PHD PROGRAM IN GERONTOLOGY

UMB/UMBC

STUDENT HANDBOOK

2025- 2026

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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.

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Colleen Bennett
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Track: Social, Cultural, and Behavioral Sciences
MS: Gerontology, Marywood University
MA: Applied Sociology, University of Maryland, Baltimore County

Colleen's interest in aging began at the SUNY College at Geneseo, where she worked with the IOM Political Rights and Enfranchisement System Strengthening Project researching political displacement and older voters' issues. As a Graduate Assistant at Marywood University, she focused on recreational and alternative therapies and activity departments in long-term care settings; she also worked closely with Marywood's Gerontology Advisory Board. Her research interests have since expanded to include family LGBT issues and needs, as well as sexuality and aging in assisted living and long-term care settings.

Kasey Knopp
Kasey.knopp@som.umaryland.edu

Track: Policy
MA: Gerontology, Youngstown State University

Kasey has nearly a decade of experience working with the aging population within the private, non-profit, and government sectors. She received her MA in Gerontology from Youngstown State University in 2018. Through her work experience and her research, she developed an interest in addressing health disparities that effect minority populations, as well as an interest in comparative international health care policy.

Lori Anderson
Lori.Anderson@som.umaryland.edu

Track: Epidemiology
MA: Applied Economics, Johns Hopkins Univeristy
MHS: Johns Hopkins Bloomberg School of Public Health

Lori's interest in Gerontology started when her grandmother was diagnosed with Alzheimer's disease. Lori saw how caregiving took a financial and emotional toll on the family and became interested in ways to alleviate those burdens. She has used her background in economics to study the role of economic hardship on risk factors for Alzheimer's disease. Her current research will investigate mechanisms which delay onset and slow progression of Alzheimer's disease through lifestyle interventions such as sleep, diet, and exercise, while also exploring the economic benefits of such interventions.

Sarah Cassatt
Scassat1@umbc.edu

Track: Social, Cultural, and Behavioral Sciences
MA: Nutrition, Case Western University

Sarah is a Baltimore native and while pursuing her PhD will continue to work as a clinical dietitian at the Baltimore VA Medical Center. Her background is in nutrition and exercise receiving her undergraduate degree from the University of Pittsburgh. It was, however, her graduate thesis work at Case Western Reserve University in malnutrition and falls in the elderly that developed her passion for gerontology. Areas of research include enteral nutrition in the elderly and nutritional management of diabetes in institutionalized elderly.

Ranyah Almardawi
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Track: Epidemiology
MPH: George Washington University

After completing her MPH, Ranyah was hired by the Department of Diagnostic Radiology and Nuclear Medicine at UMB as a clinical research specialist. During the last five years, she has had the opportunity to be involved with different projects that are related to the older population, such as stroke, Parkinson's disease, and musculoskeletal diseases. She works with Dr. Derik Davis on many projects that are related to the shoulder in the older adult population. Currently, they work on Shoulder Pain, Rotator Cuff Tear, Coordination, and Mobility in Aging. Her future research interests include testing the association between shoulder strength and mobility limitation in older adults.

Yoon Chung Kim
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Track: Epidemiology
MHS: Johns Hopkins Univ
MS: Aging & Health, Georgetown Univ.

Yoon's interest in the aging population led her to investigate the mental health of Korea's aging population at Seoul National University, South Korea. She continued to pursue her studies in the Aging & Health program at Georgetown University with a concentration in Healthcare Economics and Policy and Johns Hopkins Bloomberg School of Public Health in the Department of Mental Health. Her current research interests include social isolation, social engagement, sleep, cognition, and mental health of older adults. She also has years of experience in international finance and counseling psychology.

Jaminette Nazario
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Track: Policy
MPH: Univ. of Puerto Rico Medical Sciences

Jaminette's interest in the older adult population began as a teenager when she saw that a large part of this population needed public transportation to get to their medical appointments or destinations. In her Master of Public Health in Gerontology practice, she had the opportunity to investigate the digital literacy and service providers in activity centers and multiple services in Puerto Rico where she was able to observe the existing needs of service providers and how it affects the service offered to older adults. Jaminette's research interest is directed to older adults living in the community and who have limited resources to achieve a healthy and active old age. She has the expectation to implement strategies that eradicate or minimize the existing risks of a dependent old age.

Hema Ramamurthi
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Track: Epidemiology
MS: Hlth Studies/Epi, Texas Woman's University
MBA: Johns Hopkins University

Hema's interest in aging and aging related research stems from her experience interacting with participants of several epidemiological and interventional studies spanning a wide range of topics from elder abuse, chronic disease management and progression of infectious diseases such as HIV. Following her training as a physician in India, Hema came to the United States and has pursued a career in academic-community based research at University of California, Los Angeles, Charles R. Drew University, and currently at the Bloomberg School of Public Health, Johns Hopkins University.

Hema is interested in the impact of digitization and ageing. She seeks to understand and intervene using current and emerging digital technologies in addressing social isolation and loneliness among digital natives and adults who have adopted technology later in life.

Alfred Boakye
Alfred.Boakye@som.umaryland.edu

Track: Social, Cultural, Behavioral Sciences
MA: Gerontology, Georgia State

Alfred Boakye just completed his master's degree in Gerontology at Georgia State University. He has a master's in human resource management from the University of Ghana. Alfred's passion for the aging field translates into his key research interests: trauma & resilience, social support, organizational culture and equity, caregiving, religious coping, and long-term care. Alfred has a growing thirst to improve the culture of long-term care institutions and to support direct care workers to be more efficient and effective. His current research focuses on *trauma and resilience among direct care workers in Nursing Homes: Coping through COVID-19*. With this, he hopes to contribute to research, policy and practice on long-term care. Alfred has started his PhD in Gerontology at the University of Maryland, Baltimore this Fall 2023. He is also a recipient of several awards including the Gerontology Institute scholarships and Travel awards (Georgia State University), SGS Student Travel award (2022 Annual Conference), the Virginia M. Smyth Graduate Student Scholarship (Georgia Gerontology Society), and the Black in Gerontology and Geriatrics (BIGG) Travel Award. He has two publications, one accepted manuscript, and several conference presentations to his credit. He hopes through his PhD in Gerontology to live his dream as a Professor and Consultant in the aging field.

Stephanie McCorvey
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Track: Policy
MS: Physical Therapy, North Georgia Col & State Univ

Stephanie A. McCorvey, a rehabilitation practitioner, leader, and advocate, is passionate about serving adult and geriatric patients. Stephanie's roots in the rural South, including her work as a physical therapist and clinic manager in the valley regions of Georgia and Alabama, have guided her research interests on resourcing preventive care - focusing on optimal function for underrepresented aging populations. Stephanie's experience assisting in the care of her "angels" (parents) enlightened her to the widespread challenges that all caregivers face daily, particularly caregivers with limited resources. As a result, Stephanie seeks to study methods of balancing support to caregivers with services provided for patients. As a retired US Army Lieutenant Colonel and Veteran, Stephanie's key interests are broadening health care coverage to highlight individualized wellness plans, including prescriptive-based functional and nutritional assessments annually. Stephanie desires to help propel the focus on developing strong, seasoned citizens who thrive while they provide and demonstrate longevity in their respective professions within communities.

