

Doctoral Program Handbook - 2011 Edition -

**Department of
Health Behavior & Health Education**

**School of Public Health
University of Michigan**



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OVERVIEW

Welcome to the doctoral program in the Department of Health Behavior and Health Education (HBHE) at the University of Michigan School of Public Health! This document provides students and their faculty advisors with guidelines and Departmental requirements about the program. This document is intended to complement the Horace H. Rackham Graduate School Academic Policies, and students and their advisors are encouraged to consult both resources. To access the most recent copy of Rackham's Policies, please visit: <http://www.rackham.umich.edu/policies/gsh/>

Social and behavioral factors play a significant role in the etiology and course of today's pressing health problems. The doctoral program in HBHE prepares professionals for research, teaching, service, and leadership positions with the overall objective of improving the health of populations. To meet this objective, all students in the program are trained to conduct independent research that will inform the development of interventions and policies to promote health at the individual, community, population, societal, and/or global levels.

Guidelines and requirements are only a small part of what ensures the successful and timely completion of a doctoral program – the rest depends on motivation and mentorship. We encourage you to seek counsel from your doctoral advisor, and to cultivate mentoring relationships with additional faculty early in your program. When questions arise, as they inevitably will, your faculty advisor should be your first source of counsel. Any unanswered questions should then be directed to the HBHE Doctoral Committee, and we can proceed to Rackham if needed.

We look forward to your success!

LEARNING OBJECTIVES

The doctoral program focuses on the following *learning objectives*:

A. Develop scientific literacy. This includes a critical understanding of the scientific method, quantitative and qualitative research methods, and the ability to critically evaluate scientific literature.

Through coursework, research experience, and independent study, HBHE doctoral students should develop the ability to critique and synthesize relevant literature across disciplines, both theoretical and empirical.

With respect to theory, students should acquire broad knowledge of the social and behavioral sciences, apply higher order theoretical perspectives to real world problems, and extend and elaborate theories in new directions.

With respect to empirical skills, doctoral candidates should be able to read critically across a span of methodologies, discern which quantitative, qualitative, and mixed methods best apply to a given set of research problems, and be able to adapt existing measures or develop new measures as appropriate to the

research context. Most importantly, students should be able to integrate content, theory, methods, and measurement to determine how they can be applied to study specific research questions.

B. Understand the history of theoretical knowledge in health behavior and health education, and in public health and social sciences more broadly. Understand how these historical developments reflect broader changes in political and cultural values, and scientific ethics.

Whatever substantive area, population, or research approach a student focuses on in the dissertation, all students should reach candidacy schooled in theories and methods of individual behavior change, community context, the social patterning of health problems, and the socio-structural influences, opportunities, and constraints affecting individual and population health.

Through coursework and independent study, all students should also gain an appreciation of the roots of what we do today, how the field has evolved, how the field has expanded, and where it is going next. In particular, they should come to appreciate how the content and scope of theories have evolved to include individual behavior, community environments, and socio-structural conditions.

C. Demonstrate the ability to synthesize and apply scientific knowledge to develop new conceptual models and/or research hypotheses. This includes justifying new question(s) with existing literature, selecting appropriate methodologies for their examination, and indicating potential contributions of the proposed research.

In their preliminary examination, dissertation prospectus, and dissertation research, students must be able to develop and defend their own conceptual models and connect methods, measurement, and interpretation to these models.

In preparing for the preliminary exam all doctoral students will initiate a literature review that evaluates and integrates the public health and social science literatures regarding a particular problem of their own interest; this review will be further developed for the prospectus, and will eventually become an essential component of the dissertation. In their reviews, students should cover theoretical *and* empirical work. Doctoral-level literature reviews are not anthologies, listings of previous research, or encyclopedia entries. Instead, they should demonstrate that relevant literature has been read with a critical eye and connections made in ways that uncover missing pieces in the literature or yield new syntheses. The reviews should reveal mastery of the state of the literature in an area, including distinguishing established relationships from hypotheses and speculations, and discerning the implicit and explicit theories and assumptions on which articles rest. Students should demonstrate their ability to “see the forest from the trees”, i.e., to discern what findings in the field have been more significant than others, and where future complications lie. Literature reviews should naturally lead to the development of research agendas for filling in gaps, asking new questions, extending theories or constructs, and building on scientific findings. The doctoral-level literature review should be innovative, and serve as a prefacing mechanism for future work, identifying and justifying a new research question(s), and hypotheses. The literature review should be of sufficient scope to lay the foundation not only for the dissertation, but also for the student’s emerging and more long-term research agenda.

The review should indicate the potential scientific contributions of the proposed work, indicating how the new knowledge would enhance or reinterpret previous knowledge; inform new interventions or policies; and promote health through social or behavioral change.

D. Acquire professional skills in the production of their own ideas. This includes developing skills in scientific writing, oral communication, grant-writing, teaching, and scientific service.

Doctoral students should develop skills in collegial exchange, including reviewing the work of others in a constructive manner in group and written contexts. In addition, all students should develop academic leadership skills, writing and editing skills, and presentation and publication skills. Doctoral students should learn about the proposal and grant writing processes and build related skills in scientific review, research ethics, and the development and management of budgets. Doctoral students must become certified in appropriate Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) modules (<http://my.research.umich.edu/peerrs/>) which include at a minimum: Foundations of Research Responsibility, Research Administration, Conflict of Interest, and Human Subject Protection. Doctoral students should learn the fundamentals of curriculum development, and develop teaching and mentoring skills. Finally, students in the program should develop job seeking and interviewing skills.

PROGRAM COMPONENTS & EXPECTED TIMELINE

Time spent on program components can vary considerably, but a general timeline is provided here to help students plan for major milestones and timely completion. While personal circumstances may alter the typical timeline, students are expected to speak with their advisor, the department chair, or the doctoral curriculum committee chair as soon as possible if you anticipate any delays in your program. Please note that a thorough description of each program component and its requirements can be found elsewhere in the handbook.

Coursework – Students typically complete their required coursework by the end of their second year in the program. This is especially possible for those that enter the program with an MPH and have sought credit reduction. However, it is not uncommon for students to take until the end of fall semester of their third year to complete required courses.

Preliminary Exam – The preliminary exam is offered annually in May, and students are **required** to take the exam at the end of their second year. Any expected deviation from this schedule must be requested in writing to the HBHE Doctoral Committee and Rackham at least 2 months prior to the exam, with a detailed description of the extenuating circumstances; it should be noted that requested delays, even for medical conditions, are not necessarily granted. Students are encouraged to begin thinking about the preliminary exam early, and to spend part of the second year preparing directly for the exam. It is common for students to take tutorial credits with their advisor in their 3rd or 4th semester, to ensure mentored time for generating a literature review on their prelim topic of choice.

Candidacy – Upon successful completion of coursework and the preliminary exam, students can apply for candidacy. Students who successfully pass the preliminary exam typically achieve candidacy immediately following the exam, or by the end of the following semester (i.e. before December of their third year).

Establishing a Dissertation Committee – Students may begin considering potential dissertation committee members during their first two years of coursework. Following the successful completion of the preliminary exam, they should work with their advisor to assemble an appropriate committee. By the end of their third year in the program, students should have submitted official paperwork to Rackham.

Prospectus Defense – It is highly encouraged that students meet with their advisor by the beginning of the

fall semester of their third year to discuss a timeline for their prospectus defense and dissertation. Students should aim to defend their prospectus by the end of their third year in the program, and within one year of achieving candidacy.

Dissertation Defense – Students are strongly encouraged to complete their dissertation no later than their fifth year in the program. Students who become delayed for any reason, and anticipate extending beyond this timeline should speak with their advisor and familiarize themselves with the University’s Continuous Enrollment policy.

ADMINISTRATION

Primary administrative responsibility for the program resides with two HBHE faculty committees -- Doctoral Admissions and Doctoral Curriculum. The Admission’s Committee administers admission procedures, recommends a faculty advisor for each incoming student, and is responsible for issues related to funding for *incoming* students. If you have questions, please contact our Student Administrator Coordinator.

The Doctoral Curriculum Committee evaluates curricular issues, sets criteria for the required program of study, oversees the annual evaluation of doctoral students, appoints ad hoc committees for the evaluation of preliminary examinations, serves as an official liaison with the Rackham Graduate School, certifies candidacy, recommends dissertation committees to Rackham, and is responsible for issues related to funding for *current* students. If you have questions, please contact our Student Administrator Coordinator.

First and foremost, students are expected to discuss their program and related issues with their faculty advisors. After consulting with their advisors, students may then address concerns to the appropriate Doctoral Committee, as needed, either for further clarification, assistance, or approval.

The HBHE faculty conducts a doctoral student review each spring. Students are required to complete the HBHE Doctoral Student Review Form at the end of the Winter Term (see form, **Appendix 1**). Students are strongly encouraged to meet with their advisors to finalize their form, and discuss their progress in the program. The faculty will collectively review all doctoral students each year at the Faculty Retreat in May, to ensure that students are progressing in their programs and to familiarize the full faculty with students’ strengths, interests, progress, and challenges. This process may help students identify research opportunities, funding, or appropriate faculty members to serve on their dissertation committees. Over the course of the summer, each doctoral student should receive a letter from the Department Chair based on the results of this faculty review.

Continuous Enrollment

It is important that students are aware of continuous enrollment requirements adopted in Fall 2010 by the Rackham Graduate School. Once admitted to a Ph.D. program, students must be registered every fall and winter term until their degree is awarded, unless they are taking an official leave of absence. Please refer to the Rackham website for specific procedures for requesting an official leave of absence:

<http://www.rackham.umich.edu/>

COURSEWORK

While all students plan a course of study, in consultation with their faculty advisor, that is unique to their background and their scholarly interests, students are encouraged to review the following guidelines on course requirements.

HBHE doctoral students typically enter the program after completing a relevant master's degree, such as a Master of Art (M.A.), Master of Nursing (M.S.N.), or Master of Public Health (M.P.H.) degree. Therefore, course requirements will usually entail one and one-half to two and one-half years of full-time coursework and study, depending on the student's background, desired electives, and success on the preliminary examination. Individual research and dissertation work rounds out the requirements. The Rackham Graduate School, which administers all Ph.D. programs at the University of Michigan, requires a minimum of 18 credit hours prior to candidacy. Including courses required by the department and by Rackham, students are typically completing approximately 68 credit hours overall (including registration for dissertation work). These hours may be reduced up to a maximum of 18 credit hours, for a balance of 50 required credit hours, based on the recommendations of the Doctoral Curriculum Committee and approval by Rackham.

NOTE: Rackham requires a total of 18 credit hours of graded work be completed prior to candidacy as part of the degree requirement. Only courses elected while registered as a Rackham student, and while in residence on the Ann Arbor campus, will count towards the course requirement. Courses elected as "audit" do not meet these requirements, nor do any courses taken after candidacy (i.e. those designated as 990, etc.)

