your progress on all that are relevant for the year, including how these goals were achieved.

You must email the packet (form, CV, competencies and grade summary sheet) to your two faculty members two weeks (see section Faculty Review Time) in advance of the meeting.

The completed, signed form becomes part of the student's file in the program. All students are reviewed by the co-directors and the steering committee each year. After the review by steering committee a progress letter is sent to each student. Each student must sufficiently progress or funding and/or progression in the program may be halted.

Degree Requirements

Core courses (21 credit hours)
> Biology of Aging
> Epidemiology of Aging
> Issues in Aging Policy
> Psychology of Aging
> Sociocultural Gerontology
> Theories/Methods I
> Theories/Methods II

Research Methods/Statistics (min. 12 credit hours)
> A.   Foundations in statistics/methods (min. 6 credit hours)
> B.   Advanced disciplinary analytical courses based on track research specialization (min. 6 credit hours)

Track Specialization (9 credit hours)
> In consultation with an academic advisor, students will select courses that will deepen their knowledge within their track.

Electives (6 credit hours)
> Courses to be selected from the remaining pool of applicable courses in aging in consultation with the major advisor.

Ethics course (1 credit)
> CIPP 909- focuses on professional and research ethics with an additional session focused on ethics in aging research.

Aging Forum
> Sessions (maximum of 8 per semester) on the "nuts and bolts" of research and life in the professional world.
> Mandatory attendance the first two years of the program.

Comprehensive Examination (end of 2nd year for full-time students)
> Examination of core gerontological knowledge, focusing on the content of core courses.

Dissertation (minimum of 2 semesters)
> Research on doctoral dissertation under the direction of a faculty advisor.

Seminar/Speaker Series
> Mandatory attendance while in the program.

Epidemiology of Aging Track Courses

Core courses (21 credit hours)
GERO 672   Issues in Aging Policy
GERO 681   Epidemiology of Aging
GERO 700   Sociocultural Gerontology
GERO 711   Biology of Aging
GERO 786   Psychological Aspects of Aging
GERO 750   Theories/Methods I (taken first semester of first year)
GERO 751   Theories/Methods II (taken second semester of first year)

Research Methods/Statistics Courses
Foundation (min. 6 credits)
PREV 600   Principles of Epidemiology
PREV 620   Principles of Biostatistics
PREV 619   Biostatistical Computing

Advanced analytical courses* (3 courses required)
PREV 720   Statistical Methods in Epidemiology
PREV 721   Regression Analysis
PREV 723   Survival Analysis
PREV 801   Longitudinal Analysis

Track Specialization Courses* (9 credits)
PREV 659   Observational Studies in Epidemiology
PREV 716   Chronic Disease Epidemiology
PREV 758   Health Survey Research Methods
PREV 803   Clinical Trials and Experimental Epidemiology

Electives* (5-6 credits)
PREV 613   Nutritional Epidemiology
PREV 701   Cancer Epidemiology
PREV 702   Advanced Quantitative Methods
PREV 705   Pharmacoepidemiology
PREV 711   Genetic Epidemiology
PREV 716   Chronic Disease Epidemiology
PREV 723   Survival Analysis
PREV 749   Infectious Disease Epidemiology
PREV 801   Longitudinal Analysis
PREV 802   Statistics for Molecular Biology

* Track courses and Electives are not offered every year. Courses selected in consultation with the faculty advisor. Courses may be substituted with approval (see Handbook).

If earning the dual degree in Epidemiology refer to the dual degree page for courses.

Aging Policy Issues Track Courses

Core Courses (21 credit hours)
GERO 672   Issues in Aging Policy
GERO 681   Epidemiology of Aging
GERO 700   Sociocultural Gerontology
GERO 711   Biology of Aging
GERO 786   Psychological Aspects of Aging
GERO 750   Theories/Methods I (taken first semester of first year)
GERO 751   Theories/Methods II (taken second semester of first year)

Research Methods/Statistics Courses
Foundation (6 credits)
- waived with approval, based on sufficient prior graduate training; taken first year
PUBL 600**   Research Methodology
PUBL 604**   Statistical Analysis
 or
SOCY 600**   Research Methodology
SOCY 604**   Statistical Analysis

Advanced analytical courses * (6 credits)(please be certain to discuss with your advisor so that you take courses appropriate to the dissertation research you plan to undertake)
ECON 611/612 Advanced Econometric Methods I /II
PUBL 607   Statistical Applications in Evaluation Research
PUBL 608   Applied Multivariate Analysis
PHSR 701/702 Research Methods I and II
SOCY 608   Advanced Statistical Methods
SOCY 619   Qualitative Methods

Track Specialization Courses * (9 credits)
ECON 600***   Policy Consequences of Economic Analysis
PUBL 603***   Theory and Practice of Policy Analysis
PUBL 601***   Political and Social Context of the Policy Process
ECON 652   Health Economics
PUBL 652   Politics of Health
PUBL 618   Issues in Health Care Finance and Service Delivery
SOCY 632   Work and Retirement (this is not currently offered but may be offered again in the future)
SOCY 698   Adv. Selected Topic: Aging and Health in Diverse Context (this is not currently offered but may be offered in the future)
SOWK 726   Aging and Social Policy (only to be taken if you are unable to take GERO 672)

Electives (6 credits)
Courses also selected from track courses, research and methods courses, or other courses in consultation with the faculty advisor.

* Track courses and Electives are not offered every year. Courses selected in consultation with the faculty advisor. Courses may be substituted with approval (see Handbook)
 **Required for policy track
***Two of these three courses, ECON 600, PUBL 603, PUBL 601, are required.
Permission is required for all PUBL courses. Please contact the instructor.

Social, Cultural, and Behavioral Sciences (SCB) Track Courses

Core Courses (21 credit hours)
GERO 672   Issues in Aging Policy
GERO 681   Epidemiology of Aging
GERO 700   Sociocultural Gerontology
GERO 711   Biology of Aging
GERO 786   Psychological Aspects of Aging
GERO 750   Theories/Methods I (taken first semester of first year)
GERO 751   Theories/Methods II (taken second semester of first year)

Research Methods/Statistics Courses
Foundation (min. 6 credits)
- Substituted with approval, based on adequacy of prior graduate training
SOCY 600   Research Methodology and
SOCY 604   Statistical Analysis
or
PSYC 611   Data Analytic Procedures I** and
PSYC 710   Data Analytic Procedures II***

Advanced analytical courses (min. 6 credits)
Selected in consultation with advisor. For some courses permission required.
ECON 611   Advanced Econometric Methods I
ECON 612   Advanced Econometric Methods II
NURS 814   Design and Analysis for Non-Experimental Nursing Research
NURS 815   Qualitative Methods in Nursing Research
NURS 816   Multivariate Analysis in Social and Health Care Research
NURS 817   Longitudinal Designs in Health Care Research
PSYC 713   Longitudinal Data Analysis ***
PSYC 715   Measurement ***
PSYC 717   Structural Equation Modeling ***
PUBL 607   Statistical Applications in Evaluation Research
PUBL 608   Applied Multivariate Regression – An Introduction
PUBL 611   Causal Inference in Program Evaluation
SOCY 605   Advanced Research and Evaluation Techniques
SOCY 608   Advanced Statistical Methods
SOCY 618   SAS for Social Scientists
SOCY 619   Qualitative Methods in Social Research
SOWK 783   Qualitative Cross-Cultural Research

Track Specialization Courses * (9 credits)
EDUC 605   The Adult Learner (consent req.)
GERO 742   Economics of Aging
SOCY 620   Social Epidemiology
SOCY 630   Sociology of Aging
SOCY 631   Family and Aging in Society
SOCY 632   Work and Retirement
SOCY 634   Gender and the Life Course
SOCY 651   Health and Illness Behavior
SOCY 670   Social Ties Across the Life Course