Aman Shrestha
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Track: Epidemiology
MGS: Miami University, Ohio
Masters in Population Studies: Tribhuvan University, Nepal

Aman Shrestha is a trained gerontologist, demographer and applied statistician. He is competent in conducting quantitative data analysis using SAS, SPSS and R and has some qualitative research experience using Dedoose. He has a long experience working for nonprofits and clinical administration in Nepal, also has experience in graduating teaching and leading research projects both in Nepal and the United States. He is more inclined to research that promotes health and well-being of older adults; particularly, his research interests are aging biomarkers, older adults' mistreatment, demographics of aging and NCDs. He also advocates for the Bhutanese minority community in the United States.

Rose (Rosie) Anderson
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Track: Social, Cultural, Behavioral Sciences
MA: Applied Sociology, UMBC

Rosie's interest in aging began while completing her master's in applied sociology at UMBC. Through her coursework and various projects, she developed an interest in the impact of social factors on health and well-being across the life course, particularly in later life. Her research interests include the influence of family and social ties on health and well-being of older adults, both in the context of diverse communities in the U.S. as well as across different cultures and societies. Rosie hopes to explore how social determinants impact health outcomes in older adults, with a specific interest in of bereavement and end-of-life experiences.

Claire McDonald
Claire.mcdonald@som.umaryland.edu

Track: Social, Cultural, Behavioral Sciences
MS: Psychology, The College of William & Mary

Claire's interest in aging stemmed from her time working at an assisted living facility during the COVID-19 pandemic. Her bachelor's thesis focused on the potential to use communication technologies to fulfill the psychological needs of autonomy, relatedness, and competency. She most recently completed her master's thesis on the mental health of caregivers of people living with dementia. She is passionate about the well-being of both people living with dementia and their caregivers. She is especially interested in the use of creative activities, like singing, to foster well-being in these populations.

Fall 2025 Cohort

Beniam Darge
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Track: Epidemiology
MS: Integrated Clinical and Community Mental Health, Jimma University, Ethiopia

Ting Hong
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Track: Social, Cultural, Behavioral Sciences
MA: Applied Sociology, UMBC

Paavani Jain
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Track: Epidemiology
MPH: Johns Hopkins University

Alexandria McBride
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Track: Social, Cultural, Behavioral Sciences
BS: Health and Rehabilitation Sciences
BA: Japanese

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 online at the addresses below.
UMB catalog: http://www.graduate.umaryland.edu/policies/
UMBC catalog: https://gradschool.umbc.edu/students/catalog/

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.
At UMB an Incomplete must be satisfied within 1 year or the grade is changed to an F.

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.
NO refund after 1st week.

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.

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

<u>Leave of Absence (LOA)</u>
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/   (scroll down)

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**. The federal government requires that 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 Tutorial (required training) *Due by September 15th.*
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.

Incompletes or "No Marks" are highly discouraged by both campuses when applying.

Academic advisors vs. other advisors
An *academic advisor* is <u>assigned</u> upon entry into the program. This advisor assists the student with fulfilling the program's <u>academic requirements</u>. They 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 supervisor* is <u>usually assigned</u> by the program. A student is placed in a GRA 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/ supervisor* (or their coordinator) helps guide the student to complete their assigned GRA 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 <u>student chooses</u> 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 <u>chosen by the student</u>. 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 September 1*
Protection of human subjects training

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

UMB
https://www.umaryland.edu/hrp/for-researchers/required-training/
Click on Protection of Human Subjects Training
Click on Access the CITI Training website
Create an Account by clicking Register
Associate with <u>University of Maryland, Baltimore</u>
You MUST take the <u>Biomedical</u> 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.

Costa Rican Fellowship
https://www.umaryland.edu/global/our-global-campus/alicia-and-yaya-initiative-in-global-aging-research/
GERO students to speak with and get the approval of both their advisor/chair and, if they are supported by a GRA, their GRA supervisor before applying for the course. Once the faculty have approved the student to apply, the student must email the program coordinator, cc'ing the faculty member(s). The discussion with your advisor/chair and GRA supervisor must include: timing in relation to when core courses are offered, any possible delay in taking a core course which will delay the taking of comprehensive exams, any possible delay in taking a required course for your track which will delay taking other courses, any concerns that the timing of the trip may interfere with GRA duties, and any other concerns the student or faculty may have. This fellowship does not count toward degree requirements.

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. Allow 2-weeks for processing.

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 requirements.

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, every day while a student in the program.

Ethics Course
CIPP 909, Responsible Conduct in Research, is offered every spring. 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 a document is submitted to faculty for review (e.g., annual review, poster abstract, progression forms) 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. UMBC students register for Grad 601 and 1 credit of independent study for summer.

UMB students register for ABGA 900 for 7 credits on SURFS in fall, spring, and summer.

Funding
The program assigns funding based on available grant funds. The program has been successful funding four years in the program. 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). Each Spring the program asks all current GRA supervisors and affiliate faculty about availability for funding for the next year. For students not able to continue working on the same project, due to mentor lack of available funds, the program works with the student, advisor, and prospective research supervisors to find an appropriate match between the GRA responsibilities and the student interests, as best as possible. Students are encouraged to work with their advisors and mentors to secure funding beyond their first year in the program and to identify other supervisors or sources of funding if needed. Also, please note, that the commitment of funding is dependent on the student successfully progressing in the program.

International Students
International students who are not permanent residents are eligible for all graduate research assistantships. However, due to National Institutes of Health (NIH policy), they are not eligible for T32 training fellowship positions or to apply for F30/F31 individual fellowships. There may be some foundations who take applications for funding international students and advisors/mentors may be able to help identify the ones most closely aligned with the student's interests.

Teaching Assistantships
Teaching Assistantships (TA) positions are not regularly available in the Gerontology Program. Some TA or other opportunities for teaching are available on each campus and students who want that experience should work with their advisors and the program directors to help identify them. TA positions will not be considered until a student's 3rd or 4th year. A student who comes off grant funding for a TA position will not automatically be able to return to grant funding. This will be based on availability of grant and/or other. funding. At UMB, there are Graduate Teaching Assistant (GTA) in the Future Educators Academy (FEA) available at
https://www.umaryland.edu/fctl/programs/future-educators-academy/

GCP Training *due by September 6*
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/hrp/for-researchers/required-training/
Click on Good Clinical Practice Training
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.

Global Aging- Gerontology in Japan Course (Gero 710)
https://www.graduate.umaryland.edu/gerontologyinjapan/
GERO students to speak with and get the approval of both their advisor/chair and, if they are supported by a GRA, their GRA supervisor before applying for the course. Once the faculty have approved the student to apply, the student must email the program coordinator, cc'ing the faculty member(s). The discussion with your advisor/chair and GRA supervisor must include: GERO 710 timing in relation to when core courses are offered, any possible delay in taking a core course which will delay the taking of comprehensive exams, any possible delay in taking a required course for your track which will delay taking other courses, any concerns that the timing of the trip may interfere with GRA duties, and any other concerns the student or faculty may have including the tuition coverage and travel costs. The course is an opportunity to explore global aging issues and it also may differentially impact individual students' progression which is why we want you to speak with your advisor & GRA supervisor before applying for the class. Also, note this course is offered by the UMB Graduate School. It is not a PhD in Gerontology Program course.