For illustrative purposes, three hypothetical trajectories for students with different educational backgrounds and work experience are presented in **Table 1**, showing possible program sequences for each. *No one student is expected to follow any of these programs exactly.* They are provided to illustrate program flexibility depending on one's prior background and specific career plans.

Course Exemptions

Students should apply for credit reduction considerations using the Exemption/Substitution form in Appendix 3 of this handbook. As part of the petition, the form, the syllabus and textbook used in the completed course should be included as supporting documentation and submitted to the Doctoral Curriculum Committee for review. In consultation with the faculty advisor, students should determine which courses from their master's degree program may be eligible for exemption or substitution. This form should be submitted *prior* to candidacy consideration. **It is strongly recommended that students request all exemptions upon enrollment into the program and no later than completion of their first semester.**

Illustrative Case Examples: Credit Requirements for the HBHE Doctoral Program

Student A has a strong background in psychology but limited experience in public health. Consequently, the 60-hour program of study for this student includes additional coursework in core areas in public health (e.g., Epidemiology) as well as extra courses in health behavior and health education.

Student B has a M.S. degree in nursing with little background in the behavioral sciences and research methods, but some work experience in a hospital setting prior to admission. In this instance, the individual's plan of study includes a cognate that is most likely to be in a social science as well as additional classes taken in health behavior and health education.

Student C has a M.P.H. degree in health behavior and health education. Credit reductions are granted for prior coursework in epidemiology and biostatistics. Consistent with the policy outlined under HBHE Courses above, the basic core requirement for this individual is reduced by an additional 9 hours, reflecting a waiver of 9 hours of classes in health behavior and health education.

Table 1. Illustrative Programs for 3 Hypothetical Students

| | Student | | |
|-----------------------------|-----------------|-------------------|-----------------|
| | A (Psych MA) | B (Nursing MS) | C (HBHE MPH) |
| Basic Core: | | | |
| Doctoral Seminars | 12 | 12 | 12 |
| HB/HE | 9 | 9 | -- |
| Research Methods | 6 | 6 | 6 |
| Basic Biostatistics | -- | -- | -- |
| Advanced Statistics | 6 | 6 | 6 |
| Research Experience | 6 | 6 | 6 |
| Epidemiology | 3 | -- | -- |
| Cognate | 9 | 9 | 9 |
| Electives | 9 | 3 | 3 |
| Dissertation Credits | ~8 | ~8 | ~8 |
| Total | 68 | 59 | 50 |

All students are required to complete courses at the Ph.D. level in three categories: core curriculum, cognate, and electives. Coursework selections are made by students in consultation with their faculty advisor.

Core Curriculum

The basic core curriculum of the program consists of four doctoral seminars, a minimum of three additional substantive courses offered by the department, two courses in research methods, two advanced level courses in statistics, and two terms of supervised research experience. Students must also achieve a basic level of proficiency in biostatistics and epidemiology. Please refer to Appendix 4 for examples of courses across the University taken by prior students to satisfy these requirements. Other courses that are not listed in Appendix 4 may satisfy core curriculum requirements. Questions that remain after discussion with faculty advisors can be directed to the Curriculum Committee.

Doctoral Seminar Requirements

1. Doctoral students are required to enroll in the professional socialization seminar (HBHE 800) for credit. Most students are required to take HBHE 800 for credit in their first year as an orientation to the doctoral program and to professional development issues.
2. Doctoral students are required to take Health Education Models of Practice and Interventions at the Community Level (HBHE 685), which focuses on conceptual and theory-driven interventions and applications to practice directed at the community level (e.g., development, empowerment, policy, organization, advocacy).
3. The third required doctoral seminar is Theory-Driven Interventions Targeting Individual Behavior Change (HBHE 686), which focuses on conceptual and theory-driven interventions and applications to practice targeting the individual.
4. The doctoral seminar in Structural Influences on Health and Social Behavior (HBHE 823) is the fourth required seminar. This seminar will focus on conceptual and theory-driven interventions and applications to practice focused at the structural level.

Additional HBHE Courses

The HBHE coursework requirement also consists of three substantive courses offered within the department. These are in addition to any HBHE courses taken to satisfy the research methods requirement. The selection of specific courses to satisfy this requirement should be made in consultation with the student's advisor. Students who enter the program with an M.P.H. in HBHE from the department will have taken at least 18 hours of coursework in meeting the requirement for their Master's degree. Moreover, these courses are likely to have been drawn from the current departmental offerings (or their equivalent). In this case, this prior academic work may qualify students for an exemption from required HBHE coursework and qualify students for further reductions in credit requirements up to a total of 18 credit hours. Please refer to Table 1 for further clarification on HBHE coursework exemption.

Basic Biostatistics

Students typically complete one of the following introductory courses to fulfill the Biostatistics requirement – Statistics 400, Biostatistics 503, or Biostatistics 553. A grade of B or better is needed in order for the course to fulfill the doctoral requirement. If Statistics 400 is selected for this option, the course must have been taken at the University of Michigan within the last five years (also with a grade of B or better). **Students who might qualify for an exemption on the basis of prior course work should complete an exemption form in Appendix 2.**

Exemption from the biostatistics requirement may also be attained by successful completion of the exemption examination. This exam is open book and a calculator is required. Students who successfully

complete the entire exam will be exempt from the biostatistics requirement. Students who pass the first portion of the exam but not the problems dealing with multiple regression and analysis of variance will not be entirely exempt, but may select Biostatistics 523 or the Psych 613/614 sequence to fully fulfill the requirement.

NOTE: The biostatistics exemption exam is only offered prior to the first day of classes in the Fall term. Students should check for a current schedule of exams if they intend to take the biostatistics exemption exam. It is strongly recommended that the biostatistics requirement is fulfilled within the first year of enrollment in the program and all exemptions are completed by the end of the first semester.

Advanced Statistics

The program requires a minimum of 6 hours of advanced statistics above and beyond the basic biostatistics course requirements. This requirement may be satisfied by courses offered outside the department. Students have satisfied these requirements by taking courses offered in the Biostatistics, Psychology, Sociology, and other departments across the University that are offered for graduate level credit. Please refer to Appendix 3 for a list of courses across the University that satisfy the Advanced Statistics requirement and are commonly recommended by previous students. There may be relevant courses available that are not listed and questions about whether they fulfill the Advanced Statistics requirements should be directed to the Curriculum Committee.

NOTE: No exemptions are made for prior coursework in Advanced Statistics.

Research Methods (Quantitative and Qualitative)

The program requires a minimum of 6 hours of research methods. This requirement may be satisfied by courses taken inside or outside the department, as long as the courses offer graduate level credit. Students have satisfied these requirements by taking courses offered in HBHE, Psychology, Sociology, or in other departments across the U-M campus. Please refer to **Appendix 3** for examples of courses across the University that satisfies the Research Methods requirement. There may be relevant courses available that are not listed and questions about whether they fulfill the Research Methods requirements should be directed to the Curriculum Committee.

As a growing number of HBHE doctoral students aspire to excellence in qualitative and ethnographic methods, a list of recommended U-M courses in these research methods is included for the first time in **Appendix 4**. The course descriptions are annotated with comments by advanced students and by HBHE faculty member Mark Padilla, a specialist in ethnographic research. The listed courses can be counted towards the Research Methods requirement, but as this list is new to our program, students are requested to provide the Doctoral Curriculum Committee with feedback on the quality and value of these courses.

NOTE: No exemptions are made for prior coursework in research methods.

Epidemiology

Students should enroll in Strategies and Uses of Epidemiology (EPID 503) to fulfill the epidemiology requirement. Depending on a student's background and prior coursework, other options include EPID 600 or EPID 601 offered in the Department of Epidemiology.

If an HBHE doctoral student has taken an epidemiology course at another institution prior to coming to SPH and received a grade of B or better, the HBHE Doctoral Curriculum Committee can be petitioned to review requests to consider the course as an exemption.

A student may also exempt from the epidemiology requirement by successfully completing the exemption examination, which is based on the EPID 503 course material. To sign up for the examination and to review the EPID 503 coursepack and textbook, contact the Department of Epidemiology's Student Administrative Coordinator.

NOTE: The epidemiology exemption exam is offered prior to the first day of classes in both the Fall and Winter terms. Students should check for a current schedule of exams if they intend to take the epidemiology exemption exam. It is strongly recommended that the epidemiology requirement is fulfilled within the first year of enrollment in the program and all exemptions are completed by the end of the first semester.

Research Experience

The intent of the research experience requirement is to enable the student to obtain "hands on" training in one or more ongoing research projects. Students are expected to participate in supervised research for at least two terms (the equivalent of 6 credit hours). This research can be conducted under the direction of a faculty member from either inside or outside the department, and should be arranged in consultation with the student's faculty advisor. Students should register for 3 credit hours of HBHE 900 in the terms in which they fulfill this requirement; 900 must be taken under the direction of an HBHE faculty member. If the research experience requirement is to be fulfilled with work under the direction of a faculty member from outside the department, the selection of a mentor should be made with the approval of the student's advisor. Students should register for directed research credit with that individual if possible; if registration is not possible in the mentor's department, the student should register for HBHE 900 with his/her advisor.

Cognate

Rackham requires that all students select a cognate area to provide the student with more in-depth training in a specific field of study outside of that offered in the home department. The HBHE cognate requirement is fulfilled by 9 hours of coursework in the chosen area (usually 3 courses – none of which are in or cross-listed with HBHE). The faculty advisor should guide the student in selecting the cognate area, and students are encouraged to choose their cognate area and corresponding courses by the end of their first year, in order that the required cognate courses can be completed by the end of year two.

A chosen cognate may be a well-known academic field of study represented by a department or school on the U-M campus (e.g. Business Administration, Public Policy, Women's Studies), or it may be an area of scholarship not conventionally represented by an academic department, but theoretically or methodologically complementary to the planned dissertation. Cognate areas recently chosen by HBHE doctoral students have included Aging, Communications, Complex Systems, Demography, Gender & Health, Native American Studies, and Survey Research Methods, to name a few. What is most important is that the cognate offers a logical complement to the dissertation, and that at least 3 courses can be identified at U-M to fulfill the cognate credits. The chosen cognate, and proposed list of cognate courses, must be submitted to Rackham for approval.

Electives

In addition to fulfilling the core and cognate requirements, students will take additional coursework selected on the basis of their personal interests and research objectives. Any course in the department can be taken as an elective, but some courses have been designated with differing requirements for doctoral and MPH students.

NOTE: Elective courses *do not* include courses used to satisfy any of the other aforementioned requirements.

PRELIMINARY EXAM

All doctoral students are required to take the preliminary examination in the beginning of May of their second year in the doctoral program.

