



***HANDBOOK FOR THE  
DOCTORAL PROGRAM IN  
GERONTOLOGY  
2011- 2012***

***UNIVERSITY OF MARYLAND  
GRADUATE SCHOOL  
BALTIMORE AND BALTIMORE  
COUNTY***

## 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 School of Arts and Sciences departments (emergency health services, public policy, psychology, and sociology & anthropology) combine to make this mission possible by offering three tracks of study: **epidemiology of aging, aging policy, and social, cultural, and behavioral sciences.**

## **Administrative Staff**

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## Program Information

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

**Academic Integrity Training** (required training) *Due by September 15<sup>th</sup>.*

[http://www.umbc.edu/gradschool/essentials/proc\\_academic\\_integrity.html](http://www.umbc.edu/gradschool/essentials/proc_academic_integrity.html)

There are 5 modules.

At the end, print your certificate or grades and give the printout to Justine or Dawn.

### Admission to Candidacy

To achieve candidacy, the student must:

- 1) Successfully complete all core courses (=21 credits, including GERO 750/751)
- 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 fall of the student's 3<sup>rd</sup> year.

You must apply for Admission to Candidacy by completing the Application form from your primary campus and attaching the Graduate School Record Form and/or unofficial transcript. This is then given to the coordinator for review. The coordinator will get the appropriate signatures and submit the paperwork.

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

### Advisors vs. other advisors

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

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

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

A *dissertation chair* is chosen by the student. The chair is a regular graduate faculty member who will guide the student through their dissertation. The student chooses this person by who best fits their

research interests and whom they work with best. The *dissertation chair* may also be the *research mentor*, if desired by the student.

### **Aging Forum**

The forum is a gathering of all the gerontology doctoral students to: 1) introduce the research being done by doctoral program faculty, 2) provide sessions on the “nuts and bolts” of research and life in the academic world, and 3) empower the students to discuss topics of interest to them.

The Forum will meet twice a month for 1.5 hours. **First and second year students are required to attend.** Students in their third and fourth years are expected to attend. Students and faculty work together to set the agenda.

### **Career Resources**

AgeWorks- <http://www.agework.com/agework/>

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

Careers in Aging- <http://www.careersinaging.com/careersinaging/>

**CITI Training** (required training) *Due by September 15<sup>th</sup>*

UMBC

<https://www.citiprogram.org/Default.asp>

Once logged in Select [Social & Behavioral Minimal Risk Research](#)

Print certificate and give to Dawn

UMB

<http://medschool.umaryland.edu/HIPAA/quiz/index.asp>

See Justine for logon and password

You need to take, HIPAA 125, HIPAA 201, CITI training Biomedical course

Print certificates and give to Justine

### **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.

### **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.

GERO 899 is required after a student is approved for candidacy.

(Each semester after reaching candidacy a student at UMBC must register for 9 credits, however, you are only charged for 2 credits.)

Faculty lists for dissertation committees can be found on Blackboard at: Gerontology Ph.D. Program Community, Information, Dissertation Policy

Electronic Dissertations are required by the program at both campuses.

Be sure to ask Justine for deadlines and forms once you defend your proposal.

## Ethics Course

Two options:

1. CIPP 909, Responsible Conduct in Research, is offered every spring and taught by Dr. Shamoo. You register for 1 credit, you only attend until spring break.
2. PREV 633, Application of Legal and Regulatory Issues in Clinical Research, is taught every fall by Dr. Roghmann. This is a 1 credit course.

Immediately following the semester course 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).

## Funding

The program's commitment is to fund students in their first year and to make every effort to provide funding in the second year. Such funding may involve state and/or extramural research assistantships (to usually include a 12 month stipend, tuition up to 10 credits/semester, and student only health benefits). Every effort will be made to fund students for subsequent years in the program; however, such funding is contingent on grant funds and the match of faculty and student research interests. As such, students are encouraged to work with their advisors to secure funding beyond their initial 2 years in the program. Also, please note, that the commitment of funding is dependent on the student successfully progressing in the program.

## Graduate Research Conference

The conference is hosted at each campus by that campus' Graduate Student Association (GSA) in 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.

## Grading Policy

A grade of B or better is required in all 7 core 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 to students to 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 Faculty

R= regular A= associate

UMBC

<http://www.umbc.edu/gradschool/about/faculty.html>

UMB

[http://graduate.umaryland.edu/graduate\\_people/list/grad\\_faculty.html](http://graduate.umaryland.edu/graduate_people/list/grad_faculty.html)

## 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
- Winter Break (Dec. 25 - January 1)
- Martin Luther King Jr.'s Birthday
- Spring Break (usually the 3<sup>rd</sup> week in March)

Please discuss holiday leave with your GRA supervisor to determine if holidays need to be covered. If a GRA must work a holiday then that time may be taken at a later date.

Time between semesters is considered an active part of the training period.

### **Vacation Time**

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. 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**

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.

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 their guidelines for holidays, vacation time, sick time, and inclement weather.

### **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). Meet with your advisor and the faculty member who is sponsoring the project as soon as you learn about the grant. 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 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.

### **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. **You must fill out the *Independent Study Agreement* form before classes begin.**

### **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. Payment will be determined yearly based on the budget.

## Referencing Style Books

Epidemiology Track- American Medical Association Manual of Style and the American Psychological Association's Style Guide  
Policy Track- American Psychological Association's Style Guide

SCB- American Psychological Association's Style Guide

## Seminar Series

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

## Sexual Harassment Training (required training) *Due by September 30<sup>th</sup>*

UMB: <http://training.newmedialearning.com/pwh/umbaltimore/>

Click on continue

New Employee

Student

Keep pressing continue until you have completed the training.

Take the test.

Print the certificate, Give to Justine

UMBC: <http://training.newmedialearning.com/psh/umbc/>

Click on continue

New Employee

Student

Keep pressing continue until you have completed the training.

Take the test.

Print the certificate, Give to Dawn

## Substitution of Courses

Students in the Gerontology Doctoral Program may substitute up to 12 of the required credits for the degree. Students may not substitute (a) core courses (GERO 700, GERO 672, GERO 681, GERO 786, GERO 711, GERO 750, and GERO 751), or (b) the 12-18 hours of dissertation credits (GERO 899). The course(s) must have been taken within 5 years of admission to the program. To request a substitution, the student must do the following:

- (1) Prepare a written request specifying the course(s) to be substituted and a copy of the syllabus for each replacement course and how it would fit into the requirements (track requirement, elective, etc.).
- (2) The request is presented to the student's academic advisor, discussed, and approval is sought from the advisor. The advisor must send written approval with the request.
- (3) Advisor-approved requests are then submitted to the Academic Coordinator who will forward the request to the appropriate party for the next step of review.
- (4) 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 trackThe sub-committee will inform the Program Directors of their decision on the requested substitution.  
Other courses will be forwarded directly to the Program Directors for approval.
- (5) Final approval for all course substitutions will rest with the Program Directors. If approval is granted, the student will receive an e-mail stating that the course was accepted and the substituted course will be included on the graduate record for admission to candidacy. The written request, syllabus, and email response will be placed in the student's file.

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."

No transfer credit will be given for a course in which a grade of less than a "B" was earned.

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.

### **Summer Readings**

These are highly recommended readings to complete before classes begin in the fall.

- Jose L. Galvan ISBN 1-844585-86-8/Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences/ (Fourth Edition)/Pyrzczak Press.
- Binstock & George, 2011. *Handbook of Aging and the Social Sciences*. Academic Press.
- Morgan & Kunkel 2011. *Aging, Society and the Life Course*. Springer Publishing

For those not having either a strong or recent background in research methods:

- Patten, M.L. 2009 *Understanding Research Methods*. Pyrczak Publishing (Sections A,C,D,E and F)

### **Traveling and Travel Reimbursement**

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

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

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

Students registered for the Gerontology Program through the UMB campus can receive up to \$250 for travel from the GSA, but can only receive assistance if the student presents at the conference. Go to <http://graduate.umaryland.edu/gsa/travel.html> for more details and deadlines.

Students registered for the program through the UMBC campus can receive from the GSA up to \$250 for attending a conference and \$500 for presenting. Go to <http://www.umbc.edu/gsa/TravelandResearchGrants.html> and read about the travel grant.