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
   - Juneteenth
   - 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 upon 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/Documents/Financial-Support/GA_Guide2021-2022.pdf   (page 12)
UMB shall allow each twelve-month, full-time GA 10 Business Calendar Days of time away from duty per Year. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.graduate.umaryland.edu/media/graduate-school/documents/financial-support/GA_Guide2022-2023.pdf

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/Documents/Financial-Support/GA_Guide2021-2022.pdf   (page 13)
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 (See Supplemental Pay section)

Semester Fee Payment
UMB PIs are required to pay student fees.
UMBC PIs are not required to pay student fees. If you are funded by a grant you may ask the PI if they are able to pay your fees each semester..

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 September 3*
https://www.umaryland.edu/hrp/for-researchers/required-training/
click on HIPAA 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**.

Intercampus Registration
UMB:
Use the form sent to you at registration time. Submit to your coordinator who submits to the UMB graduate school. You will receive an email from UMB stating it has been forwarded to UMBC. UMBC will reply stating you need permission. Please email UMBC gerontology coordinator for gero and socy course permission. Email UMBC policy coordinator and faculty for publ permission. Once permission is given. Reply to the UMBC email. They will enroll you. You should receive a final confirming email.

UMBC:
Complete the intercampus DocuSign here, https://gradschool.umbc.edu/students/forms/
        Find form under Enrollment Applications
You should receive an email from UMBC that it was submitted. You will receive an email from UMB Graduate School that you are enrolled.

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.
You must use the Program template for all presentations.

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.

Publication Requirement
As of Jan 21, 2021, the GPILS umbrella administration requires that all students in all programs under GPILS have a first author publication before graduating. This publication varies by track. Please discuss with your advisor and director before your third year in the program. The program will approve the publication before having the student apply for graduation.

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 fulltime 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) *Due by September 30*
https://oei.umbc.edu/student-training-faq/

UMB: Sexual Harassment Training (required training) *Due by September 30*
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 5 pre-doctoral students and 4 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.

Supplemental Pay
This is any pay over and above your yearly stipend.
Though a GRA <u>cannot work additional hours during the fall and spring semesters</u>, the GRA can request from their director to work additional hours in the summer.
Email your coordinator for the form or go here: https://www.graduate.umaryland.edu/forms/
        Click on Financial Support Forms. Choose Supplemental Pay Graduate Assistant
Complete the top portion and the Total Payment Amount. Be sure to attach a description of the work, including where the GRA will work, what work will be completed, and the expected hours and work schedule.
Your coordinator will complete the Payment Information section.

Sign, date, and submit to your coordinator. IN the email be sure to specify from what grant or outside agency the funds are paid from.

Both the Program Director and the Graduate School must approve. Remember, GRA hours are priority.

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** be completed by your coordinator 4 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, what city you are traveling from and to, the dates and time of travel, the purpose of your trip (just attending, presenting).

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/

UMB: Concur System
Log in
Create your profile and make me your delegate
*ALL "work" flights MUST be booked through Concur. If not, you cannot be reimbursed.
Send you travel info to the UMB coordinator

UMBC: Send you travel info to the UMBC coordinator and she will forward to the financial supervisor.

UMBC: Send your travel information to the program coordinator and the UMBC co-director to initiate the travel pre-approval process. For more information, refer to
https://businessservices.umbc.edu/travel/

The UMBC travel system is transitioning to CONCUR soon.

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 both campuses 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 (3 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.

1st Author Publication

Updated course listings by tracks 12/16/2024, removal of 3 credits electives (approved 2/20/2025) and allowing non-track electives (approved 12/12/2025):

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)

Ethics course (1 credit)
CIPP 909

Research Methods/Statistics Courses
Foundation (6 credits)
PREV 600   Principles of Epidemiology
PREV 620   Principles of Biostatistics

Advanced analytical courses* (6 credits required)
PREV 619   Biostatistical Computing (1 credit)
PREV 730   Intro to R (1 credit)
PREV 720   Statistical Methods in Epidemiology (3 credits)
PREV 721   Regression Analysis (2 credits)
PREV 724   Introduction to Causal Inference and Machine Learning (2 credits)
PREV 801   Longitudinal Analysis (3 credits)

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

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)

Ethics course (1 credit)
CIPP 909

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 Regression- An Introduction
PHSR 701/702 Research Methods I and II
Proposed move: PUBL 603** Theory and Practice of Policy Analysis
SOCY 608   Advanced Statistical Methods
SOCY 619   Qualitative Methods
PUBL 611   Causal Inference in Program Evaluation,
SSW 783   Qualitative Cross-cultural Research
HPE 751   Qualitative Research Methods (8-weeks, spring A)

Track Specialization Courses * (9 credits)
PUBL 601**   Political and Social Context of the Policy Process
PUBL 602   Microeconomics for Public Policy
PUBL 609   Social Science Approaches to Policy Analysis
SWOA 707   Social Policy & Social Change
ECON 652   Economics of Health
PUBL 652   Politics of Health
PUBL 618   Issues in Health Care Finance and Service Delivery
SOCY 606   Social Inequality and Social Policy
AGNG 604   Policy Foundations of Aging Services
AGNG 621   Policy Foundations in Dementia Care Services

Electives (3 credits)
Courses selected from track courses, research and methods courses, approved electives, or other courses in consultation with the faculty advisor.

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)

Ethics course (1 credit)
CIPP 909

Research Methods/Statistics Courses
Foundation (6 credits)
- Substituted with approval, based on adequacy of prior graduate training
SOCY 600   Research Methodology and
SOCY 604   Statistical Analysis

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 608   Applied Regression Analysis for the Social Sciences
SOCY 618   SAS for Social Scientists
SOCY 619   Qualitative Methods in Social Research
SOWK 783   Qualitative Cross Cultural Research

Track Specialization Courses * (9 credits)
SOCY 606   Social Inequality and Social Policy
SOCY 611   Constructing Race, Class, Gender
SOCY 631   Family and Aging in Society
SOCY 634   Gender and the Life Course
SOCY 651   Social Dimensions of Health Illness and Behavior)
SOCY 658   Sociology of Mental Health and illness
SOCY 670   Social Ties, Health and Well-being

SOCY 698:   The Politics of Crime & Punishment *(brand new: will eventually get permanent course number)*
SOCY 698:   Family Research Seminar *(brand new part methods/part elective: will eventually get permanent course number)*
EDUC 605   The Adult Learner (consent req.)
GERO 742   Economics of Aging
GERO 710   Global Aging: Gerontology in Japan

Electives (3 credits)
Courses selected from track courses, research and methods courses, approved electives, 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).
** Instructor permission required.
***PSYC 611 or Instructor permission required.
If earning the combined degree in Sociology refer to the SOCY dual degree page for courses.
****New SOCY course number being assigned 9/23

