Western Michigan University
College of Health and Human Services

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY HEALTH SCIENCES

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HANDBOOK

Cohort 2024

CAUTION

This handbook is informational only. Students should always consult their advisors and official University Web sites for current policies, schedules, protocols, and forms.

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INTRODUCTION

The College of Health and Human Services developed the degree program for the Doctor of Philosophy in Interdisciplinary Health Sciences in response to national initiatives for restructuring health care education and encouraging research. The Pew Health Professions Commission published 4 reports between 1992 and 1998[1-4] that documented fundamental changes in health care and challenged health professional schools to realign training and education to provide students with new competencies and skills. The recommendations of the Pew commission emphasized the importance of interdisciplinary competence in professional curricula[1] and necessity for faculty to develop advanced teaching and research skills.[3] These findings were echoed by the National Commission on Allied Health, established by the Health Professions Education Extension Amendments of 1995 (PL 102-408), which described current barriers to change in professional education, such as inflexible curricula and disciplinary boundaries. The commission recommended that higher educational institutions reduce compartmentalization of health professions and enhance collaboration among programs. The report also identified the extremely limited research base in allied health clinical and health services as a serious impediment to improving care and service delivery. The commission enjoined academic institutions to increase graduate education opportunities for allied health professionals to prepare them as clinical and health service researchers.[5] In response to this need, the Ph.D. program in Interdisciplinary Health Sciences was developed and approved through the WMU curricular process. It admitted its first cohort of students in Fall 2002 and graduated its first student in 2007. The program name was changed officially from Interdisciplinary Health *Studies* (its original name) to Interdisciplinary Health *Sciences* in 2008.

The WMU College of Health and Human Services designed the Ph.D. program in Interdisciplinary Health Sciences in accord with three basic principles:

1. To be a Doctor of Philosophy degree, the program should prepare students as researchers and scientists, including how to contribute to evidence-based practice.
2. To be interdisciplinary by design (not default), the program should prepare students to take an interdisciplinary approach to education, research, and practice.
3. To be responsive to the call for changes in health care education and practice, the program should prepare students in innovative instruction and assessment, as well as how to enhance inter-professional education and align it better with changes in delivery of health and human services.

The design of this program as a hybrid of on-campus and distance-education methods also responded to the changing demographics of graduate education. These were signaled by a survey[6] that showed 68% of graduate students to be working full or part-time, frequently in their chosen careers, and by evidence of graduate education moving toward an older, more diverse, and more time-constrained student population[7]. Thus, the Ph.D. program in Interdisciplinary Health Sciences was designed to be accessible to working professionals, including students holding faculty or clinical positions in the Midwestern region and beyond, in addition to traditional graduate student populations.

Program Vision and Mission

Program Vision

The program's vision is to improve health and human services through exemplary interdisciplinary research, teaching, and service.

Program Mission

The program's mission is to prepare Ph.D. level researchers, educators, and service providers with the skills and vision to become interdisciplinary leaders who will improve health and human services in all areas of society.

Program Objectives

The objectives of the program are to develop leaders in HHS who, through their work and interactions, demonstrate the following qualities and abilities:

- An understanding of the history, development, delivery modalities, current trends, and interrelationships of health and human services.
- Knowledge of interdisciplinary practice and experience in interdisciplinary research.
- Knowledge and experience in policy development, analysis, interpretation, and outcomes measurement and the impact political influences have on policy development and implementation.
- Knowledge and understanding of the ethical, legal, and moral values critical in education, scientific research, health and human services delivery, and state and national policies.
- Knowledge of and experience in research methodologies, statistical analysis, research funding, and publication in health and human service disciplines.
- Knowledge of and experience in innovative instructional techniques, learning theory, and assessment, and the ability to assume faculty roles and responsibilities.
- Advanced knowledge in an area of cognate specialization.

These objectives are achieved not only by educating students in current philosophies of health and human service research and education, but also by selecting students for the program who can demonstrate professional competency in their admissions application. By encouraging the adoption of these objectives, the program promotes their subsequent diffusion throughout all levels of professional health and human service research, education, and service. These objectives are operationalized through 10 student competencies that are taught and assessed through varied program experiences and reviewed with the student at least annually as part of the Annual Review.

Student Competencies

The 10 exit competencies listed in Table 1 were developed (based on sources summarized at the bottom of Table 1) as the core competencies for providing interdisciplinary leadership in the three functions of doctoral-prepared faculty—research, teaching, and professional practice/service. Students are assessed regarding these competencies as they progress through the program. Most competencies are assessed through performance in academic coursework and comprehensive examinations. Competencies 4, 5, and 10 are measured through student conduct throughout the program. Competency 8 is measured through the completion of a specialty cognate. Progress in achieving the competencies is discussed at each annual review

Table 1 Competencies

1	Ability to demonstrate an understanding of Health and Human Service (HHS) organization and delivery in the US, including current issues, problems, and trends in interdisciplinary practice.
2	Ability to demonstrate an understanding of the federal, state, and local health and human service policy processes and their impact on HHS delivery at all levels.
3	Ability to demonstrate an understanding of the ethical and moral values important in competent professional practice, research, HHS organizations, and public policy.
4	Ability to work collaboratively with and to understand other disciplines in HHS.
5	Ability to provide leadership in HHS.
6	Ability to design, execute, and prepare for publication, research that will advance the scholarly base of HHS.
7	Ability to compete for research/program funding.
8	Ability to demonstrate advanced disciplinary knowledge in an area of specialization in HHS.
9	Ability to apply innovative methodologies to curriculum development, teaching, and assessment and to use state-of-the-art instructional technologies.
10	Ability to work as a faculty member synthesizing the three functions of research, teaching, and professional practice.

Sources for the program competencies include the following:

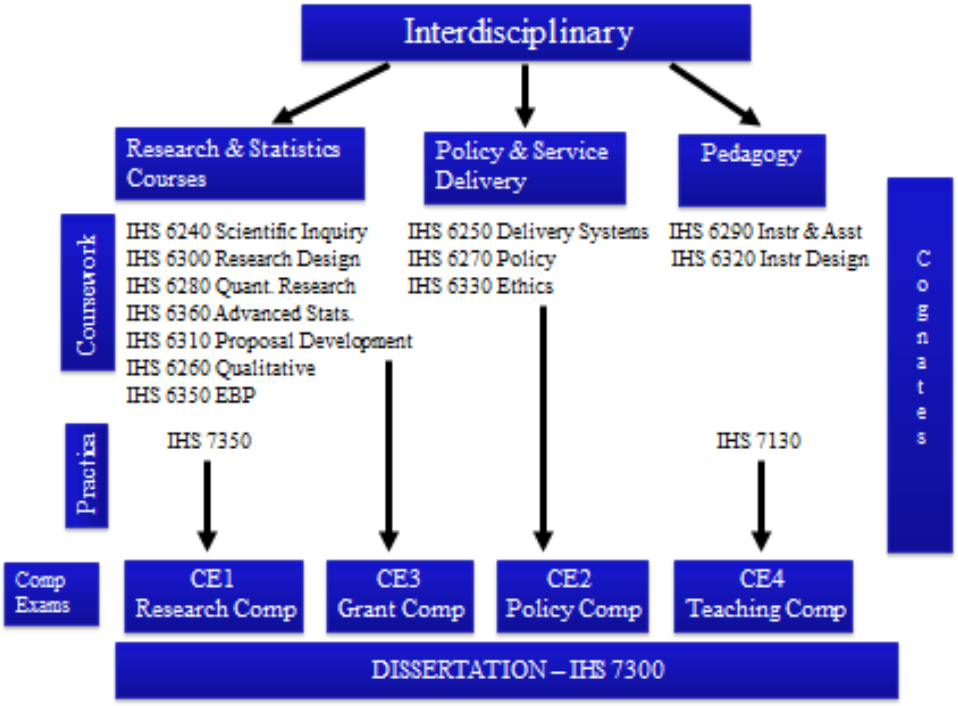
- National and state organizations, including the National Commission on Allied Health[5] and the Michigan Allied Health Professional Task Force[8]
- Pew Health Professions Commission, 1998, which developed the Twenty-one Competencies for the Twenty-First Century[1]
- National Health Care Skill Standards Project, 1996, which established the National Health Care Standards[9]
- The deans of selected allied health programs in "Desired Competencies of Doctoral Prepared Allied Health Faculty" [10]

PROGRAM DESIGN AND CURRICULUM

Program Design and Interdisciplinary Focus

The Ph.D. program curriculum is designed to foster the development of advanced competencies in three strands—research and statistics, policy and service delivery, and pedagogy. These are illustrated schematically in Figure 1. Interdisciplinary perspective-taking provides the overarching focus for preparing graduates for future collaborative research and leadership[1] (Competencies 4 -5).

Figure 1. Program Design



Research and Statistics Strand

This program prepares students for future scholarly work in their own professions and in interdisciplinary contexts. Students receive in-depth instruction of quantitative and qualitative research methods, research design, advanced statistics, and grant writing. Advising regarding the research practicum begins when they enter the program. The 6 credits for the research practicum course (7350) are generally split between the two Summer I sessions at the end of the first and the second year. Students are required to present the findings of this research in an oral presentation at a biennial research symposium in Summer II, beginning their third year. This formal presentation meets one of the requirements of Comprehensive Exam 1 (CE1 Research). In addition, students prepare a paper for publication based on the research and, when approved by the CE1 review committee, must submit it to a peer reviewed journal (related to Competencies 6 &10); although it does not have to be accepted for publication. Within the research strand, students also develop the components of an external grant proposal to meet the requirement of CE 3 Grant Application (related to Competencies 7 & 10). Dissertation research follows. The purpose of the research strand is to increase students' abilities to conduct high quality, reflective scholarly work within the doctoral program and after graduation.

Research and Statistics Strand – 37 credits

IHS 6240 Scientific Inquiry in IHS – 1 credit
IHS 6260 Qualitative Research Concepts in IHS – 3 credits
IHS 6280 Statistics I in IHS – 3 credits
IHS 6300 Designing and Conducting HHS Research – 3 credits
IHS 6310 Grant Proposal Development and Management – 3 credits
IHS 6350 Evidence-Based Practice and Interdisciplinary Research in HHS – 3 credits
IHS 6360 Statistics II in IHS – 3 credits
IHS 7350 Research Practicum – 6 credits
IHS 7300 Dissertation Research – 12 credits

Policy and Service Delivery Strand

The courses in the policy and service delivery strand are designed to expand student knowledge in health and human service organization, policy and program analysis and evaluation, and ethical decision-making (Competencies 1-3). These courses prepare students for the policy comprehensive examination (CE2 Policy), which includes both a paper written in the scholarly style of a journal article and an oral defense of the paper with the CE2 committee.

Policy and Service Delivery Strand - 9 credits

IHS 6250 Health and Human Services Organization and Delivery Systems-3 credits
IHS 6270 Health and Human Services Policy and Politics-3 credits
IHS 6330 Ethics and Law in HHS- 3 credits

Pedagogy Strand

The pedagogy module includes instruction in learning theory, innovative pedagogy, educational technologies, interprofessional education, and learning assessment techniques. Students are expected to apply the pedagogical theories and techniques learned in these courses in teaching a 2-3 credit hour course in a teaching practicum. The teaching practicum experience is then used as the basis for CE 4 Teaching. This involves compiling a portfolio to convey the delivery methods, course content, innovations, and assessment of student learning. The portfolio is introduced with a narrative explaining theories behind pedagogical and assessment choices and reflecting on course evaluation and assessment data with plans to improve the course when taught again. Through these courses and experiences, students are expected to demonstrate Competencies 9 & 10.

Pedagogy Strand – 9 credits

IHS 6290 College Instruction and Assessment-3 credits
IHS 6320 Innovative Pedagogy and Instructional Design-3 credits
IHS 7130 Practicum in College Teaching in HHS-3 credits

Disciplinary or Specialization Cognate

To achieve competency in an area of specialization (Competencies 8 & 10), students design a series of cognate courses (9 credits) to fit their learning objectives in consultation with their advisors and approved by the Academic Affairs Committee (core program faculty). A cognate course may be undertaken at WMU or at any accredited graduate college or university whose credits can be transferred to WMU. At least one of the three courses should be delivered in a traditional format. The other two could be independent research projects (IHS 7100) or readings courses (IHS 6980). The goal of cognate courses is to assist the student to develop an area of deeper expertise either within his or her discipline or in an area of new learning. (See further information in the section on Protocols and Forms.)

Course Delivery and Registration Requirement

Required courses are completed during the first two years of the program. A hybrid approach of learning through on-campus intensive weekend and summer sessions and a variety of distance technologies, is used to make the curriculum accessible to mid-career professionals who cannot move to Kalamazoo or leave their jobs. The weekend sessions are generally scheduled from 5 pm Friday until midday on Sunday. The first summer session is one weeklong. It is generally held during the last week of July. On-campus sessions for the two courses taught in Summer II of years 2 and 3 are held 5 days per week for 2 weeks, generally during the last two weeks in July.

The 9 hours of cognate coursework may be taken at any time prior to registering for IHS 7300. Students must register for at least 1 credit either in IHS 6970, Pre-Dissertation Seminar, or IHS 7300, Dissertation, in every semester and short session, beginning in fall semester of the student's third year in the program and continuing until the semester or session of graduation, even if this takes the student over the required 12 dissertation credits.

Example Course Schedule

Semester	Course	Credits	Delivery Modality
Year 1 Summer II -2024	Orientation Week IHS 6240 – Scientific Inquiry in IHS	1	On campus July 22-26, 2024
Fall - 2024	IHS 6280 Statistics I in IHS	3	On campus (3 weekends; Friday evening to Sunday noon) Sept. 20-22, 2024 Oct. 25-27, 2024 Nov. 22-24, 2024
	IHS 6300 Designing and Conducting HHS Research	3	Online
Spring - 2025	IHS 6360 Statistics II in IHS	3	On campus (3 weekends; Friday evening to Sunday noon) Jan. 31-Feb 2, 2025 Mar. 14-16, 2025 Apr 11-13. 2025
	IHS 6250 HHS Organization and Delivery Systems	3	Online
Summer I - 2025	Cognate *	3	(Placement may vary)
	IHS 7350 Research Practicum	3	Online
Year 2 Summer II - 2025	IHS 6290 College Instruction and Assessment	2	On campus July 28 – August 8, 2025
	IHS 6310 Grant Proposal Development and Management	3	On campus July 28 – August 8, 2025
Fall - 2025	IHS 6320 Innovative Pedagogy and Instructional Design	3	Online
	IHS 6260 Qualitative Research Concepts in IHS	3	On campus (3 weekends; Friday evening to Sunday noon) (1 each in Sept, Oct, and Nov)
	Cognate*	3	(Placement may vary)
Spring - 2026	IHS 6270 HHS Policy and Politics	3	Online
	IHS 7130 Practicum in Teaching (timing may vary)	3	Online
Summer I - 2026	IHS 7350 Research Practicum	3	Online
	Cognate*	3	(Placement may vary)
Year 3 Summer II - 2026	IHS 6330 Ethics and Law in HHS	3	On campus July 13-24, 2026
	IHS 6350 Evidence-Based Practice and Interdisciplinary Research in HHS	3	On campus July 13-24, 2026
Fall 2026/Spring 2027 /Summer I 2027	IHS 6970 Pre-dissertation Seminar*** (Comprehensive examinations and preparation for candidacy)	1	
Year 4 Summer II 2027	IHS 6970 Pre-Dissertation Seminar*** IHS 7300 Dissertation	1 12	
	GRADUATION****		

NOTE: DATES ARE TENTATIVE AND SUBJECT TO CHANGE

*Cognate can be taken at any time. **Can start registering for dissertation (12 hours total required) when courses and comprehensive examinations are complete, dissertation committee is appointed, and members have approved concept paper for dissertation; once begun, must register for at least 1 credit of 7300 each session through session of graduation.