Objective

The objective of the HBHE doctoral preliminary exam is to assess whether students are adequately prepared to conduct independent research, both in general, and specifically in the proposed research area which they anticipate to be the focus of their dissertation. To this end, the preliminary exam is designed to evaluate a students' ability to creatively and rigorously apply theory, knowledge, and research methods to real-world public health problems. With respect to theory, the goal of the prelim is to evaluate the breadth and depth of knowledge students have acquired in the social and behavioral sciences; students' ability to critically evaluate scientific literature; and their ability to synthesize and apply scientific knowledge to the development of original conceptual models and research questions. With respect to methodological and analytic skills, the goal of the prelim is to evaluate student's ability to select appropriate applications, provide a full explication of the selected methods, and to operationalize them. Finally, the prelim is designed to assess students' ability to draw on their conceptual models to interpret study findings and apply these findings to the development of interventions and policies that address public health problems through social or behavioral change.

Format

The preliminary exam consists of a 2-part written document that students prepare over a 12-day period of independent work, in response to written instructions handed out at the start of the exam. The preliminary examination document is not to exceed 50 double-spaced pages, and it will be divided into 2 parts, each responding to distinct, but complementary questions. In Part 1 student's are asked to demonstrate theoretical and conceptual understanding of a public health problem of the student's choosing; in Part 2 the student will demonstrate their methodological competence through development of a research proposal, or the design of an evaluation. Part 1 will include a literature review, a description of the social patterning of the chosen problem, and a conceptual model that defines and locates their chosen research question. In Part 1 student's will also be asked to address how their public health problem is manifest within a specific ecological context that is only specified at the time of the exam; this last requirement provides an element of surprise in the examination, while much of the exam paper can be prepared prior to the examination itself.

Preparation

Students are provided with a general overview of the preliminary exam in the professional socialization seminar (HBHE 800). **It is strongly recommended that students take this seminar during their first year in the doctoral program.** Additional preparation for the preliminary examination is embedded within the HBHE doctoral seminars and their related requirements.

The intention of the prelim examination is that it tests research readiness in general, but **readiness is demonstrated through the scholarly definition of a research topic and the elaboration of a chosen research plan, which in the vast majority of cases will ultimately become the dissertation topic itself.** Therefore,

successful completion of the preliminary exam and a successful trajectory thereafter, depends greatly on preparation during Year 2. Preparation for the preliminary exam should be regarded as the scheduled opportunity to build the foundation of the dissertation.

Therefore, during the second year in the doctoral program, students are strongly encouraged to enroll in tutorial/directed reading credits with their advisor, or with a faculty member whom they anticipate will be a key mentor (and Dissertation Committee member) for their dissertation. The purpose of these tutorial credits is the selection and refinement of the proposed dissertation topic, the guided development of a literature review on their chosen topic, development of a conceptual model, potential research questions, and possible research plans to address those questions. These ideas and writing segments may also be developed during coursework. Because early writing is strongly encouraged, students may want to use course writing assignments as an opportunity to examine a dissertation interest area more thoroughly. All possible pedagogical opportunities in Year 2 should be used to explore and refine plans for dissertation research. **While previous course or research work may not be used verbatim for the preliminary examination, it is expected that these prior writings** will be brought to bear on the preliminary examination paper.

The prelim cohort is encouraged to initiate at least one cohort meeting with the chair of the Doctoral Curriculum Committee to receive more guided instruction and clarify questions they may have about the exam and preparation. Students are also encouraged to form study groups, and to ask more advanced students about strategies they may have used to prepare for the exam.

Note: The emphasis should be on adequate preparation during Year 2, for once the exam begins, students may NOT consult faculty, other students, the staff at CSCAR, Sweetland Writing Center, or any other potential advisors.

Schedule and Grading

During the beginning of winter term of the second year in which students take the exam, a precise schedule will be distributed to both faculty and students regarding exam dates, grading deadlines, and release of grades and feedback sessions. The preliminary exam is to be taken by each doctoral cohort immediately after the winter term of their second year. Students will have twelve days to independently complete the exam. Exams will be anonymously graded by HBHE faculty grading teams. Grades include High Pass, Pass, Provisional Pass, and Fail. Those graded a provisional Pass must rewrite the same exam in June/July of the same summer based on graded comments. Those graded Fail must retake a new exam the following May.

General Timeline for taking the exam and exam grading (exact dates are announced each fall for that academic year by the Chair of the Doctoral Curriculum Committee):

1. Students take exam during the first two weeks of May after year 2 in program.
2. Students are informed of their grades in the beginning of June. Grading options are: High Pass, Pass, Provisional Pass or Fail.
3. Students receiving a Provisional Pass rewrite exam between mid-June and mid-July.
4. Students are notified of their grades on the rewrite in mid-September. Grading options at that point are: Pass or Fail.
5. Faculty graders can encourage or require students given any grade other than High Pass to take additional coursework in an area deemed weak by graders. Completion of such course

requirements should not delay candidacy for those who pass, but must be accomplished prior to graduation.

6. Students who pass initially or on rewrite are eligible to advance to candidacy status in the Fall term, if they have completed their course requirements and research experience. Students may advance to candidacy even if they are required to take additional coursework as a condition of passing the prelim.
7. Students who fail either initially or on rewrite will take a new exam the following May with the next cohort. Failing in 2 successive years is grounds for required withdrawal from the program.

Evaluation Process

1. An assessment of High Pass indicates the student has done a stellar job on the examination.
2. An assessment of Pass indicates an overall sense of competency on the part of the student, and that s/he displays a good knowledge and understanding of key issues. The feedback to students who pass is provided verbally, not in writing, by a designated faculty grader.
3. An assessment of Provisional Pass indicates that the student shows reasonable understanding of the subject, that there are many aspects of the exam which are commendable, but that there are some weaknesses in the response – areas that are not adequately or accurately covered. A designated grader collects feedback from each faculty grader and in mid-June provides the student with detailed written feedback on what the problems are and the sections of the response that require strengthening. The student has one month to complete the rewrite and submit it back to their faculty graders. Students will be notified of their final grade no later than mid-September.
4. An assessment of Fail indicates that the response was not adequate. The student is required to take a new exam the following May. The designated grader notifies the student, and based on feedback from the other faculty graders, provides the student with a written explanation of the grounds for the decision, and suggests or requires possible courses and other types of remedial action for the student to complete prior to reexamination.

NOTE WELL:

All students are expected to be available to take the preliminary examination during the first half of May at the end of their second year and, if they receive a Provisional Pass, to be available from mid-June to mid-July to rewrite it. Please plan accordingly.

DISSERTATION

After advancing to candidacy, the student develops their Prospectus, selects a Chair for their dissertation committee, assembles the full committee and plans for the Prospectus Defense, which should be anticipated within a year after achieving candidacy.

Dissertation Committee

The faculty advisor is not required to be on the dissertation committee although the advice of this individual is often sought when the committee is being assembled. A dissertation committee is composed of four faculty members: a chair (who must come from the department), two additional committee members (at least one of whom must come from the department), and a cognate member (who is not a member of the department but is a full voting member of the committee). The proposed Committee

should be reviewed and approved with the Faculty Advisor and the proposed Chair of the Committee if distinct from the advisor. Once the composition of the Committee is agreed upon and all members have consented to participate, the proposed Committee must be approved by the HBHE Department Chair and the proposed Committee is then submitted in writing to Rackham Graduate School for final approval. More details on the requirements related to composition of the dissertation committee are available in the Rackham Dissertation Handbook. A copy can be accessed at http://www.rackham.umich.edu/student_life/publications/dissertation_handbook/.

Students must enroll for at least 8 credit hours of dissertation research (HBHE 995) with their dissertation chair. Only one additional course can be taken with HBHE 995 enrollment as part of candidacy tuition. Finally, students must be enrolled in HBHE 995 during the semester in which they defend the dissertation.

Format & Timeline

The Dissertation can be written in the traditional book format or it can be composed of 3 papers of publishable quality that are related to one another. The traditional format develops an argument throughout the dissertation and provides details and findings of the research done by the student, with each chapter building on previous chapters. The three-paper format includes an introductory and a concluding chapter that preface and draw from all 3 papers, respectively, but each paper should be able to stand-alone. While it is not required that any of the 3 papers are submitted or accepted for publication at the time of the Dissertation defense, many students will have submitted at least 1 of their 3 papers before defending the dissertation.

The Students should consult with their Dissertation Chair and committee members to determine which format is most appropriate. The anticipated format will be proposed in the Prospectus, and this should be discussed and agreed within the context of the Prospectus defense.

Students often ask whether a traditional or 3-paper format takes longer, but there is no consistent answer to this question. The length of time spent on the dissertation project varies considerably (depending on primary data collection versus secondary data analysis, funding availability, employment issues, etc.), and while most students complete their dissertations within two or three years after advancing to candidacy, neither format hastens or delays the timeline to graduation.

Dissertation Prospectus

Students are required to prepare a written prospectus of the dissertation project for approval by the Dissertation Committee in an oral defense. The goal of the prospectus Defense is for the student and all committee members to arrive at a shared understanding of the work the student needs to complete an acceptable dissertation, and to clarify each committee member's role in guiding the dissertation. Students should aim to complete their prospectus within a year of advancing to candidacy.

Prior to scheduling the Prospectus defense, students are encouraged to establish a timeline with their Chair that ensures time for the student to meet independently with each member of the Committee prior to the defense, to receive feedback on their proposed research ideas, i.e. during the semester preceding the Defense.

In the written prospectus, all students should complete a thorough literature review, define the key research questions, describe appropriate methods to address these questions, define the outline and format for the dissertation, and lay out a schedule for completing the dissertation. Beyond this, the content of the written prospectus and the process of the oral prospectus defense itself will vary depending on the style of the Committee Chair and the type of research project (e.g., primary vs.

secondary data collection). For instance, some Committees may require students to conduct preliminary data analysis or complete a manuscript, if appropriate. These decisions should be made between the student and the Dissertation Committee Chair in discussion with the full Committee. Regardless of this variation, a prospectus should be approximately 30-60 pages, and the following standard guidelines should be followed:

1. The prospectus contains an abstract, which should provide a brief statement of not more than 250 words, which concisely and clearly states the problem to be investigated. The abstract should contain the dissertation title, the student's name, and the dissertation committee members.
2. The prospectus describes the problem to be examined and relates the proposed research to previous theoretical and empirical literature in the area. A bibliography should be included.
3. The prospectus lists the specific research questions to be addressed. If appropriate, these questions should be stated as hypotheses.
4. The prospectus describes the research design and research techniques that are to be used. This section should specify the overall design and whatever problems are associated with it, specific research techniques to be employed, the relevant controls that must be introduced (if applicable), and expected problems of data analysis. If appropriate, the candidate should present some of this analysis in the form of example tables.
5. The prospectus explains the sources of data to be used and should evaluate their apparent adequacy for the candidate's purposes.
6. The prospectus may estimate whatever logistical problems are foreseeable and how they are to be handled. Such problems include access to funds, data, computer services, and expert advice.
7. The prospectus should outline whether the student proposes to complete the dissertation in book form or in the 3 paper format. If the latter, the 3 papers should be described.
8. The prospectus should include a tentative time schedule.