Approved Gerontology Electives* (3 credits)
 (can also include any track-specific courses above beyond credit requirements)

GERO 710   Global Aging: Gerontology in Japan
GPLS 716   Genomics and Bioinformatics
GPLS 718   Programming for Bioinformatics
GPLS 728   Genomic Data Science
PHSR 631   Computing and Analytic Methods for Observational Studies
PHSR 722   Advanced Topics in Pharmacoepidemiology
PHSR 701   Research methods I
PHSR 702   Research Methods II
PREV 701   Cancer Epidemiology
PREV 702   Advanced Quantitative Methods
PREV 705/ PHSR 704   Pharmacoepidemiology
PREV 711   Genetic Epidemiology
PREV 747   Research Practicum 1
PREV 748   Research Practicum 2
PREV 749   Infectious Disease Epidemiology
PREV 780   Molecular Epidemiology
PREV 794   Causal Inference (2 credits)
PUBL 610   Special Topics in Public Policy (depends on topic focus)
PUBL 618   Issues in Healthcare Finance & Service
SOCY 698**** Social Networks, Crime, and Health
SOWK 726   Social Policies and Programs for the Aging
SOWK 829   Epi and Behavioral Health Research.
SOWK 828   Causal Inference
THAN 605   Palliative Care *****
THAN 606   Caring for the Bereaved*****

*****PhD students can take no more than 1 THAN course currently labeled SOCY698 or within the THAN courses

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

Fall '25	**Spring '26**
Thry/Mthds I (750)	Thry/Mthds II (751)
Bio (711)	Policy (672)
Epi (681)	Sociocultural (700)

Fall '26	**Spring '27**
Thry/Mthds I (750)	Thry/Mthds II (751)
Psych (786)	Bio (711)
	Epi (681)

Fall '27	**Spring '28**
Thry/Mthds I (750)	Thry/Mthds II (751)
Policy (672)	Psych (786)
Sociocultural (700)	

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- they think you are auto signed up once you get your UMBC email.

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
          Click 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/hrs/current-employees/well-being//wellness-resources/
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- choose one and learn how to use it
EndNote
Zotero
Others

Coaching- Educational support
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 laptop 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/
        Crisis #: 410-328-8404
UMBC- https://health.umbc.edu/counseling-services/counseling/
        Crisis #: 410-455-2542

Crisis helpline
Dial 988
National Suicide Prevention Lifeline: http://www.suicidepreventionlifeline.org/

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

Baltimore City Community College
https://www.bccc.edu/Page/5389

Community College of Baltimore County (CCBC)
443-840-3495

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- free wifi on both campuses
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/
        Course schedules: myumbc, Guide, Classes & grades, Class Search

GGEAR (Geriatrics and Gerontology Education and Research Program)
https://www.umaryland.edu/ggear/

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 - https://campuscard.umbc.edu/about/
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 inform your coordinator.

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

Meyerhoff Scholars Program
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
$7 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).

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. Pay daily.

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- https://police.umbc.edu/services-resources/safety-escort-service/
         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

Center for the Integration of Research, Teaching, and Learning (CIRTL)
UMBC- trains students in teaching. Assists in arranging relationships with community colleges at which students teach. All are welcome to join.
https://cirtl.umbc.edu/certifications/

PROMISE
Graduate Student Development. Everyone is welcome.
https://graduate.umaryland.edu/opportunities/campus-initiatives/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
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. Ride with your UMB ID.

UMBC Only Transit- http://www.umbc.edu/transit/aboutus.php
 This travels within UMBC campus, Catonsville, Arbutus, Baltimore City, and UMB campus. You can ride this with your UMBC ID.

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 LED CURRENTLY BY Erickson School.

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/
        https://campuslife.umbc.edu/the-commons/recreation-services/
        https://campuslife.umbc.edu/the-commons/eat-study-relax/

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/
        Office phone number: 410-455-1717
        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 by the Steering Committee on February 20, 2025
Final revision approved by the steering committee i March 27, 2025

- The Gerontology Doctoral Program Compressive Examination is designed to assess students' mastery of knowledge from the core curriculum and evaluate their readiness for conducting research in their selected specialty area.

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).
- Two components: 1) Structured Literature Review and Research Question and 2) Substantive Area Question.
- All components are integrative in nature, drawing from most of, if not all, 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, theories and methods sequence.

    1) The Structured Literature Review and Research Question are designed to assess the students' ability to synthesize and identify gaps in the literature and develop a researchable question in their selected specialty area of research.
    2) The Substantive Area Question is designed to assess expected learning/course objectives from the core courses and the ability to apply course content in an integrative manner. The student is given a choice of two questions in this area and will choose one.

Overall Structure/Logistics

    a. The earliest the examination can be taken is after the semester when the student is expected to pass or after the student has passed seven core courses with a B or higher grade: epidemiology of aging, the 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, the Substantive Area Question would be taken in August after the second year of courses. A student must prepare (see below) for the Structured Literature Review and Research Question by the end of the Spring semester prior to the start of the first component (structured literature review) of the comprehensive examination. 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.
    b. The comprehensive examination is offered once a year.

    1) **First Component – Structured Literature Review and Research Question**

a. The student is required to form a small committee (Individual Exam Committee; IEC) consisting of three UMB-UMBC faculty members (at least one from UMBC and at least one from UMB) by the end of Spring semester prior to the comprehensive examination. The student is responsible for having the IEC and the topic approved and signed (see the form in Appendices) by the Comprehensive Examination Committee (CEC)and informing the program coordinator/s by the end of the Spring semester once all three IEC committee members agree to serve.
b. The IEC should include faculty who have expertise in their area of interest and may be potential members of their Dissertation Committee in the future. If the student desires to include an outside member on their IEC (non-UMB or non-UMBC), this request should be submitted in writing with justification to one of the program coordinators, who will bring that request to CEC for consideration.
c. The student should convene a first meeting with their IEC during the Spring semester of the year of the comprehensive exam to discuss their research topic, a potential reading list, and research question ideas and receive feedback prior to starting their writing. The student should receive CEC approval (see the form in Appendices) for their plan by the end of the spring semester.
d. The student may start the literature review as soon as approval from the IEC is obtained. The student must submit the final literature review by the end of the summer term (before the Fall semester, whichever begins on a later date at UMB or UMBC). The IEC remains available throughout the writing process to consult as needed or requested by the student and/or the IEC.
e. After the Structured Literature Review and Research Question is completed, the IEC will grade the exam.
f. If the student fails this component, they have an opportunity to make major revisions by the end of December or start over with a new topic that is approved by their IEC and the CEC.
g. If the student receives a conditional pass, the student will have four weeks to make revisions (see below for more detailed instructions), and the IEC will submit the grade within three weeks after receiving the revision.
h. The student who wishes to change the composition of their IEC after a fail or conditional pass should submit a written request to CEC.