*** Students must register for 1 credit of 6970 each semester until eligible to register for 7300 beginning in Fall of year 3.
****Candidacy is achieved when dissertation proposal has been successfully defended in a formal presentation and approved by dissertation committee. Graduation is achieved when the student meets graduate college deadlines for defense and the final product is approved.

PROGRAM SEQUENCE

Orientation

Students are required to attend all Orientation Week activities (generally the third week in July) in Summer II of the year of admission of the program. This weeklong session is held on campus. During this week, students complete IHS 6240 Scientific Inquiry in IHS and attend the Biennial Research Day. All students are required to be on campus for this session. During orientation, students:

- Meet with faculty
- Learn about the program's academic and research expectations
- Learn about the services provided by the Graduate College and the Library at WMU
- Get to know fellow students in the cohort and begin interdisciplinary collaboration
- Complete the 1 credit course, IHS 6240, Scientific Inquiry in IHS
- Prepare for Fall semester courses
- Observe research presentations by the prior cohort who are just completing their academic coursework

Course Work

General Requirements

Students must:

- Register for and complete all the required courses in the sequence designated by the program. Any deviations from this schedule require pre-approval by the Academic Affairs Committee.
- Attend all weekend and summer intensive courses on-campus in Kalamazoo.
- Receive pre-approval for the cognate plan and any course in it from the Academic Affairs Committee, **prior** to registering for any cognate course.
- Complete the research and teaching practica.
- Maintain residency in the program through continuous enrollment, beginning in fall semester of the third year following admission to the program, while completing comprehensive examinations (IHS 6970) and dissertation credits (IHS 7300).

Academic Courses

Courses are described within the three strands—research, policy/service delivery. Official course descriptions can be found in the graduate catalog and in Appendix A.

Teaching Practicum

The Teaching Practicum is described in the Protocols and Forms section of this handbook.

Research Practicum

The Research Practicum is described in the Protocols and Forms section of this handbook.

Comprehensive Examinations

Comprehensive examinations (CE) involve demonstration of the appropriate level of independent scholarship for (1) conducting research, (2) analyzing policy, (3) seeking external funding, and (4) teaching. Components for each comprehensive examination are described briefly below, but more fully in the Protocols and Forms section of the handbook. They are submitted to the appropriate CE committee chair. It is the student's responsibility to verify with the committee chair that the original submission and any revised submission has been received and to check with the CE committee chair if a review has not been received within 30 days following submission. The products are reviewed by a three-person committee, and students are assessed on the general quality of their work, as well as their ability to respond appropriately to reviews and feedback during the revision process.

CE 1 Research paper (Dr. Lyerla, Chair). The student prepares a formal research paper based on his or her research practicum, which must be written at a level of scholarship and conforming to style requirements for a specified refereed journal. The research paper must be pre-approved by the examination committee **and** the student's Academic Advisor using the forms provided. Any recommended cognates must be completed before the research paper is submitted. The paper must be presented orally in a formal seminar—the biennial Interdisciplinary Doctoral Research Symposium held in Summer II of year two (unless an exception has been granted). The presentation is attended by the Examination Committee and other interested faculty and students. Following approval by the comprehensive examination committee, the paper must be submitted for publication (this may be delayed if also used as one of the papers in a three-paper dissertation – see more in the Comprehensive Examination and Dissertation Research sections); acceptance of the paper for publication is not a requirement of the examination (Competency 6, 10).

CE 2 Policy paper (Dr. Fogarty, Chair). The student uses a specified analysis framework and writes a comprehensive analysis of a health care or human service policy the committee has preapproved. The student engages in an oral defense of the policy analysis with the committee and makes any revisions in the written document required by the committee (Competency 1, 2, 3).

CE 3 Grant Proposal (Dr. Dirette, Chair). The student prepares a grant application based on the student's overall research agenda at a level of scholarship acceptable to the Examination Committee. Ideally, the student should use the proposal developed in IHS 6310 with any appropriate modifications from their academic advisor. The grant application will be used to determine the student's achievement of Competencies 7 and 10, in addition to satisfying the completion of CE3. The student is **not** required to submit the proposal to a funder to pass the comprehensive examination.

CE 4 Teaching (Student's Advisor, Chair). The student prepares a teaching portfolio based on the course taught in the Teaching Practicum. The student introduces the portfolio with a reflective narrative that shows how pedagogical theory and the student's teaching philosophy influenced development of the course and how innovative instructional techniques were used in delivering it. The narrative also must convey how the student integrated assessment data, course evaluations, and other indicators as formative assessment for improving the course for the future (Competency 9, 10).

Registration during comprehensive examination completion

Students *must* retain residency by registering for at least 1 credit hour of Pre-Dissertation Seminar

(IHS 6970) beginning in fall semester of year 3 and every semester, including both summer sessions, until eligible to register for dissertation credits (IHS 7300). At this point and beyond, continuous enrollment must be maintained in every session until program completion in IHS 7300. During enrollment in 6970, the student *must* maintain active communication with his or her advisor, setting and *meeting* goals for completing comprehensive examination products to pass and to proceed through the annual review process without recommendations. The dissertation concept paper also must be approved by the student's approved dissertation committee prior to registration for 7300. The student does not become a Ph.D. candidate until all of these requirements are met AND the student has successfully defended the doctoral dissertation proposal.

Following completion of comprehensive examinations
When the student has passed all four comprehensive examinations, a **letter of completion** is sent to the Registrar's Office and a copy of the student's completed **Program of Study** is sent to the Registrar's Office. The individualized Program of Study serves as the blueprint for the graduation audit to be conducted by the Registrar's Office. This program should have been updated each year at the time of annual review. It is the student's responsibility to follow University guidelines and timeline for applying for the graduation audit when eligible.

Graduate college forms can be found at https://wmich.edu/grad/forms
Program of study forms should be maintained by the student as part of the annual review process. Consult with your advisor.

When to apply for graduation
Consult the Registrar's Office pages and Graduate College deadlines for the last date to apply for graduation and the last date to defend the dissertation. Application for audit is expected to occur **two semesters prior to the expected commencement date**

Capstone Summary Paper. The purpose of the Capstone Summary paper is to improve the integration of the various comprehensive exams into the student's overall program of study prior to initiating their cumulative dissertation work.

Using the comprehensive exam process of the doctoral program (research, policy, grant, teaching), students will describe (3-5 pages) their development as an interdisciplinary scholar-practitioner including addressing the integration/relationship of these comprehensive exams and cognate courses towards developing their areas of expertise.

- Due within 30 days of completing all comprehensive exams (i.e., CE-1, CE-2, CE-3 and CE-4).
- Length between 3-5 pages (double spaced)
- Submitted to their program academic advisor
- Scoring is Pass/Fail with two revisions allowed
- Students are not allowed to enroll in dissertation hours (IHS-7300) till successfully completing all Comprehensive Exams, Capstone Summary, and approved Concept Paper.

Dissertation

Beginning the Dissertation Process

1. A **dissertation committee** oversees the dissertation process. The committee can be appointed as the student nears completion of the comprehensive examinations. The student cannot register for dissertation credits, however, until all four comprehensive examinations have been passed and the dissertation committee has approved the student's concept paper. The dissertation process begins when the student, in consultation with his/her academic advisor, selects a dissertation committee chair. The chair of the dissertation committee must be a graduate faculty member in WMU-CHHS who holds a research doctorate. The committee must include at least two additional members as defined by the Graduate College and generally includes a total of 3 to 4 members. One committee member **must** be an IHS/PhD program core faculty member (the student registers for dissertation credit with this faculty member). Two members of the committee must be from WMU. Committee member(s) may be appointed from outside WMU, providing they have the credentialing and prior approval by the deans of the College of Health and Human Services and the Graduate College to be a temporary member of the WMU graduate faculty. This is a formal process, which can take some time, and that should be factored into the student's timeline. The dissertation committee chair assumes the role of primary advisor once the student has successfully completed all course work and comprehensive examinations.

Graduate college forms can be found at https://wmich.edu/grad/forms

2. A **concept paper** is developed to outline the plan for the dissertation (see description in the Protocol and Forms section of this handbook). The concept paper is generally 5-10 pages in length and will be longer if it includes the research practicum paper if the 3-paper method dissertation is proposed. After receiving approval from the dissertation committee chair, the student should arrange a meeting date with the full committee and send the concept paper to the committee, allowing adequate time for the committee to read the paper prior to the meeting. The concept paper must be discussed in a face-to-face meeting (using distance technologies as appropriate) with the student's full committee, in which members will discuss the concept and decide whether a traditional 5-chapter or the 3-paper method is most appropriate. The committee must approve the concept for the dissertation before the student is allowed to register for any of the required 12 dissertation credit hours (IHS 7300).

The **Concept Paper Approval Form** is an internal document that can be found in Protocols and Forms section of this handbook.

3. **Permission to elect 7300** can be granted only after the student has met the following conditions:
   - Completed all coursework (including all cognates)
   - Passed all 4 comprehensive examinations
   - Passed Capstone Summary paper
   - Received notice that the Dissertation Committee has been formally approved by the Graduate Dean
   - Received approval of the concept paper by the Dissertation Committee.

The **Permission to Elect Form for IHS 7300*** can be retrieved from https://wmich.edu/grad/forms

A minimum of 12 credit hours of registration in 7300 is required for graduation. Once a student has begun to register for IHS 7300, the program requires at least one credit hour of registration in all semesters and summer sessions to ensure continuity of advising and recognition as a student or Ph.D. candidate in the doctoral program. It is wise to plan to distribute the hours early in the dissertation process so that the 12 hours can be completed in the final semester or session and additional hours (beyond 12) are not required. Students are advised to remain aware of the schedule for completion of dissertations, which is posted on the Graduate College web pages.

The dissertation defense scheduling form can be retrieved from https://wmich.edu/grad/forms

Candidacy and Completion

1. **Doctoral candidacy** is achieved after the student passes a formal **proposal defense**. After approval of the concept paper, the student works on the formal dissertation proposal, and, with guidance from his/her dissertation chair, schedules a date with the committee for the formal proposal defense. After passing the proposal defense, the student can submit a **Dissertation Proposal Approval Form** and the **Doctoral Candidacy Form** to the Graduate College with a copy to the student's IHS academic advisor for the official program file.

All forms can be retrieved from https://wmich.edu/grad/forms

3. **Human Subjects Institutional Review Board (HSIRB) approval** must be obtained prior to gathering original data or prior to analyzing secondary data. The WMU HSIRB approval letter is a *required* component of doctoral dissertations. No dissertation will be approved by the Graduate College unless it can be documented that HSIRB approval was received prior to gathering data from human subjects.

Forms for **HSIRB approval** can be found at http://www.wmich.edu/research/forms

4. The **dissertation defense** may be scheduled only after the student's committee has reviewed all chapters of the written document and agrees that the dissertation is close enough to completion that it is appropriate to schedule the defense. The Graduate College Web pages include deadlines for scheduling defense dates and submitting the final document for graduating in particular semesters or summer sessions. Students must follow the University's dissertation guidelines in preparing their abstracts.

All forms can be retrieved from https://wmich.edu/grad/forms

Recommended Timeline for Graduating in Four Years

Following is a *recommended* timeline for all students. It is based on the goal to complete the degree in 4 years. Some students may complete the program sooner. Students may not extend beyond the 7-year maximum established by the Graduate College unless they have applied for, and been granted, an extension. The program will only approve an extension for students who have progressed to the dissertation phase. This means that students must have completed all requirements, including all four comprehensive examinations, have an approved dissertation committee, and an approved concept paper. The recommended timeline for 4-year completion is as follows:

Required courses
Follow the recommended schedule for completing all required courses by the end of Summer II, beginning Year 3

Cognate courses
Plan your cognate courses (9 credit hours) and gain approval of your plan by the Academic Affairs Committee (with the help of your academic advisor) so that they can be completed by the end of Year 2

Comprehensive examinations
Work steadily to complete all four comprehensive exam products by December of Year 3. Note that any exam product may be submitted to the appropriate review committee after the associated academic coursework and other requirements have been completed, on the following schedule:

- CE1 Research article—after the oral presentation at Research Day in Summer II at the beginning of Year 3; generally, in Fall of Year 3
- CE2 Policy analysis—after the policy course is completed in Spring of Year 2 and ethics course is completed in Summer II at the beginning Year 3; generally, in Fall of Year 3
- CE3 Grant application—after the grants course is completed in Summer II at the beginning of Year 2; generally during Year 2
- CE4 Teaching portfolio—after the teaching practicum is completed in Spring of Year 2; generally, in Summer I at the end of Year 2

Starting in fall semester in year 3, the student *must* retain residency by registering for at least 1 credit hour of pre-dissertation seminar (IHS 6970) every semester, including both summer sessions, until eligible to register for dissertation credit (IHS 7300). That is, continuous enrollment in 6970 or 7300 must be maintained starting in fall semester of Year 3 following admission to the program. During enrollment in 6970, the student *must* maintain active communication with his or her advisor while setting and meeting goals for completing comprehensive examination products. Registration in 6970 is required each session from this point until the student is eligible to take 7300 even if the student is enrolled in other courses at WMU or elsewhere.

Dissertation

1. Establish the dissertation committee and obtain Graduate College approval for the committee by December of Year 3.
2. Work with the dissertation committee to achieve approval of the concept paper by March of Year 3.
3. Hold the formal dissertation proposal defense, receive dissertation committee approval, and achieve candidacy by June of Year 3.
4. Conduct the dissertation research, write the dissertation, obtain preliminary committee approval to schedule the defense, hold the defense, modify the dissertation as requested, and submit to Graduate College on the schedule published by the Graduate College, which is generally early March, of Year 4 (for April graduation).

Graduation

The student will have earned the Doctor of Philosophy degree in Interdisciplinary Health Sciences after the following conditions have been met:

- The 53 required credit hours, 9 cognate credit hours, and 12 dissertation credit hours have been

earned (74 credits total).