Defense of the Dissertation

When the dissertation is written, the student must complete a successful oral defense of the dissertation before their committee. Others may also attend the thesis defense and the date, time, and location are publicized. The student presents their dissertation research and then the floor is open to anyone in attendance to ask questions. Following a first round of questions, those who are not members of the Dissertation Committee are asked to leave. After a period of questioning by the committee members, the candidate leaves the room as well. At that time the committee will determine whether the written dissertation can be accepted or whether it requires revision first. Once the committee accepts the initial or revised dissertation, and all required coursework is finished, the student has completed the requirements for the degree.

FUNDING OPPORTUNITIES

There are a variety of funding opportunities for HBHE doctoral students, including:

- **Fellowships.** Fellowships are available from a number of on- and off-campus sources, including the Population Studies Center, the School of Public Health's Center for Research on Ethnicity, Culture, and Health (CRECH), and Rackham. See **Appendix 5** for a listing of University fellowships available on a recurring basis.
- **Graduate Student Instructor positions.** The department employs a small number of Graduate Student Instructors (GSIs), positions that provide funding and teaching experience. In addition to the GSI positions available in the department, HBHE doctoral students have been employed as GSI's by other units on campus, including Women's Studies, Communications, Biology, Psychology, and Sociology. A complete list of GSI postings across the university can be found here: <http://www.hr.umich.edu/acadhr/grads/postings.html>. Most departments make their applications available in the preceding semester or year, and students are encouraged to be proactive in monitoring the posting schedule for GSI positions across campus.
- **Graduate Student Research Assistants positions.** Specific faculty often has funds for graduate student research assistants (GSRAs) positions that provide funding and research experience.
- **Hourly positions.** Faculty within HBHE and across campus will periodically have hourly, paid work available for students.

Although the department works diligently to secure funding for its doctoral students, it is rare for incoming students to be offered multiple years of funding at the time of admission. However, most doctoral students in the department successfully compete for available funding at the department, School, University, and national levels and complete their programs with a wide array of research and/or teaching experiences. A list of recurring funding mechanisms available at the university is also included in **Appendix 5**. Additional opportunities have been compiled and listed on the HBHE Doctoral Student Group (HBHEDoc) Course Tools website. Students are strongly encouraged to keep the Doctoral Curriculum Committee informed of their funding situation throughout the program.







Appendix 1. HBHE Doctoral Student Review Form

(currently at <https://www.sph.umich.edu/iscr/hbhe/doctoral/>)

[SPH Home](#) > [Department of Health Behavior and Health Education](#) > [Doctoral Student Review Form](#)

Doctoral Student Review Form

Welcome, . Please complete or update the information on this form and review with your academic advisor. The information you provide will be discussed at the HBHE faculty meeting scheduled for doctoral student reviews. Thank you for your time and cooperation.

Please click the update button for each section before going on to the next section. In some instances, data you have already entered can be edited and deleted. If so, you will see a pencil icon  (edit) and a red x icon  (delete) next to the entry. Click the pencil icon  to edit the entry and the red x icon  to delete the entry.

Jump to:

[Personal Information](#) [Degree Information](#) [Core Curriculum Completed](#) [Other Courses Completed](#)

[Candidacy Information and Activities](#) [Funding Information](#) [Comments, Concerns and Questions](#)

[Printable Report in PDF Format](#)

Update Your Personal Information

First name: Last name: UMID:

Street Address:

City: State: Zip:

Preferred E-mail Address:

Update Your Degree Information

Advisor/Dissertation Chair:

Dissertation Committee Members:

Term/Year Entered:

Current CLUM GPA:

Prospectus Defense Date:

Credit Hour Reduction from Previous Master's Program: (Numbers only, please)

Description:

Update the Core Seminars and Research Experiences You've Completed

HBHE 800

Enrollment 1 Check Box

Enrollment 2 (Only check if completed prior to 2009)
 Check Box

HBHE 685 Check Box

HBHE 686 Check Box

HBHE 810 Check Box

HBHE 900

Term 1 Check Box
Description _____

Term 2 Check Box
Description _____

Update Core Curriculum

Update the Other Courses You've Completed

Be sure to list both the course number and name if the course has been taken outside of HBHE for the curriculum questions.

Research Methods

Course 1 _____

Course 2 _____

Advanced Statistics

Course 1 _____

Course 2 _____

Electives (write NA where appropriate)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Cognate

Describe:

Courses Taken

1. _____

2. _____

3. _____

Biostatistics

Course Taken/Exemption Date _____

Epidemiology

Course Taken/Exemption Date _____

Prelim Taken

List Date(s) & Grade(s) _____

Update Other Courses

Update Your Candidacy Information and Activities

Date advanced to candidacy: _____

For Candidates Only: _____

Anticipated Term/Year for completion of all degree requirements: _____






























Courses required by prelim graders, if any; and dates completed: _____

Describe activities and progress in the past year, including awards, conference presentations, publications, teaching experience, or committee or other service work to the Department, School or profession: _____

Update Information and Activities



Update Your Funding Information

[Please list your primary sources of funding for graduate school (tuition, books and living expenses) for each term. Examples of these sources are: UM-fellowships, non-UM fellowships, GSI, GSRA, GSSA, department training grant, temp work, work study, employment outside of UM, personal income, family income, loans.]

| Year in Graduate Program | Term | Funding | |
|--------------------------|---------------|---------|---|
| First | Fall | |   |
| First | Winter | |   |
| First | Spring/Summer | |   |
| Second | Fall | |   |
| Second | Winter | |   |
| Second | Spring/Summer | |   |
| Third | Fall | |   |
| Third | Winter | |   |
| Third | Spring/Summer | |   |
| Fourth | Fall | |   |
| Fourth | Winter | |   |
| Fourth | Spring/Summer | |   |
| Fifth | Fall | |   |
| Fifth | Winter | |   |
| First | Fall | |  |