2) Second component – Substantive Area Question

a. The second component (Substantive Area Question) will begin on a Monday during the 2nd week of August and end on a Thursday of the 3rd week of August, with the opportunity to retake failed portions of the examination the following January.
b. If a student fails one question, the student can request to retake the failed question(s) in January or wait until the following August.
c. The student with a conditional pass that is not successfully completed within 13 weeks will discuss with the advisor/mentor and Program Directors the best time to retake the question.

Suggested Timeline for Full-Time Students

	Year 1			Year 2			Year 3		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Coursework	▓	▓		▓	▓				
Individual Examination Committee and Topic Approval*					▓				
1) Structured literature review					▓	▓			
2) Substantive area question						August			
Comprehensive Examination (re-take) *								▓	▓

*See below for more details

1) Structured Literature Review and Research Question
GERO core competencies #1, 2, 3, 4, 5, 6

a. The student is required to form an Individual Exam Committee (IEC) consisting of three faculty members.
b. The IEC should include at least one faculty from UMB, and at least one faculty from UMBC. The student is responsible for informing the program coordinator/s by the end of the Spring semester once all three IEC committee members agree to serve. In case the student includes an outside (non-UMB and non-UMBC faculty/researcher), a written request with the justification must be submitted to the program coordinator, and approval from the Comprehensive Examination Committee (CEC) must be obtained.
c. The student should convene a first meeting with their IEC during the Spring semester in the year of the comprehensive exam to discuss their research topic, a potential reading list, and research question ideas and receive feedback prior to starting their writing.
d. The student should receive approval of their plan by the end of the Spring semester. The IEC remains available throughout the writing process to consult as needed or requested by the student and/or the IEC.
e. The student may start the literature review as soon as obtaining approval from the IEC. The student must submit the final systematic literature review by the end of the summer term (before the Fall semester begins at UMB or UMBC).
f. Open books, notes, and the internet are allowed (see the bullet point z for the AI policy)
g. Responses submitted after the specified due date and time will not be accepted and will be considered a failure (i.e., 12:01 am on the first day of the Fall semester will not be accepted). Responses must be appropriately formatted, or they will not be accepted.

h. 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 may be required and may allow for a later retaking of questions without penalty.

i. Other problems will be addressed on an as-needed basis but must be of 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, CEC and/or the Steering committee.

j. The total length of the first component is expected to be 16-20 pages (4,000- 5,000 words); type-written; double-spaced; reference list is required but not included in the 16- 20 pages.

k. The student is expected to follow the following guiding sections:.

Part I: Provide an overview and background information of the topic with definition(s) of the topic, and an explanation of its significance (2-3 pages)

Part II: Describe what is already known about the topic from... (5-6 pages)
1.   Biological perspectives 2.   Psychological perspectives 3.   Epidemiological perspectives 4.   Policy perspectives 5.   Social, cultural and behavioral perspectives The student will summarize what is known on the topic from at least three perspectives. Each section does not need to be equal in length and depends on what is available in the literature. Depending on the topic, some perspectives may be more or less relevant.

Theories and methods (2-3 pages) The student will explore and describe key theories and/or research methods that are relevant to the research topic.

Integration/summary (3-4 page) The student will apply interdisciplinary perspectives to summarize the current literature based on at least three "disciplinary" perspectives. GERO core competencies #1, 2, 3

Part III: Discuss what is not known about the topic and future implications (3-4 pages) Given Part II, the student will discuss gaps in the literature and important areas to investigate in future research, and identify high-level research ideas/research questions, and appropriate methodological approach for future studies. GERO core competencies #4, 5, 6

Note: the page/word limit does not include the title page, reference list, table, or figure. The number of pages is only the suggested length.

l. Examination responses will be graded on a "high pass, pass, conditional pass, or fail" basis. If the committee members disagree and can't reach a resolution on the grade, one of the comprehensive examination committee members will read and cast fourth "vote," which will determine the final grade. The fourth readers will not know the students' identity and students will not know the fourth readers' identity.

m. Grading will commence on Monday of the first week of the regular fall semester for the UMB and UMBC Graduate Schools (based on the grader's affiliation). The committee has four weeks to grade and submit the joint grade to the program coordinator.

n. With a conditional pass, the student will work with one IEC member to revise the question until it is satisfactory. The goal of the conditional pass process is to help the student learn from their mistakes during the examination. Like an NIH grant resubmission or journal article revision, the student must address all the comments made by the original examination graders, and must use track changes to mark revisions 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 the student or give overly extensive comments on what should be done).

o. The conditional pass must be resolved within 13 weeks after the student receives the comprehensive exam grades. The student has a maximum of two revisions to resolve the conditional pass within the same 13 weeks.

p. The student should meet with the designated IEC member to discuss their answer within two weeks of receiving the grade. The student should submit the first revision within 6 weeks of receiving the final grade. The faculty member has two weeks to return feedback to the student about the revision. If needed, the student has another 3 weeks to revise the response.

q. Any exceptions to the above timeline must be requested from the Comprehensive Examination committee chair through a formal request in writing, detailing the reasons for the request.

r. The revised response should not exceed 20 double-spaced pages (5,000 words). While the student uses track changes to illustrate the edits made, the clean copy cannot exceed 20 double-spaced pages.

s. The student may only submit one revision for each attempt. Do not submit a draft for the reader to review before the official attempt is submitted. The student may ask clarifying questions during the revision period.

t. If the designated comprehensive examination faculty does not think that the final revised response is of sufficient quality to receive a pass, the answer will be determined to be a failure. The final "failed" answer may be read by additional readers to verify that it is insufficient to maintain the anonymity of the student.

u. A student who fails a second revision has the option to (1) appeal the grade or (2) schedule an oral defense.

v. Regarding (1) the appeal of the grade, 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 the Comprehensive Examination committee for further review or request an additional reader for the question(s) (if justified).

w. Regarding (2) the oral defense, the student must submit a written request, along with the justifications, for the oral defense to the program coordinator and obtain permission from the CEC within 2 weeks of the result notification. Upon permission granted, the student may schedule a one-hour oral defense meeting with the Individual Exam

Committee (IEC). The student will have 30 minutes to respond to the review comments and 30 minutes to answer any question from the IEC. If the student passes the oral defense, one of the IEC members is required to notify the result of the oral defense to the program coordinator. The student is required to submit a summary of the oral defense to the program coordinator (1-2 pages; double-spaced).

x. The appeal or oral defense must be resolved within 13 weeks after the student receives the comprehensive exam grades. Both the written appeal and oral defense can be requested only once. In case the CEC or IEQ denies the written appeal or oral defense request, the student has to retake the failed component later. The retake timeline can be discussed with and approved by CEC.

y. There is no option to petition to re-take a failed question a 2nd time. If a student fails the revision then this student can either withdraw from the program immediately or complete an Analytical Paper and earn an MS in Gerontology.

z. The student is not permitted to use any generative artificial intelligence (AI) tools, such as chatGPT, to achieve any work that is directly related to the competencies specified in the UMB/UMBC Gerontology Doctoral Program Comprehensive Examinations.