Electives* (6 credits)
SOCY 606   Social Inequality and Social Policy
SOCY 658   Sociology of Mental Health
SOCY 652   Healthcare Organization and Delivery
SOCY 680   Applied Sociology

SOCY 681 Social and Institutional Roles of Nonprofits
SOCY 685 Nonprofits, Internal Operations and External Relations
SOCY 698**** Neighborhoods and Health Inequality
SOWK 726 Social Policies and Programs for the Aging

* Track courses and Electives are not offered every year. Courses selected in consultation with the faculty advisor. Courses may be substituted with approval (see Handbook).
** Instructor permission required.
***PSYC 611 or Instructor permission required.
If earning the combined degree in Sociology refer to the dual degree page for courses.
****New SOCY course number being assigned

Core Course Sequencing
FT students must take all core courses by the end of their 2nd year

Fall '20
Thry/Mthds1 (750)
Psych (786)

Spring '21
Thry/Mthds2 (751)
Bio (711)
Epi (681)

Fall '21
Thry/Mthds1 (750)
Policy (672)
Sociocultural (700)

Spring '22
Thry/Mthds2 (751)
Psych (786)

Course names:
Issues in Aging Policy –GERO 672
Sociocultural Gerontology- GERO 700
Psych of Aging –GERO 786
Biology of Aging- GERO 711
Epi of Aging- GERO 681
Theory Methods I and II- GERO 750/751 (required your first year)

University Resources

Academic Calendar
UMB- https://www.umaryland.edu/registrar/academic-calendar/
UMBC- https://registrar.umbc.edu/calendars/academic-calendars/

ADA
UMB- https://www.umaryland.edu/disabilityservices/
UMBC- https://sds.umbc.edu/

Alert System
UMB- https://www.umaryland.edu/emergency/alerts/
UMBC- https://police.umbc.edu/services/emergency-text-alerts/

Athletic Center
UMB- http://www.umaryland.edu/urecfit/
UMBC- https://my3.my.umbc.edu/groups/recsports

Blackboard
UMB- https://blackboard.umaryland.edu/
   Once you have a myUMB login you can log into Blackboard

UMBC- https://my.umbc.edu/
   Click on Blackboard symbol.
   Once you have a myUMBC login you can log into Blackboard

   Program organizational site: Gerontology Ph.D. Program. Sign up for it.
    Open UMBC Bb site
    Clcik on Organizations down left side menu
    Top Right click on Organization Catalog
    Name Contains (enter Gerontology)
    Gerontology PhD site appears.
    Join

Breastfeeding policy
UMB- https://www.umaryland.edu/wellness/lactation-center/
UMBC- https://womenscenter.umbc.edu/

Career Resources
AgeWorks- https://agework.geron.org/

Preparing Future Faculty- http://www.preparing-faculty.org/

Careers in Aging- https://www.geron.org/career-center

Citation Manager
EndNote
Zotero
Others

Coaching
http://www.umaryland.edu/disabilityservices/coaching/

Computers
Everyone having their own computer of some type is preferable.
You cannot attach your personal computer to the server.

Epi track: You must have your own <u>laptop</u> for required courses in the Epi track. It must be of high enough quality to run Windows 10 and run major programs such as Word, Excel, and Powerpoint. This will assure you can run most required programs, including SAS. Your personal computer does not need to be a PC, but must be of equal quality and be compatible with PC software. However, a PC would be best.

Computer Resources
It is expected that you will use your home computer or the common university facilities.
If assigned a desk you may have to share a computer with another worker.

UMB- labs are available in the library.
    Students may use assigned office computers
UMBC- many labs available 7 days a week
      Students may use assigned office computers
      https://wiki.umbc.edu/display/faq/Computer+Labs

Counseling Center
UMB- http://www.umaryland.edu/counseling/
UMBC- http://counseling.umbc.edu/

Crisis helpline
National Suicide Prevention Lifeline: http://www.suicidepreventionlifeline.org/

Dentist
Maryland
https://www.dental.umaryland.edu/patients/general-dentistry-adult/

Essex
http://www.ccbcmd.edu/~/media/CCBC/Programs%20and%20Courses/Schools%20and%20Academic%20Departments/SHP/PDFs/dental_clinic.ashx

Eating
UMB-
Hospital cafeteria, VA cafeteria, Au Bon Pan in the hospital, Café on the Square, The Penn Restaurant Kirbies, Dental School Café, Café Crema, Potbelly Sandwiches, Campus Center, Panera and more

UMBC-
Coffee shop in the Admin building, The Commons Building food court, Chick-fil-a and Starbucks in the University Center and coffee and snacks in the Library lobby. Students can also purchase meal plans or pay to eat at "True Grit's" in the dormitory complex

Eduroam
UMB: https://www.umaryland.edu/cits/services/eduroam/
UMBC- https://wiki.umbc.edu/pages/viewpage.action?pageId=36766369

Email
Students based at UMB will receive a SOM (school of medicine) email address
Students based at UMBC will use the UMBC email address

Facebook
https://www.facebook.com/Doctoral-Program-in-Gerontology-UMB-UMBC-47138982873/?ref=page_internal

Forms and Course Schedules
UMB- http://www.graduate.umaryland.edu/Forms/
    https://surfs.umaryland.edu/SIMS/bwckschd.p_disp_dyn_sched
UMBC: http://gradschool.umbc.edu/students/forms/
    https://highpoint-prd.ps.umbc.edu/app/catalog/classSearch

GGEAR (Geriatrics and Gerontology Education and Research Program)
https://www.umaryland.edu/gerontology/research-and-programs-/geriatrics-and-gerontology-education-and-research-program/

Graduate Faculty
UMB: https://www.graduate.umaryland.edu/About/Faculty/Graduate-Faculty/
UMBC: http://gradschool.umbc.edu/faculty/

Graduation Requirements and Deadlines
UMB-
http://www.graduate.umaryland.edu/Current-Students/Information-for-Graduating-Students/
UMBC-
http://gradschool.umbc.edu/graduation/reqs/doctoral/

ID Badges
Replacement badges cost $15
UMB-
UMB1OneCard, basement of Campus Center
Send in photo early
Must be registered for classes to get an ID

UMBC -
Go to the office in the Old UC building (The Comm Store, 1st flr) any time before classes begin with a valid state or federal ID.
Must be registered for classes to get an ID

You should have an ID for each campus.

Legal Advice
MD Legal Aid- www.mdlab.org

Libraries
UMB- Health Sciences and Human Services Library, https://www.hshsl.umaryland.edu/
    The corner of Lombard St. and Green St., to the left of the Student Union
    410-706-7996
Without a UMB ID:
    Once you register for a class at UMB you have access.
    If you need access before this please contact your coordinator

UMBC-The Albin O. Kuhn Library, https://library.umbc.edu/
    Copiers and copy cards
    Interlibrary loans
    410-455-2232
Those enrolled at UMBC that do not take a course at UMB at least once a year will have their access to the UMB library expire. When this happens just let the coordinator know.

Mail
The program prefers that you use your home address for all communication both with the program and professional organizations.

Meyerhoff
http://meyerhoff.umbc.edu/

myUMB
Staff and Student registration for campus level software
https://myumb.umaryland.edu/psp/paprod/?cmd=login
You should be sent a user ID and initial password when you register on that campus.

myUMBC
The registration and student account system at UMBC
https://my.umbc.edu/
You should be sent a user ID and initial password when you register on that campus.

Parking
UMB students- http://www.umaryland.edu/parking/parking-at-umb/student-parking/commuting-student/
- 410-706-6603
$5 for the permit
$6 per day for the garage

Most important: UMBC does NOT honor the UMB hangtag. The coordinator sends a list of names and SSNs to UMBC parking. Go to the parking Office at UMBC with your UMB ID and $60 (cash or check). Or, Park in lot 10 or 16 after 3:30 and only pay .50 cents.

UMBC students- 410-455-2551
http://www.umbc.edu/parking/fsstud.htm
You can register your car online and then your hangtag is sent to you.

