

PhD in Gerontology Student Handbook

2016-2017

Preface

This Handbook offers an overview of the policies and procedures that affect students in the PhD in Gerontology degree program. The Handbook is intended to serve as a guideline for the degree program within the context of the University of Kentucky Regulations and Procedures. Questions regarding degree program policies and procedures should be directed to the Program Director or the Associate Dean for Academic and Student Affairs.

The information in the handbook is accurate to the best of our knowledge. It is the student's responsibility to be informed concerning all regulations and procedures required by the program of study being pursued. Students should become familiar with the Graduate School Bulletin (especially the section on student responsibility) and this Program Student Handbook. Ignorance of departmental or university regulations and procedures is not a valid excuse.

Contact Information

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Welcome from the Dean



Dear PhD Students,

I am pleased that you have decided to attend the University of Kentucky to pursue a Doctorate in Gerontology Degree from the College of Public Health. The faculty and staff of the College of Public Health congratulate you on choosing an important field of study. We are proud of the opportunity to improve the health status of Kentucky's citizens by training the next generation of public health leaders. Providing you with a solid educational foundation is an important responsibility.

The College strives to build an environment where students can succeed and thrive. We are a collegial community of faculty and staff who work to solve pressing public health problems. Diversity of thought and diversity of people are central to our identity.

The College of Public Health is committed to quality in all of its education, research, and service efforts. We are fully accredited by the Council on Education for Public Health (CEPH) and Commission on Accreditation of Healthcare Management Education (CAHME); we have full membership in the Association of Schools & Programs of Public Health (ASPPH). The College of Public Health is one of six health colleges at the University of Kentucky. We collaborate extensively with other colleges in academics and research. In practice and service, we have partnerships with the Centers for Disease Control and Prevention, National Institutes of Health, Kentucky Department for Public Health, Lexington-Fayette County Health Department, Kentucky Public Health Association, the Foundation for a Healthy Kentucky, and the Kentucky Health Department Association.

We are one of 59 accredited schools of public health who share the mission to improve public health across the U.S. and globally through our teaching, research, and service. The faculty, staff, students, and alumni of the College are committed to making a difference in the Commonwealth of Kentucky and beyond. People are important here, and we are genuinely committed to making our work, learning, and research environment positive, fair, and diverse. We are delighted that you have decided to join us as a Top 25 School of Public Health and look forward to helping you prepare for your future.



Donna Arnett PhD, MSPH

College of Public Health Mission, Vision and Values

Mission Statement

As a component of Kentucky's land grant institution, the Mission of the College of Public Health at the University of Kentucky is to apply comprehensive health approaches to understand better and to help reduce the burdens and disparities of health problems on individuals, families and communities.

Vision Statement

The College of Public Health will be recognized locally, nationally, and internationally for its outcomes and products addressing public health problems, reflecting excellence in discovery, outreach, learning, service, community engagement, and leadership.

Values

Academic Excellence

Provide comprehensive competency-based education to ensure graduates are prepared to address public health problems efficiently and effectively.

Accountability

Measure, be good stewards of, and be accountable to internal and external constituencies for the education, research and service provided by members of the College of Public Health.

Community Engagement

Use the expertise and resources of the College to empower citizens and mobilize communities to improve public health.

Democracy

Develop a culture of learning in the College characterized by open communication, tolerance, inclusiveness, collegiality, and civility that prepares students to participate in public health initiatives.

Educational Opportunity

Be inclusive in recruiting a diverse faculty, student body, and staff to serve better the public health needs of all population groups.

Organizational Cohesion

Create and nurture an organizational culture that emphasizes openness and collaboration in its governance and daily activities.

Trans-disciplinary Discovery

Facilitate the conduct of rigorous trans-disciplinary and inter-disciplinary research to address complex public health issues and problems.

Integrity

Commit to a culture characterized by honesty, transparency, and ethical behavior that pervades all its relationships and activities.

Student Services & Resources

Computing Services

The Communications and Network Systems offers Student Computing Services at many locations on campus.

Students can access information about these sites and other labs on campus by visiting this website, <http://www.uky.edu/ukit/labs>.

Disabilities (Physical, Mental and/or Learning)

The University of Kentucky is committed to meeting its obligations pursuant to Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990, as amended. An individual with a disability is defined as someone who has “a physical or mental impairment that substantially limits one or more of the major life activities of such individual.”

Any student who has such a disability and seeks special accommodations from the University must notify the Admissions/Academic Affairs Office of the College of Public Health of that disability, in writing, preferably before the beginning of the school year, but in no case later than the third day of classes for the fall semester. If a disability develops during the school year for which accommodations are requested, the student must notify the Admissions/Academic Affairs office, in writing, as soon as they become aware of the disability.