- The requirements for candidacy have been met, including passing all comprehensive exams and successfully defending the dissertation proposal.
- The student has complied with the program's residency enrollment requirements by being registered for at least 1 credit per semester or session.
- The Academic Affairs Committee agrees that the student has met all requirements for achieving the Doctor of Philosophy degree.
- The student has applied for a graduation audit at least one semester before expecting to graduate and has paid the required fee. Timeframes used traditionally for audit application are **Dec 1st** for April graduation; **Feb 1st** for June or August graduation; and **Aug 1st** for December graduation. **See WMU Graduate College website to ensure no changes in dates have occurred.**
- The student has scheduled the dissertation defense in compliance with the Graduate College timeline in consultation with the advisor and dissertation committee and has given the committee ample time for reading each chapter and requesting as many revisions as necessary. Note that the defense must be scheduled formally with the Graduate College at least 2 weeks prior to holding it, and the student's dissertation committee must grant approval to schedule before that can occur.
- The student has successfully defended the dissertation and has made all required changes to the documents to receive final approval from his or her dissertation committee and the Graduate College for graduation.
- If the student incorporated a paper from the research practicum in the dissertation, it must have been submitted to a research journal prior to graduation.

Beyond Graduation

Students are expected to submit journal articles based on their dissertations even though this is not a requirement for graduation. Dissertation committee chairs are expected to play a role in this process, which generally involves co-authorship of the chair and any committee member who has made a substantive contribution to the work. Students completing dissertations using the three-paper method should have three papers essentially ready to submit for publication. Any of these papers could be submitted prior to graduation if approved by the dissertation committee. The CE1 paper MUST have been submitted prior to graduation. Program alums should plan to submit at least one article to a peer-reviewed journal based on dissertation findings within 12 months of graduation. The question of authorship versus acknowledgment should be worked out as early as possible depending on the nature of each person's contribution to the project (see APA manual or guidelines of the journal to which you are submitting for information about authorship decisions, as well as for style requirements).

You will not have fully realized the impact of your research until you have made it available to a broader audience. Research participants, advisors, and committee members who have committed their time to your work deserve to see that your results are disseminated as promised.

GENERAL PROCEDURES AND REGULATIONS

Students should consult the on-line Graduate Catalog and Graduate College webpages for official versions of current procedures and regulations. Graduate Catalog policies can be downloaded from **http://catalog.wmich.edu/index.php**

Advising

Upon entry to the program, each student is assigned a core faculty member from the doctoral program as an academic advisor. This person supervises the student's academic course work, research and teaching practicums and comprehensive examinations. Once the student has successfully completed all the comprehensive examinations, the chair of the student's dissertation committee assumes the role of primary advisor, while the academic advisor continues to monitor final steps up to program completion. Students are expected to check their wmich.edu email accounts and phone messages regularly and to respond in a timely fashion (within hours if possible, and generally within no more than 1 weekday or weekend) to advisors' attempts to reach them via phone or their wmich.edu email addresses. Students should be sensitive to advisors' preferences about attempts to contact them at home and on weekends.

Students and/or program faculty may request a change in the assignment of the student's academic advisor who are required to be core faculty members in the IHS PhD program. Written request for change by either party shall be sent to the program director who will forward this directly to the IHS-PhD Academic Affairs Committee (AAC) to be reviewed within 30 days of receipt. A faculty member who has a conflict-of-interest will be excluded from the AAC deliberations. The student and impacted faculty members shall be notified in writing by the program director of the findings of the Academic Affairs Committee in the request for change.

Assessment

Assessment of Student Progress

The program's assessment plan is competency based. It incorporates multiple components, including completion of products and meeting competencies as part of required courses, practicum experiences in research and teaching, comprehensive examinations, and the dissertation. Students play a role in self-evaluation as part of the annual review process, and they may receive recommendations as part of that process if their movement through the program is not fully satisfactory.

Courses

Students must maintain a minimum grade-point average of 3.0 (A = 4.0) each semester. In addition, students must earn at least a grade of 'C' in any graduate course counted towards the degree. A grade of "incomplete" may only be granted in exceptional circumstances and at the discretion of the instructor of record. Incomplete grades must be removed within one year. No course may be repeated more than once.

Limit on Incomplete Grades: Students enrolled in the Interdisciplinary Health Sciences PhD (IHS/PhD) program are permitted to receive a maximum of two (2) grades of Incomplete ("I") in core

courses throughout the duration of their enrollment in the program (unless the Incomplete is part of a multi-semester requirement). This policy ensures timely academic progress and maintains the integrity of the IHS/PhD curriculum. Core courses are foundational to the program, and excessive incomplete grades may impede progress and signal academic difficulties.

Incomplete Grade ("I"): A temporary grade assigned when a student, due to documented extenuating circumstances, is unable to complete course requirements by the end of the academic term.
Policy Provisions: Students may receive no more than two (2) incomplete grades in core courses while enrolled in the IHS/PhD program (unless the Incomplete is part of a multi-semester requirement).

Upon receiving a second incomplete grade in a core course the student's academic standing will be subject to formal review by the IHS/PhD Academic Affairs Committee. Based on this review, one or more of the following actions may be taken:

- The student is placed on academic probation.
- The student may be subject to dismissal from the program if the pattern of incomplete coursework is deemed indicative of unsatisfactory academic progress.
- The student is required to meet with their faculty advisor to develop a remediation plan.
- All incomplete grades must be resolved within the time frame established by university policy, unless an official extension is granted.

Exceptions: Exceptions to this policy may be granted only under extraordinary and well-documented circumstances. A written request must be submitted to the Program Director and will be reviewed by the IHS/PhD Academic Affairs Committee. All decisions are final.

Annual Review of Student Progress
The Academic Affairs Committee (made up of core faculty in the IHS program) reviews each student's progress annually with respect to demonstration of program competencies and timely movement through the program (see the Protocols and Forms section of this handbook). Most of the competencies are assessed in association with related coursework and practicum experiences. Competency 8, advanced knowledge in an area of specialization, is deemed to have been achieved through the successful completion of a cognate plan. Competency 4, ability to work collaboratively with other disciplines in HHS, and Competency 5, ability to provide leadership in HHS, are assessed by faculty throughout the course work and research practicum. A copy of the review is sent to the student, discussed with the student, and placed in the student's file. When deficits are found, the review may result in a recommendation for "continuation with reservation," at which time the student is advised of corrective actions and a timeline in which these must be completed. A student failing to correct these problems in the time allocated may be dismissed from the Program.

Other Requirements and Procedures

Required Credit from WMU
As a University requirement for the doctoral degree, students must take a **minimum** of 48 credit hours from WMU, including 30 credit hours of course work and 18 credit hours of research and dissertation. As part of this program, students actually earn 53 hours of coursework in required coursework within the program and 12 hours of dissertation, more than meeting this requirement.

Transfer credits
Students may take cognates and some universally required courses at other accredited doctoral degree

granting institutions up to a **maximum** of 15 credit hours, with the **prior** permission of the Academic Affairs Committee. Students are responsible for ensuring that official transcripts are sent from the granting institution to the WMU registrar's office for any coursework that is part of their official programs of study prior to the graduation audit.

IHS Program Residency Requirements
Students must retain residency after completing all required academic coursework by registering for at least 1 credit hour of pre-dissertation seminar (IHS 6970) or, if eligible, dissertation (IHS 7300) every semester, including both summer sessions, until graduation, starting in fall semester of the third year following admission to the program.
Students who let their university residency lapse must receive approval from the program and must reapply formally to the Graduate College for entry to the program. Reentry is not guaranteed.

Course Substitution
Course substitution is theoretically possible, but it must be approved by the Academic Affairs Committee. Even if a student has prior experience and strength in a particular area, it is part of the interdisciplinary core of the program to expect cohort members to go through the entire course sequence together. Therefore, the committee rarely approves such requests.

Research Tools Requirement
The Graduate College requires all students to demonstrate proficiency in two research tools before graduating. The research tools required for the Doctor of Philosophy in Interdisciplinary Health Sciences are:
1. Research methodology
2. Statistics

Students fulfill this requirement by successfully completing the following required research methodology and statistical analysis courses with a minimum of a grade B:

IHS 6240 Scientific Inquiry in IHS
IHS 6260 Qualitative Research Concepts in IHS
IHS 6280 Statistics I in IHS
IHS 6300 Designing and Conducting HHS Research
IHS 6360 Statistics II in IHS

Leave of Absence
Western Michigan University supports a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend consecutively for up to two semesters and two summer sessions. Such requests must also be approved by the Academic Affairs Committee within the program.
The Leave of Absence Form and procedures can be downloaded from https://wmich.edu/grad/forms

Time Limit of Seven Years
After admission, all requirements for the degree must be completed within seven years from first registration. Students have the option of requesting an extension. Extensions beyond the 7-year limit may be granted by the dean of the Graduate College for such legitimate reasons as illness, injury, or hardship. The program will only approve extensions for students who have completed all comprehensive exam requirements and are in the dissertation phase at the end of 7 years. If extensions are granted, the Graduate College requires the student and program to demonstrate how the student

will bring up to date the content knowledge from courses taken more than seven years before the projected date of graduation. The request for extension form can be downloaded from: https://wmich.edu/grad/forms

ARTIFICAL INTELLIGENCE POLICY
Artificial intelligence (AI) has become a ubiquitous concept in the educational setting. For specific guidelines for use in the IHS Ph.D. Program, see APPENDIX C.

Academic Honesty and Other University Policies
Students are responsible for awareness and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or examination product. In addition, students are responsible for adhering to the Code of Honor and to be aware of University resources and policies on such issues as diversity, religious observance, and student disabilities.

Policies and forms related to student conduct can be found at https://wmich.edu/conduct/honesty
The code of honor can be found at https://wmich.edu/conduct/expectations-students
Information about diversity and inclusion can be found at https://wmich.edu/diversity

Dismissal from the program
Students may be dismissed from the program for any of the following reasons:

1. Failure to maintain the required grade point average of 3.0 each semester in required courses.
2. Failure to receive a grade of satisfactory on each component of the comprehensive examination
3. Failure to respond to formal recommendations in an annual progress review within the specified timeline
4. Failure to maintain regular registration in the program as required by the Graduate College and program
5. Violation of academic honesty in course work or research.
6. Unethical conduct in the profession or in the conduct of research.

Dismissal decisions are made by the Academic Affairs Committee (made up of the IHS program core faculty members) and dismissal is automatic upon notification in writing by the Program Director. For appeals procedures, follow current University guidelines.

REFERENCES

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Oblinger, D. (1999). Putting Students at the Center: A Planning Guide to Distributed Learning. *EDUCAUSE Monograph Series*, Boulder, CO.

Michigan Allied Health Professionals Task Force. (August 1996). *Innovative Partnerships for a New Market: Allied Health Education and Health Care Delivery.* Lansing, MI: Public Sector Consultants, Inc.

National Health Care Skills Standards Project (1996). San Francisco, CA: Wested.

Elder O.C., Nick T.G. (1995) Desired Competencies of Doctoral-Prepared Allied Health Faculty." *Journal of Allied Health, 24* (2), 109-116.

PROTOCOLS & FORMS

PROGRAM OF STUDY PROTOCOL

The student is responsible for maintaining an updated Program of Study form as part of the annual review process, which includes the student's approved cognate course. This is the document that is submitted to the registrar's office. It is signed by the student, the advisor, the program director, and dean of the Graduate College.

The Program of Study form must include all required and cognate courses, including grades, as well as a list of the comprehensive examinations and dates passed. The form is used by the registrar's office at auditing to ensure the student has satisfactorily completed the courses and all other requirements for graduation. At the point of the graduation audit, it must include a record of the month and year in which each of the comprehensive examinations was passed. It also must include evidence of enrollment in at least 12 dissertation credit hours, including the session in which the student expects to graduate. A template for this form follows.

Program of Study Form

COLLEGE OF HEALTH AND HUMAN SERVICES
DOCTORAL PROGRAM OF STUDY IN INTERDISCIPLINARY HEALTH SCIENCES

Name:	WIN:
Address:	
Phone:	E-mail Address:

Required Courses

COURSE NO.	COURSE NAME	HRS	GRADE	SEM/YR	INSTITUTION
IHS 6240	Scientific Inquiry in IHS	1			WMU
IHS 6250	HHS Organization and Delivery Systems	3			WMU
IHS 6290	College Instruction and Assessment	3			WMU
IHS 6320	Innovative Pedagogy and Instructional Design	3			WMU
IHS 7130	Practicum in College Teaching in HHS	3	CR		WMU
IHS 6270	HHS Policy and Politics	3			WMU
IHS 6330	Ethics and Law in HHS	3			WMU
IHS 6350	Evidence-Based Practice and Interdisciplinary Research in HHS	3			WMU

Master/Transfer Courses

COURSE NO.	COURSE NAME	HRS	GRADE	SEM/YR	INSTITUTION

Research

COURSE NO.	COURSE NAME	HRS	GRADE	SEM/YR	INSTITUTION
IHS 6300	Designing and Conducting Research	3			WMU
IHS 6280	Statistics I in IHS	3			WMU
IHS 6260	Qualitative Research Concepts in IHS	3			WMU
IHS 6310	Grant Proposal Development and Management	3			WMU
IHS 6360	Statistics II in IHS	3			WMU
IHS 7350	Research Practicum	3	CR		WMU
IHS 7350	Research Practicum	3	CR		WMU

Doctoral Program of Study form, page 2 of 2
Doctoral Program of Study form, page 2 of 2

Student name: **WIN**

Electives/Cognates

COURSE NO.	COURSE NAME	HRS	GRADE	SEM/YR	INSTITUTION
		3			
		3			
		3			

Dissertation Hours

COURSE NO.	COURSE NAME	HRS	GRADE	SEM/YR	INSTITUTION
7300	Dissertation	12			WMU

TOTAL CREDIT HOURS: 51

Identify Research Tools:

Research methods and statistics:

IHS 6260 Qualitative Research Concepts in IHS
IHS 6280 Statistics I in IHS
IHS 6300 Designing and Conducting HHS Research
IHS 6360 Statistics II in IHS

List Exams Scheduled/[enter date passed]

CE 1 Research Article -
CE 2 Policy Paper -
CE 3 Grant Application -
CE 4 Course Development -

Other Requirements (foreign language, DGE's, prelims, etc.)

None

Required Signatures

Student Signature_____ Date_____

Program Advisor_____Date_____

Department Chair_____ Date_____

For office use only

Graduate College Dean_____Date_____

Original copy to Auditing, copies to student, advisors and department

ANNUAL REVIEW PROTOCOL

We are required by the Graduate College to conduct an annual progress review of all Ph.D. students to monitor their progress through the program. We use this opportunity to track each student's acquisition of the 10 Exit Competencies which form the basis of the program's curriculum and are required for graduation.