The total a student may receive from both the GSA and the PhD program is \$500. The maximum a student may receive from the PhD program is \$250, or as the budget permits. Please keep all receipts and turn these within 15 days of your return.

## **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!!

### **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 a Hilltop or Erickson fellowship, please discuss with your supervisors at the beginning of the year.

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. Feel free to schedule your appointment in March for the summer. 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 to your self evaluation each year. The completed, signed form becomes part of the student's file in the program. All students are reviewed by the steering committee before the start of a new academic year. 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 (12-16 credit hours, plus Theory/Methods I and II)**

- A. Foundations in statistics/methods (from an approved list and appropriate to track research specialization) (6 credit hours)
- B. Advanced disciplinary analytical courses based on track research specialization (6 credit hours)

### **Track Specialization (9 credit hours)**

In consultation with an academic advisor, students will select courses that will deepen their knowledge within their track.

### **Electives (6 credit hours)**

Courses to be selected from the remaining pool of applicable courses in aging in consultation with the major advisor.

### **Ethics course (1 credit)**

CIPP909 focuses on professional and research ethics

### **Aging Forum**

Sessions on the “nuts and bolts” of research and life in the academic world  
Mandatory attendance once a month the first two years of the program.

### **Comprehensive Examination (end of 2nd year for full-time students)**

An examination of core gerontological knowledge, focusing on the content of core courses and the first year theory/methods course

### **Dissertation (12 credits UMB/18 credits UMBC: both equal min. of 2 semesters)**

Research on doctoral dissertation under the direction of a faculty advisor

### **Seminar Series**

Mandatory attendance

## Epidemiology Track Courses

### Core courses (21 credit hours)

GERO 711	Biology of Aging (3 credits)
GERO 681	Epidemiology of Aging (3 credits)
GERO 672	Issues in Aging Policy (3 credits)
GERO 786	Psychological Aspects of Aging (3 credits)
GERO 700	Sociocultural Gerontology (3 credits)
GERO 750	Theories/Methods I (3 credits) (taken first semester of first year)
GERO 751	Theories/Methods II (3 credits) (taken second semester of first year)

### Research Methods/Statistics Courses

#### Foundation (8 credits)

PREV 600	Principles of Epidemiology (3 credits)
PREV 620	Principles of Biostatistics (3 credits) (usually taken first semester of first year)
PREV 619	Biostatistical Computing (2 credits)

#### Advanced analytical courses (8 credits)

PREV 720	Statistical Methods in Epidemiology (4 credits)
PREV 721	Regression Analysis (2 credits)
PREV 723 or 801	Survival Analysis or Longitudinal Analysis (2 or 3 credits each)

### Track Specialization Courses (9 credits)

PREV 758	Health Survey Research Methods (3 credits)
PREV 659	Observational Studies in Epidemiology (3 credits)
PREV 803	Clinical Trials and Experimental Epidemiology (3 credits)

### Electives\* (6 credits)

PREV 648	Health Care Administration & Evaluation (2 credits)
PREV 700	Cardiovascular Disease: Epidemiology & Prev (3 credits)
PREV 749	Infectious Disease Epidemiology (3 credits)
PREV 705	Pharmacoepidemiology (3 credits)
PREV 789	Design and Implementation of Research Studies (3 credits)
PREV 711	Genetic Epidemiology (3 credits)
SOCY 620	Social Epidemiology (3 credits)
PREV 723	Survival Analysis (2 credits)
PREV 801	Longitudinal Analysis (2 credits)
PREV 802	Statistics for Molecular Biology (2 credits)

\*Courses selected in consultation with the faculty advisor.

## Policy Track Courses

### Core courses (21 credit hours)

GERO 711	Biology of Aging (3 credits)
GERO 681	Epidemiology of Aging (3 credits)
GERO 672	Issues in Aging Policy (3 credits)
GERO 786	Psychological Aspects of Aging (3 credits)
GERO 700	Sociocultural Gerontology (3 credits)
GERO 750	Theories/Methods I (3 credits) (taken first semester of first year)
GERO 751	Theories/Methods II (3 credits) (taken second semester of first year)

### Research Methods/Statistics Courses

#### Foundation (6 credits)

- waived with approval, based on sufficient prior graduate training; taken first year

PUBL 600**	Research Methodology (3 credits)
PUBL 604**	Statistical Analysis (3 credits)

or

SOCY 600**	Research Methodology (3 credits)
SOCY 604**	Statistical Analysis (3 credits)

#### Advanced analytical courses \* (6 credits)

-preferably a qualitative and an advanced multivariate

ECON 611/612	Advanced Econometric Methods I /II (3 credits each)
PUBL 605	Advanced Research and Evaluation Techniques (3 credits)
PUBL 607	Statistical Applications in Evaluation Research (3 credits)
SOCY 610	Sample Surveys (3 credits)
SOCY 619	Qualitative Methods (3 credits)

### Track Specialization Courses \* (9 credits)

ECON 600***	Policy Consequences of Economic Analysis
GERO 703/ PUBL 603***	Policy Analysis of Aging Issues/Theory and Practice of Policy Analysis
PUBL 601***	Political and Social Context of the Policy Process
GERO 742	Economics of Aging (suggested) (3 credits)
ECON 652	Health Economics
LAW 516J	Health Care Law and Policy (3 credits)
LAW 522J	Critical Issues in Health Care (3 credits)
POLI 652	Politics of Health (3 credits)
PUBL 610E	Global Aging and the Future of Social Insurance (3 credits)
PUBL 618	Issues in Health Care Finance and Service Delivery (3 credits)
SOCY 632	Work and Retirement (3 credits)
SOCY 698	Aging and Health in Diverse Context (3 credits)
SOWK 726	Aging and Social Policy (3 credits)
SOWK 800	Social Welfare Policy (3 Credits)

### Electives (6 credits)

Courses also selected from track courses, research and methods courses, or other courses in consultation with the faculty advisor.

\*Not all courses listed under Track and Electives are offered every year.

\*\*Required for policy track

\*\*\*Two of these three courses, ECON 600, GERO 703/PUBL 603, PUBL 601, are required.

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

### Core courses (21 credit hours)

GERO 711	Biology of Aging (3 credits)
GERO 681	Epidemiology of Aging (3 credits)
GERO 672	Issues in Aging Policy (3 credits)
GERO 786	Psychological Aspects of Aging (3 credits)
GERO 700	Sociocultural Gerontology (3 credits)
GERO 750	Theories/Methods I (3 credits) (taken first semester of first year)
GERO 751	Theories/Methods II (3 credits) (taken second semester of first year)

### Research Methods/Statistics Courses

#### Foundation (6 credits)

- waived with approval, based on sufficient prior graduate training; taken first year

SOCY 600	Research Methodology (3 credits)
SOCY 604	Statistical Analysis (3 credits)

#### Advanced analytical courses \* (6 credits)

-preferably a qualitative and an advanced multivariate

ECON 611	Econometric Methods I (3 credits)
ECON 612	Advanced Econometric Methods II (3 credits)
NURS 816	Multivariate Analysis in Social and Health Care Research (3 credits)
NURS 817	Repeated Measures ANOVA Designs in Nursing and Health Care (3 credits)
NURS 826	Structural Equation Modeling in Health Care Research (3 credits)
POSI 607	Statistical Applications in Evaluation Research (3 credits)
PSYC 711	Multivariate Statistics (3 credits)
SOCY 605	Advanced Research and Evaluation Techniques (3 credits)
SOCY 608	Advanced Statistical Methods (3 credits)
SOCY 619	Qualitative Methods in Social Research (3 credits)

### **Track Specialization Courses** \* (9 credits)

GERO XXX	The Aging Self (3 credits)
GERO 742	Economics of Aging (3 credits)
SOCY 629	Aging in Cultural Context (3 credits)
SOCY 630	Sociology of Aging (3 credits)
SOCY 631	Family and Aging in Society (3 credits)
SOCY 632	Work and Retirement (3 credits)
SOCY 634	Gender and the Life Course (3 credits)

### **Electives\*** (6 credits)

EDUC 605	The Adult Learner (3 credits)
PSYC 606	Adult Psychopathology (3 credits)
PSYC 653	Cultural Aspects of Human Development (3 credits)
SOCY 632	Work and Retirement (3 credits)
SOWK 726	Social Policies and Programs for the Aging (3 credits)
SOCY 652	Healthcare Organization and Delivery

\* Track courses and Electives are not offered every year. Courses selected in consultation with the faculty advisor.