All students requesting accommodations need to be registered with the Disability Resource Center (DRC) and have official UK accommodation letters to provide to each of their faculty every semester. Students are advised that they must provide a reasonable amount of notice for faculty to arrange testing accommodations. Faculty should honor accommodation requests received at least one week prior to a scheduled test or exam. Requests for faculty support with notes are to be interpreted such that when you publicly display outlines or text through a PowerPoint presentation, overheads, or other visual device, it is reasonable for you to provide the student with a copy of that text. (If you are displaying a set of slides or showing a short film, it is not reasonable for the student to receive a copy. If you work on problems or make lists on a chalk board, it is not reasonable for you to provide a written copy to the student. Students may not request your private, personal notes.)

Requests for testing accommodations that only include extended time (50% or 100%) and testing in a separate, low distraction environment may be set up by the faculty, with a proctor and a quiet work space. At faculty’s discretion, the accommodated testing can take place in the Counseling and Testing Center, but the exam must be completed by 4:00 p.m. For further information about scheduling accommodated exams at the Counseling and Testing Center, please call 257-8703 or visit their website at <http://www.uky.edu/StudentAffairs/Counseling/testing.html>.

Requests for testing accommodations that include use of a computer, software, a reader, a scribe, an interpreter, or exams that take place after 4:00 p.m. may not be scheduled with the Counseling and Testing Center. Faculty are responsible for establishing arrangements for these accommodated tests. Academic departments are required to assist with this process.

If you need additional accommodated testing resource options, you may contact the Disability Resource Center for assistance. However, the DRC also must have a reasonable advanced notice (at least one week) of a test or exam that needs special accommodations. For further information or questions, please call the DRC at 257-2754, <http://www.uky.edu/DisabilityResourceCenter/>.

E-mail

All UKCPH students must establish a University of Kentucky e-mail address and provide it to the Admissions/Student Affairs office. All correspondence from UKCPH to students will be sent to the UK address. To establish an e-mail address please go to <http://www.uky.edu/email/> and follow the directions.

Students may report problems with their e-mail address to the Customer Service Center, 111 McVey Hall, 257-1300, <http://www.uky.edu/IT/CustomerService/contact.php>.

Graduate Certificates

The College of Public Health offers multiple Graduate Certificates that students can pursue. Please see the College of Public Health website for a complete listing: <http://www.uky.edu/publichealth/academics/graduate-certificates>.

The Graduate School maintains updated listings of Graduate Certificates offered throughout the University: http://www.research.uky.edu/gS/CurrentStudents/grad_cert.html

Student Services & Resources Continued

Library Resources

The University of Kentucky libraries house over two million volumes and rank among the largest in the south and midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University has the W.T. Young Library, a multi-million dollar, state-of-the-art central library. Public health students may also use the library sources in the Health Sciences Learning Center (College of Nursing) and the Medical Science Building. For information on training and library updates, <http://www.mc.uky.edu/medlibrary>.

Student Organizations

University of Kentucky Student Public Health Association (UKSPHA)

The University of Kentucky Student Public Health Association (UKSPHA) is a student affiliate of the Kentucky Public Health Association (KPHA). UKSPHA is a nonprofit organization for students of the University of Kentucky College of Public Health and other individuals interested in public health. The chapter was founded on September 21, 2000. The student chapter consists of an executive board of elected officials including chairs for the public service and social committees.

UKSPHA is a student-run organization and basic governing unit of the University of Kentucky College of Public Health. UKSPHA's role is to act as a liaison between students and faculty, promote student involvement to develop healthy communities, and represent the needs of students of the College of Public Health.

Any student at the University of the Kentucky who is interested in public health issues can join regardless of their year in school or specific college they attend. Please contact any of the officers to obtain more information or email us at ukspha.ky@gmail.com.

In addition students have the option to become members of the American Public Health Association (APHA), <http://www.apha.org/become-a-member>.

University of Kentucky MHA Student Association

In 2008 the American College of Health Executives discontinued its student chapters, so the MHA program developed its own student organization, the MHA Student Association. This group took over the functions of UK ACHE Chapter, including organizing service and social activities, and advising the Director on career development activities. Officers, including a president, vice-president, treasurer, secretary and recruitment chair are elected in mid-April and serve for the following year.

Delta Omega Society - Beta Gamma Chapter

Delta Omega is the honorary society for graduate students in public health. The Society was founded in 1924 at Johns Hopkins University, School of Public Health. There are currently 67 chapters throughout the United States and Puerto Rico. Membership in Delta Omega is by invitation to students with exceptionally high GPAs who also have promising leadership potential in Public Health. An induction ceremony is held at UK each spring for students during their graduating year. For information about the Beta Gamma Chapter at the University of Kentucky College of Public Health, contact Dr. Glen Mays, (859) 218-2029, glen.mays@uky.edu.

Sigma Phi Omega - Gamma Mu Chapter

The national honor society of Sigma Phi Omega recognizes academic excellence in the field of gerontology and/or aging, as well as of professionals in aging service. Gamma Mu is the University of Kentucky chapter. Sigma Phi Omega seeks to promote scholarship and professionalism within any endeavor associated with aging and older persons.