Throughout enrollment in the Ph.D. in the Interdisciplinary Health Sciences program, students' progress and performance is reviewed on an annual basis by the Academic Affairs Committee, led by the student's academic advisor. The requirement for annual review is part of Graduate College policy. By September 1st each year students must complete and submit an Annual Review form and CV to their academic advisors. Generally, by the end of fall semester, students will receive a program review with ratings and comments about their standing within the program. By Graduate College policy, student status will be given one of three designations:

- Continuation
- Continuation with reservations (includes recommendations)
- Dismissal

Students are expected to discuss the annual review report with their advisors within 30 days of receiving it. In cases of disagreement between the Academic Affairs Committee and the student, the appeals process provides a specified time period of TWO months for appealing the recommendations in the report after receiving them. After that time period, the annual review decision shall be final. A student's right to privacy and confidentiality is respected.

If your appeal is timely, the Academic Affairs Committee, acting as the Appeals Committee, will review your annual progress and plans to address the areas of concern. The committee's decision is final. However, in cases where the progress review results in a decision for dismissal, students have rights to appeal the dismissal decision as described in the Graduate Catalog. If a program dismissal decision is affirmed after the established appeals have been exhausted, the program director shall forward the decision for program dismissal to the registrar. Unless and until such time that a student applies for and is accepted into another program at the University, the student no longer is considered to be an enrolled student at the University.

All annual review materials are kept on file and are referenced in the next review period, along with the newly updated annual review form, which must address the committee's previous recommendations if any reservations were expressed.

Review Criteria

The student's annual progress status within the program is measured by the following criteria:

Student Conduct and Performance:

1. Recommended milestones for completion of the degree in 4 years: Courses should be completed by the end of Summer II, Year 3. (Measured by: Annual Progress Review form and transcript).
2. No more than 3 incomplete grades are permissible at any one time and they must be removed within one year. (Measured by: Annual Progress Review form and transcript).
3. Students must comply with the Student Academic and Research Conduct standards of the University and the Code of Ethics of their discipline. (Measured by: Annual Progress Review form).
4. Students must maintain 3.0 GPA. (Measured by: Annual Progress Review form and transcript).
5. Students must maintain continuous enrollment. Residency requirement: To meet the residency requirements, students must take at least two courses a year from WMU. Each course must be taken in a different semester. By Summer II of Year 3, students must enroll in IHS 6970 or IHS 7300 (if eligible) every semester and short session until graduation. (Measured by: Transcript)

Student Progress towards achievement of Program's Exit Competencies:

Competency 1: Understanding of Health and Human Service (HHS) organization and delivery in the US, including current issues, problems, and trends. (Measured by: Year 1 – satisfactory completion of IHS 6250, Year 3 – satisfactory completion of IHS 6330, 6350)
Competency 2: Understanding of the federal, state, and local health and human service policy processes and their impact on HHS delivery at all levels. (Measured by: Year 2 – satisfactory completion of IHS 6270, Year 3 – satisfactory completion of Comp. Exam # 2).
Competency 3: Understanding of the ethical and moral values important to competent professional practice, research, HHS organizations, and public policy. (Measured by: Year 3 – satisfactory completion of IHS 6330)
Competency 4: Ability to work collaboratively with and to understand other disciplines in HHS. (Measured through self and faculty evaluations.)
Competency 5: Ability to provide leadership in HHS. (Measured through self and faculty evaluations)
Competency 6: Ability to design, execute, and prepare for publication, research that will advance the scholarly base of HHS. (Measured by: Year 1 – satisfactory completion of IHS 6240, 6280, 6360, 6300, Year 2 – satisfactory completion of IHS 6260¸7350, Year 3 – satisfactory completion of Comp. Exam # 1, Year 4 – satisfactory completion of dissertation research)
Competency 7: Ability to compete for research/program funding. (Measured by: Year 2 – satisfactory completion of IHS 6310, Year 3 – satisfactory completion of Comp. Exam # 3)

Competency 8: Advanced disciplinary knowledge in an area of specialization in HHS. (Measured by: Year 2 – satisfactory completion of cognate courses)
Competency 9: Ability to apply innovative methodologies to curriculum development, teaching, and assessment and to use state-of-the-art instructional technologies. (Measured by: Year 2 – satisfactory completion of IHS 6290, 6320, 7130, Year 3 – satisfactory completion of Comp. Exam # 4)
Competency 10: Ability to work as a faculty member synthesizing the three functions of teaching, research, and professional practice. (Measured through self and faculty evaluations and responses to scholarship, professional recognition, and service items in Annual Progress Review form and CV.)

Instructions for Completing the Annual Review Form

The same annual review form is used throughout the program so that the student and advisor know the current status of the student's progress through the program from year to year. Therefore, it is vital for each student to keep an electronic copy of the annual review form so it will be possible to add to this form for each annual review. Forms turned in without updating will be returned to the student for revision. It is the student's responsibility to maintain this document throughout the program.

Each July/August, students should:
1. Update an electronic copy of the Annual Review Report.
2. Update the CV, preferably using the format provided by the program, and including all categories required in the recommended format.

Students should send electronic copies of both documents to their academic advisors (and the person collecting them) by the September 1 deadline and maintain copies in their files.

STUDENTS ARE RESPONSIBLE FOR RECREATING ANY FORMS THAT ARE LOST.

PH.D IN INTERDISCIPLINARY HEALTH SCIENCES
ANNUAL PROGRESS REPORT
Review period: July 20XX – August 20XX

Date:
Name: Student ID#:
Advisor:
Doctoral Associateship? Associateship Advisor:
Year/Semester of initial enrollment:
Anticipated Graduation Date:
Career goals:

ACADEMIC MILESTONES (students must add cognates when they occur)

Milestone	**Pass or Completion date**	**Grade**	**Check if apply (√)**		**Comments**
			Incomplete	**Cognate**	
YEAR 1					
IHS 6240 Scientific Inquiry in HHS				—	
IHS 6300 Designing and Conducting HHS Research				—	
IHS 6280 Statistics I in IHS				—	
IHS 6250 HHS Organization and Delivery Systems				—	
IHS 6360 Statistics II in IHS				—	
IHS 7350 Research Practicum				—	
Cognate pre-approval*					
List Cognate courses taken this year:					
Annual review submitted		—	—	—	

- See Handbook for form and protocol

Milestone	Pass or Completion date	Grade	Check if apply (√)		Comments
			Incomplete	Cognate	
YEAR 2					
IHS 6290 College Instruction and Assessment				—	
IHS 6310 Grant Proposal Development and Management				—	
IHS 6260 Qualitative Research Concepts in IHS				—	
IHS 6320 Innov. Pedagogy and Instructional Design				—	
IHS 6270 HHS Policy and Politics				—	
Teaching practicum – committee appointment*		—	—	—	
Teaching practicum – proposal approval*		—	—	—	
Teaching practicum – course preparation approval*		—	—	—	
IHS 7130 Practicum in College Teaching in HHS				—	
IHS 7350 Research Practicum				—	
List Cognate courses taken this year				—	
Annual review submitted		—	—	—	

* See Handbook for form and protocol

Milestone	Pass or Completion date	Grade	Check if apply (√)		Comments
			Incomplete	Cognate	
YEAR 3					
IHS 6330 Ethics and Law in HHS				—	
IHS 6350 Evidence-Based Practice and Interdisciplinary Research in HHS				—	
CE1 – pre – approval*		___			
CE1 Research article – oral presentation		—	—	—	
CE1 Research article – article		—	—	—	
CE1 Research article – journal acknowledgement		—	—	—	
CE2 Policy analysis – topic pre-approval*		—	—	—	
CE2 Policy analysis – oral defense		—	—	—	
CE2 Policy analysis – paper		—	—	—	
CE3 Grant – pre-approval*		—	—	—	
CE3 Grant		—	—	—	
CE3 Grant – agency acknowledgement		—	—	—	
CE4 Course Development		—	—	—	
File Program of Study form*		—	—	—	
Dissertation Committee approved**		—	—	—	
Dissertation Concept paper approved*		—	—	—	
Dissertation Proposal approved* – Candidacy achieved		—	—	—	
File Permission to Elect IHS 7300 form**		—	—	—	
Annual review submitted		—	—	—	

* See Handbook for form and protocol
** See Graduate College web-site for current forms.

Milestone	Pass or Completion date	Grade	Check if apply (√)		Comments
			Incomplete	Cognate	
YEAR 4					
IHS 7300 Dissertation				—	
Apply for Graduation audit**		—	—	—	
Submit Dissertation Defense Scheduling form**		—	—	—	
Dissertation defense**		—	—	—	
File Dissertation approval forms**		—	—	—	
Dissertation submission**		—	—	—	
GRADUATE		—	—	—	

** See Graduate College web-site for current forms and deadlines.

GPA

Year	Current GPA
1	
2	
3	
4	
5	
6	
7	

Explain any milestones NOT met in the year listed in the above tables:

Year	Milestone	Reasons	Plan to meet this milestone
1			
2			
3			
4			
5			
6			
7			

Has any action been taken against you for violation of the Student Academic and Research Conduct standards of the University and the Code of Ethics of your discipline? Check. (√)

Year	No	Yes	If yes, explain
1			
2			
3			
4			
5			
6			
7			

SELF-COMMENTARY

Every year CRITICALLY evaluate yourself for the following program competencies:

Competency 4
Ability to work collaboratively with and to understand other disciplines in HHS
Strengths:

Recommendations for growth:

Competency 5
Ability to provide leadership in HHS.
Strengths:

Recommendations for growth:

Competency 6 & 7
Ability to design, execute, and prepare for publication, research that will advance the scholarly base of HHS.
Ability to compete for research/program funding.
Strengths:

Recommendations for growth:

Competency 10
Ability to work as a faculty member synthesizing the three functions of teaching, research, and professional practice.
Strengths:

Recommendations for growth:

Program status awarded in previous years: Check

Year	Continuation	Continuation with Reservations	List reservations	How have you addressed reservations?
1				
2				
3				
4				
5				
6				
7				

Recommendations and timeline for responding to recommendations: [from annual review report]

Please let us know any other information that you feel would help the Academic Affairs Committee to better evaluate your progress.

Signed:
Date:

SUBMIT WITH UPDATED CV TO YOUR ADVISOR BY SEPTEMBER 15ST.

Curriculum Vitae Format

Updated as of Month/Year

PERSONAL **Date:**

Name:
Home phone:
Office phone:
Cell phone:
Fax:
Email:
Current employment position:
Work Address:
Home Address:

EDUCATION

Institution	Degree	Discipline	Date

CERTIFICATION/LICENSURE

Certification/License	State	Date

EXPERIENCE

Employer	Position and Responsibilities	Dates

CONTINUING EDUCATION

Course	Date

PUBLICATIONS
Refereed Journal Articles

Non Refereed Journal Articles

Journal Articles under Review

Books

Book Chapters

Published Proceedings and Abstracts

Other Published Manuscripts

PRESENTATIONS
Refereed Presentations at Professional Conferences

Non refereed Presentations at Professional Conferences

PROFESSIONAL
Professional Responsibilities

Title	Position	Dates

Professional and Honorary Organizations

Organization	Dates

Honors and Awards

Award	Date

RESEARCH INTERESTS

Research Grants

Pending

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:

Active

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:

Completed

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:

Consulting Contracts

Contract	Date

TEACHING

Teaching Specialization

Courses Taught for each course taught, provide course number, credit hours, institution, and delivery method.

Course:	Hrs	Institution	Delivery method

Workshops/In, service Courses (List under subheading of the institutions, most recent first)

Student Advising

Discipline	**Number of students**	**Advisory Role**	**Date**

SERVICE

Employment

Activity	**Dates**

Community

Activity	**Dates**

COGNATE PROTOCOL

Definition of a Cognate
A cognate is defined as 9 credits in a specialized plan of study (generally 3 courses, at least one of which is a regularly formatted course rather than an independent project completed under supervision). The cognate plan is designed by the student in consultation with his or her academic advisor and must be approved by the Academic Affairs Committee (made up of core faculty in the program). The plan may be updated or modified as the student's plans evolve.

Interpretation
In traditional, discipline-specific Ph.D. programs, the requirement for a cognate derives from the belief that the understanding of a field is enhanced by the study of related disciplines. In this program, which is interdisciplinary at its core, cognate courses may be designed to develop advanced knowledge in some aspect of one's own discipline, to explore a related discipline in greater depth, or to provide additional tools to move toward dissertation research and long-term goals. Thus, it is important for students to clarify their learning objectives before selecting cognate courses. Cognates could enable students to:

1. Develop depth of expertise in an area that augments their professional growth and furthers their long-term goals;
2. Develop an increasingly integrated outlook across discipline boundaries;
3. Deepen and broaden their base of knowledge; or
4. Deepen their expertise in research methods or other skills.

Students' cognate proposals should justify the plan as an ***integrated*** program of courses that will further the student's educational and research goals. In some cases, students will not have identified all three cognate courses at the point of seeking approval to take their first course. In such cases, general descriptors can be used until the exact courses are identified.

Protocol

1. The cognate proposal must describe the intended learning objectives and how the cognate courses support these learning objectives.
2. A list of the course names and numbers should be provided. All courses must be at the graduate level. Students may design a 7100 (Independent Research) project in consultation with a qualified mentor if no appropriate course exists in an area of specialization. Each course proposal should be individually approved, clearly distinct, address a specified area of investigation, and result in a unique product.
3. Students must provide the following documentation for each course:
   - The name and address of the university at which each of these courses is offered. It must be an accredited graduate institution.
   - The name, phone number, email of the Registrar, Program Chair and Course Instructor for each course.
   - A course description and syllabus for each course.
4. The Cognate Approval Form must be signed by the student's advisor and approved by the Academic Affairs Committee ***before*** the student may register for a cognate course.
5. Cognate plans may be revised as students' goals evolve by presenting a revised proposal and obtaining approval of the revised plan in the same manner as for the original plan.

Cognate Approval Form

The student must complete this form and submit it with attached course syllabi (as available) to his/her advisor.

Name: _____
Student WIN: _____

Course #	Course name	University	Credits
TOTAL			

* See below for Independent Research (IHS-7100) course qualifications.

Justification of the plan as an **integrated** program of courses that will further the student's educational and research goals:

Satisfactory completion of the above courses with a grade point of 3.0 (4.0 scale) will be accepted for the cognate requirement for the Ph.D. in Interdisciplinary Health Sciences.

*Additional Conditions for Independent Research (IHS-7100) course proposals: Please provide evidence on how the course(s) meets graduate level expectations (e.g., level of inquiry, amount of interaction, deliverable of unique products) for the credit hours selected (1-6 hours).

Signed by members of the Academic Affairs Committee (may be signed electronically):

Advisor: _____ Date: _____

Committee member: _____ Date: _____

Committee member: _____ Date: _____

RESEARCH PRACTICUM PROTOCOL

Students register with their academic advisors for IHS 7350 Research Practicum in:

Summer I Year 1	–	3 credits
Summer I Year 2	–	3 credits
Total		6 credits

All practicum courses are graded as credit/no credit. Hence, credit or no credit will be awarded at the end of each of the 3-credit hour registration periods. This is based on whether the student has completed the practicum milestones in the course syllabus, as determined by the instructor.