Most important: UMB does NOT honor the UMBC hangtag. The coordinator sends a list of names to the UMB parking office. Complete a parking application online.

Photocopying and Printing
Students cannot use the departmental copiers or printers to copy or print any material for their classes. You must pay for copies using library copiers or non-campus copiers and use your own printer to print.

UMB- Your ID badge serves as the copy card.

UMBC- Your ID badge serves as the copy card.

Project copy codes are only used for copying items related to GRA assignments. Students cannot use project copy codes for their personal copying.
Printing for any assigned GRA task is fine.

Police Escort Services
UMB- https://www.umaryland.edu/police/safe-walk-safe-ride/
        410-706-6882
UMBC- http://police.umbc.edu/files/2013/04/Escort-Service.pdf
        410-455-5555

Poster Creation for presentations
CommonVision at UMBC
http://commonvision.umbc.edu/

The UMB Library
http://www2.hshsl.umaryland.edu/hslupdates/?p=2282

Graphics Land
http://www.graphicsland.com/

FedEx
https://www.fedex.com/en-us/home.html

Bressler building 5th fl
Make a left off elevators then follow hallway around on the right. Office # 5-0010 in corner (sign on door has more info).
$65 with a check or account #
Open M-F 9-3

Prof-It (Professors in Training Program)
UMBC- trains students in teaching. Assists in arranging relationships with community colleges at which students teach. All are welcome to join.
Also
https://cirtl.umbc.edu/certifications/

PROMISE
Graduate Student Development. Everyone is welcome.
https://promise.umbc.edu/
https://graduate.umaryland.edu/promise/

Registration
Note: In order to delay paying of student loans you must always be registered for 6 actual credits until you graduate. GRA registration does not count (601 or 900). Always check with your loan company to verify the needed number of credits to defer.

UMB-
Discuss your proposed courses with your advisor
Have advisor inform the coordinator that you may register. The coordinator gives permission.
Log onto SURFS, http://www.umaryland.edu/surfs/
Fill out inter-campus form for inter-campus courses – get form from the coordinator
Fill out tuition remission online if on a GRA

UMBC-
Discuss your proposed courses with your advisor.
Advisor gives you permission to register or informs the coordinator to give you permission, as needed
Log onto myUMBC, https://my3.my.umbc.edu/
Fill out form for inter-campus courses (emailed) for any UMB classes.
Fill out tuition remission form if on a GRA (emailed). Give form to the coordinator

SafeAssign
Assists to not plagiarize.
SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works.
http://www.blackboard.com/safeassign/index.html

Campus Shuttle
UMB Campus Only Campus shuttle- http://www.umaryland.edu/shuttlebus/
 This travels from campus buildings to certain neighborhoods in the city.

UMBC Only Transit- http://www.umbc.edu/transit/aboutus.php
 This travels within UMBC campus, Catonsville, Arbutus, Baltimore City, and UMB campus

Sigma Phi Omega (SPO)
http://www.sigmaphiomega.org/.
The national academic honor and professional society in gerontology. UMBC has a local chapter for all students. Students run the chapter and plan activities.

SURFS (Student UseR Friendly System)
Student account system at UMB
Register online, Check grades, financial accounts
http://www.umaryland.edu/surfs/

UMB students: Enter your SSN (without hyphens) as your User ID and your birth date in the mmddyy format (no punctuation) as your PIN. Once you've entered your original PIN, and your new PIN twice, click on login. You'll be asked to provide a Security Question and Answer. We suggest that you choose a question for which the answer never changes. If you ever forget your SURFS PIN, simply click on the

"Forgot PIN" button on the logon screen. Answer the Security Question you provided and you will be able to reset your own PIN immediately.

UMBC students:
Once you register for class at UMB this will be available.
They set up an email for you and an account. They email you your account number and password.

Student Union/Campus Center
UMB- Lombard St., https://www.umaryland.edu/campuscenter/
UMBC- The Commons, http://www.umbc.edu/thecommons/

Telephones
UMB-
The phone at your desk is primarily for work calls. You may make local calls sparingly.
In an EMERGENCY ONLY, the coordinator can take a message.

UMBC-
Individual phones assigned, **Local calls only**
In an EMERGENCY ONLY, the coordinator can take a message.

Title IX
UMB- http://www.umaryland.edu/titleix/
        To report: 866-594-5220
        In case of emergency, please contact the local police at 911 or Campus Police at 711 (internal) or 410-706-3333 (external).

UMBC- https://oei.umbc.edu/sexual-misconduct-policy-and-procedures/
        Emergency Law Enforcement: Call 911
        University Police (assistance provided 24 hours a day, 7 days a week): 410.455.5555
        Baltimore County Police Department: 410.887.0872

Writing Centers
UMB- http://www.umaryland.edu/writing/
UMBC- https://lrc.umbc.edu/tutor/writing-center/

Comprehensive Examination Policy
Approved April 2011
The program has the right to change the policy at any time.

Content

- Covers the content of the seven core courses (i.e., epidemiology of aging, biology of aging, psychological aspects of aging, sociocultural gerontology, issues in aging policy, and the two semester theory and methods sequence).
- Four questions in total.
- All questions are integrative in nature, drawing from the five content courses (i.e., epidemiology of aging, biology of aging, psychological aspects of aging, sociocultural gerontology, issues in aging policy), and, as relevant, the theories and methods sequence.
- One question integrates the theory and methods sequence with content courses. One way to structure this question is to ask students to critique a journal article. Students are given a choice of questions in this area.
- Two questions focus on the five content courses, applying the course content in an integrative manner. Students are given a choice of questions in this area.
- One question is student oriented. The student identifies an area of emphasis for the question in collaboration with her/his mentor (see page 4 for a discussion of the mentor). The mentor writes the question. The question is intended to allow the student to demonstrate expertise in his/her area of emphasis but to also "stretch" the student. The mentor identifies a second reader (who need not be a gerontology faculty member). The second reader reads the questions and provides comments back to the mentor about the question, prior to its inclusion in the examination.

Structure/Logistics

- The examination has four sections. Sections one through three cover the first three questions (see above). Within each of those sections, the student has a choice between two questions. The fourth section is the student-oriented question.
- Take home exam; open book/note/internet.
- Seven days (Monday AM to Monday AM) for the full examination. For students retaking part of the examination, the time will be adjusted relative to the four questions in seven days (42 hours per question).
- Responses submitted after the specified due date and time will not be accepted and will be considered a failure (i.e., 9:00 am Monday is the usual time; any responses received at 9:01 will not be accepted). Responses must be appropriately formatted or they will not be accepted.
- Sickness, computer failure, or other extenuating circumstances that happen during the examination must be reported to the academic coordinator as soon as possible and must be done during the examination period. Sickness must be of sufficient severity that a physician's note will be required, and may allow for a later retaking of questions without penalty. We can provide back up computers for students who have problems. Other problems will be addressed on an as needed basis, but must be of a sufficient severity before additional time or resources will be allowed or provided. All appeals for these extenuating circumstances will be reviewed by the program Co-Directors and/or the Steering committee.