Gamma Mu sponsors department-wide events such as participation in the Alzheimer's Memory Walk, hosting guest speakers, and participating in various university and community-based activities throughout the year. Gamma Mu also holds monthly meetings in the Graduate Center for Gerontology.

Membership is open to undergraduate and graduate students who are majoring or minoring in gerontology/aging studies and related fields and who are in at least their second term of enrollment. Undergraduates must

Student Services & Resources Continued

have a grade point average of at least 3.3 on a 4.0 scale, and graduate students must have at least a 3.5 GPA to be eligible for membership. Faculty, alumni, professional, and honorary memberships are also available. New members receive a certificate, a lapel pin, a subscription to the Sigma Phi Omega Newsletter, and an invitation to participate in the national meeting and all activities of the Society. For more information about the local chapter, visit the UK gerontology website, or contact the Director of the Graduate Center for Gerontology.

University of Kentucky AcademyHealth Student Chapter

AcademyHealth is the professional home for health services researchers, policy analysts, and practitioners, and a leading, non-partisan resource for the best in health research and policy. The Chapter was formed to acquaint students with the fields of health services research (HSR), public health systems and services research (PHSSR), and health policy, provide learning opportunities through interaction with health services researchers and health policy practitioners and help expand chapter members' career opportunities. For more information visit <http://www.academyhealth.org/index.cfm>.

For a complete list of student organizations, please see the following link: <http://getinvolved.uky.edu/>

Student Presentation Resources

The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. Additional information can be found here: <http://www.uky.edu/ukat/mediadepot>.

Presentation U! is a state of the art multimodal communication center offering tutoring for students and support services for faculty to increase oral, written, and visual communication competence both inside and outside of the classroom, as part of UK's Quality Enhancement Plan (a component of the requirements for our SACS-COC accreditation). Additional information can be found here: <http://www.uky.edu/UGE/pres-u>.

University Academic Ombud

At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors work through and resolve academic related problems and conflicts. The major arenas of activity for UK's Academic Ombud include both Student Academic Rights and Academic Offenses. The primary focus of Academic Ombud Services is the process by which decisions are made, and the primary task of the ombud is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, the Academic Ombud is a neutral party working as an advocate for fairness and equity, <http://www.uky.edu/Ombud/>.

The UK Academic Ombud is located at 109 Bradley Hall and may be reached at (859) 257-3737, fax, (859) 257-5346, or email: ombud@uky.edu.

University Health Services

University Health Services provides medical treatment for full and part-time students. You should access their website for their policies and procedures, <http://ukhealthcare.uky.edu/uhs/>.

WildCard Student ID

Students are required to have a WildCard Student ID that may be used for a variety of services on campus (copying services, athletic events, library use, etc.) as well as access in areas of the UK HealthCare - Chandler Hospital. Since the College of Public Health is a member of the Health Professions Colleges your ID will be obtained from the UK HealthCare security office. The security office hours of operation are Monday – Friday, 7:00 a.m. to 3:30 p.m. in room A.00.802, UK HealthCare - Chandler Hospital, 1000 S. Limestone (859) 323-2356. Additional information can be found here, <http://www.uky.edu/Police/UKID/index.html>.

Academic & University Policies

Academic Integrity, Cheating, and Plagiarism

Students are expected to adhere to the highest standards of academic honesty. Cheating, plagiarism, and destruction of course materials violate the rules of the University. For more information on the University's policy on Students Rights and Responsibilities see the following website: www.uky.edu/StudentAffairs/Code/index.html. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and suspension, dismissal, or expulsion from the University. Instances of academic dishonesty will be reported to appropriate University officials as required by University rules and procedures. Not knowing the policies is not an excuse, so make sure you read Parts I to IV of the website.

A link to a paper "Plagiarism: What is it?" may be found at the Ombud web site or can be accessed at www.uky.edu/Ombud/Plagiarism.pdf.

Students who witness a violation to academic integrity, cheating, and/or plagiarism must report any violation to their Academic Advisor or Program Director within a week of the incident. In addition to University process, policy, and imposed procedures for these infractions, other actions may be recommended by the College of Public Health.

Class Attendance

Every student is expected to attend all class sessions, including laboratories, other outside- the-classroom activities as deemed necessary by the course instructor, and to complete all examinations. Each instructor determines his/her individual policy for class attendance, completion of assigned work, absences at announced and unannounced examinations and excused absences. A student has the right to expect this policy to be in writing and given to him or her by the first or second meeting of the class. Failure to comply with these rules may result in lowered grades.

In all cases, the student bears the responsibility for notifying the instructor of any missed work and for making up any missed work. If feasible, the instructor may give the student an opportunity to make up the missed work or examination missed due to an absence during the semester in which the absence occurred.