Students begin working on a topic for the research practicum with their academic advisor (IHS-PhD faculty member) at the onset of their enrollment in the Ph.D. program so that they will have a firm focus and well-defined topic by the end of Summer I of Year 1. In addition to being under the supervision of a core IHS-PhD program faculty member (generally the students' academic advisor), students should work with their advisor to identify at least one external technical advisor who is knowledgeable about the topic and agrees to consult on the project. Products due at the end of Summer I, Year 1 are a comprehensive literature review (search history, table, and narrative), draft of an HSIRB proposal, and brief statement of how the research has been influenced by interdisciplinary concerns.

Students conduct their research over the following 12 months. Following the first registration period, students are expected to complete data collection (if needed), analysis and work on portions of a research article. During the second registration, period (Summer I, Year 2) students must submit a draft copy of a PowerPoint presentation by the end of May and the final presentation by the end of the course (in preparation for the CE1 oral presentation).

Grading

Satisfactory completion of the practicum experience will be judged by the student's advisor and a credit/no credit grade will be assigned.

TEACHING PRACTICUM PROTOCOL

STUDENT'S INSTRUCTIONAL ROLE
Prior to registering for the teaching practicum, the student must identify a course to teach and obtain approval from his or her academic advisor for the arrangement. The student's role could include, but is not limited to, serving as regular faculty, adjunct faculty, instructor, workshop director, etc. The student should have primary responsibility for the teaching of a major section of the course if not the entire course. Team teaching is permitted under some circumstances, but only if pre-approved by the student's advisor and the Academic Affairs Committee.

For students who are unable to secure a traditional teaching assignment, the program provides flexibility with written approval from the IHS-PhD Academic Affairs Committee. This option (Track Two) is generally for students who do not have easy access to traditional academic settings, requiring an alternative approach to the Teaching Practicum. As a result, the required Teaching Practicum offers two tracks, depending on the student's preferences and with approval from the IHS/PhD Academic Affairs Committee.

Track One: The student completes the teaching practicum as outlined below.

Track Two: The student prepares all components required in Track 1 but supplements the classroom setting with three 30-minute recorded lectures: (1) Introduction Class (2) Midpoint Class, and (3) Final Class. These recorded lectures will be observed and evaluated by the student's academic advisor using the Classroom Teaching Observation Form (found below).

ACCEPTABLE COURSES
Approved courses might include, but are not limited to, courses identified as undergraduate, graduate, or continuing education courses that receive credit. Students may use a current course they have been teaching either at WMU or another institution but must demonstrate improvements in the course based on the academic courses in the pedagogy strand. Students who need assistance identifying a course to meet this requirement should begin working with their academic advisors at least a semester ahead of the semester they intend to teach.

TIMELINE
Students are encouraged to register for the Teaching Practicum and teach this course the semester *after* completing the pedagogical course sequence in Fall of Year 2. Thus, enrollment in IHS 7130 typically occurs in Spring of Year 2. If necessary, students may receive approval to teach the course (and register for IHS 7130) in Summer I of Year 2, or Summer II or Fall semester of Year 3. This competency *must* be completed before the student can apply and enroll for dissertation credits (IHS 7300). **A 3-stage process is used to establish and execute the teaching practicum.**

Stage 1: COURSE APPROVAL/COURSE PROPOSAL
The student's **academic advisor** approves the proposal and manages administrative aspects of the activity. Students must submit the Teaching Practicum Approval Form (p. 46) to their advisors as soon as they know the course they will be teaching. The student also must submit a

Course Proposal *prior to* beginning to teach the course. The proposal should include the following information:

1. The student's personal learning objectives – what the student wishes to accomplish through this practicum.
2. Course number and name.
3. Target audience – type and anticipated number of students.
4. Location(s) where it will be taught. Time frame for delivery of course.
5. Draft Syllabus with:
   - Course description.
   - Course objectives.
   - Topics to be covered.
   - Sequence in which topics will be presented.
   - Pedagogy to be employed.
   - Assessment methods.
6. A description of how the methodology proposed for use in this course is linked to the theories and concepts discussed in IHS 6290 and 6320.

Once the advisor approves the proposal, the student should then continue with the course preparation as outlined in Stage 2. This review generally occurs via email.

Stage 2: COURSE PREPARATION:

Ideally, the course should be largely developed and ready to teach ONE MONTH BEFORE the student begins teaching. The materials should include the final syllabus, at minimum, as well as other materials, as described below:

1. Final Syllabus with:
   - Course information – class dates, times, locations, etc.
   - Instructor information – name, contact information, office hours, etc.
   - Textbooks/reading materials
   - Course description
   - Course objectives
   - Class policies – attendance, make-up or late work, academic honesty, etc.
   - Description of each class session, including:
     i. Topics to be covered
     ii. Materials to be used, including audio-visual
     iii. Activities, including lab activities
     iv. Readings
     v. Assignments
     vi. Pedagogy
   - Assessment of student learning
     i. Sequence
     ii. Format
     iii. Scoring guides for all essay questions, projects etc.
   - Grading policy
2. Justification of the chosen topics, delivery model, and instructional methods
3. Materials including course packs, handouts, activities, etc.
4. Assessments, including copies of all assessments.
5. Course and instructor evaluations

Stage 3: TEACHING EXPERIENCE

Supervision

- The teaching will be supervised by the academic advisor and may include a content expert at the discretion of the student or advisor.
- The student must communicate regularly, at least once a week initially, with his/her advisor to discuss his/her progress and troubleshoot any problems that occur.
- The advisor will observe and evaluate the course and student once during the semester using either the Classroom Teaching Observation Form or the Online Course Evaluation Form, as appropriate (forms provided below).
- Track 2 Exception: The advisor will observe and evaluate all three required teaching recordings.

Journal

The student will be expected to keep a journal (see Tips on Journaling below) throughout the experience to:

- Reflect upon his/her performance.
- Assess his/her achievement of the learning objectives as outlined in the proposal.
- Take a student-centered perspective and gather and reflect on assessment data regarding how his/her students are learning.
- The student must share journal entries with the advisor (usually via email) on a regular schedule arranged in consultation with the advisor.
- Track 2 Exception: The student will need to provide an abbreviated journal entry for each specific class: (1) Introduction Class, (2) Midpoint Class, and the (3) Final Class.

Grading

Satisfactory completion of the practicum experience will be judged by the academic advisor, and, if applicable, by the content advisor and a credit/no credit grade will be assigned by your academic advisor.

CE4 portfolio to be prepared based on the teaching practicum

The preparation of the teaching portfolio for Comprehensive Examination 4 (CE4) is based on the teaching practicum, but it includes additional products (e.g., a reflective narrative and student evaluations, as described in the protocol for CE4). It is reviewed by the student's academic advisor.

Competencies 9 and 10 are addressed by successful completion of the teaching practicum (and also by CE 4).

Tips on Journaling

You should make your journaling interactive with the advisor. It also can be used to keep a dated record of your meetings or phone calls with your advisor and with any course content expert that you choose to include.

Journal entries should capture both descriptive information about the experience, and self-reflective information about what you are learning. Reflect both on a surface level [e.g., *next time I'll do this first instead of that*] and on a deeper level [e.g., *I am finding that I need to work on responding to questions in a way that is less defensive; Today, the discussion really got going, and I think it was because...*]. The reflection also should address the personal goals you have set for yourself. The requirements for CE4 Teaching include an expectation for you to weave evidence of the self-reflection process into your narrative, and the journal entries can provide a great source of data for that. You should do more than simply copy them into the narrative, however, to demonstrate an appropriate level of self-reflection.

You should share the journal in hard copy or electronic copy with your advisor **each week** across the semester. Also share any input or suggestions about what journaling practices worked well for you with your fellow cohort members and the Academic Affairs Committee via email or on course web pages.

Teaching Practicum Approval Form

Student Name: _____

Student WIN: _____

Course Name: _____

Course Location: _____

Start and end date of course: _____

Advisor Name: _____

Date: _____

Submit this form to your advisor as soon as you know what course you will be teaching for your IHS 7130 Practicum in College Teaching in Health and Human Services class.

Option One:
Advisor Signature: _____

*Please provide a letter from the Department/Program/School indicating that you will be the instructor for this specific teaching practicum.

Option Two:
Advisor Signature: _____
IHS/PhD Academic Affairs Committee Signature: _____

Classroom Teaching Observation Form

Student Observed_____

Date of Observation_____ Course Observed_____

Rating scale (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

CONTENT						
Main ideas are clear and specific	1	2	3	4	5	(Excellent)
Sufficient variety in supporting information	1	2	3	4	5	
Relevancy of main ideas was clear	1	2	3	4	5	
Higher order thinking was required	1	2	3	4	5	
Instructor related ideas to prior knowledge	1	2	3	4	5	
Definitions were given for vocabulary	1	2	3	4	5	
ORGANIZATION						
Introduction captured attention	1	2	3	4	5	(Excellent)
Introduction stated organization of lecture	1	2	3	4	5	
Effective transitions (clear w/summaries)	1	2	3	4	5	
Clear organizational plan	1	2	3	4	5	
Concluded by summarizing main ideas	1	2	3	4	5	
Reviewed by connecting to previous classes	1	2	3	4	5	
Previewed by connecting to future classes	1	2	3	4	5	
INTERACTION						
Instructor questions at different levels	1	2	3	4	5	NA
Sufficient wait time	1	2	3	4	5	NA
Students asked questions	1	2	3	4	5	NA
Instructor feedback was informative	1	2	3	4	5	NA
Instructor incorporated student responses	1	2	3	4	5	NA
Good rapport with students	1	2	3	4	5	NA
VERBAL/NON-VERBAL						
Language was understandable	1	2	3	4	5	(Excellent)
Articulation and pronunciation clear	1	2	3	4	5	
Absence of verbalized pauses	1	2	3	4	5	
Instructor spoke extemporaneously	1	2	3	4	5	
Accent was not distracting	1	2	3	4	5	NA
Effective voice quality	1	2	3	4	5	
Volume sufficient to be heard	1	2	3	4	5	
Rate of delivery was appropriate	1	2	3	4	5	
Effective body movement and gestures	1	2	3	4	5	
Eye contact with students	1	2	3	4	5	
Confident & enthusiastic	1	2	3	4	5	

USE OF MEDIA

Overheads/chalkboard content clear & well organized	1	2	3	4	5	NA
Visual aids can be easily read	1	2	3	4	5	NA
Instructor provided an outline/handouts	1	2	3	4	5	NA
Computerized instruction effective	1	2	3	4	5	NA

STRENGTHS: (e.g. meta-curriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

WEAKNESSES: (e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

OVERALL EFFECTIVENESS RATING 1 2 3 4 5

Date of Observation_____ Observer Signature_____

Adapted from University of Minnesota Center for Teaching and Learning

Online Course Evaluation Form

Student Name: Date of Observation:

Course Name and Institution:

I. Course Structure

	Yes	No	N/A
1. The course adheres to the course syllabus.			
2. Course assignments and activities are distributed equally or as appropriate throughout the semester.			
3. Appropriate technologies and methods are used to support course activities/assignments.			
4. Assignment submission mechanisms, assignment/activity instructions, points, and Grade Book setup align with the course syllabus and are organized from the student's perspective.			

II. Syllabus

	Yes	No	N/A
5. Instructor's email, phone number, and office hours are presented.			
6. Textbook information (with ISBN) and/or other required materials are identified.			
7. Weekly course outline includes readings, topics/modules, learning activities, assessments, and deadlines.			
8. Expected turn-around time in responding to students' emails is stated (e.g., within 24 hours or between 24 – 48 hours).			
9. Expected time for students to receive feedback on assignments, discussion postings, papers, exams, etc. is stated (e.g., in a week or less).			
10. Methods for communicating with students are stated (e.g., updates and changes via announcements or e-mail, progress and feedback via Grade Book, etc.).			
11. Expectations of students' responsibilities are clearly stated (e.g., self-discipline, checking emails, responding to discussion forums, etc.).			
12. Descriptions of deadlines for assignments, projects, discussion board responses, chat sessions, activities, quizzes, exams, etc. are provided.			
13. The number of points for each assignment and a final course grading scale (in points or percentages) is disclosed.			
14. Students are directed to "Online Course Info" for assistance and resources (e.g., helpdesk, online resources, tutorials for learning the online platform, etc.).			
15. Course and university policies are stated (e.g., late submissions, make-ups, and re-writes, incompletes, accessibility, accommodation, academic integrity, etc.).			

III. Content Organization & Usability

	Yes	No	N/A
16. The course contains appropriate learning materials, activities, and assessments.			
17. An overview of weekly learning objectives, tasks, learning materials and activities is presented.			
18. Each folder/item contains a topic/title and description of its content.			
19. Text color, font size, and type are consistent throughout the course with proper headings and formats.			
20. Graphics, images, and other media components are relevant to the course content.			
21. Lengthy course materials are broken into manageable segments.			
22. The course materials are organized by topic and use appropriate delivery formats (e.g., lecture notes with visual enhancements, PowerPoint presentations with narrations, audios, videos, simulations, and other media).			
23. Transcriptions are provided on PowerPoint narrated lectures and on course intro audio/videos.			
24. External resources relevant to the course content are available.			
25. Links are given to download free plug-ins/software/players.			
26. Appropriate copyright permission is obtained for articles, images, audio and video clips, and other media used in the course.			
27. All external links work properly and are set to open in a new browser window.			

IV. Instructor Presence & Learning Community

	Yes	No	N/A
28. An announcement welcomes and directs students to the course introduction and syllabus.			
29. The course introduction establishes the instructor's presence, overviews the course, provides clear direction for getting started, and initiates a positive learning environment.			
30. A guideline is provided about how the instructor and students will engage and interact with one another (e.g., discussion board, chat, blog, journal, wiki, email, phone, etc.).			
31. Group/collaborative assignments/activities are designed to help students achieve the learning outcomes (e.g., research, case studies, presentations, etc.).			
32. Peer activities are included to help students engage with one another and to achieve the learning outcomes (e.g., reviews, critiques, evaluations, small-group discussion boards, etc.).			

33. Guest speakers are included in the course.			

V. Assessment

	Yes	**No**	**N/A**
34. Assessment methods and learning activities align with the course objectives and learning outcomes.			
35. A variety of assessment methods and types is included.			
36. The number, length, and depth of assessments are adequate to measure student learning.			
37. Evaluation criteria for measuring the quality and quantity of assignments, discussion postings, projects, exams, etc. are clearly communicated with students in the syllabus or through grading rubrics and/or guidelines.			
38. Threaded discussions are graded components of the course with a grading rubric or grading criteria provided.			
39. Instructions for assessments are explicitly stated and clearly explained (e.g., proctored or non-proctored exams, topics/skills covered, length and formatting requirements, time limits, number of attempts allowed, type of exam questions, number of questions, points per question, special rules, external materials allowed during exams, etc.).			
40. Opportunities for self-assessment (e.g., practice quizzes, study questions, etc.) are provided when using standardized/objective assessments.			
41. A method of taking standardized/objective tests that minimizes academic dishonesty (e.g. lockdown browser, random blocks, secured settings, timers, proctoring, or essay exams) is implemented.			