Enter a Comment, Concern or Question

Previously Entered Comments

| | | |
|----------|--|--|
| 04/26/10 | |   |
|----------|--|--|

Enter New Comment

Appendix 2. Recurring Grants available to HBHE Doctoral Students

Rackham Administered Grants and

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|---|--|---------------------|--|---|
| Rackham Conference Travel Grant | <p>'The Rackham Conference Travel Grant is intended to provide opportunities for Rackham graduate students to become familiar with, and take part in the life of, their academic professions. As part of its University-wide commitment to advancing international research and training, the International Institute provides Rackham with a portion of the funding for these awards.</p> | <p>Up to \$600 for the continental US</p> <p>Up to \$850 for Alaska, Hawaii, Puerto Rico, Canada, Mexico, Caribbean and Europe.</p> <p>Up to \$1,100 for Africa, Asia, South America and Australia</p> | No | Any time prior to conference | <p>Graduate students are eligible to apply for a Rackham Conference Travel Grant award if:</p> <ul style="list-style-type: none"> • The graduate student is in good academic standing in a Rackham degree granting program • The student has responded to a formal call for abstracts • The student has been accepted to present a poster or paper at a conference. |
| Rackham Graduate Student Emergency Fund | <p>The Rackham Graduate Student Emergency Fund is intended to help meet the financial needs of Rackham graduate students who encounter an emergency situation or one-time, unusual, or unforeseen expenses during their degree program. Situations eligible for funding include such events as:</p> <ul style="list-style-type: none"> • Personal or family medical, dental or mental health emergencies • Major accidents and events such as fire and natural disasters • Expenses related to the illness or death of an immediate relative <p>Normal living expenses such as rent, car repairs, child care, and utilities are generally not considered emergency situations. Exceptions may be made for extraordinary circumstances.</p> | Up to \$2,500 | No | Applications reviewed on a rolling basis | <p>Students must be in good academic standing in a Rackham degree program. Awards may be up to \$2,500. Rackham graduate students will be limited to two emergency awards.</p> <p>A letter of support of no more than two pages (1,500 words), must be submitted from either the graduate chair or the department chair.</p> <p>In some cases, Rackham may request documentation (e.g., copies of bills, insurance claims, cost estimates for services) to verify the requested expenses.</p> <p>For students who qualify for need-based financial aid, an emergency award may reduce original loan amounts. Please contact the Office of Financial Aid for help in evaluating your individual circumstances.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|---|---|---------------------|--|--|
| Rackham Graduate Student Research Grant | <p>The Rackham Graduate Student Research Grant is designed to support Rackham graduate students who need assistance to carry out research that advances their progress toward their degree. The grant is intended to defray costs of conducting clearly defined research projects including:</p> <ul style="list-style-type: none"> • Research related expenses (e.g., subject fees, access to specialized data sets, purchase of archival materials or images, laboratory supplies that will be consumed in the course of the project) • Temporary research assistants or transcribers (NOTE: Requests for this type of expense must include a compelling explanation of why the student cannot perform the work him or herself. Please see below for explanation.) • Research-based travel not associated with a course (e.g., off-campus data collection, access to libraries, archives or historical sites) • Purchasing laboratory equipment, field work equipment or computer software (NOTE: This type of expense has some special limitations. Please see below.) • Off-campus study of foreign languages needed for research. Proposals will be considered only if the instruction is not available on the U-M Ann Arbor campus. The relevance of the language studied to the student's research must be explained in the proposal. • Off-campus study of specialized methodologies or techniques needed for research. Proposals will be considered only if instruction in the methodologies and/or techniques is not available on the U-M Ann Arbor campus. (NOTE: An explicit paragraph explaining the relevance of the methodologies and/or techniques to the student's research must be included in the proposal.) | <p>Pre-candidates are eligible for an award up to \$1,500</p> <p>Candidates are eligible for an award up to \$3,000</p> | <p>No</p> | <p>Applications are accepted at any time, and reviewed monthly</p> | <p>Graduate students are eligible to apply for a Rackham Graduate Student Research Grant if:</p> <ul style="list-style-type: none"> • The graduate student is in good academic standing in a Rackham degree granting program • The proposed research project or activity directly relates to and helps achieve progress towards his or her degree. <p>A doctoral student is eligible for two Rackham Graduate Student Research Grants during his or her graduate program, one before candidacy and one as a candidate.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|--|--|---------------------|-------------|---|
| King/Chavez/Parks (KCP) Fellowship | <p>The King/Chavez/Parks (KCP) Fellowship program is intended to:</p> <ul style="list-style-type: none"> • increase the number of underrepresented minorities completing masters and doctoral degrees in colleges and universities, • increase the pool of underrepresented minorities pursuing careers in postsecondary education, • establish role models for future minority students. | Depends on need. Maximum award is \$35,000 | No | Ongoing | <p>To be eligible, an applicant must be:</p> <ul style="list-style-type: none"> • admitted to study in a master's or doctoral program at the University of Michigan. • in good academic standing. • not currently a recipient of a KCP Initiative Fellowship Award at another institution. • have not received another KCP Fellowship award for the same degree level (master's or doctorate). • not currently in default status on any guaranteed student loan and/or a KCP Loan. • a citizen of the United States. • a resident of the State of Michigan who meets the University of Michigan's requirements for residency. • planning and able to teach or secure an administrative position in postsecondary education. |
| Rackham Regents Fellowships | <p>The Rackham Regents' Fellowship Program was created to support Rackham Interdepartmental Programs and designated Schools or Colleges throughout the University. The funds are awarded by the graduate programs involved and are to be used as fellowships to support outstanding, incoming doctoral students.</p> | <p>Tuition, registration, stipend, and GradCare. First year: full support by Rackham Next two years of support: split with the department.</p> | Yes | Ongoing | <p>By Regental rule, Regents Fellowships may only be offered to admit applicants who are United States citizens or permanent resident aliens. Currently enrolled graduate students at Michigan are not eligible.</p> |
| Rackham Predoctoral Fellowships | <p>Any Department. Interdisciplinary Program or School which has an approved DOCTORAL program under the Horace H. Rackham Graduate School may participate. 72 Rackham Predoctoral Fellowships will be available. Approx. 240 students are nominated each year. Number of Awards: 72</p> | <p>A \$2,250 per month stipend plus candidacy tuition and registration fees for a maximum of twelve (12) months</p> | Yes | Mid-January | <p>Any doctoral program in the Rackham Graduate School may nominate doctoral candidates for this award. To be eligible, students must be advanced to candidacy by the Rackham office of Academic Records and Dissertations no later than January (for Winter or earlier). Nominees must be on track to complete their degrees within six years.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|--|---|---------------------|---------------|---|
| Barbour Scholarships | <p>In 1914 the bequest of Levi L. Barbour established a scholarship program at the University of Michigan for women of the highest academic and professional caliber from the area formerly known as the Orient (encompassing the lands extending from Turkey in the west to Japan and the Philippines in the east) to study modern science, medicine, mathematics and other academic disciplines and professions critical to the development of their native lands.</p> <p>5-8 Awards available</p> | \$16,800 stipend, tuition and registration fees and GradCare health insurance during tenure (Fall + Winter terms) | No | Early January | <p>Any graduate program in any school or college of the Ann Arbor campus, whether or not such programs are in Rackham, may nominate one woman each year. Nominees must be citizens of countries in the area formerly known as the Orient (encompassing the large region extending from Turkey in the west to Japan and the Philippines in the east). In addition, nominees:</p> <ul style="list-style-type: none"> • must not be permanent residents or citizens of the United States and not married to permanent residents or citizens of the United States; • must intend to devote themselves to a professional career in their native countries after graduation; • must be enrolled full-time in a master's or doctoral program at the University of Michigan; • must have completed two full terms of graduate work at the University of Michigan before beginning tenure as a Barbour Scholar; • must be in residence on campus as a full-time student during the tenure of the award. |
| Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards for Women Graduate Students | <p>*Established to support women students as they pursue doctoral degrees.</p> <p>*Intended to aid women graduate students who show "promise of development of useful original ideals."</p> <p>Number of Awards: At least 3</p> | \$5,000 for Spring/Summer Support | Yes | February 1 | <p>Any Rackham doctoral program may nominate only one student for the combined competition. Nominees must be women actively pursuing a doctoral degree who have achieved candidacy by the application deadline. Nominees must have a cumulative GPA of 7.6 or higher.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|--|---------------|---------------------|----------------|---|
| Rackham International Research Awards | <p>Rackham International Research Awards support doctoral students conducting degree-related research outside North America</p> <p>Number of Awards: Up to 15</p> | Up to \$7,500 | No | February 1 | <p>Preference will be given to doctoral students who will have reached candidacy by September and have an approved dissertation topic, and students in terminal master's programs who have a non-course related research project for their degree. Students of any citizenship may apply. Students may not apply exclusively for language training, but may submit proposals that combine language study with research. The grant may not be used for the purchase of equipment or software. Students with external research fellowship support may apply, but must demonstrate need for additional funding. RIRA is a one-time only award.</p> |
| Spring/Summer Research Grants Program | <p>The Spring/Summer Research Grants Program will award a maximum of 40 grants to faculty members to enable them to hire doctoral students to assist with their research and scholarly projects, while providing both financial support and tasks of intellectual benefit to participating doctoral students. In addition, there will be two Sokol Grants for Faculty and Graduate Student Research Projects in the Sciences awarded as a part of this program. The same application is used for consideration for the Sokol Grants. Guidelines and application forms are available at the Rackham website: http://www.rackham.umich.edu/1724</p> | \$4,000 | Yes | Early February | <p>Tenure track and emeritus faculty, research scientists, and librarians are eligible to submit applications. Lecturers, visiting and adjunct professors are not eligible. A faculty member may submit only one application for each round of funding. Those who have previously received a Spring/Summer Research Grant must allow three years of funding to pass before submitting a new proposal. Employment through this program is limited to students enrolled in Rackham approved doctoral programs. Students who have previously received a Rackham Predoctoral Fellowship are not eligible.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---------------------------------|---|--|---------------------|---|---|
| Rackham Merit Fellowship | <p>Across the United States, graduate education seeks to develop, strengthen and diversify the professoriate, and to build national research capacity and professional expertise. As part of this effort, Rackham offers multiple fellowships to promote diversity of the graduate student body.</p> <p>These fellowship programs provide a base of financial support to assist students in pursuing graduate degrees. With these fellowships, Rackham takes part in a joint venture involving the cooperative efforts of the student, the program and faculty.</p> <p>The Rackham Merit Fellowship will be issued in the expectation that departmental support will be provided to a Merit Fellow for no less than 2 academic years (4 terms). This support may come in the form of teaching or research assistantships at a .50 appointment or above or training grants at an equivalent rate. It is also understood that the department will normally extend this support in the second and third year of the student's time in the program, thereby leaving the fellowship to cover years one, four and five for a total of 6 terms. Any variation to the above time table must be authorized by the Rackham Dean's Office.</p> | <ul style="list-style-type: none"> • Three Academic years (8-month period of Fall and Winter terms) of support. • One term of spring/summer funding for stipend support. | <p>Yes</p> | <p>Doctoral programs must complete and submit nominations in early February and March</p> | <p>The Rackham Merit Fellowship is open to newly admitted students in a Rackham graduate degree program who:</p> <ol style="list-style-type: none"> 1. have a record of superior academic achievement (e.g., grade point average, honors, or other designation); 2. are U.S. citizens or permanent residents; <p>And meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 3. come from an educational, cultural or geographic background that is underrepresented in graduate study in their discipline in the United States or at the University of Michigan; 4. have demonstrated commitment to diversity in the academic, professional, or civic realm through their work experience, volunteer engagement, or leadership of student or community organizations. By diversity, we mean efforts to reduce social, educational or economic disparities based on race, ethnicity or gender, or to improve race relations in the U.S.; 5. have experienced financial hardship as a result of family economic circumstances; 6. are first-generation U.S. citizens or are the first generations in their families to graduate from a four-year college. |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|--|---------------------|-----------|--|
| Rackham Non-Traditional Fellowship Program | <p>The Horace H. Rackham Graduate School has established the Rackham Non-Traditional Fellowship Program to aid Michigan Residents who wish to return to graduate school after an extended absence and where the interruption in schooling may have placed them at a disadvantage in competing with more traditional students for financial assistance awarded at the time of admission.</p> <p>Number of Awards: Up to 10</p> | \$16,000 | Yes | Mid-March | <p>Any Rackham program may nominate up to 3 students. Nominated students must:</p> <ul style="list-style-type: none"> • have been away from academic study toward a formal degree for at least 5 years, unless the student's department requires certain courses as a prerequisite within 1 year of beginning the program; • meet the University's guidelines for Michigan residency by the fellowship deadline (note that if a student is petitioning for in-state residency status at the time of application, the issue of residency must be resolved by the fellowship deadline); • be offered admission by Mid-March or be a first-year graduate student whose first semester of enrollment was Fall or Winter. • |
| Rackham One-Term Dissertation Fellowships | <p>Rackham One-Term Dissertation Fellowships are intended to speed the process of completing the dissertation. Except in unusual cases, they should be awarded to students who are at the writing stage of the dissertation. This will permit candidates to work fulltime on the final stages of their dissertations.</p> <p>Fellowships may be used during Spring/Summer, Fall, Winter, or Spring/Summer terms. Students must be registered or on Detached Study during the tenure of the award. They are expected to devote full time to their dissertations during tenure.</p> | Candidacy tuition and registration fee plus a stipend of \$8,000 for one term. | Yes | Mid-March | <p>A student must have achieved candidacy prior to the beginning of the term in which he or she receives a Rackham One-Term Dissertation Fellowship. The student must have established a dissertation committee and submitted the Nomination of Dissertation Committee form to the Records and Dissertation Office prior to the beginning of the term in which he or she receives this fellowship. Recipients of this award may not be employed more than ten hours during the tenure of the fellowship. Recipients may not hold this award in conjunction with another award.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|---|---------------------|-------------|---|
| Debt Management Awards | Debt Management Awards were established by anonymous donors to encourage Rackham doctoral students to pursue public interest careers upon completing their degrees. The Rackham Graduate School Services is committed to excellence in graduate education and this award is designed to assist students who carry sizeable loan debt. Number of Awards: At least 4 | \$10,000 | Yes | Early April | Students who are enrolled full-time and have reached candidacy in programs including Public Health. Students must have spent at least 2 years in community service prior to beginning graduate school; must intend to return to public service careers in the United States upon graduation; and must carry student-related debt accrued during the undergraduate and/or graduate years. Participating graduate programs may nominate no more than three students. |
| Institute for Social Research (ISR)-Rackham Summer Training Awards | These grants will provide summer program fee support for participation in either the Summer Institute in Survey Research Techniques sponsored by the Survey Research Center, or the Summer Program in Quantitative Methods at the Inter-University Consortium for Political and Social Research. | Grants will be awarded in the form of "noncredit" program fees for Summer Term. | No | Early April | <ol style="list-style-type: none"> 1. Citizen of the US (or permanent resident); 2. Enrolled graduate-level student at the University Willingness to elect a full 4 or 8-week program in either survey or quantitative methodology courses during the Summer Term (Term III-B), and to complete all requirements for those courses elected, including a letter grade evaluation; 3. Adequate background in social science statistics; 4. Completion of application, including academic advisor endorsement. |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|---|---------------------|---------------|--|
| Yossi Schiff Award | <p>The Yossi Schiff Awards assist outstanding international students. Yossi Schiff received his bachelor's degree from the University of Michigan in 2005. Born in Israel and proud of his Jewish heritage, Yossi was an enthusiastic traveler who enjoyed his sojourns in Africa and Southeast Asia. This award honors his memory—his open mind and kind heart, the concern he showed for others, and his passion and curiosity in life. Designed to promote international understanding and offer an educational opportunity to foreign graduate students in need, the Yossi Schiff Memorial Scholarship Fund is a fitting tribute to a young man who cared deeply for the world around him and tried to foster values of mutual respect between people, cultures and nations.</p> <p>TBD # of awards</p> | \$25,000 | Yes | May 1 | Full-time Rackham students in the following careers of the social sciences, humanities, medicine, public health, public policy, nursing or environmental sciences. |
| Harold and Vivian Shapiro/ John Malik Awards | <p>These awards were established by Harold T. Shapiro, former President of the University of Michigan, and Vivian Shapiro, former faculty member at the University of Michigan, to assist graduate students with interest payments on unsubsidized educational loans. Dr. John Malik, a devoted Rackham alumnus in Physics, established an endowment for the same purpose. Both awards are made through a single competition.</p> | Maximum award will be \$1,000 per student | No | Early October | Full-time students in any Rackham degree program may apply. Students must have completed one full term before the fellowship deadline. Awards are intended to assist with interest charges accruing on education loans that must be paid while a student is in graduate school. U.S. citizens or permanent resident with \$10,000 or more in unsubsidized educational loans will be given first consideration. |
| Rackham International Student Fellowship | <p>The Rackham International Student Fellowship assists outstanding international students, particularly those who may be ineligible for other kinds of support because of citizenship.</p> | \$7,500 | Yes | Mid-October | Any Rackham program on the Ann Arbor campus may nominate up to two international graduate students who are in their second or third academic term and are actively pursuing a degree. Preference will be given to students who do not have other sources of funding. US citizens and permanent residents are not eligible. Students are eligible once. |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|----------|---------------------|-------------|---|
| Lurcy Fellowship For Study In France | The Georges Lurcy Charitable and Educational Trust seek to promote friendship and understanding between the peoples of the United States and France, and secondarily between Americans and Europeans in general. This is achieved by supporting scholarly activities and exchanges which allow members of one society to learn more about the people and civilization of the other society. | \$25,000 | No | Mid-October | The student must be a US citizen or permanent resident of the United States. The applicants should be graduate students whose academic objectives would benefit from this experience. |