Class Cancellations

The University never entirely closes, but there may be a rare cancellation of classes due to inclement weather. Announcements of cancellation or delay of classes normally will be made by 6 a.m. through the local media. The latest information will be on the UK Infoline at (859) 257-5684, UK Cable Channel 16, or UK website, <http://www.uky.edu/>. Those students who are participating in an off-site experience will be expected to follow the cancellation/closing policies of the agency/clinic/company where they are assigned.

Confidentiality and Disclosure

The Family Education Rights and Privacy Act of 1974 (FERPA, also known as the Buckley Amendment) provides basic privacy rights to students in regard to their academic transcripts. Under FERPA provisions, students have the right to have their academic record kept separate and confidential unless they consent in writing to have it released. However, FERPA also provides that the College of Public Health may disclose (to University personnel) the student's academic record without the student's consent when the person requesting the information has a legitimate educational interest and the information is used under the following disclosure guidelines and for the purpose of:

1. academic advising
2. writing a letter of recommendation requested by the student;
(If the student is requesting a letter be sent to someone outside the University of Kentucky, the Release of Information Consent Form must be completed: <http://www.uky.edu/publichealth/student-resources/release-information-consent-form>)
3. selecting students for honorary organizations;
4. informing community-based faculty members serving as preceptors
5. responding to a directive pursuant to law or court order.

Confidentiality of Student Records, Address Information, and Student Rosters

Transcripts and grade information will be released only upon written authorization from the student. Directory information

Academic & University Policies Continued

(name, address, telephone listing, date and place of birth, major, dates of attendance, degrees, and most recent educational institution attended) will be released without authorization unless the student notifies the Registrar in writing to the contrary. Official University of Kentucky College of Public Health student records are kept by the Office of Admissions and Student Affairs in a locked cabinet, with access restricted to authorized personnel.

The College of Public Health does NOT make lists of students, addresses, phone numbers, e-mail addresses, etc. available to anyone other than students, faculty and staff of the school. Students are instructed NOT to distribute the lists of their classmates to individuals outside the College.

At UK, students can use the UK website to access important information, including grades, student schedules and registration information. Students also can update their addresses and other information, <https://myuk.uky.edu/irj/portal>.

Dress Code

All students should maintain a clean, neat appearance at all times, and students' attire should be commensurate with the activities in which the student will participate during that day. A professor may set forth additional standards of attire in his or her syllabus. This policy is designed to provide a reasonable standard of dress and appearance for public health students. If a faculty member deems a particular student's attire to be inappropriate, according to program guidelines or according to the class syllabus, he or she may notify the student privately at any time before, after, or outside of class and ask the student to correct the problem.

Diversity, Equal Educational and Employment Opportunities

The College of Public Health and University of Kentucky strive to develop an environment where the value of diversity among students, faculty and staff is accepted, encouraged and embraced. Diversity encompasses differences in age, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and unique individual style. The individual characteristics, talents and contributions of all people are valued and recognized for the

unique contribution they make to our College. The following statement, required on all official UK documents, guides all admissions and employment practices, and represents the best expression of the CPH commitment to diversity.

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status, and will not discriminate on the basis of race, color, religion, sex, marital status, beliefs, age, national origin, sexual orientation, or physical or mental disability.

Drug Free Institution

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 set a standard of behavior, which affects students who are on University of Kentucky property, on University business, or at University-sponsored events. The University policy, as well as the laws from which the policy is derived, define conduct related to the unlawful possession, use, dispensation, distribution or manufacture of alcohol or illicit drugs. Students found in violation are subject to disciplinary action up to and including suspension or termination. The Drug-Free Institution Policy can be found here, <http://www.uky.edu/HR/policies/hrpp013.html>.

Electronic Devices

Out of respect for classmates and faculty, all students are asked to function in a professional manner as it relates to the use of electronic devices during class sessions. Cell phones, pagers, etc. are disruptive to classroom activities and may be requested to be deactivated upon entering the classroom. Instructors may ask that laptops be closed during lectures.

Fitness for Duty

College of Public Health students who are on rotations, internships, assistantships, or work assignments with UK Healthcare are subject to its Fitness for Duty policy, online at <http://www.hosp.uky.edu/policies/viewpolicy.asp?PolicyManual=10&PolicyID=928>.

Academic & University Policies Continued

Health Care Colleges Code of Professional Student Conduct (HCC Code)

The Health Care Colleges Code of Student Professional Conduct (HCC Code) provides the standards of professional conduct and procedures to be followed when questions arise about the professional, moral or ethical character of a student enrolled in courses or programs, including clinical programs, in the health care colleges, <http://www.uky.edu/regs/files/HCCcode.pdf>.

Procedure for Redress of Grievances

Individual students having a grievance about any aspect of the Program should first take her/his grievance to the Director of the Program. If the Director cannot resolve the issue, the grievance should then be taken to the Associate Dean for Academic Affairs in the College of Public Health. The Dean of the College of Public Health is the next administrative level for student grievances. Following initial review, a student may choose to approach the Graduate School (for graduate programs) and/or the University Ombud for undergraduate and professional programs.