VI. Additional Comments

CE1 RESEARCH PROTOCOL

Committee Chair: Dr. Rob Lyerla

Comprehensive Examination 1 (CE1) requires the doctoral student to prepare a formal research article based on the student's research practicum. The student is required to give an oral presentation of the research to be reported in the article at the formal research seminar hosted by WMU's IHS program during Summer II beginning Year 3 in the program. The student must incorporate the feedback received at the seminar in a peer-reviewed journal article format for submittal to the Examination Committee.

The article must be written at a level of scholarship suitable for submission to a specified peer-reviewed journal. For information on how to identify and locate peer-reviewed journals:

- California State University has published an online tool that may be helpful, http://lib.calpoly.edu/research/guides/peer.html
- A comprehensive list of science journals can also be accessed through the Thompson Reuters website at http://science.thomsonreuters.com/mjl.
- When choosing a journal for article submission, it can be important to be aware of the journal's impact factor. The **impact factor**, often abbreviated **IF**, is a measure reflecting the average number of citations to articles published in science and social science journals in a specified time frame. It is frequently used as a proxy for the relative importance of a journal within its field, with journals with higher impact factors deemed to be more important than those with lower ones.
- To explore the impact factor of journals you are considering, visit http://thomsonreuters.com/products_services/science/free/essays/impact_factor.

Overview:
The student's research article must conform to the format and bibliographic style of the selected journal. Once the student has received email notification from the CE1 Committee chair approving the manuscript as it is written, the article must then be submitted to the specified journal identified by the student. Confirmation of receipt of the article by the journal and academic honesty declaration must be sent to the CE1 committee chair before the student will be granted a "pass" for CE1. The exception to this procedure is when the student submits the article to his or her dissertation committee and receives approval to use the article (pending additional revisions requested by the dissertation committee) as one of three papers in a three-paper dissertation. In that case, the student should communicate the dissertation committee's approval to the CE1 committee chair, who will indicate that the requirement for submission has been met and the student has passed the exam. At that point, the timing of submission to an external journal is under the purview of the dissertation committee, but it still must occur as soon as the student's dissertation committee grants approval to submit the paper for publication and prior to graduation. The student must send confirmation of receipt of the article to the CE1 committee chair even when they are using it as a paper in their dissertation.

The Research Article and Oral Presentation also are used to determine the student's achievement of Competencies 6 and 10.

Requirements:

1. The student must have successfully completed all the following courses in the research module, IHS 6260, 6280, 6300, 6360 and the research practicum, IHS 7350, and presented his or her research paper at the IHS Research Seminar prior to submitting written materials for CE1.
2. Students must submit the CE1 Research Pre-Approval form indicating statistical competency to conduct the analytics based on their specific research question to the Examination Committee chair for transmission to the committee and receive written pre-approval from the Committee and the student's Advisor/Dissertation Chair before submitting the CE1 paper and scheduling the oral defense.
3. An oral presentation based on the student's research conducted under IHS 7350 must be:
   - Prepared, with accompanying PowerPoint slides by the end of Summer I Year 3 by the student's advisor.
   - Presented orally in the Biennial Research Day Seminar planned by the WMU-IHS PhD program, at which members of the Examination Committee serve as judges (passed or not passed). The Research Day Seminar occurs at the end of the two-week courses in Summer II beginning Year 3 (even calendar years), and it is part of the newly admitted cohort's orientation.
4. The student will use the presentation for the IHS Research Seminar as the basis for an article to be submitted to CE1 committee, who will decide when it is ready for submission to a peer reviewed journal (or the student's dissertation committee) for completion of CE1.
5. During completion of IHS 7350, the student should select, in consultation their academic advisor, a peer-reviewed academic journal to which to submit the article.
6. The article must be:
   - Formatted to conform to all the selected journal's specifications and incorporate feedback received from the student's advisor and technical expert(s) for IHS 7350 and the research seminar forum.
   - Submitted electronically to the chair of the CE1 Committee along with an electronic copy of a sample article from the targeted journal.
   - Revised as requested by the CE1 committee, with substantial improvements made at each point in the revision process, and with explanation of responses to reviewers' comments outlined in cover letters/emails and track changes as requested by the committee, until it meets the committee's standards, as communicated by the CE1 committee chair. Substantial improvement is defined by improving at least to the next level in the following ranking listed below under Assessment.
   - A signed Academic Honesty Declaration should be emailed to the CE committee chair when submitting the final approved draft. This document may be submitted with a typed signature via email attachment in lieu of an original signature.
7. The version of the article approved by the chair of the CE1 committee on behalf of the committee must be:
   - Submitted to the selected journal editor for publication, but ***only after*** the student has received the written ***Released for Submission/Pass*** email from the CE1 committee chair indicating that the article is ready to be submitted. When official notification of receipt by the journal is received, the student must then forward the official notification to the CE1 Chair, who then will provide an email confirming that the CE1 requirements have been met.
   - Submitted, alternatively, to the student's dissertation committee, but ***only after*** the student has received the written ***Released for Submission/Pass*** email from the CE1

committee chair indicating that the article is ready to be submitted. If the student receives approval from the dissertation committee to use the paper to meet dissertation requirements, the student must provide notification to the CE1 committee chair, who then will provide an email confirming that the CE1 requirements have been met. The student then must make any further revisions in the paper required by their dissertation committee and may not submit the paper for publication prior to release from the student's dissertation committee chair.

- Acceptance of the article for publication is ***not*** a requirement of the examination. If the article is not accepted by the journal editor (and few articles are the first time around), the student is strongly encouraged to respond to reviewers' comments and to resubmit the article to the same journal, if given that option, or to a different journal if not. Revision and resubmission of the article are ***not*** requirements of the examination but they are expected as good scholarly practice.

Assessment of Comprehensive Examination 1 – Oral Presentation

The oral presentation is reviewed by the Examination Committee members and judged as 'satisfactory' or 'unsatisfactory' in meeting the Comprehensive Examination criteria summarized below. If the oral presentation is judged unsatisfactory, the student will receive within approximately 30 days a written description of:

1. The deficiencies and recommendations for improvements;
2. Plans for scheduling a second presentation.

The student may repeat the oral presentation once. If the second presentation also is assessed as unsatisfactory, the student's name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program.

Assessment of Comprehensive Examination 1 – Research Article

The CE1 research article may not be submitted to the CE1 committee chair until the student has passed the oral presentation of the examination. All article first submitted by the end of the month, will be reviewed by the committee during the following month. This excluded August when no CE1 articles are reviewed. The research article will be reviewed by the CE1 Committee members and judged as 'satisfactory' or 'unsatisfactory' (i.e., in need of revision) in meeting the criteria for CE1 summarized below. If the Research Article is judged to be in need of revision, the student will receive within approximately 30 days a written description of:

1. The deficiencies and recommendations for improvements;
2. Suggested date for resubmission (generally within 30 days from receipt of the email notification from the chair of the examination committee).

Once a student submits a research article for CE1, it will be reviewed by the examination committee in the same manner as by an editor and reviewers of a peer-reviewed journal. Similar to the peer-reviewed editing process, articles will be reviewed using the following quality indicators:

1. Reject *(student will still resubmit as long as first time submitted)*
2. Revise and resubmit with major revisions
3. Revise and resubmit with revisions
4. Revise and resubmit with minor revisions
5. Conditional Pass
6. Pass

Resubmitted materials must be sent to the Chair of the CE1 Committee using track changes throughout the document, with a cover memo explaining how the revised materials are responsive to the Committee's major recommendations. If the student fails to move up at least one level (as indicated by the quality indicator sequence) in response to the recommended revisions upon resubmission, the student's name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program. The student must make all recommended revisions as defined by the examination committee before the article can be ***released for submission*** to the peer-reviewed journal or the student's doctoral dissertation committee.

No article may be submitted to any person or organization outside the program, including the student's dissertation committee, until it has received a grade of "satisfactory" (which includes, at a minimum, a level of accept with minor to no revisions with evidence of completing any minor revisions that were required) AND the student is in receipt of an email from the examination committee chair indicating the paper is ready for submission to a journal (or to the dissertation committee in lieu of the journal).

Confirmation of the receipt of the article by the journal editor, or acceptance by the student's dissertation committee as part of his or her concept paper, must be sent to the committee chair before the student will be granted a "pass" for CE1. Formal notification of passing all requirements for CE1 will come from Dr. Lyerla, chair of the committee.

CE 1 articles submitted to journals must include the student's WMU affiliation and state they were completed at partial fulfillment of requirements of the IHS PhD program.

Criteria for Assessment of Research Presentation

Failure to achieve a "Satisfactory" rating for *any* Essential Component may result in an unsatisfactory grade for the Research Article Presentation.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Organization** Completeness and organization.	Presentation content is sufficiently complete, well-organized.	Presentation is disorganized, unfocused, or essential components are not addressed or are not of sufficient depth.
2.	**Rationale** Demonstration of rationale for research.	Rationale for research concisely outlines a research need or gap.	Rationale for research is fully or partially omitted or does not support a research need.
3.	**Research Questions** Inclusion of clearly-stated research question(s) appropriate for the study	Research question(s) are appropriate to the study and precisely stated.	Research question(s) are omitted or unclear or insufficiently developed or inappropriate to the study.
4.	**Method** Clarity and validity of methods.	Methods are described clearly and are valid for the study.	Methods are inaccurately or cursorily described or lack validity for the study.
5.	**Results** Results directly responsive to research questions and methods used.	Results are directly responsive to research questions and methods used.	Results are fully or partially omitted or not responsive to research questions and methods used.
6.	**Discussion** Inclusion of interpretation of findings.	Findings are critically analyzed and interpreted.	Findings are fully or partially omitted or insufficiently or inaccurately analyzed and interpreted.
7.	**Strengths and Limitations** Identification of strengths and limitations.	Research strengths and limitations are clearly identified and itemized.	Research strengths and limitations are fully or partially omitted or inappropriate for the study.
8.	**Conclusion** Data-supported study conclusions.	Conclusions are clear and well supported by study data.	Conclusions are fully or partially omitted or not completely supported by study.
9.	**Future Research** Inclusion of implications for future research.	Implications for future research are outlined.	Implications for future research fully or partially omitted or inappropriate.
10.	**Visual Aids** Quality and clarity of visual aids.	Visual aids are of high quality, i.e., clearly portray information, are visible to the whole audience, use complementary colors, and a background that does not conflict with the text/figures.	Visual aids are of poor quality, or information is confusing, or is not clearly visible to the whole audience, uses conflicting colors, or a distracting background.
11.	**Delivery** Quality of delivery	Delivery is clear, audible and delivered at an appropriate rate. Presenter maintains eye contact with all members of the audience, has no distracting mannerisms, and has a professional appearance.	Delivery is sometimes inaudible or delivered at an inappropriate rate. Presenter does not maintain eye contact with the audience, has distracting mannerisms, or does not have a professional appearance.
12.	**Questions** Ability to answer challenging questions.	Presenter answers challenging questions knowledgeably, clearly, accurately, concisely, and honestly.	Presenter does not answer questions knowledgeably, clearly, accurately, concisely or honestly.
13.	**Timing** Appropriate pacing and length.	Pacing of presentation is appropriate and formal part of the oral presentation does not exceed 15 minutes (10 minutes for the actual presentation and 5 minutes for questions).	Pacing of formal oral presentation is markedly uneven or exceeds the 15 minute time limit.

14.	**Effectiveness** Overall effectiveness of presentation in communicating with intended audience.	Presenter efficiently and effectively communicates the essential meaning of the presentation to the intended audience.	Presentation does not communicate the essential meanings of the research efficiently or effectively with the intended audience.

Criteria for Assessment of Research Article

The exact format will be determined by the selected journal's requirements; however, the article is expected to include the following **Essential Components**, each of which will be reviewed for quality as well as format. Papers will be reviewed as they would when sent to a peer-reviewed journal; the following serves as a guide for expectations of such articles.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Abstract** Includes the sections listed below (Intro through conclusions) within the word limitation provided by the journal.	Abstract is clearly and concisely written and includes purpose, methods, results, and conclusions.	Abstract is missing or does not include purpose, methods, results or conclusions or is written in an unfocused, unclear manner or exceeds a specified word limit.
2.	**Introduction/Background** Rationale for study, and literature review and critique.	Introduction/background section that includes well-written description and critique of pertinent literature, rationale for study, and research question(s).	Introduction/background section is missing or is incomplete or lacks critical analysis
3.	**Methods** Research design and rationale, population studied, sampling method, data collection, data analysis.	Methods section that includes concise, clear and appropriate description of population studied, research design, sampling method, data collection technique and data analysis.	Methods section demonstrates insufficient knowledge of the scientific method, or summarizes the pertinent details in an imprecise or inaccurate manner.
4.	**Results** Related to research question(s) and methods used.	Results section that includes pertinent tables or graphs and that are responsive to research questions(s) and methods used.	Results section does not include pertinent tables or graphs or is incomplete or not appropriate for the research questions(s) and methods used.
5.	**Discussion** Critical analysis and interpretation of findings, including consideration of strengths and limitations of research design and methods.	Discussion section includes a critical, insightful, well-reasoned and thorough review of findings, interpretation of principal findings in relation to prior research, discussion of methodological weaknesses and limitations of the study, as well as strengths, and significance of study.	Discussion section demonstrates inadequate critical reasoning and interpretation or lacks sufficient depth; methodological weaknesses and limitations and significance of study omitted or insufficiently described or inaccurate.
6.	**Conclusions** Justified by the findings of the research.	Conclusions (either as separate section or merged with Discussion section as appropriate for the specified journal) are supported by data and include recommendations for future research.	Conclusions (either as separate section or merged with Discussion section) and recommendations for future research are not supported by data or are missing.
7.	**References** Includes only references cited in article.	References are sufficient in breadth and depth for topic and consistent and correct in format according to journal specifications.	Not all references are cited or references not cited in the article are included, or are not appropriate or selection is superficial, or citation format is inconsistent or does not follow prescribed format.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
8.	**Overall Quality of Presentation** Presentation and organization, including correct grammar, spelling, and no proof-reading errors.	The manuscript is well-organized, attractively presented with grammar and spelling that is consistently correct.	Presentation is of poor quality and disorganized, or grammar and spelling errors present.
9.	**Adherence to all Journal Specifications** Including but not limited to: font size, line spacing, margins, length, treatment of tables and figures, and reference style.	The manuscript adheres to all journal specifications including margins, font, treatment of figures and tables, article length.	Article does not fulfill all the specified journal's requirements.
10.	**Administrative Steps** The student completes all administrative steps and submits the article to the approved journal in the required time-frame.	The student completes all administrative steps and submits the article to the approved journal in the required time-frame. The exam requirement is not met until the Examination Committee receives proof of submission.	The student fails to complete all administrative steps or does not submit the article to the approved journal in the required time-frame.