**Core Course Sequencing**  
**FT students must take all core courses by the end of their 2<sup>nd</sup> year**

**Fall '11**

Thry/Mthds1 (750)  
Psych (786)

**Sp '12**

Thry/Mthds2 (751)  
Epi (681) (entering '11 must take)  
Bio (711) (entering '11 must take)

**Fall '12**

Thry/Mthds1 (750)  
Policy (672) (entering '11 must take)  
Socio (700) (entering '11 must take)

**Sp '13**

Thry/Mthds2 (751)  
Psych (786)

**Fall '13**

Thry/Mthds1 (750)  
Epi (681)  
Bio (711)

**Sp '14**

Thry/Mthds2 (751)  
Policy (672)  
Socio (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)  
The Aging Self  
Economics of Aging Issues – GERO 742

## University Resources

### Alert System

UMB- <http://www.umaryland.edu/helpdesk/systems/umalerts/>

UMBC- <http://my.umbc.edu/go/alerts>, through myUMBC

### Athletic Center

UMB- <http://www.umaryland.edu/urecfit/>

UMBC- <http://www.umbc.edu/UMBCathletics/Recreation/index.html>

### Blackboard

UMB- <http://blackboard.umaryland.edu/webapps/portal/frameset.jsp>

Enrollment form: <http://www.umaryland.edu/helpdesk/apps/emailregistrationform.pdf>

UMBC- <http://blackboard.umbc.edu/webapps/portal/frameset.jsp>

UMB enrolled students must first obtain a myUMBC account. See myUMBC.

We have an organizational site, Doctoral Program in Gerontology

### 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.

UMB- labs are available in the library.

Students may use assigned office computers or the float computer

Report any computer problems to the coordinator. She will make a Helpstar request

UMBC- many labs available 7 days a week

Students may use assigned office computers

Report any computer problems to Dawn Galindo

### Counseling Center

UMB- <http://www.umaryland.edu/counseling/>

UMBC - <http://www.umbc.edu/counseling/>

### Eating

UMB-

Hospital cafeteria, VA cafeteria, Au Bon Pan in the hospital, Café on the Square, The Penn Restaurant Kirbies, Dental School Café, Potbelly Sandwiches, Campus Center

UMBC-

Coffee shop in the Admin building, The Commons Building food court, Chik-fil-a and Starbucks in the University Center

### Email

Both campuses usually automatically provide you with an email account.

UMB

<http://www.umaryland.edu/helpdesk/newstudent.html>

Gerontology also provides you with an Epi or SOM email account.

UMBC-  
Automatic

### **Facebook**

<https://www.facebook.com/media/set/?set=a.10150214600262874.313987.47138982873#!/pages/Doctoral-Program-in-Gerontology-UMB-UMBC/47138982873>

### **Forms and Course Schedules**

UMB- <http://www.graduate.umaryland.edu/resources/forms.html> and  
[http://www.graduate.umaryland.edu/academics/course\\_schedule.html](http://www.graduate.umaryland.edu/academics/course_schedule.html) and  
[http://www.graduate.umaryland.edu/graduate\\_people/degree\\_cert.html](http://www.graduate.umaryland.edu/graduate_people/degree_cert.html)

UMBC- <http://www.umbc.edu/registrar/schedule/index.html> and  
<http://www.umbc.edu/gradschool/essentials/forms.html>

### **Geriatric Interest Group/Student Chapter of the American Geriatrics Society**

GGEAR in partnership with UMB faculty and students plans and provides monthly luncheon and lectures on geriatric-clinical topics. In addition, the student group meets at least once a year with its Johns Hopkins University counterparts.

### **GGEAR Calendar of Gerontology Events**

<http://gerontology.umaryland.edu/geroCalendar.html>

### **Graduate Faculty lists**

UMB: [http://www.graduate.umaryland.edu/graduate\\_people/list/grad\\_faculty.html](http://www.graduate.umaryland.edu/graduate_people/list/grad_faculty.html)

UMBC: <http://www.umbc.edu/gradschool/about/faculty.html>

### **ID Badges**

**Replacement badges cost \$15**

UMB-

UMB1OneCard

Specific times during orientation at the Student Union, otherwise Campus Center or send in photo early  
Names on list

Must be registered

UMBC -

Go to the office in the Old UC building (The Comm Store, 1st flr) anytime before classes begin.

Must be registered

### **Libraries**

UMB- Health Sciences and Human Services Library

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

Copiers and copy cards

Interlibrary loans

410-455-2232

## **Mailboxes**

You have your own mailbox at your primary campus

UMB- Howard Hall, Suite 200, Gerontology Division, Copy room- one for all students

UMBC-Public Policy Building, 2nd flr., Department of Sociology Copy and Mail room

## **MyUMB**

Campus system at UMB

<https://myumb.umaryland.edu/psp/paprod/?cmd=login&languageCd=ENG>

You should be sent a user ID and initial password

## **MyUMBC**

The registration and student account system at UMBC

UMB students

Once you register at UMBC this account should be created for you.

If not, go to, <https://webadmin.umbc.edu/admin/User/Create>, or go to the help desk at ECS Building, Rm 020. Phone: 410-455-3838

UMBC students-

You should already have an account.

<https://webadmin.umbc.edu/admin/User/Create>

## **Parking**

UMB- <http://www.parking.umaryland.edu/students/index.htm> - 410-706-6603

Permits distributed at orientation at certain times. Bring ID and vehicle registration.

\$5 for the permit

\$6 per day for the garage

Or, Biopark garage, \$150 from September to December

Most important: UMBC does NOT honor the UMB hangtag. Justine sends a list of names and SSNs to UMBC parking. Go to the parking Office at UMBC with your UMB ID and \$55 (cash or check). Or, Park in lot 10 or 16 after 3:30 and only pay .50 cents.

UMBC- 410-455-2551

<http://www.umbc.edu/parking/fsstud.htm>

You can register your car online and then your hangtag is sent to you.

[my.umbc.edu/go/parking](http://my.umbc.edu/go/parking), [Manage Parking Account](#).

Most important: UMB honors the UMBC hangtag at the student lot. When you come for class you can park in the Lexington garage and pay \$5.00. You can also ride Bus #35.

## **Photocopying**

**Students cannot use the departmental copiers to copy any material for their classes.**

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.

Please use discretion when printing journal articles from the web that are for your own coursework and research. Printing for any assigned GRA task is fine.

## Poster Creation for presentations

The Commons- CommonVision at UMBC

<http://www.umbc.edu/commons/commonvision/index2.html>

PromptPrint at UMB

<http://medschool.umaryland.edu/pathology/print.asp>

Graphics Land

<http://www.graphicsland.com/>

Bressler building 5th fl

make left off elevators then follow hallway around on the right. Office # 5-0010 in corner (sign on door has more info).

\$65 with a check or account #

Open M-F 9-3

Greenbaum Cancer Center at UMB Poster Printing

[https://cf.umaryland.edu/freezer/promo\\_spp.cfm](https://cf.umaryland.edu/freezer/promo_spp.cfm)

## Registration

UMB-

Discuss courses with your advisor

Have advisor inform Justine you may register. Justine gives permission.

Log onto SURFS

Fill out inter-campus form for inter-campus courses – get form from Justine

Fill out tuition remission forms if on a GRA (emailed), 1 for each campus

Give forms to Justine

UMBC-

Discuss courses with advisor.

Advisor gives you permission to register or informs Dawn to give you permission

Log onto myUMBC on the date assigned to you by the campus

Fill out form for inter-campus courses (emailed).

Fill out tuition remission forms if on a GRA (emailed), 1 for each campus,

Give forms to Dawn

## Campus Shuttle

UMB Only Campus shuttle

Caravan- [http://www.umaryland.edu/usga/08\\_09cyndi/campus\\_transportation2](http://www.umaryland.edu/usga/08_09cyndi/campus_transportation2)

UMBC Only Transit

<http://www.umbc.edu/transit/aboutus.php>

Intercampus Shuttle Bus

Discontinued

## Sigma Phi Omega (SPO)

<http://www.sigmaphiomega.org/>.