Social Media Guidelines

UK HealthCare recognizes the impact of social media (Facebook, Twitter, Instagram etc.) on our workforce. Our expectation is that faculty, trainees, students and employees know what is expected in health care and observe policies on behavioral standards, patient privacy, use of personal electronic devices and hospital resources. Patient privacy is vitally important and we train regularly on obligations related to privacy and security matters (HIPAA). Recent changes to HIPAA rules require that the federal government is notified when patient privacy has been violated.

Below are some expectations when using social media sites.

- Do not “friend” patients/clients
- Do not accept “friend requests” from patients/clients or their family members
- Never share any patient information via Facebook or other social media
- Never post pictures of patients or pose with patients/clients for pictures
- Never give medical advice via social media

Smoke-Free Environment

On April 22, 2008, the UK Board of Trustees gave final approval to the revised version of the university policy that outlines the university’s smoke-free policy. Tobacco use is not allowed on University property.

For additional information, please see the following links (please note this list is not exhaustive):

The Graduate School: <http://www.research.uky.edu/gs/>

- ***Academic Load***
- ***Degree Completion***
- ***Financial Aid/Funding Opportunities***
- ***Forms***
- ***Registrar***
 - ***Academic Calendar***
 - ***Registration Information***
 - ***Tuition & Fees***

The Graduate School Bulletin: <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>

- ***Academic Load***
- ***Add/Drop and Withdrawal***
- ***Grades and Grade Point Average***
- ***Leave of Absence/Readmission***
- ***Repeat Option***
- ***Scholastic Probation***
- ***Termination***
- ***Transfer of Credits***

The student success page: <http://www.uky.edu/studentsuccess/>

- ***Academic Resources***
- ***Financial Resources***
- ***Student Involvement***
- ***Student Success Workshops***

Program Information

The PhD program in gerontology employs a curriculum designed to establish the knowledge base and especially the thinking/methodological skills necessary to successfully contribute to gerontology scholarship. The curriculum consists of 43 hours of course work plus directed studies and research within a program of study that involves six interlocking elements:

- a required core in gerontology
- specialized coursework in a substantive thematic research domain
- training in appropriate and supportive research methods
- grounding in public health concepts
- a qualifying examination
- a dissertation

Program Outcomes

1. A comprehensive knowledge and appreciation of the history and interdisciplinary philosophy of gerontology: Students will demonstrate familiarity with: a. major concepts and theories from the traditional fields of aging research within such areas as anthropology, biology, geography, psychology, and sociology; and b. historic and contemporary development of gerontology's holistic and interdisciplinary philosophy.
2. Knowledge of and critical expertise in at least three distinct thematic areas within gerontology that link to the student's more specific area of research: Students will demonstrate in-depth knowledge of three specific thematic areas and be able to link these thematic areas to focused expertise on a distinct research topic.
3. Expertise in theory and research design: Students will demonstrate expertise as original researchers, through:
 - a. The ability to formulate a theoretically sound and evidence based research problem and research questions;
 - b. The ability to design and carry out an appropriate and effective literature review and undertake original field or laboratory work for addressing the research problem and research questions;
 - c. The ability to collect, analyze, and interpret data using qualitative, quantitative, or mixed method techniques appropriate to the student's particular research design and data.
4. A knowledge and appreciation of the strengths, weaknesses and applications of different methodologies and their associated measurement techniques.
 - a. Students will demonstrate knowledge of the range of qualitative, quantitative, and mixed method techniques used in gerontology research;
 - b. Students will demonstrate the ability to effectively and judiciously apply appropriate techniques in the context of independent and original research.
5. Competence in thinking critically, and in ways that are holistic and integrative: Students will demonstrate ability to assess immediate and potential value of extant knowledge, and to formulate strategies for synthesizing knowledge and understanding drawn from disciplinarily disparate but thematically relevant literatures.
6. Competence in written and oral communication: Students will demonstrate effective skills at presenting and defending their ideas and their research in both spoken and written formats.

Program Information Continued

7. Excelling in a professional academic setting: Students will demonstrate the ability to excel in a professional academic setting, as appropriate for their chosen career, including:
 - a. Expertise in teaching practices;
 - b. The ability to write high quality research grants and contract proposals;
 - c. The ability to present in a clear and effective manner at professional conferences.

Teacher Training Component

The Teacher Training Component provides a formal arena for acquiring valuable teaching experience. It is based on the premise that practice is a necessary component of ability, yet it recognizes that careful and informed guidance is a staple in building true proficiency. This component further provides the opportunity of ensuring a solid foundation in general gerontology, which is an invaluable part of preparing for qualifying exams.

Students who have completed GRN 616 – Teaching Seminar in Gerontology become eligible for team or full responsibility in teaching an undergraduate course in gerontology during a subsequent semester. The student may concurrently enroll in GRN 617– Teaching Practicum in Gerontology (3 hours).

Completion of GRN 616 is required of all graduate instructors regardless of any prior teaching experience.