Recurring HBHE Departmental Grants and Fellowships

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|----------------------------|---|-------------|---------------------|----------|----------------------|
| Summer Courses Fund | <p>Students requesting funds to take summer classes will be given \$500. Some courses can cost as much as \$5,000; however, there is a total of \$2,500 in the department available for this purpose.</p> <p>Although all current students may apply, priority will be given to students who:</p> <ul style="list-style-type: none"> • do not have other possible source/s of funding for this purpose (e.g., training grant, fellowship) • have not received departmental support for this purpose previously • are in the pre-candidacy phase of their program <p>Dollar amounts listed above may vary year to year</p> | \$500 | Yes | April 1 | See description |
| Travel Awards | <p>The Department of Health Behavior and Health Education has a limited amount of funding available for student travel. In order to be considered for these funds, the student must be a first author on a paper being presented at a conference</p> <p>The student is required to submit a formal request with the following information:</p> <ul style="list-style-type: none"> • A memo stating the conference title, location, and date as well as the title of the presentation and a list of authors • A detailed budget of expected expenses and a summary of other sources of financial support • Written notification of acceptance of the paper/poster/abstract (letter or e-mail confirmation) <p>If the department approves the request, the student may receive up to \$400. Students can receive a maximum of \$400 per academic year.</p> | Up to \$400 | Yes | Ongoing | See description |

Recurring HBHE Departmental Grants and Fellowships



| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|--|---------------------|----------------|--|
| <p>Rackham One-term Award (Administered by the department.)</p> <p>Departmental Time to Completion Awards</p> | <p>This award is available for a student who will be defending his/her dissertation during the term of the award. There were two one-term awards for students defending during the period beginning September 1 - August 31. There was also one two-term award available for the previous academic year.</p> | <p>Tuition, insurance, and \$1,950 per month stipend during the semester of the defense.</p> | <p>Yes</p> | <p>Ongoing</p> | <p>Must be a candidate and have a letter of support from the dissertation chair confirming student's likely defense during the term of the award. Preference is given to students who have worked multiple semesters as a GSI and/or GSRA during their doctoral training. Apply to the Doctoral Curriculum Committee for these awards.</p> |
| <p>Janz Award</p> | <p>These funds are to be used for "research related" purposes... "to further research in the department. We will use these funds for student support. Funds distributed for Spring/Summer.</p> <p>Dollar amount available varies from year to year</p> | <p>TBD</p> | <p>Yes</p> | <p>Ongoing</p> | <p>Award often provided to support students at the dissertation level as they are completing the program. Work with your dissertation chair to inform the Doctoral Curriculum Committee of the student's academic progress and financial need.</p> |
| <p>Mabel Rugen Award</p> | <p>"The purpose of which is to advance the knowledge base of health education. The fund will be used primarily to support young researchers and doctoral students and to further interdisciplinary studies in health education." Funds distributed during the Spring/Summer term.</p> <p>The amount of these funds is typically not determined until sometime during the winter term; therefore, not available to distribute before Spring/Summer term.</p> | <p>TBD</p> | <p>Yes</p> | <p>Ongoing</p> | <p>Award often provided to support a student or students at the dissertation level as they are completing the program. Work with your dissertation chair to inform the Doctoral Curriculum Committee of student's academic progress and financial need.</p> |

Other Recurring University of Michigan Grants and Fellowships



| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|-----------------------------------|---------------------|---------------|--|
| International Institute Conference Travel Grants | <p>The International Institute provides supplemental travel support for graduate and professional school students who are presenting papers at conferences in the U.S. and its territories. Papers must be on international or area studies topics, and must have been selected by a juried process. Students may apply each year for one travel support grant.</p> <p>http://www.ii.umich.edu/ii/funding/gradstud</p> | Up to \$300 | No | Ongoing | Grants are available for travel to present at area studies meetings, annual disciplinary meetings, and similar conferences and workshops. No support will be given for participation on non-juried panels, or on juried panels that include a majority or more than two University of Michigan students. |
| Delores Zohrab Liebmann Fellowship | <p>The Liebmann Fund has announced the 2007/08 competition. They will accept up to three applications from the University of Michigan for the fellowship that covers the cost of tuition and a stipend of \$18,000. Candidates must have an outstanding undergraduate record, demonstrate a need for financial assistance, and be citizens of the US. It is open to humanities, social sciences or natural sciences (including law, medicine, engineering, architecture or other formal professional training)</p> <p>3 Awards</p> <p>http://www.eeb.lsa.umich.edu/eeb/graduates/docs/application.pdf</p> | tuition and a stipend of \$18,000 | No | Early January | Participants must swear before a notary public that they are not communists |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|--|---------------------|----------------|--|
| Center for the Education of Women Scholarships | <p>The CEW Scholarship Program for returning women students was established in 1970 to honor the academic performance and potential of women whose education has been interrupted and to commemorate the one hundredth anniversary of the admission of women to the University of Michigan. Approximately 40 Scholarships are awarded annually</p> <p>http://www.umich.edu/~cew/students/scholar.htm</p> | Normally range from \$1,000 to \$8,000 | No | February 1 | <ol style="list-style-type: none"> 1. Applicants must have had an interruption in education during which no academic credit was earned. The interruption must be at least: a) 48 consecutive months, or b) a total of 50 months excluding interruptions of less than 8 months. If you feel your situation meets the intent if not the exact criteria and warrants an exception, please submit an explanation of your circumstances in writing for an evaluation by the Scholarship Committee prior to submitting an application. 2. Applicants should be pursuing a clear educational goal in any undergraduate, graduate or professional program, full or part-time, at any campus of the University of Michigan. |
| Graduate Global Health Travel Fellowships | <p>Supports opportunities for multidisciplinary training in global health through a travel stipend for graduate and professional students from across the university participating in internationally-based global health internships, clinical rotations, masters research travel, or preliminary dissertation research travel for a minimum of two months.</p> <p>http://ghrt.psc.isr.umich.edu/grad/irwg.html</p> | Up to \$3,000 | No | Early February | <p>International internships, rotations and research projects must be at least two months in length, and must constitute at least a 30-hour per week time commitment, exclusive of language training. Only students who will be continuing University of Michigan students in Fall are eligible.</p> <p>Students who have been awarded a UM-MHIRT fellowship for Summer are not eligible to apply but all others are.</p> <p>Applicants must have the language skills to carry out the proposed internship or research project.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|---|---------------|---------------------|--------------|---|
| International Institute Individual Fellowships | <p>The award provides support for preliminary visits to prospective overseas dissertation sites by graduate students who are planning doctoral research on topics in area and international studies. These awards are intended to enable students to develop a firm foundation for their research.</p> <p>http://www.ii.umich.edu/ii/funding/gradstud</p> | Up to \$5000 | No | Mid-February | <p>University of Michigan undergraduate, graduate and professional school students are eligible, regardless of citizenship. Applicants must be enrolled in a degree program. Ph.D. candidates and students graduating before the start of the project are not eligible.</p> <p>Eligible internship or research projects must: be at least one month in length; constitute at least a 30-hour per week time commitment (exclusive of language training); and meet all requirements of the University Travel Policy and the Institutional Review Board.</p> <p>Doctoral students must not have reached candidacy by the time they begin the research award.</p> |
| UM Center for Ethics in Public Life Doctoral Fellowship Program, Summer | <p>The Fellows Program provides doctoral candidates with the opportunity and support to develop, explore, and pursue work on dissertations related to ethics in public life. The Center will fund up to six fellowships for Summer term.</p> <p>www.ethics.umich.edu/funding</p> | \$4,000 | No | Early April | <p>Doctoral candidates from the Ann Arbor campus in any Rackham doctoral program who are in good standing are eligible to apply. Preference will be given to applicants who have made substantial progress on their dissertations and who are therefore in a position to provide chapters to other fellows for discussion in the workshop.</p> |
| Nonprofit and Public Management Center Doctoral Research Support | <p>To promote research on nonprofit, voluntary, philanthropic, and public organizations, NPM annually provides small grants of up to \$1,500 to help support relevant research by doctoral students. Dissertation research or other research is eligible, as long as the student is the principal researcher on the project.</p> <p>http://www.nonprofit.umich.edu/related_links/doctoral_support.php</p> | Up to \$1,500 | No | Late April | <p>Doctoral students in any department at the University of Michigan are eligible, including social sciences, humanities, and professional schools.</p> |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|--|--|--|---------------------|-----------------|---|
| UM Poverty Research Grants | <p>The National Poverty Center (NPC) at the Gerald R. Ford School of Public Policy seeks proposals from University of Michigan faculty, post-doctoral fellows, and advanced graduate students that will broaden our understanding of the causes and consequences of poverty.</p> <p>http://npc.umich.edu/opportunities/research_grants/</p> | \$500 to \$10,000 per award. | No | Fall and winter | Check website for details |
| Graham Graduate Fellowship Program | <p>GESI, through its Environmental Sustainability Fellowship Program (ESFP) will award up to 6 new fellowships to encourage high-caliber doctoral students to pursue research in environmental sustainability. These awards are contingent on additional support from the student's home department(s) and/or faculty advisor(s) increasing the level of support to the equivalent of a 50% GSRA appointment.</p> <p>http://provost.umich.edu/gesi/funding/fellows</p> | tuition costs and will provide \$25,000/year for two years | No | Mid October | Applicants are reviewed by a strict set of criteria and considered only if their doctoral research projects are related to environmental sustainability |
| Community of Scholars Fellowships for Research, Scholarship and Creative Activities Focusing on Women or Gender | <p>The Institute for Research on Women and Gender announces its Community of Scholars graduate student fellowship program and invites proposals from graduate students at the University of Michigan planning or conducting research, scholarship, and creative activities focusing on women or gender. IRWG is particularly committed to creating environments in which a community of scholars come together for cross-disciplinary exchange. To that end, this program requires awardees to participate in a weekly seminar during May and June, and a public presentation of their work during the academic year.</p> <p>http://ghrt.psc.isr.umich.edu/grad/funding.html</p> | \$1,800/month for May through August | No | Late November | Several summer fellowships will be awarded. Students at any stage in their graduate careers may apply. Although most awards will be made to doctoral-level students, students currently in master's degree programs, but planning research or creative careers, may apply. Students who have received this award in the past are not eligible to apply. |