The national academic honor and professional society in gerontology. UMBC has a local chapter for all students. Students run the chapter and plan activities.

## SURFS (Student UseR Friendly System)

Student account system at UMB

Register online, Check grades, financial accounts

[www.simsweb.umaryland.edu](http://www.simsweb.umaryland.edu)

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., <http://www.umaryland.edu/smccampuscenter/>

UMBC- The Commons, <http://www.umbc.edu/commons/>

### **Telephones**

UMB-

Shared phone, **Local calls only** - 410-706-1735

In an EMERGENCY ONLY, Justine can take a message, 410-706-4926

UMBC-

Individual phones assigned, **Local calls only**

In an EMERGENCY ONLY, call Dawn 410-455-2081

### **Writing Centers**

UMB

<http://www.umaryland.edu/student/writing/>

UMBC

[http://www.umbc.edu/lrc/writing\\_center.htm](http://www.umbc.edu/lrc/writing_center.htm)

or

The GSA writing assistant.

[gsa-writingadvisor@umbc.edu](mailto:gsa-writingadvisor@umbc.edu) or 410-455-2773.

## **Comprehensive Examination Policy**

Approved April 2011

### **Content**

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

### **Structure/Logistics**

- The examination has four sections. Sections one through three cover the first three questions (see above). Within each of those sections, the student has a choice between two questions. The fourth section is the student-oriented question.
- Take home exam; open book/note/internet.
- Seven days (Monday AM to Monday AM) for the full examination. For students retaking part of the examination, the time will be adjusted relative to the four questions in seven days (42 hours per question).
- Responses submitted after the specified due date and time will not be accepted and will be considered a failure (i.e., 9:00 am Monday is the usual time; any responses received at 9:01 will not be accepted). Responses must be appropriately formatted or they will not be accepted.
- Sickness, computer failure, or other extenuating circumstances that happen during the examination must be reported to the academic coordinator as soon as possible and must be done during the examination period. Sickness must be of sufficient severity that a physician's note will be required, and may allow for a later retaking of questions without penalty. We can provide back up computers for students who have problems. Other problems will be addressed on an as needed basis, but must be of a sufficient severity before additional time or resources will be allowed or provided. All appeals for these extenuating circumstances will be reviewed by the program Co-Directors and/or the Steering committee.
- A maximum of 10 pages per question; type written; double-spaced; references are

- required but are not included in the 10 pages.
- Examination responses will be graded on a "high pass, pass, conditional pass, or fail" basis. Each question receives a separate grade. If the two faculty readers disagree and can't reach a resolution on the grade, a third faculty member will read the question and the third "vote" will determine the final grade. Readers will not know the students' identity and students will not know the readers' identity.
  - Examination results will be returned to students within three weeks of the examination being completed by students. A student who failed a question(s) has the option to appeal the grade on that question(s). The student must submit a detailed written explanation of how/where he/she believes he/she was unreasonably graded. This should be submitted to the Program Directors via the academic coordinator within three weeks of the notification of failure. The Directors may then confer with Comprehensive Examination committee for further review or request an additional reader for the question(s) (if justified). Students can expect to receive feedback within four weeks of submitting the appeal. Conditional pass grades are not subject to appeal.
  - With a conditional pass, the student will work with one designated faculty member to revise the question until it is satisfactory. The goal of the conditional pass process is help the student learn from their mistakes during the examination. Like an NIH grant resubmission or journal article revision, the student will need to address all the comments made by the original examination graders, and should mark the changes in their resubmission(s). The original grader comments should be clear about what needs to be rewritten and that the faculty member is available for questions, but will not provide exact details about the revisions (e.g., will not rewrite the question for students or give overly extensive comments on what should be done).
    - The conditional pass must be resolved within 10 weeks after the student receives the comprehensive grades. The student has a maximum of two revisions to resolve the conditional pass.
    - The student should meet with the designated comprehensive examination faculty member to discuss their answer within two weeks of receiving the grade. The student should submit the first revision within four weeks of receiving the final grade. The faculty member has two weeks to return feedback to the student about the revision and the student has two weeks to revise the response (if needed).
      - Any exceptions to the above timeline must be requested from the Comprehensive Examination committee chair through a formal request in writing, detailing reasons for the request.
    - The revised response should not exceed 10 pages.
    - If the designated comprehensive examination faculty does not think that the final response is of sufficient quality to receive a pass, the question will be determined to be a failure. The final "failed" answer may be read by additional readers to verify that it is insufficient.
    - There is no expectation that any student having a conditional pass will be able to resolve the pass in time to move to candidacy for the Fall academic deadline.
  - The comprehensive examination is offered once a year in July, usually starting the 3<sup>rd</sup> week, with the opportunity to retake failed portions of the examination the following January. If a student fails one or more questions, the student can request to retake only the failed question(s) in January or wait until the following summer. Students with a conditional pass that is not successfully completed within 10 weeks may retake the question in January.

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

### **Examination Committee/Readers**

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

### **Comprehensive Examination --Student-Oriented Question- Question 7**

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

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

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

The mentor need not be the student's current academic advisor, but the student must discuss the choice of a mentor for the comprehensive exam with her/his academic advisor. The student may select the faculty member who best fits their research interests. Once both agree on a potential mentor, the student may approach the faculty member and request they serve as mentor. The mentor will most often be the faculty member deemed likely to become the chair of their dissertation committee (but not necessarily). This faculty member must be a *regular* member of the graduate faculty. If you are unsure if a particular faculty member is a regular member of the graduate faculty, go to

[http://graduate.umaryland.edu/p\\_gradfac.html](http://graduate.umaryland.edu/p_gradfac.html) for UMB faculty and to

[http://www.umbc.edu/GradProg/catalog/pdf/01grad\\_fac.pdf](http://www.umbc.edu/GradProg/catalog/pdf/01grad_fac.pdf) for UMBC.

To apply to be graduate faculty at UMBC go to

<http://www.umbc.edu/GradProg/forms/pdf/02memapp.pdf>.

## Academic Honesty

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

### Gerontology Ph.D. Program Comprehensive Examination Certification July 2010

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

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

I understand that the answer should be in my own words.

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

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

\_\_\_\_\_

Printed name

\_\_\_\_\_

signature

\_\_\_\_\_

date

Attached as appendix:

Definitions:

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

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

From the UMB website:

“Such misconduct involves significant breaches of integrity which may take numerous forms such as, but not limited to, those listed below:

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

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

## Guidelines for Gerontology Dissertation Proposal

The following steps are involved in preparing a dissertation proposal.

1. The student informally discusses potential dissertation topics with relevant program faculty members. The student seeks a mentor who has regular graduate faculty status and is willing to work with him/her on the selected topic. Names of other possible committee members are discussed.
2. **Pre-Proposal Process.**

After application for candidacy, the student develops a one-page draft (single spaced, typical font/format) abstract of the topic for the proposed dissertation. This one-page abstract or pre-proposal must contain:

  - a) A description of your study
  - b) The basic study design (e.g., cross-sectional survey, in-depth interviewing, intervention, analysis of secondary source) and methodology of the study, to including sample and key measures.
  - c) A statement of the unique contribution of the study to the literature.

This abstract is distributed to the mentor and potential dissertation committee members (see below for requirements for committee composition). The student subsequently meets individually with faculty on the intended dissertation committee to: a) receive feedback, answer questions, and determine whether the particular faculty member approves the topic, and b) to determine whether the faculty member agrees to serve on his/her doctoral dissertation committee. The student revises the abstract pre-proposal based on the feedback and comments from the committee and solicits suitable replacements for any faculty who are not able to serve.

Once the revisions are complete and all members of the committee approve the pre-proposal, the student submits the one-page pre-proposal and his/her committee members to the graduate program directors. The directors review the proposal for completeness and appropriateness of the dissertation committee composition and provide additional questions/feedback to the student. The final pre-proposal is shared with the Steering Committee of the Gerontology Doctoral Program.