Notification of Professional Activities

Students are required to keep a running log of all professional activities while affiliated with the gerontology program. This record is similar to the curriculum vitae and should include, but is not limited to: presentations at professional meetings, seminars presented, papers published, awards, and visits to other universities. Students should notify the DGS of all professional activities when they occur and are required to notify the DGS of all progress indicators at the close of each spring semester.

Program Requirements

The PhD program in gerontology employs a curriculum designed to establish the knowledge base and especially the thinking/methodological skills necessary to successfully contribute to gerontology scholarship.

Program Curriculum

The following curricular requirements are presented as a guide to your matriculation through the program, but depending on your previous coursework, there may be changes and alternatives suggested by your advisor.

Required Courses

CPH 605 Epidemiology	3
CPH 580 Biostatistics I	3
Or	
STA 570 Basic Statistical Analysis	4
CPH 663 Introduction to Public Health Practice & Administration	3
GRN 600 A Study of the Older Person	3
GRN 612 Biology of Aging.....	3
GRN 620 Human Aging and Adjustment.....	3
GRN 650 Research Design in Gerontology	4
GRN 656 Integrative Studies in Gerontology	3
Elective Methods Courses	6
Subtotal: Core Hours.....	31

Electives

Please see your advisor for a complete list of electives

Subtotal: Elective Hours	12
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Option for Teacher Training Component

GRN 616 Teaching Seminar in Gerontology	2
GRN 617 Teaching Practicum in Gerontology	3
Subtotal: Teacher Training Hours.....	5

Total Minimum Hours Required for Degree.....	43
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The Graduate School allows up to 9 credit hours to be transferred under certain guidelines (see <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>). It is, however, not necessary to officially transfer credits to the University of Kentucky; any graduate courses taken at other universities may be used toward the degree if they exhibit relevance to the student's study plan. Such courses must be approved by the student's advisory committee and the Director of Graduate Studies (DGS), with this approval being documented in the student's file.

Residency Requirement

See the admission year's edition of the Graduate School Bulletin for both pre- and post-qualifying residency requirements. In general, two years of residency is required prior to the Qualifying examination, and a minimum of 1 year is required after completion of the qualifying examination. Post-qualifying residency is formalized by ongoing registration in GRN 767 (Dissertation Research) for each semester through defense of the dissertation. Students must remain actively enrolled throughout the degree program to retain "active" status and to avoid having to re-apply to the program.

Culminating Experience Procedures

Qualifying Examination

1. *Eligibility and Formal Scheduling*

A student must take a qualifying examination in order to advance to Ph.D. degree candidacy. This examination will include both a written and an oral component.

A student generally becomes eligible to sit for the qualifying examination after successfully completing minimum program requirements for core, elective, and methods course work, and after clearing any and all incomplete coursework on record. A student on academic probation may not take the qualifying examination. A student should have made demonstrable progress in developing a dissertation proposal before sitting for the qualifying examination. The oral component of the qualifying examination, which follows the written component, must be formally scheduled by completing the “Recommendation for Qualifying Examination” form. This form, requiring DGS approval, must be submitted no later than two weeks before the scheduled examination and preferably before the writing component begins.

2. *Content*

A student must select, with the assistance and approval of the student’s Advisory Committee, three distinct thematic focus areas that serve as the context for examination items. These areas should correspond to the student’s current and anticipated research interests, and will thus most likely be closely tied to the student’s dissertation work. Students should expect to respond to questions regarding concepts, theories, and methods relating to each focus area, and should also be able to situate each focus area within the broader field of gerontology.

3. *Preparing for the Examination*

Students are encouraged to retain all notes and readings from all courses taken to fulfill requirements of the Program. Students should also meet with each committee member to discuss dissertation research ideas and qualifying exam focus areas, and should compose an appropriate list of readings corresponding to the chosen focus areas. At least one full committee meeting should be scheduled before the qualifying examination to allow effective guidance in both finalizing the dissertation proposal and identifying—and preparing for—the three focus areas.

4. *Format*

All members of the student’s Advisory Committee contribute to the composition of the qualifying examination items. The student’s committee chairperson, or advisor as designee, is responsible for soliciting and collecting possible examination items for each of the three focus areas, and for the final selection of examination items. The chairperson is also responsible for distributing copies of the dissertation proposal, as appropriate and determined by the Advisory Committee, to all committee members prior to commencement of the written component of the examination.

Students will have 72 hours to respond in writing to items pertaining to each of the three focus areas (an examination “section”), and all three sections must be completed within a 14-day period. It is the responsibility of the student and chairperson to determine the exact scheduling of the sections within this 2-week period. It is also up to the student and chairperson to determine when, during the day, the exam sections will be conveyed to the student.

Students are expected to follow all standards of academic and professional conduct while completing the qualifying examination, which includes recognition that the examination must reflect individual effort. Students are further expected to follow the format specifications for referencing defined by the student’s Advisory Committee or by the American Psychological Association (APA).