- A maximum of 10 pages per question; type written; double-spaced; references are required but are not included in the 10 pages.
- Examination responses will be graded on a "high pass, pass, conditional pass, or fail" basis. Each question receives a separate grade. If the two faculty readers disagree and can't reach a resolution on the grade, a third faculty member will read the question and the third "vote" will determine the final grade. Readers will not know the students' identity and students will not know the readers' identity.
- Examination results will be returned to students within three weeks of the examination being completed by students. A student who failed a question(s) has the option to appeal the grade on that question(s). The student must submit a detailed written explanation of how/where he/she believes he/she was unreasonably graded. This should be submitted to the Program Directors via the academic coordinator within three weeks of the notification of failure. The Directors may then confer with Comprehensive Examination committee for further review or request an additional reader for the question(s) (if justified). Students can expect to receive feedback within four weeks of submitting the appeal. Conditional pass grades are not subject to appeal.
- With a conditional pass, the student will work with one designated faculty member to revise the question until it is satisfactory. The goal of the conditional pass process is help the student learn from their mistakes during the examination. Like an NIH grant resubmission or journal article revision, the student will need to address all the comments made by the original examination graders, and should mark the changes in their resubmission(s). The original grader comments should be clear about what needs to be rewritten and that the faculty member is available for questions, but will not provide exact details about the revisions (e.g., will not rewrite the question for students or give overly extensive comments on what should be done).
    o The conditional pass must be resolved within 10 weeks after the student receives the comprehensive grades. The student has a <u>maximum of two revisions</u> to resolve the conditional pass.
    o The student should meet with the designated comprehensive examination faculty member to discuss their answer within two weeks of receiving the grade. The student should submit the first revision within four weeks <u>of receiving the final grade</u>. The faculty member has two weeks to return feedback to the student about the revision and the student has two weeks to revise the response (if needed).
        ▪ Any exceptions to the above timeline must be requested from the Comprehensive Examination committee chair through a formal request in writing, detailing reasons for the request.
    o The revised response should not exceed 10 pages.
    o If the designated comprehensive examination faculty does not think that the final response is of sufficient quality to receive a pass, the question will be determined to be a failure. The final "failed" answer may be read by additional readers to verify that it is insufficient.
    o There is no expectation that any student having a conditional pass will be able to resolve the pass in time to move to candidacy for the Fall academic deadline.

- The comprehensive examination is offered once a year in July, usually starting the 3rd week, with the opportunity to retake failed portions of the examination the following January. If a student fails one or more questions, the student can request to retake only the failed question(s) in January or wait until the following summer. Students with a

conditional pass that is not successfully completed within 10 weeks may retake the question in January.

- If a student fails a question on the comprehensives examination, or is at risk of failing a conditional pass revision (i.e., more than 6 weeks after getting a conditional pass on the examination without resolving it to a pass), the student's academic advisor will be notified of their failing/potentially failing status and sent the comments on the relevant question(s). It is expected that the student will meet with the advisor to discuss remedial actions and potential training experiences to help them before retaking the failed question(s).
- A student can retake an examination once, retaking only the failed question(s). Based on seven days for four questions, each question being retaken should be given 42 hours each.
- There is no option to petition to re-take a failed question a 2nd time. If a student fails the retake then this student can either withdraw from program immediately or complete an Analytical Paper and earn an MS in Gerontology.
- The earliest the examination can be taken is after the student has completed the seven core courses: epidemiology of aging, biology of aging, psychological aspects of aging, sociocultural gerontology, issues in aging policy, and the two semester theory and methods sequence. For a full time student, this would be July after the second year of courses. A student may begin work on a dissertation proposal prior to passing the examination (registering for GERO 898) but must pass the examination prior to defending the proposal.

Examination Committee/Readers

- Five to six person committee representing the core content areas, but not necessarily teaching the core courses.
- It is expected that committee members serve three years, then some members may rotate off and new members join, retaining some membership continuity across years.
- Each core course instructor(s) will provide two sample questions to the committee each time the core course is taught. These questions can be considered by the committee, and may be included in the examination after editing. Course instructors are encouraged to select questions that are integrative across the core course content areas.
- The core course syllabi will serve as the reading list for the examination. Each core course instructor(s) can provide a different reading list or make additions to the readings in their syllabus, identifying readings with which students should be familiar. These separate lists will be combined into a reading list and made available to students in late spring, to use in preparation for the examination.
- Students shall have access to some previous examination questions to use in preparation. The questions can be found on the UMBC Blackboard site under Communities, Gerontology PhD Program, Information, Comprehensive Examinations. Students, both current and graduates, may not share previous questions or answers; the questions and sample answers should only be provided by the academic coordinator.
- Students may share answers only within comprehensive exam year cohort and only with students who have successfully completed **all** of comprehensive exams in that cohort.
- Examination committee members serve as readers. The mentor of each student will read the student question and recommend a second reader for that question.
- Each examination question will have two readers, with a third reader if there is

disagreement about the grade to be assigned.
- Examination committee structure and process will be evaluated after the first two years, and every two to three years thereafter.

Comprehensive Examination --Student-Oriented Question- Question 7

Question 7 requires the mentor to work closely with the student to identify the topic area to be covered, to write the question, and subsequently to grade the question along with one other named reader. The existing policy states:

One question is student oriented. The student identifies an area of emphasis for the question in collaboration with her/his mentor. The mentor writes the question. The question is intended to 1) allow the student to demonstrate expertise in his/her area of emphasis, 2) "stretch" the student to synthesize beyond mere recitation of factual information, 3) to provide a positive learning experience, and 4) moves the student forward in her/his area of interest. This question is not specifically intended as preparation for the dissertation, but may result in stimulation of ideas for that task. One goal is to permit the student to demonstrate mastery in a specific, specialized area of knowledge within gerontology. The mentor identifies a second reader (who need not be a gerontology faculty member). The second reader reads the question and provides comments back to the mentor about the question prior to its inclusion in the examination.

The question should be developed through *multiple* meetings with the mentor (and other faculty if so desired) and be reviewed by the committee for consistency of level across students taking the comprehensive examination. The mentor must have the completed and approved (by the 2nd reader) question in writing to the Comprehensive Examination Committee **by June 10 for July examinations and by December 10 for January examinations**. Review and feedback from the Comprehensive Examination Committee to the mentor should result in a final question by June 20 (or December 20).

The mentor need not be the student's current academic advisor, but the student must discuss the choice of a mentor for the comprehensive exam with her/his academic advisor. The student may select the faculty member who best fits their research interests. Once both agree on a potential mentor, the student may approach the faculty member and request they serve as mentor. The mentor will most often be the faculty member deemed likely to become the chair of their dissertation committee (but not necessarily). This faculty member must be a *regular* member of the graduate faculty. If you are unsure if a particular faculty member is a regular member of the graduate faculty, go to
http://graduate.umaryland.edu/p_gradfac.html for UMB faculty and to
http://www.umbc.edu/GradProg/catalog/pdf/01grad_fac.pdf for UMBC.
To apply to be graduate faculty at UMBC go to
http://www.umbc.edu/GradProg/forms/pdf/02memapp.pdf.

Academic Honesty
Students will be given the following statement to read and sign before taking the comprehensive examination:

Gerontology Ph.D. Program
Comprehensive Examination Certification
July 2010

CERTIFICATION (to be signed in advance of distribution of questions):

I have read and understood the directions for this exam. I will neither provide assistance nor receive any assistance from any other person (internal or external to the program) on this exam (including proofreading of any kind). Any material that I have drawn from other sources will be appropriately cited. I have read the Graduate School policies on Academic Integrity (www.umbc.edu/gradschool/procedures/integrity.html) and certify that the questions I will turn in will represent my individual work.

I understand that the answer should be in my own words.
I understand that plagiarism, falsification, fabrication, cheating, inappropriate authorship, or any other academic dishonesty will result in failure of the entire comprehensive examination, and may result in more severe penalties as determined by the Gerontology Steering Committee and consistent with the University of Maryland policies. I will refer to the academic policy pages at UMB: <http://graduate.umaryland.edu/grad_policies/misconduct.html> and UMBC: <http://www.umbc.edu/gradschool/procedures/misconduct.html> for more details.

I will not share the questions or answers on these examinations with anyone. I will have no contact with anyone except the academic coordinator or the chair of the comprehensive examination committee (in case the academic coordinator is unavailable) about the examination during the exam period.