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

- a. The committee must have a minimum of 5 members;
  - b. Chair: The chair of the committee is the student's mentor and must be a faculty affiliate of the gerontology program with regular graduate faculty status. It is strongly recommended that the chair have affiliation with the student's track of study (See note below on "informal" chairs.);
  - c. At least three members of the committee (counting the chair) must have regular graduate faculty status;
  - d. At least one faculty member must represent the other campus; and
  - e. At least one faculty member must be external to the Gerontology Program faculty. A list of gerontology faculty can be obtained from the academic coordinator of the Gerontology Program.
3. After the committee is approved, the chair works with the student to develop the formal dissertation proposal. The proposal is expected to have the following sections:
    - a. Introduction, problem statement, and significance;
    - b. Literature review;
    - c. Theoretical framework with research questions and/or study hypotheses;
    - d. Research design including data source(s), measures, and analytic methods;
    - e. If relevant, preliminary data or pilot study to establish the feasibility of the research project;
    - f. Plan for addressing human subjects review (IRB);
    - g. Study limitations; and
    - h. Preliminary bibliography.

4. The draft proposal is sent to all committee members for review and comment. 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.)
5. Once the committee agrees, the student, with the chair's guidance, schedules a formal proposal defense. The defense date and time are circulated to all Gerontology Program faculty and students. The proposal defense consists of four parts:
  - a. A closed session with the committee members alone to go over the rules governing the session;
  - b. An open session in which the student presents the proposal and answers questions from committee members. This part is open to all Gerontology Program faculty and students. Students are typically asked to prepare a 15 to 20 minute presentation of their proposal; and
  - c. A final closed session in which the committee determines by consensus whether the student has successfully defended the proposal. If the committee is unable to reach consensus, a positive vote by all but one committee member is required for passing the proposal defense. After this deliberation the student is invited back into the room and given a roadmap of what lies ahead.
  - d. The committee signs the Proposal Defense Form and returns it to the coordinator.
6. After successfully presenting his/her proposal the student formally begins work on the dissertation analysis under the guidance of the chair with help from the other committee members. It is the responsibility of the student to keep committee members abreast of progress toward completing the dissertation and any unforeseen problems along the way. The student is expected to distribute a complete penultimate draft of the dissertation to each committee member for review and comment prior to the final defense. Each committee member will then individually determine whether the student is ready to defend the dissertation. Students are expected to meet with their entire committee (or at least a majority of the members) every 6-8 months (at minimum) to discuss their progress and goals.
7. The Chair polls the Committee to determine if the student is ready to defend the dissertation. (Typically all committee members must agree that the student is ready before the Chair schedules a defense; however, under very unusual circumstances a defense can be scheduled with one dissenting vote). The chair informs the student that the defense can be scheduled. All Graduate School rules apply to the scheduling and conduct of the defense. Students should carefully review these rules, which are presented in the Graduate School catalogue.

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.

\*\*To determine which faculty are eligible to serve on a dissertation committee go to the Gerontology PhD Program site on Blackboard: Information, Dissertation Policy

## **Dissertation Policy on Outside Assistance**

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

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

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

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

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

### Proposal

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

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

If secondary data is being used and the PI of the project from which the data comes is not on the dissertation committee, the dissertation chair and student must communicate directly with the PI and have a signed written agreement that the PI approves of the proposed research and use of the data. The chair is the primary negotiator. The PI should always be provided with a detailed research plan.

- 5) *Bibliographic references*: These can be organized as combined, paper-by-paper or a combination, but should include all references specific to the general sections of the proposal and the specific papers.

### Final Dissertation

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

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

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

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

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

Submission of papers before the dissertation is defended must be approved by the dissertation committee in advance. Also be aware that, while some parts of a

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

Any problems relating to authorship from dissertations in this program should be brought to the Gerontology Steering Committee for adjudication. If the authorship contention involves a member of the Steering Committee, they shall absent 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

### Applying:

Gerontology students may apply at any time before the establishment of their doctoral dissertation committee.

### **Sign the application form that grants permission to share the following:**

original Ph.D. application material, current transcript and two current faculty references

Submit the above to your academic coordinator and she/he will submit it to the DEPM Graduate Program Committee, Admission Subcommittee.

This program is only available to students who are accepted into the Gerontology Doctoral Program and remain in the program in good standing. While primarily intended for students in the epidemiology track of the gerontology program, any student in the gerontology program is eligible to apply for admission to this program. Those wishing to apply to the dual Ph.D.-M.S. program upon admission should indicate so in their application letter.

### Advising:

Primary academic advisor from the GERO 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 (Ph.D.-level) dissertation is required. To meet the training goals of the dual-degree program, the dissertation must have significant epidemiological content and/or methods. At least one dissertation committee member, in addition to any member who is serving primarily as a medical consultant, must be an epidemiologist and graduate faculty member with a primary appointment in DEPM; at least one member must be a biostatistician and graduate faculty member of DEPM; and at least one dissertation committee member must have an appointment in the Gerontology Doctoral Program. Both graduate programs must approve the composition of the dual-degree dissertation committee. Only the Gerontology Program approves the pre-proposal (one page).

Degrees: Both the Ph.D. and M.S. degrees are awarded together at the completion of all degree requirements. Students must remain in good standing in the Ph.D. program to continue in the dual-degree program. If a student withdraws from the Gerontology Ph.D. Program, he or she would need to complete the M.S. thesis and all other requirements in order to obtain the M.S.

## Course Requirements for the dual-degree program (62 credits)

### Methods (15 credits)

GERO750 – Theory/Methods I (3)  
GERO751 – Theory/Methods II (3)  
PREV600 - Principles of Epidemiology (3)  
PREV659 - Observational Studies in Epidemiology (3)  
PREV758 - Health Survey Research Methods (3)\*

### GERO Core (15 credits)

GERO614 – Biology of Aging (3)  
GERO681 – Epidemiology of Aging (3)\*  
GERO700 – Sociocultural GERO (3)  
GERO672 – Issues in Aging Policy (3)  
GERO786 – Psychological Aspects of Aging (3)

### **Statistics (13 credits)**

PREV620 – Principles of Biostatistics (3)  
PREV619 – Biostatistical Computing (2)  
PREV720 – Statistical Methods in Epidemiology (4)  
PREV721 – Regression Analysis (2 credits)  
PREV723 or 801 – Survival Analysis or Longitudinal Analysis (2-3 credits each)

### Other requirements (19 credits)

PREV803 – Clinical Trials (3)  
Advanced elective in epidemiology (3)  
Dissertation research (12 credits)  
CIPP909 Responsible Conduct of Research (1 credit)\*\*

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\* These three courses satisfy the MS requirement for 8 elective credits

\*\* With an added day of ethics in aging research

**Application  
M.S. in Epidemiology and Preventive Medicine  
The Gerontology/EPM Dual-Degree Program**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Current status:       Gero Applicant                       GERO Student

Application material checklist:

- Statement of interest
- Letters of recommendation (2)
- Original GERO application
- UMB Transcript (current GERO students)

I request the release of my application materials to the Department of Epidemiology & Preventive Medicine.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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*Current GERO Students only:*

GERO Advisor: \_\_\_\_\_ Years enrolled in program \_\_\_\_\_

GERO Curriculum Committee Members:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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*For internal use only*

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EPM Admissions Review date: \_\_\_\_\_

Comments:

Status (Acc/Rej/Def):

Letters mailed: \_\_\_\_\_

EPM Advisor: \_\_\_\_\_

## **Combined-Degree Program in Gerontology & Applied Sociology**

Gerontology doctoral students may simultaneously earn an M.A. in Applied Sociology. This program is only available to students who are accepted into the Gerontology Ph.D. Program 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 Gerontology Doctoral Program.

Applying: Those wishing to apply to the Combined Ph.D.-M.A. Program upon admission should indicate so in their application letter. For those currently enrolled in the program, please fill out the application form and return to Mary or Jean at UMBC. Once you indicate you want to be considered for the combined degree your original application to the Gerontology Program will be submitted to sociology. It will be reviewed by the M.A. admissions committee who makes the final determination about your admittance into the M.A. in Applied Sociology.