If the schedule format presents unusual hardship for a student, then the student and advisor may petition for an alternative schedule. In no case shall the alternative schedule extend any individual section period beyond 72 hours; spacing between sections, however, may be changed to extend the overall writing component beyond two weeks.

Culminating Experience Procedures Continued

The petition for alternative scheduling may be submitted in writing to the Director of Graduate Studies at any time before completion of the writing component of the examination.

Approximately two weeks after completion of the written examination, students will sit for the oral component of the examination. Students may expect to respond to questions concerning their written examination, completed graduate coursework, and, as appropriate, to questions associated with the dissertation proposal. The oral examination counts as a formal committee meeting for Graduate School purposes; it should be scheduled at a time when classes are normally in session, and must have all advisory committee members in attendance. Students must be enrolled for credit hours (coursework or GRN 767) during the term (fall, spring, or summer) in which the oral examination is scheduled.

5. *Examination Outcomes*

The student's Committee Chairperson and DGS will receive from the Graduate School the "qualifying examination signature form" prior to the scheduled oral examination date. This card is required for reporting the outcome of the qualifying examination. This form, with all committee member signatures and recorded examination outcome, must be returned immediately by the student advisor to the DGS for final approval and signature, and for submission to the Graduate School.

There are two possible outcomes of the examination: Pass or Fail. Failure to submit any portion of the written qualifying exam within the allocated time will automatically constitute failure in the qualifying examination. A passing evaluation allows the student to proceed to degree candidacy without stipulation, although in some cases the student's committee may require additional coursework to be taken as part of the post-qualifying residency requirement. If the result is failure, the advisory committee determines and records the conditions to be met before another examination. These conditions may include additional coursework, and/or both written and oral components. The minimum time between examinations is four months. A second examination must be taken within one year after taking the first examination. A third examination is not permitted.

Passing the qualifying examination advances a student to the status of "Doctoral Candidate." The student will be so notified in writing by the Program DGS and the Dean of the Graduate School.

The Dissertation

The culmination of all Program requirements is completion of an approved dissertation, which is the result of original research that adds to or significantly and innovatively modifies what was previously known on the subject. The Chairperson or Advisor, whose research specialization reflects the candidate's dissertation interests, serves as the Dissertation Director. Procedures for undertaking and writing the dissertation are outlined in the Graduate School's Manual for Theses and Dissertations, which is available in printed form or from the Graduate School's web site.

1. *Proposal*

A student must submit a Dissertation Proposal for approval to the student's Advisory Committee. The format of the proposal and timing of approval is specific to each student and associated advisory committee. Regardless of format or timing of submission, a copy of the proposal approved by the advisory committee must be filed with the Director of Graduate Studies along with the date of approval.

The dissertation proposal should, at a minimum, follow basic content and length specifications for a grant proposal submitted to the National Institutes of Health.

2. *Administrative Preparation for the Defense and Graduation*

Degree candidates are expected to know and understand the administrative procedures and required forms associated with all elements of dissertation completion, degree application, final defense, and graduation as specified

Culminating Experience Procedures Continued

by the Graduate School in the Graduate School Bulletin. The candidate is further responsible for knowing deadlines and ensuring that all procedures meet such deadlines.

3. *Dissertation Format*

The content and general organization of the dissertation is left to the discretion of each student, with the approval of the student's advisor and/or Advisory Committee.

The format of the dissertation should follow guidelines established by the Graduate School and described in the web document governing theses and dissertations (http://www.research.uky.edu/gs/CurrentStudents/theses_prep.html). Referencing format should follow American Psychological Association (APA) standards unless otherwise approved by the student's advisory committee.

4. *Procedures for Final Examination/Dissertation Defense*

Doctoral dissertation defenses shall be conducted in full accordance with Graduate School Guidelines. Procedure for the doctoral defense shall include the following three elements:

- Candidates will present a public seminar on their dissertation work, and are responsible for proper advertising of the seminar.
- Following this presentation, the candidate and his or her Advisory Committee shall meet for the purpose of examination of the content and contribution of the dissertation document. At the beginning of this segment of the examination, the candidate and any guests may be asked to briefly step out of the room so that the Committee may discuss any concerns with regard to the dissertation and deliberate on appropriate questions to ask the candidate.
- At the conclusion of questioning and discussion of the dissertation, the candidate and any guests will be asked to leave the room, and the Advisory Committee, together with the external examiner, will deliberate with respect to the success of the defense and the nature of needed changes, if any, in the final document. At the conclusion of these deliberations the candidate will be invited to return and will be informed of the outcome of the examination.

Additional Student Expectations

Student Advising

Upon admission to the Ph.D. Program in Gerontology, each student will be assigned a preliminary “Faculty Mentor” who will serve as a provisional advisor (the Director of Graduate Studies will serve as the student’s official advisor until a permanent advisor has been identified and formalized with the graduate school). This Mentor, working in collaboration with relevant departments and the student, will develop an individually tailored program of study and research within the framework of the required curriculum. By the end of the first year, each student should have selected a permanent advisor. This advisor, if serving as the sole advisor, must hold a faculty rank of Associate Professor or above. An Assistant Professor may serve as co-chair of the advisory committee if accompanied by a senior faculty member.