| Name | Description | Amount | Requires Nomination | Deadline | Eligibility Criteria |
|---|---|---|---------------------|----------------|---|
| Grants for Research, Scholarship and Creative Activities Focusing on Women or Gender | <p>The Institute for Research on Women and Gender (IRWG) invites proposals from graduate students at the University of Michigan planning or conducting research, scholarship, and creative activities focusing on women or gender.</p> <p>http://irwg.research.umich.edu/funding/umgrads/index.html</p> | \$500 | No | Late November | <p>Several \$500 grants will be awarded to graduate students in any field, for expenses such as books, travel, production or exhibition costs, software, data collection, or payment of subjects. Students at any stage in their graduate careers may apply. Although most awards will be made to doctoral-level students, students currently in master's degree programs, but planning research or creative careers, may apply. Students who have received this award in the past are not eligible to apply.</p> |
| Risk Science Center Fellowship Competition | <p>The goal of this fellowship competition is to enhance education and training in the environmental risk sciences and to better prepare public health students to pursue careers in fields that utilize the risk sciences. Research areas of interest include exposure assessment, hazard identification, dose response relationships, risk modeling, environmental epidemiology, statistical methods and models for risk, and risk management, communication and policy</p> <p>Awards: 4</p> <p>http://www.sph.umich.edu/riskcenter/news/competitionrfa.htm</p> | Monthly stipend at the current GSRA 50% stipend rate and gradcare (summer only) | No | Early December | Students with an adviser in the School of Public Health. |

Appendix 3. Exemption/Substitution Form

Please include all of the following materials when requesting a course substitution:

1. This form
2. The original textbook from the course taken
3. The syllabus from the course taken

UNIVERSITY OF MICHIGAN – SCHOOL OF PUBLIC HEALTH

EXEMPTION-OR-SPECIAL SUBSTITUTION REQUEST
(please submit a separate form for each subject area)

Student Name _____
(please print)

I.D. # _____

Program of Study _____

First Term Enrolled: (MO) _____ (YR) _____

Area in which exemption or special substitution is requested _____

A. RELEVANT COURSE(S) COMPLETED OR COURSE(S) TO BE SUBSTITUTED:

| Institution | Department | Course No. | Title | Credit | | Grade | Yr Taken |
|-------------|------------|------------|-------|---------|---------|-------|----------|
| | | | | Sem Hrs | Qtr Hrs | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

B. EXEMPTION BY EXAMINATION:

Course _____ Date of Examination _____ Grade _____

APPROVED: _____
DEPT CURRICULUM COMMITTEE CHAIR SIGNATURE DATE

APPROVED: _____
SCHOOL REGISTRAR SIGNATURE DATE

Appendix 4. Research Courses: Examples of Courses used to Fulfill HBHE Doctoral Requirements

BASIC BIOSTATS

STATISTICS 400: APPLIED STATISTICAL METHODS

BIOSTAT 503: APPLIED BIostatISTICS

BIOSTAT 553: APPLIED BIostatISTICS

EPIDEMIOLOGY

EPID 503: STRATEGIES AND USES OF EPIDEMIOLOGY

EPID 600: INTRODUCTION TO EPIDEMIOLOGY

EPID 601: PRINCIPLES AND METHODS OF EPIDEMIOLOGY

RESEARCH METHODS

BIOSTAT 617: METHODS AND THEORY OF SAMPLE DESIGN

EDUC 771: CATEGORICAL AND LIMITED DEPENDENT VARIABLE MODELING

EPID 601: PRINCIPLES AND METHODS OF EPIDEMIOLOGY

EPID 814: TOPICS IN EPIDEMIOLOGIC ANALYSIS

HBEHED 530: TECHNIQUES OF SURVEY RESEARCH

HBHE603: POPULATION CHANGE

HBEHED 621: SEMINAR IN BEHAVIORAL RESEARCH METHODS IN PUBLIC HEALTH

HBEHED 636: QUALITATIVE METHODS AND PARTICIPATORY ACTION RESEARCH

HBEHED 638: QUALITATIVE RESEARCH METHODS

HBEHED 900: RESEARCH IN HEALTH BEHAVIOR AND HEALTH EDUCATION

PSYCH 786: RESEARCH DESIGN IN SOCIAL PSYCHOLOGY

PUBPOL 636: PROGRAM EVALUATION

SOC 530: DEMOGRAPHY

SOC 630: RESEARCH METHODS IN POPULATION AND HUMAN ECOLOGY

SURVMETH 600: FUNDAMENTALS OF SURVEY RESEARCH

SURVMETH 612: METHODS OF SURVEY SAMPLING/APPLIED SAMPLING

SURVMETH 613: ANALYSIS OF COMPLEX SAMPLE SURVEY DATA

SURVMETH 632: COGNITION, COMMUNICATION, AND SURVEY MEASUREMENT

SURVMETH 688: BUILDING AND TESTING STRUCTURAL EQUATION MODELS

UP 504: QUANTITATIVE PLANNING METHODS

ADVANCED STATISTICS

BA 870: RESEARCH METHODS IN THE BEHAVIORAL & SOCIAL SCIENCES

BIOSTAT 523: BIostatISTICAL ANALYSIS FOR HEALTH-RELATED STUDIES

BIOSTAT 560: STATISTICAL METHODS IN EPIDEMIOLOGY

EPID 787: INTRO TO MULTILEVEL ANALYSIS IN PUBLIC HEALTH

ICPSR SUMMER COURSES: HIERARCHICAL LINEAR MODELING

ICPSR SUMMER COURSES: STRUCTURAL EQUATION MODELING

ICPSR SUMMER COURSE - POLSCI 596: INTRODUCTION TO REGRESSION ANALYSIS

ICPSR SUMMER COURSE - POLSCI 695: REGRESSION ANALYSIS II

PSYCH 613: ADVANCED STATISTICAL METHODS IN PSYCHOLOGY I

PSYCH 614: ADVANCED STATISTICAL METHODS IN PSYCHOLOGY II

POLSCI 695 REGRESSION ANALYSIS II
SURVMETH 681: ANALYSIS OF SURVEY DATA II
SOC 619: CATEGORICAL DATA ANALYSIS

Appendix 5. Qualitative Research Methods: Course Options

As a growing number of HBHE doctoral students aspire to excellence in qualitative and ethnographic methods, a list of recommended U-M courses in these research methods is herein provided for the first time. The course descriptions are annotated with comments by the instructors, HBHE students and by HBHE faculty member Mark Padilla, a specialist in ethnographic research. The listed courses can be counted towards the Research Methods requirement, but as this list is new to our program, students are strongly requested to provide the Doctoral Curriculum Committee with feedback on the quality and value of these (and related) courses, in order that we can refine our list of approved qualitative and ethnographic methods courses in future.

IN-DEPTH REVIEWS

SPC 522/523: Practicum in Qualitative Research Methods II 45

OVERVIEWS OF QUALITATIVE METHODOLOGY

COMM 781: Qualitative Research Methods..... 46

HBHE 636: Qualitative Methods and Participatory Action Research 46

HBHE 638: Qualitative Methods in Public Health 47

PSYCH 808 / WOMENSTD 698: Special Seminar Qualitative Research Methods 47

ETHNOGRAPHIC METHODS

AMCULT 606 / WOMENSTD 606: Refugees of a World on Fire: Women of Color & Transnational Feminisms (Critical Ethnography) 48

DATA ANALYTIC COURSES

POLSCI 694: Qualitative Research Methods 49

SURVMETH 654: Qualitative Data Analysis with Computers..... 49

SUPPLEMENTAL COURSES

SURVMETH 651: Semi-Structured Interviewing 50

EDUC 792: Qualitative Methods in Educational Research 51

IN-DEPTH REVIEWS

SOC 522/523: Practicum in Qualitative Research Methods II

Credits: 3 per term

Term: Fall and Winter 2010/2009

Instructor: Wherry, Frederick Fitzgerald (ffwherry@umich.edu)

Have syllabus: Yes

Open to Students outside department? Confirm with instructor

Overview

This yearlong course focuses on the analysis of qualitative data. Our principal methods will be participant observation and in-depth interviewing. We will learn how to select cases and how to collect and analyze qualitative data. In the first term we will collect the data, and in the second term we will analyze them; therefore, students are strongly encouraged to formulate ideas for their individual research projects before the course commences. Early in the first term students will submit their proposals for approval by the institutional review board for the protection of human subjects and will complete class exercises to facilitate their fieldwork. In the following term (SOC 523), students will focus on critiquing exemplary studies while analyzing their own data and writing up their results. Intended audience: Sociology PhD students needing the course to fulfill the department's core requirements will be allowed to register for the course first.

In this semester we will focus on analyzing your (preliminary) data and on writing up your findings. This course is also open to students who already have qualitative data that they would like to analyze, even if those students have not taken SOC 522.