Coursework: There is significant overlap in coursework. 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 in the M.A in Applied Sociology. In addition, students taking the SCB track would be required to take an additional 3 credits, 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. Each degree will be noted on a single transcript. This combined degree program allows students to apply courses toward both degrees.

Analytic Paper: Students completing the combined degree will be in the non-thesis option of the M.A. in Applied Sociology, and hence will complete the required analytic paper, in accordance with the existing guidelines in that program and with approval of two faculty members 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 Gerontology Doctoral Program for composition of the dissertation committee (that it be interdisciplinary and dual-campus, and include members affiliated with the Gerontology program).

Degrees: Both the Ph.D. and M.A. degrees 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.

## Course Requirements for the combined-degree program (64 Credits)

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.

### Ph.D. Gerontology SCB Track

#### Methods/Statistics (18 credits)

SOCY 600-Grad Research Methods (3)

SOCY 604-Grad Statistics (3)

Advanced Methods/Analytic Course (6)

At least one from SOCY605,

SOCY607, SOCY610, SOCY

619, PSYC 711, ECON 611

GERO 750—Theory/Methods I (3)

GERO 751—Theory/Methods 2 (3)

#### GERO Core Courses (15 Credits)

GERO 614-Biology of Aging (3)

PREV/GERO 681-Epi. of Aging (3)

GERO 700-Sociocultural Gero (3)

GERO672 – Issues in Aging Policy (3)

PSYC/GERO 786-Psych of Aging (3)

#### GERO SCB Track Requirements (9 credits)

SOCY629 – Aging in Cultural Context (3)

SOCY 634 – Gender & the Life Course (3)

SOCY 632 – Work & Retirement (3)

SOCY 631 – Family & Aging in Society (3)

SOCY 630 – Sociology of Aging (3)

Other advisor-approved SOCY/ANTH GERO courses

with a focus on aging.

#### Elective Credits (6 credits)

From SOCY/ANTH graduate courses

With approval of advisor.

#### Other Requirements

Dissertation (12 credits)

CIPP909 Responsible conduct of research (1)

### M.A. in Applied Sociology

#### Methods/Statistics (9 credits)

SOCY 600 (3)

SOCY 604 (3)

Additional Analytic Course (3)

←Select one from list

#### Applied SOCY Content (21 credits)

1) GERO 700 – Sociocultural Gero (3)

<--- 2) Select 3 SCB Track Courses (9 cr.)

←-- 3) Select 3 SOCY/ANTH courses (9 cr.)  
Selected with advisor approval.

#### Other Requirements

Analytical Paper



**Gerontology Doctoral Program**

**GERO 801 INDEPENDENT STUDY**

**Student Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Sponsor(s)\*:** \_\_\_\_\_ **Signature(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Credit Hours:** \_\_\_\_\_

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

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

**Objectives of elective:**

**How objectives will be met:**

**Schedule for activities:**

**Method of evaluation:**

**\*Must be member of Graduate Faculty**

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

**Approval of Ph.D. Dissertation Proposal**

**Doctoral Program in Gerontology  
University of Maryland Graduate School, Baltimore**

Name of Candidate: \_\_\_\_\_

Proposal Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Proposal Defense: \_\_\_\_\_

**COMMITTEE MEMBERS:**

\_\_\_\_\_  
Committee Chairperson

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grades Summary Sheet

Name: \_\_\_\_\_ Program Start Date: \_\_\_\_\_ Semester \_\_\_\_\_ Grade \_\_\_\_\_ Advisor: \_\_\_\_\_ GPA: \_\_\_\_\_  
 # credits

**Core courses (all required, 21 credits total)**

Gero 700 <b><u>Sociocultural/Behavioral Gerontology</u></b>	_____	_____	_____
Gero 786 <b><u>Psychological Aspects of Aging</u></b>	_____	_____	_____
Gero 672 <b><u>Issues in Aging Policy</u></b>	_____	_____	_____
Gero 681 <b><u>Epidemiology of Aging</u></b>	_____	_____	_____
Gero 711 <b><u>Biology of Aging</u></b>	_____	_____	_____
Gero 750 (required, 3 credits) <b><u>Theories/Methods I</u></b>	_____	_____	_____
Gero 751 (required, 3 credits) <b><u>Theories/Methods II</u></b>	_____	_____	_____

**Methods and Statistics**

Foundation Statistics (3 credits)			
Course: _____	_____	_____	_____
Course: _____	_____	_____	_____
Foundation Methods (3-6 credits)			
Course: _____	_____	_____	_____
Course: _____	_____	_____	_____
Advanced Analytical Courses (6 credits total)			
Course: _____	_____	_____	_____
Course: _____	_____	_____	_____
Course: _____	_____	_____	_____

**Track Specialization (9 credits total)**

Course: _____	_____	_____	_____
Course: _____	_____	_____	_____
Course: _____	_____	_____	_____

**Electives (6 credits total)**

Course: _____	_____	_____	_____
Course: _____	_____	_____	_____

**Ethics**

Course: _____	_____	_____	_____
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	<b>Semester</b>	<b>Grade</b>	<b># credits</b>
<b>Dissertation hours (898)</b>	_____	_____	_____
<b>Dissertation hours (898)</b>	_____	_____	_____
<b>Dissertation hours (899)</b>	_____	_____	_____
<b>Dissertation hours (899)</b>	_____	_____	_____
<b>Dissertation hours (899)</b>	_____	_____	_____
<b>Dissertation hours (899)</b>	_____	_____	_____
<b>Dissertation hours (899)</b>	_____	_____	_____

Graduate Student Activity Summary  
Annual Review (please attach CV)

Name \_\_\_\_\_ Date \_\_\_\_\_

Period Reported: (from date) \_\_\_\_\_ (to date) \_\_\_\_\_

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**I. Student**

**A. Progress**

Provide a list of your activities during the past year in each of the following categories. Provide copies to your academic advisor and 2nd faculty member. **After all signatures are obtained please send the review to the academic coordinator.**

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 fall 2005-summer 2006-  
If you have taken additional courses please list here (i.e. 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 etc.)
8. **Update Competencies**
9. **Other**

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

Provide a brief summary of your goals for the coming year in each of the areas listed (and others, if appropriate), review with your mentor, and bring with you to your end of the year meeting.

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
4. **Conferences** (list conferences you plan to attend [name only])
5. **Courses** (list courses you plan to take)
6. **Other plans/goals**

**C. Attach current C.V.**

**Mentor's 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**

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**Plans**

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**Agreement**

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

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of 2nd Track Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Director

\_\_\_\_\_  
Date

### Gerontology PhD Program Competencies

Objective	Methods	Outcomes
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. <ul style="list-style-type: none"> <li>• Writing and scholarship</li> <li>• Oral and presentation skills</li> </ul>	4. GERO 750/751. 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. Passes GERO 750 and 751. Presents paper at one or more research conferences.
5. Understand ethical issues in research, particularly those involving older adults	5. Ethics course, 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. Passes Ethics course. Successfully completes related paper. Completes Human Subjects and IRB requirements for dissertation research.

Objective	Methods	Outcomes
6. Understand basic research methods of the field and competency in advanced analytic skills appropriate to the student's track	6. GERO 750/751. Complete 4 track related courses in analytic methods.	6. Passes courses. Completes dissertation.
7. Develop professionally	7 Annual Reviews, Mentoring, Aging Forum (including 1 or more sessions on "What Does It Mean to be a Professional in Gerontology")	7. Student is able to articulate a research agenda in the Annual Review. Presents 1 or more papers or posters.

### **OPTIONAL**

8. Attain applied experience in gerontology	8. Primary data collection involving older adults. Volunteering activities related to older adults.	8. Completes primary data collection; completes volunteer activity(ies) (incorporate into the Annual Review)
9. Obtain teaching experience	9. In consultation with advisor(s), identify opportunities for training and experience in teaching (e.g. co-teach course in the Erickson School)	9. Completes teaching experience(s).