It is anticipated that by the end of the Fall semester of his or her second year of study, each student will have formed a four member (minimum) Advisory Committee that must include at least three Gerontology Faculty, one of whom will serve as chair. One committee member must have an appointment outside of gerontology (affiliate faculty can serve in either capacity). Finally, at least three committee members must hold the status of “Full” graduate faculty (i.e., they are tenured and have the rank of Associate Professor or higher). Students should consult with the Director of Graduate Studies when finalizing the Advisory Committee.

Each student is required to meet at least once per year with his or her Advisory Committee. The student is required to write a summary report on this meeting that should then be signed by his or her advisor and placed in the student’s file.

Students are expected to meet with their advisor on a regular basis. The advisor’s role is to assist the graduate student/degree candidate with any problems that may arise in their program of study and research, to monitor the student’s progress, and to serve as an intellectual and professional mentor during the student’s tenure in the Program.

Graduate students are not obligated to remain with or to retain their initial mentor and/or advisor. With the approval of the Director of Graduate Studies, any student may change advisor at any time during his or her tenure in the program. It is understood that changes will occur as students define or re-define their area of interest or otherwise change focus and direction in their work. This is not, however, a license for making numerous changes to the Advisory Committee

Expectations for Faculty Supervised Research

Because the Doctoral Program in Gerontology is research focused, students are expected to participate in research from entry to the program and progressively increase their research commitment and rigor as they advance. Until a student has selected a permanent advisor to direct her/his dissertation work, the Director of Graduate Studies, in consultation with the student, will assign the student to a Faculty Mentor with whom she/he will work on research activities related to the student’s interest in gerontology. In this context, care will be taken to match a given student with faculty doing research along the lines of the student’s interest.

A student, working with her/his assigned faculty research mentor, is strongly encouraged to complete a Research Mentoring Agreement containing:

1. Type of research activity (e.g., funded or non-funded);
2. A description of the project or topic;
3. The roles and responsibilities of the student and the faculty advisor; and
4. Expected time commitments (e.g., hours per week the student is expected to commit to the research, and scheduled meeting times between student and advisor. As a general rule, full time students are expected to commit 20 hours per week on research activities, and part time students approximately 5 to 7 hours per week.)

Additional Student Expectations

A copy of the Mentoring Agreement, signed by both the student and the faculty advisor, should be submitted prior to the mentoring arrangement (strongly recommended for completion before the semester it begins) for approval to the Director of Graduate Studies of the Program. The role of the DGS is primarily to maintain records of student research interests and/or progress and to assure fairness among individual student agreements.

Academic Progress

Our Program is based on the philosophy that faculty instruction, mentorship, and advising, along with financial support (through at least fellowships or assistantships, tuition coverage, travel allowances, dedicated office space, and ongoing technology assistance) is solely intended to promote the intellectual and professional development of students to a level deserving of a Ph.D. in Gerontology. But the true value of a doctoral education emerges, first and foremost, from each student's personal investment in intellectual and professional development. Our concept of "Academic Progress" is, therefore, based on whether a student's personal investment meets or exceeds the Program's investment, and whether students are moving expeditiously towards completion of coursework, qualifying examination, and dissertation.

Failure to Make Adequate Progress

Students in the Program are expected to maintain consistent progress in their course work and independent research activities. Any student who accumulates more than six hours of incomplete (I) grades, or who has less than a 3.0 cumulative grade point average, will be placed on Program Probation. In such cases the student may become ineligible for further assistantships or fellowships.

If deficiencies are found, the student will be so advised in writing along with means for remedying deficiencies. If the deficiencies are not removed in a specified period of time, or if the student's performance reveals a persistent pattern of less-than-satisfactory performance, the Administrative Council, with the concurrence of the student's advisor, may recommend termination from the Program. Should the student wish to appeal the termination, the following procedure is to be followed:

1. An ad hoc Committee appointed by the Director of Graduate Studies will meet to discuss the situation and vote on the issue of the student's continuation. All existing information on the case will be made available to the faculty. Recommendations will then be made to the entire Graduate Faculty in Gerontology.
2. If the Graduate Faculty recommends to the Dean of the Graduate School that a student be terminated, the student will receive written notice of the decision that will clearly state the reasons for the termination and provide the student with an opportunity to meet with the Graduate Faculty of the Program. At this time, a second vote will be taken and a final recommendation will be made to the Dean of the Graduate School.

Completion of Degree

Qualifying examinations and defenses must take place during the academic year or while classes are in session. Although the defense of the dissertation (also called the "final examination") is the apex of doctoral studies, the degree is not complete until all revisions to the dissertation have been made and approved, and the required signed copies of the dissertation are submitted to the Graduate School.