_____ _____ _____

Printed name   signature   date

Attached as appendix:

Definitions:

From the UMBC website http://www.umbc.edu/gradschool/procedures/misconduct.html: "Student academic misconduct may take numerous forms such as, but not limited to, those listed below:

A. Fabrication: The intentional and unauthorized generation or augmentation of data, information, citation or result in an academic exercise.
B. Falsification: The intentional and unauthorized altering of any information, citation or result in an academic exercise.
C. Plagiarism: The intentional or knowing representation of the words, ideas or work of others as one's own in an academic exercise. The appropriation of the language, ideas or thoughts of another and representation of them as one's own original work.
D. Cheating: The intentional use or attempted use of unauthorized material in an academic exercise.
E. Improprieties of Authorship: Improper assignment of credit or misrepresentation of material as original without proper referencing of the original authors.
F. Facilitating Academic Dishonesty: The intentional or knowing assistance or attempted assistance of another student to commit an act of academic misconduct. "

From the UMB website:

"Such misconduct involves significant breaches of integrity which may take numerous

forms such as, but not limited to, those listed below:

- Fabrication: The intentional and unauthorized generation or altering of data, information, citation, or result in an academic exercise.
- Falsification: The intentional and unauthorized altering of any information, citation, or result in an academic exercise.
- Plagiarism: The intentional or knowing representation of the words, ideas, or work of others as one's own in an academic exercise. The appropriation of the language, ideas, or thoughts of another and representation of them as one's own original work.
- Cheating: The intentional or attempted use of unauthorized material in an academic exercise.
- Improprieties of Authorship: Improper assignment of credit or misrepresentation of material as original without proper referencing of the original authors.
- Facilitating Academic Dishonesty: The intentional or knowing assistance or attempted assistance of another student to commit an act of academic misconduct."

For more information on proper citations, please see the following web page for resources: http://aok.lib.umbc.edu/informationliteracy/plagiarism.php. This page includes links to several other great web pages.

Guidelines for Gerontology Dissertation Proposal
(The program has the right to change the policy at any time.)

1. The following steps are involved in preparing a dissertation proposal. The student informally discusses potential dissertation topics with relevant program faculty members. The student seeks a chair that has regular graduate faculty status. (http://www.graduate.umaryland.edu/graduate_people/list/grad_faculty.html or http://www.umbc.edu/graduateschool/about/faculty.html) and is willing to work with him/her on the selected topic. Names of other possible committee members are discussed.

2. Pre-Proposal Process.
   After application for candidacy, the student develops a three-page draft (single spaced, standard margins, 11 point font/format) of the topic for the proposed dissertation. The purpose of this step is to formulate a dissertation idea, initiate a working relationship with the dissertation chair, and receive input on the research topic from faculty members who may become members of the dissertation committee. This three-page pre-proposal must contain:
   a. A description of your study, including its relevance to aging/gerontology
   b. The basic study design (e.g., cross-sectional survey, in-depth interviewing, intervention, analysis of secondary source) and methodology of the study, to including sample and key measures.
   c. A statement of the unique contribution of the study to the literature.

   This three-page pre-proposal is first distributed to the chair. After approval by the chair, it is sent to the prospective committee members to obtain their agreement to sit on the committee and to receive feedback/approval on the pre-proposal. The student does not have to have a formal group meeting to obtain approval of the pre-proposal. Discussion may occur with individual faculty (electronically, via phone or face-to-face) or in a group, but discussion must occur. The format in which the pre-proposal is discussed is decided by the student and the chair. The final pre-proposal approval can be by group email.
   If a potential committee member declines, the student solicits other suitable replacements. Once a full committee is in place the student revises the pre-proposal based on all feedback and comments from the committee and receives final approval from the committee.

3. Once the student has a fully approved pre-proposal, the student submits it to the academic coordinator, who will then distribute it to the directors. The directors review the proposal for relevance to gerontology and correctness of the dissertation committee composition.*

   The composition of the doctoral committee must meet the following criteria*

   a. The committee must have a minimum of 5 members;
   b. Chair: The chair of the committee is the student's mentor and must be a faculty affiliate of the gerontology program with regular graduate faculty status. It is strongly recommended that the chair have affiliation with the student's track of study (See note below on "informal" chairs.);
   c. At least three members of the committee (counting the chair) must have regular graduate faculty status;
   d. At least one faculty member must represent the other campus; and
   e. At least one faculty member must be external to the Gerontology Program faculty. A list of gerontology faculty can be obtained from the academic coordinator of the Gerontology Program.

4. After the pre-proposal and the committee are approved, the chair works with the student to develop the formal dissertation proposal. The proposal is expected to have the following sections:
   a. Introduction, problem statement, and significance;
   b. Literature review;

c. Theoretical framework with research questions and/or study hypotheses;
d. Research design including data source(s), measures, and analytic methods;
e. If relevant, preliminary data or pilot study to establish the feasibility of the research project;
f. Plan for addressing human subjects review (IRB);
g. Study limitations and strengths; and
h. Preliminary bibliography.
i. If you are choosing the three-paper option, all of the above apply, you must also include a description of each of the three proposed papers.**

5. The draft proposal is sent to all committee members for review and comment. The committee must be allowed at least 2 weeks to review the proposal. The chair polls the committee to determine if the proposal is ready for presentation and informs the student. (This is typically an informal process, the purpose of which is to gain consensus among the committee members. There is no formal timeline. Feedback to the chair and student may take the form of oral or written comments and suggestions.)

6. Once the committee agrees, the student, with the chair's guidance, schedules a formal proposal defense. The defense date, time location and dissertation title are emailed to the academic coordinator 2 weeks in advance of the proposal defense so s/he can circulate it to all Gerontology Program faculty and students. The proposal defense consists of four parts:
   a. A closed session with the committee members alone to go over the rules governing the session (this can be done ahead of time by email or at the beginning of part c;
   b. An open session in which the student presents the proposal and answers questions from committee members and others in attendance. This part is open to all Gerontology Program faculty and students or interested friends/family(the public). Students are typically asked to prepare a 15 to 20 minute presentation of their proposal; and
   c. A final closed (i.e., non-public) session in which the committee asks remaining questions and, after excusing the student and the public, determines by consensus whether the student has successfully defended the proposal. If the committee is unable to reach consensus, a positive vote by all but one committee member is required for passing the proposal defense. After this deliberation the student is invited back into the room and given a roadmap of what lies ahead.
   d. The committee signs the Proposal Defense Form and returns it to the coordinator.

7. After successfully defending his/her proposal the student formally begins work on the dissertation analysis under the guidance of the chair with help from the other committee members. It is the responsibility of the student to keep committee members abreast of progress toward completing the dissertation and any unforeseen problems along the way. The student must distribute a complete penultimate draft of the dissertation to each committee member for review and comment at least 4 weeks prior to the final defense. Each committee member will then individually determine whether the student is ready to defend the dissertation. The identified readers (indicated on the Nomination of Members for the Final Doctoral Dissertation Examination Committee form) will need to sign the Certification of Readiness to Defend the Doctoral Dissertation form no less than 2 weeks prior to the defense.
   Students are expected to meet with their entire committee (or at least a majority of the members) periodically during their dissertation writing phase.

8. Before the complete dissertation is distributed, the chair informs the student when to arrange a final defense date. All deadlines published by the Graduate Schools are firm. The student polls the dissertation committee for a date and time and works with the Academic Coordinator to reserve a room on either campus. The defense date, time, location and dissertation title are emailed to the academic coordinator 2 weeks in advance of the defense so s/he can circulate it to all Gerontology Program faculty and students.

9. The final defense will follow the same procedure as the proposal defense. You must read the exact procedure in the graduate school catalog.

10. A PDF copy of your final dissertation is emailed to the academic coordinator. The student must discuss with their chair the expectation of whether to receive a hard bound copy or not.

Note: In some instances, the student may wish to have an associate member of the graduate faculty serve as "informal chair or co-chair" of his or her committee. If this is the case, a regular member of the graduate faculty must be identified and must agree to serve as the "formal" or "official chair" and must agree to assure that all Gerontology Program and Graduate School policies and procedures are followed. In this situation, the regular member of the graduate faculty identified will be named as the chair of record and the informal chair will be listed as co-chair of the committee. The roles and responsibilities of the informal and official chair will need to be established with input from the student and discussion between the two faculty members.