Comments (from Professor Wherry)

I will not be teaching it next term, and each instructor uses her/his own syllabus. I've attached mine, and you can inquire with the department about who will teach it next term. It is likely to be Karin Martin (maybe Elizabeth Armstrong). The course is open to other departments so long as sociology PhD students who need to take the course for their methods sequence have been accommodated. The first year I taught the course, I had to turn away people from outside of the department and a few people from within it (Winter 2007), but I've taught it twice since then and have not had to run anyone away. No prior experience with qualitative methods but familiarity with research design or the logic of social science is highly recommended.

Mark Padilla comments: This is a comprehensive qualitative methods course that is strongly encouraged for those who need training in qualitative methods beyond a survey course.

OVERVIEWS OF QUALITATIVE METHODOLOGY

COMM 781: Qualitative Research Methods

Instructor: Robin Means Coleman (rrmc@umich.edu)

Credits: 3

Offered every Fall

Have syllabus? Yes

Open to students outside the department? Yes

Overview

This graduate-level seminar provides an introduction to the major methodological developments in qualitative research, while specifically offering training in media studies using naturalistic methods. Naturalistic, qualitative research methods is “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (emphasis mine, Van Maanen, 1983, p. 9). This course charts the terrain of inquiry paradigms to ground students in the philosophical assumptions behind, and rationales for, the selection of qualitative methodologies and their akin procedures. Emphasis is placed on in-depth interviewing, ethnographic design, and focus group research methods as a means to study interpretive communities, organizations, groups, and individuals. This course will also consider if/how social scientific, creative/artistic, and critical approaches to research can be “crystallized” (Ellingson, 2009) into one research project. Particular attention is paid to ethical issues associated with conducting qualitative field research. You will need a voice recorder for this course (some recording and transcription equipment is available through the Department).

Comments

“I took the course and absolutely loved it--it's rather intense in practically applying methods, but at the end of the term, one is very grounded in the general scope of theoretical and ethical issues of qualitative methods.”

Mark Padilla comments: This is similar to the HBHE 638 course and considered a survey of qualitative methods. This course can be an alternative option to HBHE 638.

HBHE 636: Qualitative Methods and Participatory Action Research

Instructor: Barbara Israel

Credits: 3

Offered every year? no

Have syllabus? Yes

Overview

Examines when and how to use appropriate methods of qualitative data collection (e.g., structured and unstructured interviews, observations, group interviews) and data analysis (e.g., constant comparative method, coding schemes, theme memos). Research design issues will be discussed along with the use of qualitative data for health education theory building and program planning. Emphasis will be placed on the use of qualitative methods within a participatory action research framework.

HBEHED 638: Qualitative Methods in Public Health

Instructor: Mark Padilla

Credits: 3

Offered every Winter

Have syllabus? Yes

Overview

This is a course about doing qualitative social research in public health. One of its major goals is very practical and down to earth: acquiring the strategies and techniques needed to conduct qualitative research on human behavior. But the course also aspires to understand the philosophical, ethical, and political issues involved in the practice of social science within public health. The course will focus upon five phases of the research process: 1) pre-research dilemmas and decisions, 2) theory and the formulation of the research question or hypothesis, 3) design, sampling, and data collection, 4) stages of data analysis, and 5) the implications of qualitative knowledge for representation of "subjects" and the expression of this knowledge in the form of written reports or publications.

Comments

An excellent and rigorous introduction to qualitative methods. You develop a research project and execute it from conceptualization to summarization. I learned a ton from this course, and it also helped me better understand the value of qualitative approaches. Two big thumbs up for this course.

PSYCH 808 / WOMENSTD 698: Special Seminar Qualitative Research Methodologies

Credits: 3

Term: Fall 2009

Instructor: Cole, Elizabeth Ruth (ecole@umich.edu)

Have syllabus: Yes

Open to students outside department? Yes

Overview

Provides an introduction to the rationale for, and use of, a range of qualitative methods to address research questions in the social sciences, particularly psychology. Topics covered will include: philosophical underpinnings of qualitative methods, and their relation to the epistemological assumptions of quantitative methods; reflexivity and ethics in qualitative research; methods for sampling, data collection, and data analysis, with an emphasis on analysis; evaluation of qualitative research (concerns of reliability and validity); writing qualitative research reports; and, time permitting, combining qualitative and quantitative methods. Assignments will include hands-on activities introducing students to qualitative research design, data collection, coding and analysis.

Comments (from instructor)

I think it's preferable to have taken some research methods course prior to taking this course, but no prior knowledge of qual methods is assumed. The course is designed for students who feel pretty comfortable with quantitative methods, and we spend time establishing how many qualitative methods are different in purpose and assumptions. However, last year I had a student who had only used qual methods and she said she still got a lot out of the course. The format is that we do modules covering a variety of different qual methods, and each includes some hands-on component, so even someone with some qual experience may not have used all the methods covered in the course.

Mark Padilla comments: This is similar to the HBHE 638 course and considered a survey of qualitative

methods. This course can be an alternative option to HBHE 638.

ETHNOGRAPHIC METHODS

AMCULT 606 / WOMENSTD 606: Refugees of a World on Fire: Women of Color and Transnational Feminisms (Critical Ethnography)

Credits: 3

Term: Fall, frequency unclear

Instructor: Naber, Nadine C (ncnaber@umich.edu)

Have syllabus: Yes

Open to students outside department? Yes

Overview

This is a course in critical ethnographic research. It draws upon critical Feminist, Ethnic Studies, Cultural Studies, Post-colonial theoretical approaches. It will be divided into two parts. In Part One, we will study critiques that have scrutinized the relations of power underpinning conventional ethnographic methods. This overview will interrogate concepts such as “the field,” “the community,” or “culture” that are often taken for granted in traditional humanities and social science research. We will explore the politics of representation; relationships between ethnography, literature, media, and performance; ethnographic accountability to peoples’ struggles for self-representation and self-determination; ethnographic betrayal and refusal; and how colonialism, imperialism, race, class, gender, and sexuality shape relations between “researcher” and “subject.” We will explore critical methodological alternatives that rely on concepts of locality, performativity, discourse, subjectivity, and articulation and the study of fields of power that are local and global in scope. In Part Two, we will explore methods relevant to students’ research interests. Students will be required to develop methodological approaches related to their current research agendas.

Comments (from Professor Naber)

This course is taught by two different professors. When I teach it, I will teach it as a course in critical ethnography and it would be relevant to students interested in learning about critical ethnographic methodologies. The course is open to students in other departments. I do not know how often it will be offered just yet. Students do not need to have prior preparation--although they might expect intensive humanities theory-based readings.

Mark Padilla Comments: This course has a serious ethnographic component. Very critical for those looking to incorporate ethnographic methods into their qualitative research.

DATA ANALYTIC COURSES

POLSCI 694: Qualitative Research Methods

Credits: 3

Term: Winter 2010

Instructor: Lin, Ann Chih (annlin@umich.edu)

Have syllabus: No

Open to students outside department?

Overview

This proseminar introduces students to a range of positivist and interpretive uses of qualitative methods, with a focus on the techniques of qualitative data collection, analysis, and writing. It also helps students develop a sense of the possibilities and limits of qualitative data and an understanding of their professional obligations as researchers. Students who wish to take this course as a complement to the research design-focused iteration of POLSCI 694, taught by Anna Grzymala-Busse and Rob Mickey, are welcome and will receive credit for both. Students at the dissertation stage who want to use this course to help them analyze qualitative data that they have already collected are also welcome but should contact the instructor before enrolling.

Mark Padilla comments: This is a small seminar that may be useful for those late in the dissertation stage or have data that they are currently analyzing.

SURVMETH 654: Qualitative Data Analysis with Computers

Credits: 3

Term: Summer

Instructor: Weitzman, Eben (weitzman@umich.edu)

Have syllabus: Yes

Open to students outside department? Yes

Overview

This course builds upon the topics taught in the qualitative methods courses, An Introduction to Focus Groups as Qualitative Research, Combining Qualitative and Quantitative Methods: Introduction and Overview, and Qualitative Methods: Semistructured Interviewing. Once qualitative data have been collected, the researcher is faced with the (often daunting) task of making sense of it all. In this two-week course, participants will learn methods for organizing, interpreting, and drawing and verifying conclusions from qualitative data. Our approach throughout will be active, participatory, and engaged with real data. As there is a wide variety of software available to assist the researcher in managing and analyzing qualitative data, we will become familiar with some of the options and, more importantly, learn how to make intelligent, individualized selections of software that best meet the needs of a particular researcher faced with a particular project. We will apply what we learn to the analysis of real data, as we use selected software to enter, summarize, and code data collected in the previous qualitative methods courses, ending in a research report. Students who have qualitative research projects of their own, such as dissertations, may bring a sample of their data on diskette. There will be an opportunity for students in this situation to choose software for their own projects, and take some early steps in analysis. During the second week of the course, there will be a mandatory lab session held 1:00-5:00 p.m. every weekday for all participants to become familiar with relevant software.

Comments (from instructor)

The course is a 2 week, 3 credit course, taught once each summer. Students must have at least one course in qualitative methodology, or equivalent experience, prior to attending.

Mark Padilla comments: These seems like a good class for those closer to the dissertation stage or have data to analyze.

SUPPLEMENTAL COURSES

Courses below are available to HBHE students, but may not be as strong of options as those listed in the preceding sections.

SURVMETH 651: Semi-Structured Interviewing

Credits: 1.5 each term

Term: Spring/Summer 2010/2009

Instructor: Riley, Nancy E (rileyna@umich.edu)

Have syllabus: Yes

Open to students outside department? Yes

Overview

This course will focus on semi-structured, or in-depth, interviewing. It will examine the goals, assumptions, process, and uses of interviewing and compare these methods to other related qualitative and quantitative methods in order to review strategies for choosing the appropriate mix of methods in light of research goals. The course will cover interviewing techniques, including how to decide who to interview and how to conduct successful interviews; students will conduct interviews, and discuss the process and outcome of those interviews. We will examine the strengths and weaknesses of this methodology, particularly through discussion of some of the critiques of these methods (from feminist researchers and others).

EDUC 792: Qualitative Methods in Educational Research

Instructor: Michael N. Bastedo (bastedo@umich.edu)

Credits: 3

Offered each Fall

Have syllabus? Yes

Open to students outside the department?

Overview

This course is designed to provide an introduction to qualitative research methods, with a focus on research in higher education contexts, although others from different fields are equally welcome. The primary techniques of the case study method, including interviews, observation, and document analysis will be the primary skills developed. Introductions to critical ethnography, discourse analysis, and mixed methods will also be included. We will also consider strategies for validity and reliability, and the relevance of standard evaluative criteria such as objectivity, neutrality, and generalizability.

Comments

“I took a qualitative methods course through the School of Education with Michael Bastedo. I believe the course was EDUC 792. But I'm not entirely sure. I enjoyed the class. He was very thorough and candid with us about the pitfalls of doing qualitative research. He also has each student complete a mini-study and offers pretty good guidance through the process. I have been told by other students it can be difficult to get into though.”



v. 8-26-2011