2) Substantive Area Question:
GERO core competencies #1, 2, 4, 5, 6

a. The student has a choice between two questions.

b. Take home exam; open book/note/internet (see the bullet point bb for the AI policy).

c. Ten (10) days (Monday AM to Thursday AM) for the second component of the examination (Substantive Area Question).

d. 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.

e. 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 may be required and may allow for a later retaking of questions without penalty.

f. Other problems will be addressed on an as-needed basis but must be of 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.

g. A maximum of 12 pages (between 10 and 12 pages or 2,500 to 3,000 words, expected) per question; type-written; double-spaced; a reference list is required but not included in the 12 pages.

h. Examination responses will be graded on a "high pass, pass, conditional pass, or fail" basis. 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.

i. Grading will commence on Monday of the first week of the regular fall semester, whichever begins on a later date at UMB or UMBC. The graders have three weeks to grade and submit the combined grade to the program coordinator.

j. 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 to

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 must use track changes to mark revisions in their resubmission(s).

k. 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 the student or give overly extensive comments on what should be done).

l. The conditional pass must be resolved within 13 weeks after the student receives the comprehensive exam grades. The student has a maximum of two revisions to resolve the conditional pass.

m. The student should meet with the designated Comprehensive Examination Committee (CEC) faculty member to discuss their answer within two weeks of receiving the grade. The student should submit the first revision within 6 weeks of receiving the final grade. The faculty member has two weeks to return feedback to the student about the revision. If needed, the student has another 3 weeks to revise the response.

n. Any exceptions to the above timeline must be requested from the CEC chair through a formal request in writing detailing the reasons for the request.

o. The revised response should be between 10 and 12 pages (double spaced). While the student use track changes to illustrate the edits made, the clean copy cannot exceed 12 pages.

p. The student may only submit one-revision for each attempt. Do not submit a draft for the reader to review before the official attempt is submitted. The student may ask clarifying questions during the revision period.

q. If the designated comprehensive examination faculty does not think that the final revised response is of sufficient quality to receive a pass, the answer will be determined to be a failure. The final "failed" answer may be read by additional readers to verify that it is insufficient to maintain the anonymity of the student.

r. A student who fails a question has the option to (1) appeal the grade on that question(s) or (2) schedule an oral defense. A student who passed or conditionally passed does not need to defend orally. The student is not allowed to request both (1) and (2).

s. Regarding (1) the appeal process, 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 Program Directors may then confer with the Comprehensive Examination Committee (CEC) for further review or request an additional reader for the question(s) (if justified).

t. Regarding (2) the oral defense, the student must submit a written request, along with the justifications, for the oral defense to the program coordinator and obtain permission from the CEC. Upon permission granted, the student may schedule a one-hour oral defense meeting with the designated CEC members or graders. The student will have up to 30 minutes to respond to the review comments and 30 minutes to answer any question from the IEC. If the student passes the oral defense, one of the IEC members is required to notify the result of the oral defense to the program coordinator within 5 business days of the oral defense. The student is required to submit a summary of the oral defense to the program coordinator (1-2 pages; double-spaced).

u. The appeal or oral defense must be resolved (i.e., receiving a decision for the appeal and successful oral defense, respectively) within 13 weeks after the student receives the comprehensive exam grades. Both the written appeal and oral defense can be requested only once. If the CEC or IEC denies the written appeal or oral defense request, the student must retake the failed component later, either in the following January or the Summer.

v. The student can expect to receive feedback within four weeks of submitting the appeal. Note: No written feedback will be provided for an oral defense.

w. The student is required to meet with graders of failed question to talk through the various issues with the answer. This allows the student to ask questions and get further clarification. The overall goal is to provide guidance and suggestions for preparing of the retake.

x. Program Directors and the academic advisors/mentor will be notified of the student who fails a question on the comprehensive examination. The student will be encouraged to meet with them to identify the appropriate support to help the student and discuss next steps. The Directors and academic advisor/mentor will also be informed about the student at risk of failing a conditional pass revision (i.e., more than 9 weeks after getting a conditional pass on the examination without resolving it to a pass).

y. The Directors and the academic advisors/mentor will be sent the comments on the relevant question(s). It is expected that the student will meet with them to discuss any support needed by the student and potential training experiences to help them before retaking the failed question(s).

z. A student can retake an examination once, retaking only the failed question(s). Based on ten days, the student has ten days to answer the question being retaken.

aa. 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 the program immediately or complete an Analytical Paper and earn an MS in Gerontology.

bb. The student is not permitted to use any generative artificial intelligence (AI) tools, such as ChatGPT, to achieve any work that is directly related to the competencies specified in the UMB/UMBC Gerontology Doctoral Program Comprehensive Examinations.

Individual Exam Committee (IEC)

a. A three-person committee consisting of the UMB, UMBC, and outside faculty members. At least one UMB and at least one UMBC faculty member should be on the IEC. In case the student desires an outside (non-UMB and non-UMBC) faculty member, a written request with justification must be submitted to the program coordinator and approved by the comprehensive examination committee.

b. The student should convene a first meeting with their IEC during the Spring semester of the year of the comprehensive exam to discuss their research topic, a potential reading list, and research question ideas to receive feedback prior to starting their writing.

c. The student should receive approval of their plan from IEC by the end of the Spring semester. The IEC may consult for the literature review and best practice in the comprehensive examination (e.g., time management, scheduling) as needed, by the student.

d. The student may start the literature review as soon as obtaining approval from the IEC. The student must submit the final systematic literature review by the end of the summer term (before the fall semester begins).

e. The IEC members grade the final submission according to the grading criteria provided by CEC.
f. All three IEC members will read and grade the structured literature review.

Comprehensive Examination Committee (CEC)

a. Five- to six-person committee representing the core content areas, but not necessarily teaching the core courses.
b. It is expected that CEC members serve three years, then some members may rotate off and new members join, retaining some membership continuity across years.
c. 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 CEC, 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.
d. 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 the student should be familiar. These separate lists will be combined into a reading list and made available to the student in late spring, to use in preparation for the examination.
e. The student 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.
f. Students may share answers only within the comprehensive exam year cohort and only with students who have successfully completed all of the comprehensive exams in that cohort.
g. Examination committee members may serve as IEC members and grade.
h. All of three IEC members will read and grade the Structured Literature Review and Research Question.
i. The CEC structure and process will be evaluated after the first two years, and every two to three years thereafter.
j. The CEC will meet to update policies and discuss any ongoing issues during the fall and spring semesters, with the final exam completed by the end of May.
k. The CEC will decide who will answer questions during the exam period.

• Graduate Faculty links:
http://graduate.umaryland.edu/p_gradfac.html
http://www.umbc.edu/GradProg/catalog/pdf/01grad_fac.pdf

See the next page for the Academic Honesty statement.

Academic Honesty

The student will be given the following statement to read and sign before taking the comprehensive examination:

Gerontology Ph.D. Program Comprehensive
Examination Certification July 2010. Updated
4/18/24.

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 (https://catalog.umbc.edu/content.php?catoid=34&navoid=2384#academic-integrity) and certify that the responses 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: < https://www.graduate.umaryland.edu/policies > and UMBC: < https://gradschool.umbc.edu/students/policies/rights/ > for more details.