*If you are earning a dual degree please refer to the dual degree requirements for process and dissertation committee requirements.
**Please refer to the Three Paper Option Guidelines for further detail.

Dissertation Policy on Outside Assistance

The Graduate School does not prohibit the practice of outside assistance as long as all guidelines related to research ethics, originality, plagiarism, etc. are followed. If the student discloses and accurately describes how the data was analyzed then there should be no academic misconduct. The School realizes that assistance can be discipline specific. Thus, each program must determine when certain actions are appropriate or not appropriate for a given field and dissertation.

The Doctoral Program in Gerontology's policy requires the student to disclose to his/her committee if any outside assistance (hired assistance or specialist) is planned. The student's dissertation committee will then decide whether or not this outside assistance is allowed for this particular student's dissertation. No matter whether outside assistance is used or not, each student is expected to independently interpret and summarize the findings.

Doctoral Program in Gerontology, UMB/UMBC
Three Paper Dissertation Option

The intent of the dissertation, regardless of its format, is to establish the student as an independent researcher. The work should be original, new research where the dissertation writer is clearly the leader of the project. Therefore, she or he should be first or sole author of papers that are created or published. Authorship will be determined by discipline and manuscript specific criteria.

None of the papers should be submitted for review by a journal prior to the proposal defense. It is further expected that the three papers should reflect aspects of a common topic or area of research, potentially deriving from one overarching question or issue. This theme should connect the papers, as reflected in the expectations of the outline below. It is not required that all papers employ a single dataset or methodology for their completion.

Proposal

The dissertation proposal should contain the following elements, although the organization of these elements into chapters can be handled flexibly, at the discretion of the student and her or his dissertation committee, based on the needs of the particular dissertation. The proposal should include:

1) *Statement of the Problem/Research Question*: Identifying and explaining the overall theme/issue/question driving the research and its importance.
2) *Literature Review*: Relating to the overall theme/big picture that unifies the papers and provides the context for the more-specific papers to follow.
3) *Overall Methods:* Description of general approaches, including descriptions of research design, dataset(s), measurements, approaches to analysis (including sample size consideration where appropriate), and methodological challenges of research for this topic.
4) *Descriptions of Each of the Three Proposed Papers:* For each paper, there should be a section of the proposal that includes: a) the statement of the specific question(s) that will be addressed in this paper; b) additional specific information regarding variables, dataset, etc.; c) proposed analytic techniques (including sample size consideration where appropriate) , as well as d) limitations of the proposed study.

      If secondary data is being used and the PI of the project from which the data comes is not on the dissertation committee, the dissertation chair and student must communicate directly with the PI and have a signed written agreement that the PI approves of the proposed research and use of the data. The chair is the primary negotiator. The PI should always be provided with a detailed research plan.
5) *Plan for addressing human subjects review (IRB)*;
6) *Bibliographic references*: These can be organized as combined, paper-by-paper or a combination, but should include all references specific to the general sections of the proposal and the specific papers.

Final Dissertation

The final dissertation contains items 1-3 from the proposal plus the complete drafts of the three "journal-ready" papers from item 4. In addition, <u>a final chapter should be added to integrate the findings</u> in a manner that relates to the overall theme/issue/question driving the research and its importance, and provide a more extensive arena to discuss implications, future challenges, or other issues that may be limited by journal manuscript length and form. Item 5 (Bibliography) is also required for the final version. In addition, the final dissertation must fit the Graduate School Guidelines for formatting a dissertation. It is acceptable, but not necessary, for one or more of the papers to be under review or accepted for publication prior to the final dissertation defense.

Authorship and Data Use Guidelines for Publication (Dissertations & Papers)
Doctoral Program in Gerontology
University of Maryland Baltimore and
University of Maryland Baltimore County

The goal of any dissertation should be publication in quality peer-reviewed journals, whether the dissertation is done in the traditional format or the 3-paper option. Students are urged to discuss authorship issues with their advisor and committee members early in the process (i.e., prior to the defense of the proposal), and to periodically review these points as the dissertation nears completion. Since this is a multi-disciplinary program, there may be differing views on authorship based on academic background (e.g., sole authorship versus joint authorship; relative weight of second author versus last "senior" author), so these conversations are important. It is important that all contributions be acknowledged, but also that adequate participation is warranted before authorship credit is given. The following guidelines are provided for dissertations from this program:

1) Students contemplating using secondary data, whether from a project based on either campus or from other data archives, should discuss with their Chairs and, as appropriate, develop an agreement with the Principal Investigator of the study on issues related to data use and authorship early in the proposal process (i.e., prior to the defense of the proposal). These agreements should involve: a) processes to gain permission to utilize the data for the dissertation; b) the right for the P.I. to review and approve manuscripts from project data prior to their submission for publication (given the P.I.'s work in conceptualizing the project, securing funding, development of research instruments, implementing the field work, etc.), and c) any additional levels of review (i.e., publication review boards, etc.) that might be involved in use of those data.
2) Except under extremely special circumstances, the student is to be the lead author on any work culminating from their dissertation.
3) Any member of the dissertation committee that has made substantial contribution to the project must be acknowledged and given the opportunity to be a co-author on any resulting papers. This is especially true of the dissertation chair.
4) All members of the committee, unless they recuse themselves, must at least be acknowledged in all publications from the dissertation.
5) Data gathered for a research project through a Principal Investigator (e.g., data gathered as part of a grant) are presumed to be the intellectual property of that Investigator and such data are not used without the Principal Investigator's permission, unless they have been made part of a public archive. In either case, proper acknowledgments are expected, and all papers must acknowledge all relevant funding sources (e.g., research or training grants).

In addition to the above guidelines, all papers submitted for publication must adhere to the authorship guidelines of the specific journal. Many journals have strict criteria for the level of contribution worthy of authorship, and those rules supersede the guidelines put forth in this document.

Submission of papers before the dissertation is defended must be approved by the dissertation committee in advance. Also be aware that, while some parts of a dissertation may be submitted for or accepted for publication before the defense (but not before the proposal defense), the student is responsible for making sure there are no copyright issues on their respective campuses relative to submitting the final dissertation, including using parts of a published manuscript. If a portion of the dissertation is accepted for publication prior to a final defense of the dissertation, the student should claim copyright for remaining papers to come from the dissertation prior to submission for final review by their respective Graduate School office.

Any problems relating to authorship from dissertations in this program should be brought to the Gerontology Steering Committee for adjudication. If the authorship contention involves a member of the Steering Committee, they shall absence themselves during the discussion and adjudication of these problems. Any problems not adjudicated fully by the Steering Committee shall be forwarded to the Graduate School for final determination.

Gerontology/Epidemiology Dual Degree Program

The graduate program in the Department of Epidemiology & Public Health (DEPH), School of Medicine, and the Doctoral Program in Gerontology, at the University of Maryland, Baltimore and University of Maryland, Baltimore County, have developed a dual-degree program in which Gerontology doctoral students may simultaneously earn an M.S. in Epidemiology with their Ph.D. in Gerontology. This program is only available to students who are accepted into the Doctoral Program in Gerontology and remain in good standing in the program. While primarily intended for students in the epidemiology track of the gerontology program, any student in the gerontology program is eligible to apply for admission to this program. Application requirements and admission procedures are the same for students whether applying to the combined degree program or only the Ph.D. in Gerontology.

Applying: Those wishing to apply to the dual Ph.D.-M.S. program upon admission should indicate so in their application letter. Before applying online you must inform the gerontology program coordinator you are applying. Once admitted, students will complete an application form by logging into SURFS and applying for the MS in Epidemiology and Clinical Research, listed as GRAD-GPLS-EPCR-MS. You submit online. You must follow-up with the coordinator to determine the progress of your application. The epidemiology graduate admissions committee makes the final determination about your admittance into the M.S. in Epidemiology.