PH.D. IN INTERDISCIPLINARY HEALTH SCIENCES
Comprehensive Examination 1 – Research Article

ACADEMIC HONESTY DECLARATION

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the Examination Committee chair if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

I have read and understand the Academic Honesty policies of Western Michigan University. The work that I submit as a requirement for Comprehensive Examination 1 for the Ph.D. in Interdisciplinary Health Sciences degree is solely my own work, except as modified in response to reviewers' comments, and otherwise, as explained below.

Name:

Date:

CE1 Research Pre-approval Form

Name: _____ Student WIN: _____

Semester/Year that you began the program: _____

Advisor: _____

Official name of research proposal:

Rationale for the study:

Scope of analysis: (What you are going to examine. What are your hypotheses?)

Which quantitative research methods will you use to perform the analysis? (Provide evidence of sufficient preparation and/or how you will gain competency for using this statistical method. (e.g., additional course work and/or cognate in this specific methodology). When will this be completed?

This proposal is: **APPROVED** **NOT APPROVED** (see attached comments)

Advisor/Dissertation Chair: _____ Date: _____

Committee member 1 _____ Date: _____

Committee member 2: _____ Date: _____

Committee member 3. _____ Date: _____

CE2 POLICY PROTOCOL

Committee Chair: Dr. Kieran Fogarty

Comprehensive Examination 2 (CE2) requires doctoral students to write and orally defend an independent comprehensive analysis of a current or proposed health care or human services policy. The student is encouraged to select a policy for analysis that is related to his or her dissertation topic and has interdisciplinary implications, but these are not requirements. It is expected that this paper will reflect the highest abilities of the student's independent scholarship. It is also expected that the CE2 submission represents the student's final product. The Policy Analysis paper will be used to assess the student's achievement of Competencies 1, 2 and 3, in addition to satisfying the completion of CE2.

Requirements

1. The student must have successfully completed both IHS 6270 and IHS 6330 prior to submitting materials for CE2. The policy analysis is first developed in the policy course (6270) and is then augmented with knowledge gained in the ethics course (6330). It is recommended that the student submit the written paper for CE2 in Fall Year 3.
2. Students must submit the CE2 Policy Analysis Pre-Approval form to the Examination Committee chair for transmission to the committee and receive written pre-approval from the Committee before submitting the CE2 paper and scheduling the oral defense. In most cases the CE2 paper will be the same paper the student worked on as part of the requirements for IHS 6270 and which was further developed in IHS 6330.
3. The paper should be a minimum of 10 pages and not exceed 15 pages, excluding cover page, figures, tables, and references.
4. The format of the paper ***must*** be consistent with formatting for publication in a peer-reviewed journal. Although publication is not a requirement to complete CE2, a number of students have opted to submit their analyses for publication, and some have been published.
5. Once the paper has been reviewed, the student will be required to complete an oral defense of the paper before the CE2 Committee (in person or using distance media), which the committee judges as satisfactory (using criteria outlined below).
6. Following the oral presentation, the student will receive input from the CE2 committee about performance in the presentation and whether the paper needs to be revised. Revised papers should be accompanied by a cover memo to the CE2 committee chair specifying how the revision responds to the committee's concerns. When major revisions are required, the paper generally goes back to the full committee for a second review. When only minor revisions are required, subsequent review may be handled by the CE2 committee chair. It is expected that substantive revisions will be made when requested and that only minor revisions will remain following the first revision. Failure to make significant improvements may result in failure of the comprehensive exam and referral to the Academic Affairs Committee with a recommendation for dismissal from the program.
7. The final CE2 paper must be accompanied by a signed Academic Honesty Declaration. The document may be submitted with a typed signature via email attachment in lieu of an original signature.

Assessment of Comprehensive Examination 2
The written paper is reviewed first by the CE2 Committee members. When the review is complete, the student is scheduled to meet in person or by conference call with the CE2 Committee for an oral defense to answer questions related to the Policy Analysis and discuss the results of the review. All papers first submitted by end of the month, will be reviewed by the committee during the following month. This excluded August when no CE2 papers are reviewed.

Assessment of CE2 Oral Defense
The Examination Committee members judge the oral defense as 'satisfactory' or 'unsatisfactory' using the criteria summarized below. If the oral defense is judged unsatisfactory, the student may repeat the oral defense once. If the second defense is assessed as unsatisfactory, the student's name will be forwarded to the Academic Affairs Committee with the recommendation that the student be dismissed from the program.

Assessment of CE2 Written Analysis
The Policy Analysis paper will be reviewed by the Examination Committee members and judged as 'satisfactory' or 'unsatisfactory' in meeting the Comprehensive Examination criteria summarized below. If the Policy Analysis paper is judged unsatisfactory, the student will receive the committee's feedback at the time of the oral defense, describing:

1. The deficiencies and recommendations for improvements;
2. A suggested date to complete revisions for resubmission (generally 30 days from receipt of the letter).

If the CE2 is judged unsatisfactory on the first attempt (total of 3 attempts allowed), the student may receive additional clarification from the CE2 committee member's written comments if needed and resubmit the Policy Analysis to the committee once more. If the student fails to satisfy the recommended revisions, and the revised Policy Analysis is assessed again as unsatisfactory, additional revisions may be requested by the committee. If after the 3rd revision, and the Policy Analysis continues to be judged unsatisfactory, the student's name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program.

Resubmitted materials must be sent to the examination committee chair with a cover memo that explains how the revised materials are responsive to the Committee's recommendations. A table that details the committee's feedback and the specific response to that feedback is recommended. The edited copy with the committee's comments should be used for the revisions, edited by the student, and returned to the chair of the committee. Do not return a revised version without the committee's comments.

Formal notification of passing all requirements for Comprehensive Examination 2 will come from Dr. Fogarty, Chair of the CE2 committee.

Policy Analysis Pre-approval Form

Name: _____ Student WIN: _____

Semester/Year that you began the program: _____

Advisor: _____

Official name of selected policy:

Rationale for selection:

Scope of analysis: (What you are going to examine)

Which policy and ethical frameworks do you intend to use? (Provide a full citation.)

Relationship to dissertation research (if any):

This proposal is: **APPROVED** **NOT APPROVED** (see attached comments)

Committee member 1 _____ Date: _____
Committee member 2: _____ Date: _____
Committee member 3. _____ Date: _____

Criteria for Assessment of Policy Analysis Oral Defense

The Policy Analysis Oral Defense will be assessed on the following criteria. **Failure to achieve a "Satisfactory" rating for *any* Essential Component may result in an unsatisfactory grade for the Policy/Program Analysis Oral Defense.**

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Brief Overview** Presents concisely and clearly the major essential components of the policy analysis which include; Statement of the Purpose, Background, Methods of Review and Analysis, Results of Analysis, Summary and Conclusions and Recommendations.	Demonstrates and presents a concise understanding and implementation of each of the major essential components of the policy analysis.	Summary is of low quality, disorganized, or not concise, or exhibits insufficient understanding of the application of one or more of the essential components of the policy analysis.
2.	**Response to Questions** Responds with depth and quality to the committee's critical questions or comments based on the policy analysis presented.	Responded to the committee's inquires of the policy analysis presented with depth and quality, thereby demonstrating a significant understanding of the selected policy and the essential components of the analysis.	Exhibits limited abilities to respond to inquiries or provides incomplete responses that are inadequate, thereby demonstrating a lack of a meaningful understanding of the essential components of the analysis and policy selected.

Criteria for Assessment of Policy Analysis Written Paper

The Policy Analysis will be assessed on the following criteria. **Failure to achieve a "Satisfactory" rating for *any* Essential Component may result in an unsatisfactory grade for the Policy/Program Analysis**.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Statement of Purpose** Identifies the policy being analyzed and provides a rationale for the analysis.	Concise description of the policy is presented with a clear statement of purpose, critical analysis of the scope and severity of any problems or controversies regarding the policy and sufficient detail to justify the need for analysis.	Purpose statement is incomplete or missing; or the critical analysis of any problems or controversies regarding the policy is not sufficiently demonstrated; or the introductory details are inadequate
2.	**Background** Includes history leading up to formulation of the policy, key stakeholders, entity(s) that promulgated the policy, its key features, and any other relevant background information.	Demonstrates a concise analysis of the policy from a balanced historical perspective including interdisciplinary implications and outcomes of prior efforts to address problems leading up to the policy with sufficient identification of major stakeholders their goals and objectives and positions with respect to issues the policy was intended to address.	Background of the problem is incomplete; or the paper conveys inadequate or unbalanced historical perspectives or is missing interdisciplinary implications or outcomes of prior efforts to address relevant issues.
3.	**Methods of Review and Analysis** Presents criteria measures/indicators and scientific methods that were used to review the literature and perform the analysis. Selected sources of information meet standards described by the student.	Scientific method and framework used for completing the literature review and evaluating the policy are sufficiently described. Presents excellent sources of information, demonstrating careful thought, thorough knowledge of the literature on the topic, and judgment based on strong criteria.	Description of scientific method and framework for completing the literature review and evaluating the policy is inadequate or missing. Sources selected for review have little relevance to each other, or to the selected topic, or are too narrowly or broadly focused.
4.	**Results of Analysis** Includes a reasoned discussion of evidence regarding the effects of the policy, including any ethical considerations regarding intended or unintended effects, and other measures of the policy's effectiveness as guided by the analysis framework, and discusses policy alternatives (if appropriate).	Presentation of the analysis results is supported by well-chosen evidence from the literature, has a clear organizational structure based on an appropriate framework, and demonstrates the student's ability to conduct a balanced, integrated analysis, within the framework and based on the evidence. Provides identification and description of policy alternatives (as appropriate), projects the outcomes for each alternative, and identifies constraints, tradeoffs, and political feasibility of each alternative.	Presentation of analysis results is not supported by appropriate literature citations and logical arguments, the application and discussion of criteria measures/indicators used in the analysis framework are incomplete, poorly organized, or unclear, or key elements are missing. Fails to consider alternatives (if appropriate), or discussion of alternatives is incomplete in identification of constraints, tradeoffs and/or political feasibility.
5.	**Summary and Conclusions** A summary of main points is provided, consistent with the analysis, justified by the results, and relevant to the purpose. Conclusions are provided	Summarizes the pertinent details of the collected information concisely and accurately in an insightful, logical, and comprehensive manner, with a critical appraisal of the relevant issues, including	Summary is incomplete, unstructured, or indiscriminate or fails to present key elements of the collected information concisely and accurately; lacks evidence of integration and critical appraisal by the student, or omits relevant issues including

	at the end of the summary or in a separate section as appropriate.	interdisciplinary implications. Draws conclusions justified by the analysis.	interdisciplinary implications.
	ESSENTIAL COMPONENTS	**SATISFACTORY**	**UNSATISFACTORY**
6.	**Recommendations** Recommendations relate to the results of the analysis and offer objective solutions to problems raised in the paper.	Provides thoughtful and pertinent recommendations based on the policy analysis conducted.	Recommendations are not based on the policy analysis conducted or are incomplete or missing.
7.	**Overall Quality of Content** Depth and quality of reasoned critical review of the importance of the major policy attributes demonstrating a significant understanding of the selected topic.	Evaluates critically the significance of the information collected in furthering understanding of the health care or human services policy. Shows excellent choices of what to include in the analysis given the page constraints and organizes the information effectively.	Insufficient understanding of the significance of the health care or human services policy selected is demonstrated. Problems are noted in choices about content, level of detail, or organizational structure.
8.	**References** Well-chosen references, selected with scientific methodology, and with appropriate, consistent, and complete citations and matching references.	Provides rationale, procedures, and criteria for reference selection, and cites references in a thorough, appropriate, and consistent manner. Reference list is complete and formatted consistently and appropriately.	Some references are inappropriate, their selection is superficial, or citation format is inconsistent or does not follow prescribed format. All and only cited references are included in the reference list.
9.	**Overall Quality of Presentation** Quality presentation and organization, correct use of grammar and spelling with no proofreading errors.	Includes a cover page, follows graduate college formatting guidelines, and presents and organizes information effectively, with accurate grammar and spelling and clear evidence of proofreading.	Presentation is of low quality, disorganized, or contains grammar, spelling, or proofreading errors
10.	**Length** Length of body of review is limited to 10 to 15 pages, with 12-point font and 1 inch margins.	Completes the comprehensive analysis in 10 to 15 pages. (Cover page and references, tables, and figures need not be counted in this total.)	Analysis does not adhere to prescribed length.

PH.D. IN INTERDISCIPLINARY HEALTH SCIENCES
Comprehensive Examination 2 – Policy Analysis

ACADEMIC HONESTY DECLARATION

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I have read and understand the Academic Honesty policies of Western Michigan University. The work that I submit as a requirement for Comprehensive Examination 2 for the Ph.D. in Interdisciplinary Health Sciences degree is solely my own work, except as modified in response to reviewers' comments, and otherwise, as explained below.

Name:

Date:

CE3 GRANT PROTOCOL

Chair: Dr. Diane Dirette

Comprehensive Examination 3 (CE3) requires doctoral students to write a grant application using knowledge gained in the course on grant writing (IHS 6310). The grant application must be written at a level of scholarship acceptable to the Examination Committee. The grant application will be used to determine the student's achievement of Competencies 7 and 10, in addition to satisfying the completion of CE3. Additionally, the grant comprehensive examination process shall be used to develop the student's overall research agenda (e.g., Research Practicum, Policy Exam, Dissertation focus area). It is expected that the CE3 submission represents the student's final product. The student is not required to submit the proposal to a funder to pass the comprehensive examination.

Grant Comprehensive Exam Requirements (Guideline Components)

1. The student must have successfully completed IHS 6310 prior to submitting materials for the CE3. It is recommended that the grant comprehensive exam be submitted as early as feasible after IHS 6310 is successfully completed. Ideally, the student should use the proposal developed in IHS 6310 with any appropriate modifications following feedback from the instructor.
2. The components of the Grant Comprehensive Exam (8–10-page length, 1" margins, 12 pt. Times, single-spacing) must include:
    - A description of a specific external funding agency, which would be appropriate for the specific project, if submitted, and a description of how disciplines other than the student's own would be included in the project. Use the CE3 Funder Selection Form for this portion of the examination.