The student is not permitted to use any generative artificial intelligence (AI) tools, such as chatGPT, to achieve any work that is directly related to the competencies specified in the UMB/UMBC Gerontology Doctoral Program Comprehensive Examinations.

I will not share the <u>questions or answers</u> 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

See appendix next page.

Attached as an appendix:

Definitions:
From the UMBC website:
"Such misconduct involves significant breaches of integrity which 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.

Attached as an appendix:
GERO Comprehensive Examination - Individual Examination Committee and Topic Approval Form

Instruction
1) Form an individual examination committee consisting of three faculty members (at least one from UMB and one from UMBC).
2) Schedule a meeting to propose a topic for your literature review and obtain approval by the end of the Spring semester (UMB or UMBC)
3) Submit the completed form to the program coordinator

Student name: _____

Individual Examination Committee Members (Name and Affiliation)

Committee member 1: _____

Committee member 2: _____

Committee member 3: _____

Literature Review Topic (Briefly describe the topic approved by the Individual Examination Committee members:

Your response here

Program Use Only

Date submitted: _____

Date of the Comprehensive Examination Committee approval: _____

Attached as an appendix: General grading criteria for the structured literature review

Providing written criteria for various grades

High Pass: Answer meets criteria for Pass *plus*
1) Shows creative synthesis beyond a passing answer.
2) Shows innovative thought or skill in answering.
3) Incorporates information beyond the scope of the core course materials to enhance the argument or explanation by appropriately applying recent literature, alternative paradigms, etc.

Pass:
1) Covers most critical literature on the approved research topic
2) Addresses all critical components of the relevant literature
3) Provides a clearly written and organized literature review
4) Appropriately cites sources for theory, data, and concepts with a complete bibliography (beyond the page limit)
5) Synthesizes content from relevant literature and demonstrates ability to synthesize the literature, identify gaps and compose a research question

Conditional Pass
1) Writer provides adequate coverage of the existing literature and literature review but not in all critical components of the research topic. A sufficient attempt must be made in all sections or the question will be judged as failed.
2) Insufficient citation and synthesis of information for a comprehensive literature review
3) Moderately disorganized, unclear in presentation of the literature review and research questions

Fail:
1) Answers a question other than the question asked
2) Most part of the literature review or research question is acceptable (passing) without rewriting due to incorrect information or gaps in demonstrated knowledge.
3) Literature review and research questions are significant/completely disorganized and/or significantly unclear.
4) Failing to provide any literature review or research question.

Attached as an appendix: General grading criteria for the substantive area question

Providing written criteria for various grades

High Pass: Answer meets criteria for Pass *plus*
1) Shows creative synthesis beyond a passing answer.
2) Shows innovative thought or skill in answering.
3) Incorporates information beyond the scope of the core course materials to enhance the argument or explanation by appropriately applying recent literature, alternative paradigms, etc.

Pass:
1) Answers the question that is asked (versus some other question)
2) Answers all sections of the question completely and thoroughly
3) Provides a clearly written and organized response
4) Appropriately cites sources for theory, data, and concepts with a complete bibliography (beyond the page limit)
5) Synthesizes content from all appropriate courses and demonstrates broad knowledge and ability to apply it

Conditional Pass
1) Writer provides an adequate answer in one or more sections of a question, but not in all sections of that question. A sufficient attempt must be made in all sections or the question will be judged as failed.
2) Insufficient citation and synthesis of information to fully address the question.
3) Moderately disorganized, unclear in presentation

Fail:
1) Answers a question other than the question asked
2) No section of the question is acceptable (passing) without rewriting due to incorrect information or gaps in demonstrated knowledge.
3) Response is significantly/completely disorganized and/or significantly unclear.
4) Failing to provide any answer.

Attached as an appendix: Grading sheet (Literature Review and Substantive Area Question)

Comprehensive Exam Grade Form

Student
number:

Grader
number:

Question
number:

Grader Comments to Student:

Grade:

___High Pass _____Pass _____Conditional Pass _____Fail
Terms for Conditional Pass:

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

Version 11-11-2022

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, (https://www.graduate.umaryland.edu/About/Faculty/Graduate-Faculty/ or https://gradschool.umbc.edu/faculty/) and is willing to work with the student on the selected topic. Names of other possible committee members are discussed with consideration of the composition of the dissertation committee described below.

   Be sure to provide a copy of this guideline document to your dissertation chair and the three-paper option guidelines, if you are choosing this option.

2. Pre-Proposal Process.
   2.1. 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.
   d) List your Committee members at the end of your document. Next to each member state their graduate faculty status and their role on your committee.

   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 by the committee 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.

   2.2 Once the student has a fully approved pre-proposal from the committee, 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 dissertation 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.

3. Dissertation Proposal Process.
    3.1 After the pre-proposal and the committee are approved by the directors, the chair works with the student to develop the formal dissertation proposal. The proposal is typically the first three chapters of the dissertation and is expected to have the following sections:

    a) Chapter 1: Introduction, problem statement, and significance;
    b) Chapter 2: Literature review; theoretical framework with research questions; study aims; and study hypotheses;
    c) Chapter 3: Research design including data source(s), measures, and analytic methods;
    If relevant, preliminary data or pilot study to establish the feasibility of the research project;
    plan for addressing human subjects review (IRB); study limitations and strengths

    d) Preliminary bibliography.
    e) 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. You must refer to the three-paper guidelines for all details to fulfill all requirements.

3.2 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.)

3.3 Once the committee agrees, the student, with the chair's guidance, schedules a formal proposal defense. The student will poll 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 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 only 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 2);

b) An open session in which the student presents the proposal and answers questions from the public attendees and general questions from the committee. This part is open to all Gerontology Program faculty and students or interested public (friends/family). Students typically defend the proposal in a 30-minute presentation;
c) A final closed (i.e., non-public) session in which the committee asks additional questions. Once all questions are responded to the student leaves the room. The committee then makes a final determination 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 for moving forward with the dissertation.
d) <u>The committee signs the Proposal Defense Form (at the end of this document)</u> and returns it to the coordinator.

4. Dissertation.

4.1. After successfully defending their proposal the student formally begins their dissertation work 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. Students are expected to meet with their entire committee (or at least a majority of the members) periodically during their dissertation writing phase.

4.2. It is solely the student's responsibility to submit all required paperwork on time to the graduate school. This may be as many as 6 months prior to the anticipated defense, so it is important to plan ahead to ensure that goals are met.
UMB-
http://www.graduate.umaryland.edu/Current-Students/Information-for-Graduating-Students/
UMBC-
http://gradschool.umbc.edu/graduation/reqs/doctoral/

4.3. In addition to your chair there will be two other committee members, known as readers, who will read the dissertation and confirm it is defensible 2 weeks prior to the defense date. These three readers are identified on the Nomination of Members for the Final Doctoral Dissertation Examination Committee form. This form is due 6 months before your defense. The student must discuss with their chair who to identify as the readers. The readers should represent the key content areas of the dissertation research.