Coursework: There is significant overlap in coursework between the two degrees for students in the epidemiology track. The overlap includes 9 credits of Biostatistics, Principles of Epidemiology (3 credits), Observational Studies (3 credits), Epidemiology of Aging (3 credits), and Responsible Conduct of Research and Design (1 credit), as well as other courses taken to meet the epidemiology track requirements of the Gerontology Doctoral Program. In addition, students in the dual degree program will be required to take both the Clinical Trials and Health Survey Research Methods courses. This dual degree program allows students to apply these courses toward both degrees.

Dissertation: Only one (Ph.D.-level) dissertation is required. To meet the training goals of the dual-degree program, the dissertation must have significant epidemiological content and/or methods. At least one dissertation committee member, in addition to any member who is serving primarily as a medical consultant, must be an epidemiologist and graduate faculty member with a primary appointment in DEPH; at least one member must be a biostatistician and graduate faculty member of DEPH; and at least one dissertation committee member must have an appointment in the Gerontology Doctoral Program. In addition, the existing requirements of the Doctoral Program in Gerontology for composition of the dissertation committee must be met. Both graduate programs must approve the composition of the dual-degree dissertation committee. Only the Doctoral Program in Gerontology approves the pre-proposal. After your pre-proposal is approved, please complete the Committee Member Approval form. Return it to the gerontology coordinator at UMB who will submit it to the epidemiology coordinator. You must follow-up with the UMB coordinator to determine the progress of this form.

Degrees: Both the Ph.D. and M.S. degrees are awarded together at the completion of all degree requirements. Students must remain in good standing in the Ph.D. program to continue in the dual-degree program. If a student withdraws from the Gerontology Ph.D. Program, he or she would need to complete the M.S. thesis and all other requirements in order to obtain the M.S. The academic coordinator must review your Course Summary Sheet before applying for graduation from the MS degree. It is best to review with the academic coordinator when planning your coursework.

Course Requirements for the dual-degree program

GERO Core (21 credits)
GERO 672   Issues in Aging Policy
GERO 681   Epidemiology of Aging
GERO 700   Sociocultural Gerontology
GERO 711   Biology of Aging
GERO 786   Psychological Aspects of Aging
GERO 750   Theories/Methods I (taken first semester of first year)
GERO 751   Theories/Methods II (taken second semester of first year)

Methods (9 credits)*
PREV 600 - Principles of Epidemiology
PREV 659 - Observational Studies in Epidemiology
PREV 758 - Health Survey Research Methods

Statistics (11 credits)
PREV 620 – Principles of Biostatistics
PREV 619 – Biostatistical Computing
PREV 720 – Statistical Methods in Epidemiology
PREV 721 – Regression Analysis
PREV 723 – Survival Analysis   or
        or 801 –Longitudinal Analysis

Other requirements (19 credits)
PREV 803 – Clinical Trials
Advanced elective in epidemiology
Dissertation research (12 credits)
CIPP 909 Responsible Conduct of Research (1 credit)**

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* These three courses satisfy the MS requirement for 8 elective credits
** With an additional session focused on ethics in aging research

Combined-Degree Program in Gerontology & Applied Sociology

Gerontology PhD students may simultaneously earn an M.A. in Applied Sociology. This program is only available to students who are accepted into the Doctoral Program in Gerontology and remain in the program in good standing. While primarily intended for students in the track in social, cultural and behavioral sciences (SCB), any gerontology graduate student is eligible to apply for admission to this program. There is no change in application or admission procedures for students applying to the Doctoral Program in Gerontology.

Applying: Those wishing to apply to the Combined Ph.D.-M.A. Program should inform the academic coordinator. Once you indicate you want to be considered for the combined degree submit the MA application form then your original application to the gerontology program will be submitted to sociology. It will be reviewed by the M.A. admissions committee who makes the final determination about your admittance into the M.A. in Applied Sociology.
To apply, go here, https://gradschool.umbc.edu/students/forms/. Under Enrollment Applications click on the PDF next to Concurrent Master's Degree Program Application. Fully complete all fields and sign. Submit to your academic coordinator. It is recommended to apply at the end of your first year in the PhD program.

Coursework: There is significant overlap in coursework for students in the SCB track. The overlap includes 9 credits of research methods/statistics requirements, as well as other courses taken to meet the SCB track requirements that are courses counting toward the M.A in Applied Sociology. Students taking the SCB track would be required to take an additional 3 credits of electives, selected with input of their advisor from the graduate level offerings of Applied Sociology to satisfy the credit hour requirements of that program. Students are strongly encouraged to select the non-thesis (analytic paper) option in the M.A. in Applied Sociology, since Gerontology students receive substantial study design and research training and experience in Theory/Methods I and II, while working as research assistants, and via the dissertation. Both degrees will be noted on a single transcript. This combined degree program allows students to apply select courses toward both degrees.

Analytic Paper: Students completing the combined degree via the non-thesis option of the M.A. in Applied Sociology will complete the required analytic paper, in accordance with the existing guidelines in that program and with approval of two faculty in Sociology and Anthropology.

Dissertation: Only one (Ph.D.-level) dissertation is required. To meet the training goals of the combined-degree program the dissertation must have significant sociological content and/or methods.   At least one dissertation committee member must be a sociologist and graduate faculty member with a primary appointment in Sociology & Anthropology, in addition to the existing requirements of the Doctoral Program in Gerontology for composition of the dissertation committee.

Degrees: Both the Ph.D. and M.A. degree are to be awarded together at the completion of all degree requirements. Students must remain in good standing in the Ph.D. program to continue in the combined-degree program. If a student withdraws from the Gerontology Program, he or she would need to complete any remaining M.A. requirements in order to obtain that degree. The academic coordinator must review your Course Summary Sheet before applying for graduation from the MA degree. It is best to review with the academic coordinator when planning your coursework.

Course Requirements for the combined-degree program

Students in this program who are interested in taking courses to meet these requirements other than those specifically listed here should get advance approval by faculty advisors in both programs.

Methods/Statistics (12 credits)
SOCY 600   Research Methodology and
SOCY 604   Statistical Analysis
Advanced Methods/Analytic Courses (6)
       Two courses, at least one from SOCY605, SOCY 619, PSYC 711, ECON 611
       The final course selected from approved SCB advanced course list.

GERO Core Courses (21 Credits)
GERO 672   Issues in Aging Policy
GERO 681   Epidemiology of Aging
GERO 700   Sociocultural Gerontology
GERO 711   Biology of Aging
GERO 786   Psychological Aspects of Aging
GERO 750   Theories/Methods I (taken first semester of first year)
GERO 751   Theories/Methods II (taken second semester of first year)

GERO SCB Track Requirements (9 credits)
SOCY 620   Social Epidemiology
SOCY 630   Sociology of Aging
SOCY 631   Family and Aging in Society
SOCY 632   Work and Retirement
SOCY 634   Gender and the Life Course
Courses also selected from track courses, research and methods courses, or other courses in consultation with the faculty advisor.

Elective Credits (9 credits)
From SOCY/ANTH graduate courses with approval of advisor.