## Funding Sources

Passed Comps	Proposal Approved	Restricted Applicants?	Funding Source/Description/Web Site	Funding Level/Duration	Application Deadline
Yes	Yes	Yes: women, U.S. citizens; non-engineer	<b>American Association of University Women</b> <a href="http://www.aauw.org/fga/index.cfm">http://www.aauw.org/fga/index.cfm</a> “available to women who will complete their dissertation writing between July 1, 2005, and June 30, 2006. To qualify, applicants must have completed all course work, passed all required preliminary examinations, and received approval for their research proposal or plan by Nov. 15, 2004.”	\$20,000 – 1 year	Nov. 15, 2004
Yes	Yes, within 60 days of application deadline		<b>Agency for Healthcare Research and Quality (AHRQ)</b> <a href="http://www.ahrq.gov/fund/training/rsrchtng.htm#HSRDA">http://www.ahrq.gov/fund/training/rsrchtng.htm#HSRDA</a> “AHRQ supports research undertaken as part of an academic program to qualify for a doctorate. The AHRQ dissertation award R36 supports dissertation research costs of students in accredited research doctoral programs in the United States (including Puerto Rico, and other U.S. Territories or possessions). The dissertation will focus on areas relevant to health services research, with emphasis placed on methodological and research topics that address the mission of AHRQ.”	≤\$30,000 9 – 17 months	February 17, June 15, October 15
Yes	Not necessarily	Yes, underrep races, disabled, disadv. background	<b>Agng Research Dissertation Award to Increase Diversity (NIA)</b> <a href="http://grants.nih.gov/grants/guide/pa-files/PA-06-117.html">http://grants.nih.gov/grants/guide/pa-files/PA-06-117.html</a> NIA announces the availability of dissertation awards (R36) in all areas of research within the Institute's mandate to increase the <i>diversity of the research workforce</i> on aging. These awards are available to qualified predoctoral students in accredited research doctoral programs in the United States.	\$20,772/year \$15,000 additional funds 1 or 2 years	March 15 or Nov. 15 (need letter of intent first on Feb. 15 or Oct. 16)
			<b>Division 20/American Psychological Association Student Research Awards:</b> <a href="http://apadiv20.php.ufl.edu/stuaward.htm">http://apadiv20.php.ufl.edu/stuaward.htm</a> “The Division of Adult Development and Aging (Division 20) of the American Psychological Association is sponsoring a series of awards for student research. Research on any topic related to psychological issues in adult development and aging is eligible for these awards. Funded research proposals are expected to be completed during the 2005-2006 academic year. To be eligible for one of these awards, the student must initiate and conduct the project under the supervision of a professor or research advisor at a university in the U.S.	graduate/master's (\$750), graduate/doctoral (\$1250) 1 year	May 5, 2005

Passed Comps	Proposal Approved	Restricted Applicants?	Funding Source/Description/Web Site	Funding Level/Duration	Application Deadline
Yes, by the time of the award		U.S. Citizens	<p><b>National Institutes of Health, Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows (F31).</b> Participating NIH branches: NINDS, NIAAA, NIBIB, NICDC, NIDA &amp; NIMH.</p> <p><a href="http://grants1.nih.gov/grants/guide/pa-files/PA-07-002.html">http://grants1.nih.gov/grants/guide/pa-files/PA-07-002.html</a></p> <p>“This program will provide predoctoral training support for doctoral candidates who have successfully completed their comprehensive examinations or the equivalent by the time of award and will be performing dissertation research and training. The applicant should provide evidence of potential for a productive research career based upon the quality of previous research training and academic record. The applicant must propose a dissertation research project and training program which falls into a research area within the scientific mission of the NIAAA, NIBIB, NIDCD, NIDA, NIMH, or NINDS. The research training experience must enhance the applicant’s conceptualization of research problems and research skills, under the guidance and supervision of a committed mentor who is an active and established investigator in the area of the applicant's proposed research.</p>	Annual stipend, partial tuition remission, & health insurance. Maximum 3-year period.	April 5 Aug. 5 Dec. 5
		<p>United States citizens or nationals, or permanent resident aliens of the United States</p> <p>Applicants can’t have completed more than 12 months of full-time graduate study</p>	<p><b>National Science Foundation:</b> “The National Science Foundation aims to ensure the vitality of the human resource base of science, technology, engineering, and mathematics in the United States and to reinforce its diversity by offering approximately 1,000 graduate fellowships in this competition. The Graduate Research Fellowship provides three years of support for graduate study leading to research-based master's or doctoral degrees and is intended for students who are at the early stages of their graduate study. The Graduate Research Fellowship Program (GRFP) invests in graduate education for a cadre of diverse individuals who demonstrate their potential to successfully complete graduate degree programs in disciplines relevant to the mission of the National Science Foundation.”</p>	3 years  \$30,000 Stipend and \$10,500 Cost of Education allowance per award annually.	November 29, 2004 for Social Sciences  Dec. 9, 2004, for Psychology

Passed Comps	Proposal Approved	Restricted Applicants?	Funding Source/Description/Web Site	Funding Level/Duration	Application Deadline
			<p><b>U.S. Department of Justice W.E.B. DuBois Fellowship Program.</b> <a href="http://www.ncjrs.org/pdffiles1/nij/s1000672.pdf">http://www.ncjrs.org/pdffiles1/nij/s1000672.pdf</a></p> <p>The National Institute of Justice (NIJ) is the research, development, and evaluation agency of the U.S. Department of Justice. NIJ provides objective, independent, evidence-based knowledge and tools to enhance the administration of justice and public safety. The Institute solicits proposals to inform its search for the knowledge and tools to guide policy and practice. The W.E.B. DuBois Fellowship Program seeks to advance the field of knowledge regarding the confluence of crime, justice, and culture in various societal contexts. DuBois Fellows will be asked to focus on policy-relevant questions in a manner that truly reflects their saliency as an integral part of the American past, present, and, increasingly, its future. The Fellowship places particular emphasis on crime, violence, and the administration of justice in diverse cultural contexts.” Ethnographic projects are accepted. Training and lobbying are not funded.</p>	<p>12 months (they encourage a 2-month residency at the National Institute of Justice)</p> <p>Amount is based on project/budget submitted with application</p>	<p>Feb. 1, 2005</p>
		<p>United States citizens or nationals, or permanent resident aliens of the United States</p>	<p><b>National Science Foundation (NSF), MMS.</b> <a href="http://www.nsf.gov/sbe/ses/mms/start.htm">http://www.nsf.gov/sbe/ses/mms/start.htm</a>.</p> <p>The Methodology, Measurement, and Statistics (MMS) Program is an interdisciplinary program that supports the development of innovative methods and models for the social and behavioral sciences. The MMS Program interacts with the other programs in the Directorate for Social, Behavioral, and Economic Sciences (SBE), as well as other programs in the Foundation, most notably the Statistics and Probability Program in the Directorate for Mathematical and Physical Sciences (MPS). In general, MMS seeks proposals that are interdisciplinary in nature, methodologically innovative, and grounded in theory. The MMS Program welcomes proposals in the following areas: general research and infrastructure activities; mid-career research fellowships; research on survey and statistical methodology; and doctoral dissertation research.<b>For Doctoral Dissertation Research proposals:</b> The proposal must be submitted by a U.S. university on behalf of the dissertation advisor and graduate student who is at the point of initiating or already conducting dissertation research. The advisor serves as the principal investigator and the student as</p>	<p>Amount based on budget</p>	<p>January 16 August 16</p>

			<p>the co-principal investigator. The student must be enrolled at a U.S. institution but need not be a U.S. citizen. The proposal should describe the scientific significance of the proposed work, including its relationship to other current research, and the design of the project in sufficient detail to permit evaluation. If the project is already underway, the proposal should present and interpret progress to date. A research schedule should be included. Although the student cannot submit a proposal independently, it is expected that the intellectual input to the proposed research be predominantly that of the student. The funds are to be used for expenses associated with the conduct of the dissertation research that normally are not underwritten by the home institution.</p>		
			<p><b>National Academy of Social Insurance</b> <a href="http://www.nasi.org">http://www.nasi.org</a>  Dissertation Award  Any dissertation addressing topics relevant to the planning and implementation of social insurance policy is eligible for nomination. This might include analysis of long-term care financing, the labor market effects of Social Security, cross-national comparisons and family social insurance protections. Nominations are encouraged from many disciplines and professions, including, but not limited to, actuarial science, economics, health policy, history, philosophy, political science, social work, and sociology.</p>	\$1,000	July 31
		United States citizens or nationals, or permanent resident aliens of the United States	<p><b>Ford Foundation Diversity Fellowships</b>  <a href="http://national-academies.org/fellowships">http://national-academies.org/fellowships</a>  “Predoctoral fellowships will be awarded in a national competition administered by the National Research Council (NRC) of the National Academies on behalf of the Ford Foundation. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students. Awards will be made for study in research-based Ph.D. or Sc.D. programs</p>	\$17,000/year for three years	November 17