4.4. The student should work with the chair to identify a timeframe for the defense date. <u>All deadlines published by the Graduate Schools for graduation in a given semester are firm</u>. The student will poll 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

4.5. With approval of the chair, the student must distribute a complete penultimate draft of the dissertation to each committee member for review and comment <u>at least 4 weeks</u>

prior to the defense date. This time frame is firm and gives readers 2 weeks to read the document and to provide required sign off on it being defensible two weeks prior to the defense date as well as enough time for other committee members to review it and provide comments. The 3 designated readers must sign the Certification of Readiness to Defend the Doctoral Dissertation form no less than 2 weeks prior to the defense.

When emailing the final dissertation to the committee include the defense date, time, and location. Clearly state the deadlines for when the designated readers must sign the form and the process for signing. This varies by campus. Send reminders to sign the form 1 week and then 2 days before the form is due.

If completing a three-paper dissertation, please be sure all required parts are in your final dissertation. Please refer to the three-paper option guidelines.

4.6. The final defense will follow the same procedure as the proposal defense. You must read the exact procedure in the graduate school catalog.
If the defense will be virtual, arrange practice time with your academic coordinator to be confident using Webex or Zoom and to learn how you will leave and rejoin the defense.

4.7. 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.

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.

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 a Master of Science (MS) in Epidemiology and Clinical Research (Epidemiology Track) with their PhD 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 the dual MS degree program. Those interested in applying for the dual PhD-MS program can apply in their 2nd year in the PhD program.

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 (PhD-level) dissertation is required. To meet the training goals of the dual-degree program, the dissertation must have significant epidemiological content and/or methods. Students must meet the requirements for the composition of the dissertation committee of the Gerontology Doctoral Program with additional requirements for the dual degree that at least one dissertation committee member, must be an epidemiologist and graduate faculty member with a primary appointment in DEPH and at least one member must be a biostatistician and graduate faculty member of DEPH. Both graduate programs must approve the composition of the dual-degree dissertation committee. Only the Doctoral Program in Gerontology approves the pre-proposal.

After the pre-proposal is approved, students complete the Committee Member Approval form and submit it to the Gerontology academic program coordinator who will then submit it to the Epidemiology academic program coordinator, http://www.graduate.umaryland.edu/Forms/, then click Academic Progress Forms, select Nomination of Members of Final Doctoral Committee.

Degrees: Both the PhD and MS degrees are awarded together at the completion of all degree requirements. Students must remain in good standing in the PhD program to continue in the dual-degree program. If a student withdraws from the Gerontology Doctoral Program, he or she would need to either complete a MS thesis or complete the Research Practicum courses (PREV 747 and PREV748) in addition to all other requirements to obtain the MS.

Course Requirements for the dual-degree program
Yellow= PhD Only
Blue= MS only
Green= Both PhD and MS

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 or PREV 730 Intro to R
PREV 720 – Statistical Methods in Epidemiology
PREV 721 – Regression Analysis
PREV 723 – Survival Analysis (old) or
          724 -- Introduction to Causal Inference and Machine Learning
           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)**

_____
* These three courses satisfy the MS requirement for 8 elective credits
** Includes an additional ethics session specific to aging research

Applying for the Dual-Degree
If interested in applying to the dual degree, inform the Gerontology academic program coordinator that you want to apply. It is best to apply in the summer before your 2nd year or during your 2nd year in the doctoral program. Apply online here: https://www.graduate.umaryland.edu/Admissions/Masters-Program-Applicants/. An application waiver fee code will be sent from the graduate school to use when submitting the application. Do not submit the application without the code.

Graduation Registration Directions

When graduation is planned for a certain semester, notify the Gerontology academic program coordinator of the pending graduation with the dual degree. The student will register in SURFS for their PhD diploma. The Gerontology coordinator will inform the registrar that the student is also graduating with their MS.

Please go here: https://www.graduate.umaryland.edu/Forms/. Under Master's complete the Certification of Master's degree Without Thesis and the Fulfillment of Course Requirements for Master's Degree

Certification of Master's degree Without Thesis:
#1 and #2 should be 30 or 31. Count the credits from those highlighted in blue and green in list above. If graduating without a PhD, you must have completed the Practicum courses (PREV 747 and 748).
#6 and #7 = No
Complete all questions in full.
Obtain signature of dissertation chair.
Send the completed form to the Gerontology academic program coordinator who will obtain the Epidemiology Director signature.
The Epidemiology academic program coordinator will submit the form and cc the student and the Gerontology coordinator.

Fulfillment of Course Requirements for Master's Degree:
Students must attach an unofficial transcript and specifically mark the courses for the MS. The color-coded course list above indicates the MS courses highlighted in green and blue. The dissertation chair must sign the form and it is sent to
the Gerontology academic program coordinator who will obtain the signature of the Epidemiology Director.
The Epidemiology academic program coordinator will submit the form and cc the student and the Gerontology coordinator.

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. Student should apply no earlier than when they are taking the extra ethics course and Socy 711.
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 the application, your transcript, one new letter of recommendation, and the application form (which provides permission to share your original PhD application) to your academic coordinator. The gerontology academic coordinator will submit your packet to the M.A. director who makes the final determination about your admittance into the M.A. in Applied Sociology. It is recommended to apply at the end of your first year in the gerontology 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.

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 fromSOCY608, SOCY 618, 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 611   Race, Class, Gender
SOCY 630   Sociology of Aging
SOCY 634   Gender and the Life Course
Alternative courses may be approved by the MA Graduate Program Director.

Elective Credits (9 credits)
From SOCY/ANTH graduate courses with approval of MA Graduate Program Director.

Other Requirements
Dissertation (12 credits if enrolled at UMB and 18 credits if enrolled at UMBC)
CIPP 909 Responsible Conduct of Research (1)
Analytical Paper (Socy 711- 3 credits)

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 the Graduate Faculty.

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

Doctoral Program in Gerontology

GERO 898

Student Name:_____   **Signature:** _____

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

Date:_____

Credit Hours: _____

Grading Method is P/F.

Meeting frequency:

Scope of Work:

Milestones and Dates to Submit Work:

THIS FORM MUST BE SUBMITTED TO THE ACADEMIC COORDINATOR BY THE FIRST DAY OF CLASSES.

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)	_____	_____	_____

Approval of Ph.D. Dissertation Proposal (THIS IS NOW A DOCUSIGN FORM)

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,</u> <u>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.

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** – attach an unofficial transcript of the courses taken this academic year. Also attach your course summary sheet. 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** (complete the competency form attached)

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., Graduate Research Conference).	4. a. Passes GERO 750 and 751. b. Presents paper at one or more research conferences.	

Objective	Methods	Outcomes	How and When Completed Competency
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.	
8. Publish first author paper	8. Work with a faculty member to publish	8. Have at least 1 first-author publication.	

9. Attain applied experience in gerontology	9. a. Primary data collection involving older adults.
	   b. Volunteering activities related to older adults.
		9. a. Completes primary data collection
		   b. completes volunteer activity(ies)	

10. Obtain teaching experience	10. In consultation with advisor(s), identify opportunities for training and experience in teaching	10. Completes teaching experience(s).	