Other Requirements
Dissertation (18 credits)
CIPP 909 Responsible Conduct of Research (1)
Analytical Paper

Gerontology Doctoral Program
GERO 801 INDEPENDENT STUDY

Student Name:_____ **Signature:** _____
Date:_____

Faculty Sponsor(s)*: _____ **Signature(s):** _____
Date:_____

Credit Hours: _____
(Note: 1 contact hr/wk for 15 wks=1 credit; usually 2 hrs/wk independent work by student included in 1 credit)

Grading Method A,B,C,   or   P/F

Objectives of elective:

How objectives will be met:

Schedule for activities:

Method of evaluation:

*Must be member of Graduate Faculty

THIS FORM MUST BE SUBMITTED TO THE ACADEMIC COORDINATOR BEFORE THE SEMESTER OF THE COURSE

Grades Summary Sheet

Name: _____ **Program Start Date:** _____ **Advisor:** _____ **GPA:**_____

	Semester	Grade	# credits

Core courses (all required, 21 credits total)

Gero 700
Sociocultural/Behavioral Gerontology _____ _____ _____

Gero 786
Psychological Aspects of Aging _____ _____ _____

Gero 672
Issues in Aging Policy _____ _____ _____

Gero 681
Epidemiology of Aging _____ _____ _____

Gero 711
Biology of Aging _____ _____ _____

Gero 750 (required, 3 credits)
Theories/Methods I _____ _____ _____

Gero 751 (required, 3 credits)
Theories/Methods II _____ _____ _____

Methods and Statistics

Foundation Statistics (3 credits, 4 for Epi track)

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Foundation Methods (3 credits)

Course: _____ _____ _____ _____

Advanced Analytical Courses (6 credits total, minimum 7 Epi track)

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Track Specialization (9 credits total)

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Electives (6 credits total)

Course: _____ _____ _____ _____

Course: _____ _____ _____ _____

Ethics
Course: _____ _____ _____ _____

	Semester	Grade	# credits
Dissertation hours (898)	_____	_____	_____
Dissertation hours (898)	_____	_____	_____
Dissertation hours (899)	_____	_____	_____
Dissertation hours (899)	_____	_____	_____
Dissertation hours (899)	_____	_____	_____
Dissertation hours (899)	_____	_____	_____
Dissertation hours (899)	_____	_____	_____

<u>Approval of Ph.D. Dissertation Proposal</u>

Doctoral Program in Gerontology
University of Maryland Graduate School, Baltimore

Name of Candidate: _____

Proposal Title: _____

 _____

 _____

 _____

Date of Proposal Defense: _____

COMMITTEE MEMBERS:

_____
Committee Chairperson

_____

_____

_____

_____

PhD Program in Gerontology - University of Maryland Baltimore/Baltimore County

<u>Graduate Student Activity Summary - Annual Review</u>

Name _____   **Date** _____

Period Reported: (from date) _____   (to date) _____

COMPLETION CHECKLIST BY STUDENT:

Provide COMPLETED copies to your two reviewing faculty members at least 2 weeks in advance of your meeting AND check the following boxes to show they are included:

☐ **This Form**   ☐ **Competencies List**   ☐ **Transcript**

☐ **Course Summary Sheet**   ☐ **Your CV**

Submitting Complete Annual Review Packet: _____

Student Signature

Student MUST complete all edits within 1 week from the meeting.
Faculty MUST review the final packet, <u>complete the checklist, write progress notes, and sign</u> within 1 week of receiving the final packet.
After all signatures are obtained and faculty notes are written please send the hard copy of the complete packet (all items above) to Justine or Julie.

Provide a list of your activities during the past year in each of the following categories.

  A. **Progress**

     1. **Research** (describe the research you worked on and include names of faculty with whom you worked)

     2. **Teaching on the UMB/UMBC campus** (include seminars, classes you taught/assisted, and indicate your role in each accordingly)

     3. **Publications** (please provide complete citations for published and in-press/accepted papers, abstracts and submitted papers)
     a. Published papers (include in-press)
     b. Published abstracts

c. Papers submitted for publication

4. **Conferences Attended** (name, city and state, date)

5. **Presentations** (include title of paper, poster or oral presentation; also name of conference, city and   state and date)

6. **Courses Attended** – <mark>attach an unofficial transcript</mark> of the courses taken this academic year. <mark>Also attach your course summary sheet</mark>. If you have taken additional courses please list here (ie. Safety class: indicate name of course, where it was given, and note status: credit or audit)

7. **Seminars Attended** (include titles, dates and locations: Gero, Epi, Socio, Policy etc.)

8. **Competencies** <mark>(complete the competency form attached)</mark>

9. **Other**

B. **Plans/Goals for the Coming Year**

1. **Research** (describe research experiences and projects planned)

2. **Teaching on the UMB/UMBC campus** (describe teaching activities planned)

3. **Publications (**list papers and abstracts you are working on or plan to work on)
a. Currently in progress
b. Planned

5. **Conferences** (list conferences you plan to attend [name only])

6. **Courses** (list courses you plan to take)

7. **Other plans/goals**

C. **Career Goals** (Describe. Explain what may be needed to achieve them**)**

D. **Desired skills** (list skills you have not had the opportunity to learn and want to learn)

E. **Attach current C.V. (in addition, send electronic version to Program Coordinator)**

Mentors' Comments

(Please provide comments on the progress of your Trainee during the past year and comment on his/her plans for the coming year.)

Progress

Plans

Research

Teaching (if applicable)

Publications

Conference Attendance

Presentations

Courses

Seminars

Competencies

Other

Agreement
We have reviewed this report together and agree on its content.

_____   _____   _____
Signature of Student   Print Name   Date

_____   _____   _____
Signature of Faculty 1   Print Name   Date

_____   _____   _____
Signature of Faculty 2   Print Name   Date

_____   _____   _____
Signature of Program Director   Print Name   Date

_____   _____   _____
Signature of Program Director   Print Name   Date

Doctoral Program in Gerontology Competencies Form

Objective	Methods	Outcomes	How and When Completed Competency
1. Gain knowledge of content and theory in the key foundational disciplines supporting gerontology (cross training).	1. Interdisciplinary core courses including: Sociocultural Gerontology, Psychology of Aging, Biology of Aging, Public Policy, and Epidemiology of Aging	1. Successfully completes core courses and demonstrates application of knowledge via passing the comprehensive examination.	
2. Develop focused and deep knowledge of content and theory in one area/track.	2. 15 credits of track and elective courses, with opportunities for dual/combined degrees (in sociology, epidemiology)	2. Completes all courses.	
3. Integrate knowledge and theoretical application across the disciplines, develop the capacity for interdisciplinary translation.	3. Comprehensive examination. Optional: Use of a common problem across core courses.	3. Passes comprehensive examinations. Completes dissertation.	
4. Develop communication skills required of professionals. • Writing and scholarship • Oral and presentation skills	4. a. GERO 750/751. b. Attendance and presentation at conferences. Includes national meetings (e.g., GSA, APHA, and track related, e.g. AcademyHealth), state meetings (e.g., MD gero education) and campus research activities (e.g.,	4. a. Passes GERO 750 and 751. b. Presents paper at one or more research conferences.	

Objective	Methods	Outcomes	How and When Completed Competency
Graduate Research Conference).			
5. Understand ethical issues in research, particularly those involving older adults	5. a. Ethics course and extra session on ethics in aging research. b. IRB training, HIPAA training, related human subjects training including UMBC training on Academic Integrity. Optional: Observe an open IRB review at one or both campuses.	5. a. Passes Ethics course. Successfully completes related paper in class. Attends the extra session on ethics in aging research. b. Completes Human Subjects and IRB requirements for dissertation research.	
6. Understand basic research methods of the field and competency in advanced analytic skills appropriate to the student's track	6. a. GERO 750/751. b. Complete 4 track related courses in analytic methods.	6. a. Passes courses 5 courses (list). b. Completes dissertation.	
7. Develop professionally	7 Annual Reviews, Mentoring, Aging Forum	7. a. Student is able to articulate a research agenda in the Annual Review. b. Presents 1 or more papers or posters.	

OPTIONAL

8. Attain applied experience	8. a. Primary data collection	8. a. Completes primary data	

53

in gerontology	involving older adults. 　　b. Volunteering activities related to older adults.	collection 　　b. completes volunteer activity(ies)	
9. Obtain teaching experience	9. In consultation with advisor(s), identify opportunities for training and experience in teaching	9. Completes teaching experience(s).	