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			<b>Arthritis Foundation</b> <a href="http://www.arthritis.org">www.arthritis.org</a> <b>“Doctoral Dissertation Award for Arthritis Health Professionals</b> The purpose of the Doctoral Dissertation Award is to advance the research training of arthritis health professionals in their investigative or clinical teaching careers related to the rheumatic diseases. This award provides one or two years of salary and/or research support. The research project must be related to arthritis management and/or comprehensive patient care in rheumatology practice, research or education. Not for laboratory research. “	\$15,000 for one to two years	September 1
			<b>Health Policy Fellowship with CDC, NCHS, and Academy Health</b> <a href="http://www.academyhealth.org/nchs/index.htm">http://www.academyhealth.org/nchs/index.htm</a> The fellowship provides researchers access to new data resources and strengthens their opportunities to understand health policy. Fellows work in residence at the NCHS in Hyattsville, MD on their proposed research projects as well as on collaborative projects with NCHS staff for a period of 13 months. Proposals that demonstrate knowledge of the NCHS data systems selected for study and their appropriateness for the proposed investigation	15 months	
			<b>National Center for Health Statistics</b> <a href="http://www.cdc.gov/nchs/">http://www.cdc.gov/nchs/</a>		
No	No	No	American Heart Association (AHA) <a href="http://fundingopps.cos.com/alerts/67018?id=67018">http://fundingopps.cos.com/alerts/67018?id=67018</a> initiate careers in cardiovascular or stroke research by providing research assistance and training. The science focus is on research broadly related to cardiovascular function and disease, stroke or to related clinical, basic science, bioengineering or biotechnology, and public health problems.	\$20,000 each year for 2 years.	Jan. 12, 2006
<b>Passed</b>	<b>Proposal</b>	<b>Restricted</b>	<b>Funding Source/Description/Web Site</b>	<b>Funding</b>	<b>Application</b>

<b>Comps</b>	<b>Approved</b>	<b>Applicants?</b>		<b>Level/Duration</b>	<b>Deadline</b>
No	No	doctoral student studying education, psychology, gerontology, social work, or a related discipline, whose doctoral research will have a significant impact on the field of lifelong or later-life learning	Patricia Cross Doctoral Research Grant doctoral student studying education, psychology, gerontology, social work, or a related discipline, whose doctoral research will have a significant impact on the field of lifelong or later-life learning.	\$5000	March 15th
		Starting your academic career as faculty	<a href="http://www.academickeys.com/all/grant_main.php?tag=MD04050930">http://www.academickeys.com/all/grant_main.php?tag=MD04050930</a> Community stewardship is an integral part of Academic Keys' culture and values. Each year we commit 5% of our profits to our Future Faculty Grants (FFG) Program. This program supplements the advanced training of post-baccalaureate students who intend to pursue careers in higher education. Grants are a one-time cash award to students and post-docs who anticipate starting their academic careers within the next twelve months.		12/31 or 6/30
No	No	Yes; US citizen or green card; 1 <sup>st</sup> or 2 <sup>nd</sup> year I program; <30 yrs old	<a href="http://www.pdsoros.org/">http://www.pdsoros.org/</a> The Paul & Daisy Soros Fellowship For New Americans will support thirty individuals for up to two years of graduate study in any subject anywhere in the United States.	\$20,000 plus ½ tuition for 1 year	11/1
Yes		US citizens, dissertation stage	dissertation awards in aging research to increase the diversity of the research workforce.R36 (dissertation) mechanism. We limit it to dissertation awards to increase diversity. It pays the predoctoral stipend level plus \$15,000 a year in research expenses for two years. NRSA fellows or trainees are eligible for the dissertation award but costs are limited to the \$15,000 for research expenses. <a href="http://grants.nih.gov/grants/guide/pa-files/PAR-06-117.html">http://grants.nih.gov/grants/guide/pa-files/PAR-06-117.html</a> .	Up to 2 yrs.	3/15 11/15
<b>Passed</b>	<b>Proposal</b>	<b>Restricted</b>	<b>Funding Source/Description/Web Site</b>	<b>Funding</b>	<b>Application</b>

Comps	Approved	Applicants?		Level/Duration	Deadline
Yes	Yes	No	<a href="http://news.aarp.org/UM/T.asp?A910.52851.3111.1.904112">http://news.aarp.org/UM/T.asp?A910.52851.3111.1.904112</a> doctoral candidates researching lifelong or later-life learning	\$5000	2/15
		Yes Citizen	<a href="http://grants.nih.gov/grants/guide/notice-files/NOT-OD-07-043.html">http://grants.nih.gov/grants/guide/notice-files/NOT-OD-07-043.html</a> lists all NIH funding		
Yes	Yes	Yes; Citizen	CDC Grants for Public Health Dissertatoin The purpose of this Funding Opportunity Announcement (FOA) is to invite applications for support of public health dissertation research. This program supports research undertaken as part of an academic program to qualify for a doctorate. The CDC dissertation award supports dissertation research costs for students in accredited research doctoral programs in the United States <a href="http://www.grants.gov/search/search.do?mode=VIEW&amp;oppId=12671">http://www.grants.gov/search/search.do?mode=VIEW&amp;oppId=12671</a>	\$35000	April 10, August 11
No	No	No	Center for Studying Health System Change <a href="http://www.mathematica-mpr.com/employment/summerfellow.asp">http://www.mathematica-mpr.com/employment/summerfellow.asp</a>	\$6500 for summer	

**Private Foundation funding:**

These are websites where one can search for different funding opportunities, most of which are project and not individual related. The Foundation Center website is included

- . **Foundations On-Line** (<http://www.foundations.org>) - an on-line directory of corporate, community and private foundations with links to foundation websites.
- . **Fundsnet** (<http://www.fundsnetservices.com/>) - provides a comprehensive directory of foundations, categorized by specific subject area or by geographic region.
- . **Grantsmart** (<http://www.grantsmart.com>) - has copies of IRS 990-PF forms so you can see to what organizations the foundation really donated.
- . **Grantmakers in Health** (<http://www.gih.org/>) - a site designed to target funding organizations rather than those seeking grant funds. However, the site lists publications that track recent trends in the funding of health related projects. Such publications may be an excellent resource to guide your project design and development.

. **GuideStar** (<http://www.guidestar.org>) - includes a database of nonprofit organizations and allows you to register your organization for consideration by donors.

. **The Internet Prospector** (<http://www.internet-prospector.org>) - regularly seeks out information on current funding sources. This site also produces a monthly electronic newsletter, which you can subscribe to on the website.

. **National Center for Charitable Statistics** (<http://nccs.urban.org>) - a program of the Urban Institute that compiles and provides reporting information for charitable organizations including a free, searchable database of filed 990-PF forms available on-line.

. **Rural Information Center Health Service** (<http://www.nal.usda.gov/ric>) - a site sponsored by the US Department of Agriculture, providing current information on funding programs related to rural health.

### **Organizations/Institutions Not Offering Individual Student Support**

NIA – does not provide individual student fellowships.

AGHE reports that the following funding opportunities are no longer being offered:

[AARP Foundation Undergraduate Scholarship Program for Study of Aging and Finance](#)

[AARP Foundation Graduate Scholarships and Fellowships in Gerontology](#)

[AARP Foundation Founder's Scholar](#)

[NIA Master's-Level Emerging Scholars Program](#)

[AARP Foundation Minority Doctoral Leadership Development Program](#)

### **Other Sources with Clinical Focus**

Office of Veterans Affairs: predoctoral fellowships for nurses, social workers and rehabilitation therapists. <http://www.va.gov/OAA/>

American Cancer Society offers predoctoral fellowships for nurses and social workers. [www.cancer.org](http://www.cancer.org)