    - Required sections of the proposed grant application:

        - Grant Comp Outline (10 page limit – excluding appendices)
            - Project Summary / Abstract
            - Project Narrative (Summary of the problem and existing research)
            - Specific Aims
            - Research Strategy (Brief explanation of how these aims will be reached)
            - Significance (How will this study contribute to the body of knowledge?)
            - Innovation (What is unique about this study?)
            - Research Approach
                - Design
                - Participants
                - Materials and Procedures
                - Analysis / Interpretation
                - Limitations
                - Conclusions

- References
- Budget Justification
    - Senior / Key Personnel
    - Materials/Supplies
    - Travel
- Budget
- Biographical Sketch
    - Personal Statement
    - Positions and Honors
    - Contributions to the field

Following Items are appendices

- References
- Budget Justification
- Senior / Key Personnel
- Materials/Supplies/Computer services
- Travel
- Budget (table)
- BIOGRAPHICAL SKETCH

3. The final submission to the Examination Committee must also be accompanied by a signed Academic Honesty Declaration. The document may be submitted with a typed signature via email attachment in lieu of an original signature.

Assessment of CE3 Grant Application

The grant application will be reviewed by the CE3 Committee members using the criteria summarized below and with reference to criteria of the funding agency. When the review is complete, the committee will judge the completion of the CE3 requirements as "satisfactory" or "unsatisfactory." If the grant application is judged unsatisfactory, the student will receive a written description of:

1. The deficiencies and recommendations for improvements.
2. Date for resubmission (generally 30 days from receipt of the email notification, or another agreed upon date).

If the grant is judged unsatisfactory on the first attempt (total of 3 attempts allowed), the student may receive additional clarification from the CE3 committee member's written comments if needed and resubmit the CE3 to the committee once more. If the student fails to satisfy the recommended revisions, and the revised grant is assessed again as unsatisfactory, additional revisions may be requested by the committee. If after the 3rd revision, and the grant continues to be judged unsatisfactory, the student's name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program.

Resubmitted materials must be sent to the examination committee chair with a cover memo that explains how the revised materials are responsive to the Committee's recommendations. A table

that details the committee's feedback and the specific response to that feedback is recommended. The edited copy with the committee's comments should be used for the revisions, edited by the student, and returned to the chair of the committee. Do not return a revised version without the committee's comments.

Formal notification of passing all requirements for Comprehensive Examination 3 will come from the Chair of the CE3 review committee and notification will be sent to the students' Academic Advisor.

IHS CE3 Funder Selection Report Form

Your Name:

Your Proposal Title:

Name of Funder:

Submission Deadline Date(s):

Describe the specific funding mechanism:

Describe the mission of the funder:

Describe how your proposal fits the mission of the funder/funding mechanism:

Describe how you would incorporate other disciplines into proposed project:

Attach your proposal to this document.

Criteria for Assessment of Grant Application

Repeated failure to achieve a "Satisfactory" rating for *any* Essential Component may result in failure to pass CE3, Grant Application.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Responsive to CE3 Guideline requirements** All elements of the application (including organizational headings) conform to the required CE3 Guideline Component requirements.	All elements of the application are within the parameters required by the CE3 Guideline Components, and the purpose of the project is relevant to the funding agency's mission.	Not all elements required by the CE3 Guideline Components are included, or the student demonstrates insufficient knowledge of the funding agency's requirements and mission.
2.	**Overview and Purpose** Clarity and precision of overview of project, goals, and specific problem the project will address.	Clear overview of project, concise account of project goals, clear statement of problem to be addressed.	Overview confusing or missing, or goals unclear or problem not well defined.
3.	**Background and Significance** Persuasive nature of the description of the significance of the problem evidenced by the review of the key literature.	Thorough review of the literature and other data provide a cogent argument for the importance of addressing this problem, using excellent sources and rationale for establishing the background and the significance of the proposed activity.	Review of literature cursory, absent, or inappropriate. Inadequate sources of information are used, or the background is poorly described, or the significance of the proposed activity is not well established.
4.	**Objectives** Objectives are described with measurable benchmarks.	An appropriate number of clearly defined measurable objectives.	Inappropriate number of objectives or objectives that are not measurable; or poor or ill conceived research design; inadequate or poorly articulated methodology, or inappropriate analysis.
5.	**Implementation Plan** Methods for addressing the problem include (as appropriate) research design, procedures, and analysis plan. Also describes appropriate work plan including resources required and realistic timeline: What, who, when, and how.	Effective research design, well thought-out and detailed description of the methodology. Detailed, achievable work plan and timeline. Detailed description and justification of all resources including named personnel, equipment, and materials required at each stage.	Implementation plan lacks detail, or is illogically presented; or lacks adequate description of personnel roles, equipment or materials needed; or unrealistic timeline.
6.	**Evaluation/Statistical Analysis Plan** Comprehensive evaluation plan and/or plan for statistical analysis of outcomes to answer research questions.	A fully developed evaluation plan of outcomes which details how outcomes will be measured and evaluated.	Evaluation plan poorly developed, or does not measure outcomes, or is missing.
7.	**Budget and Justification** Budget detail that is comprehensive, realistic, and accurate, with convincing justification.	The budget is comprehensive, realistic, and accurate; the justification is sufficiently detailed and convincing.	The budget, its justification, and forms include inaccuracies, are unrealistic, incompatible with requirements, or suggest that an incomplete grasp of concepts of budget construction and justification.
	ESSENTIAL COMPONENTS	**SATISFACTORY**	**UNSATISFACTORY**

8.	**References** References are appropriate, cover sufficient breadth and depth, use a citation format that is consistent and accurate, and exactly match the citations in the grant narrative.	Cited references are appropriate, cover sufficient breadth and depth of topic, and the citation format is consistent and accurate. Reference list matches citations in document exactly.	Some references are inappropriate, their selection is superficial, or citation format is inconsistent or does not follow prescribed format. Some references are missing, others that were not cited are included in the reference list.
9.	**Overall Quality of Application** Quality of application is organized, accurate, scholarly, and of solid substance.	Information is presented and organized efficiently and effectively, with accurate grammar and spelling and no proofreading errors.	Presentation is of low quality and disorganized, or grammar and spelling or proofreading errors are present.
10.	**Length** Proposal length conforms to CE3 Guidelines prescribed limit.	Length of the proposal conforms to funding agency's limit, and addendum, if required, meets the Examination Committee's specifications.	Length of the proposal does not conform to program's limit, or addendum, if required, does not meet the Examination Committee's specifications.

PH.D. IN INTERDISCIPLINARY HEALTH SCIENCES
Comprehensive Examination 3 – Grant Application

ACADEMIC HONESTY DECLARATION

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I have read and understand the Academic Honesty policies of Western Michigan University. The work that I submit as a requirement for Comprehensive Examination 3 for the Ph.D. in Interdisciplinary Health Sciences degree is my own work as primary author of the application, except as modified in response to reviewers' comments, and otherwise, as explained below.

Name:

Date:

CE 4 TEACHING PROTOCOL

Chair: Student's Academic Advisor

Comprehensive Examination 4 (CE4) requires preparation of a Teaching Portfolio for the course taught for the student's teaching practicum. The portfolio should be neatly organized and may be presented on any easily accessible electronic platform. The portfolio should begin with a Narrative Overview and include tabbed sections for presenting the syllabus, instructional materials, laboratory activities, readings, assignments, assessments, evaluation, journal exchanges, and self-evaluation. The Teaching Portfolio shall be submitted 30 days after the course is completed (or 30 days after receiving your student evaluations from the course).

The Teaching Portfolio will be used to determine the student's achievement of Competencies 9 and 10, in addition to satisfying the completion of CE4.

Requirements:

1. The student must have successfully completed both pedagogy courses (IHS 6290 and IHS 6320) and the teaching practicum (IHS 7130) prior to submitting materials for CE4. It is recommended that the Portfolio for CE4 be submitted soon after completing the Teaching Practicum, which generally occurs in spring semester of Year 2.
2. The student must provide a narrative overview, which describes the experience and discusses each of the components of the portfolio. It should include the student's theoretical framework and personal teaching philosophy; a rationale for the chosen topics, delivery model, textbooks, and innovative instructional methods; integrated feedback from teaching the course; a reflective self-evaluation of the experience; and detailed discussion about how the feedback and self-reflection will be used to modify the course in the future. The student is expected to use innovative instructional techniques and provide evidence within the narrative overview for how concepts learned in the IHS pedagogy courses have been implemented. This generally means that materials used in the pedagogy course should appear as references in the development of the statement of rationale.
3. The student is expected to indicate within the narrative overview how the course design and materials will be modified in the future based on input from student evaluations, journal reflections, and feedback from the members of the student's Teaching Committee.
4. All chosen topics, delivery models, textbooks, and instructional methods must be justified within the narrative overview and at other appropriate points in the portfolio.
5. The final submission to the advisor must be accompanied by a signed Academic Honesty Declaration. The document may be submitted with a typed signature via email attachment in lieu of an original signature.
6. The Teaching Portfolio shall be submitted 30 days after the course is completed (or 30 days after receiving your student evaluations from the course).

Assessment of CE4 Teaching

The Teaching Portfolio will be reviewed by the advisor and judged as 'satisfactory' or 'unsatisfactory' in meeting the Comprehensive Examination criteria summarized below. If the portfolio is judged unsatisfactory, the student will receive within approximately 30 days a written description of:

1. The deficiencies and recommendations for improvements.
2. Date for resubmission (generally 30 days from receipt of the letter).

If any component of the CE4 portfolio is judged unsatisfactory on the first attempt, the student will have an opportunity to correct any deficiencies. Generally, only one opportunity will be allowed, although the advisor may give the student an opportunity to make further minor revisions. Resubmitted or newly submitted materials must be sent to the advisor with a cover memo explaining how the revised materials are responsive to the advisor's recommendations. If the student fails to satisfy the recommended revisions, and if the revised Teaching Portfolio still is assessed as unsatisfactory, the student may fail the examination, resulting in dismissal from the program. Any requested revisions must be approved before a "pass" can be granted. Formal notification of passing all requirements for CE4 will come from the advisor.

Criteria for Assessment of Teaching Portfolio

Failure to comply with *any* Essential Component may result in an unsatisfactory grade for the Teaching Portfolio.

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
1.	**Narrative Overview** (5 – 10 pages, 12 pt., double-spaced, with 1" margins), in which the student presents his or her theoretical framework and personal teaching philosophy; provides a rationale for the chosen topics, delivery model, textbooks, and innovative instructional methods; integrates all forms of feedback from teaching the course; provides a reflective self-evaluation of the experience; and discusses in detail how the feedback and self-reflection will be used to modify the course in the future.	The Narrative Overview provides a scholarly overview of the student's teaching philosophy, rationale for course elements, and evidence of reflection on feedback to improve the course and pedagogy. Chosen topics, delivery model, textbooks, and instructional methods are clearly explained and justified, and innovative pedagogical elements are included, with scholarly citations of references from courses in pedagogy sequence.	The self-evaluation narrative does not address all key components of the course, offers inadequate rationale for choices, and/or does not acknowledge areas of weakness raised by student evaluations or evaluations by the academic advisor or others; the instructor shows insufficient self-analysis and response to criticisms, concerns, and suggestions that were raised by others. Chosen topics, delivery model, textbooks, and instructional methods are not clearly explained or inadequately justified with reference to pedagogy courses.
2.	**Syllabus** • Course information – class dates, times, locations, etc. • Instructor information – name, contact information, office hours, etc. • Textbooks/reading materials – required and recommended • Course description • Course objectives • Class policies – attendance, make-up or late work, academic honesty, accommodations for disability, etc. • Description of each class session, including: i. Topics covered ii. Materials used, including audio-visual iii. Activities, including labs and other hands on activities iv. Readings v. Assignments vi. Pedagogy • Assessment of objectives i. Sequence in which assessments were given. ii. Format – type of assessment used to assess each course objective.	The syllabus is complete and comprehensive, including all the essential components, with information clearly and appropriately presented for the targeted student audience. There is no ambiguity in course content, objectives, policies, or instructions.	The syllabus does not include all the essential components. Information is incomplete, or disorganized, or uses inappropriate language for the targeted student audience. There is some ambiguity in course content, objectives, policies, or instructions.

	iii. Scoring guides for all essay questions, projects • Grading policy		

	ESSENTIAL COMPONENTS	SATISFACTORY	UNSATISFACTORY
3.	**Course Materials** Materials used in teaching the course, including course packs, handouts, activities, etc.	Materials, including course packs, handouts, activities, etc., are complete, sufficiently detailed, well organized, clearly legible, attractively presented.	Materials, including course packs, handouts, activities, etc., are incomplete, lack sufficient detail, are disorganized, illegible in parts, or not attractively presented.
4.	**Assessment Tools** Copies of all assessments, including formal tests and scoring rubrics or other forms of assessment.	Assessments are well structured and show incremental assessment of knowledge and/or skills, test course objectives, integration, synthesis, and application of knowledge and/or skills, as well as factual information.	Assessments show little evidence of incremental assessment of knowledge and/or skills, or do not assess all course objectives, or predominantly require factual recall and fail to test synthesis and application of information.
5.	**Evaluations** Appropriate course and instructor evaluations, including evaluation components under the student instructor's control and any evaluations required by the institution sponsoring the course for which results are available within the timeframe of the review.	Course and instructor evaluations assess the instructor's performance, course content, and achievement of objectives. They are comprehensive, of appropriate length, well organized, and clearly presented, and the student addresses all key points raised in the evaluation within the Narrative Overview.	Course and instructor evaluations do not evaluate all aspects of the instructor's performance, or course content, or achievement of objectives. Evaluation tools under student control are imprecisely worded, of inappropriate length, disorganized, or poorly presented. Student does not adequately address all key evaluation issues in the Narrative Overview.

PH.D. IN INTERDISCIPLINARY HEALTH SCIENCES
Comprehensive Examination 4 – Course Development

ACADEMIC HONESTY DECLARATION

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the Examination Committee chair if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

I have read and understand the Academic Honesty policies of Western Michigan University. The work that I submit as a requirement for Comprehensive Examination 4 for the Ph.D. in Interdisciplinary Health Sciences degree is solely my own work, except as modified in response to reviewers' comments, and otherwise, as explained below.

Name:

Date:

DISSERTATION CONCEPT PAPER PROTOCOL

The student may elect to do either a traditional five-chapter dissertation or a "three-paper" dissertation. The differences between these two choices are outlined in the table below.

Traditional Dissertation	Three-Paper Dissertation
Ch 1. Introduction Ch 2. Review of literature Ch 3. Methods Ch 4. Results Ch 5. Discussion	Ch 1. Introduction Ch 2. Paper one (may be IHS 7350 paper) Ch 3. Paper two Ch 4. Paper three Ch 5. Integrative summary

The purpose of the concept paper is to lay out the basic concepts and methods for the dissertation research for review, discussion, and tentative approval of the student's dissertation committee. The meeting to discuss these comments is informal and interactive. The outcome of the meeting is approval of the concept paper or requests for modifications prior to approval. The student must work with the dissertation chair and committee to decide which format is best and should adjust the plans to meet the committee's specifications based on the concept paper meeting. Both qualitative and quantitative methods are valued in this program and can be used for dissertation research, pending approval of the student's dissertation committee.

FORMAT

If the traditional format is being proposed, the concept paper should incorporate a brief outline of each of the first three chapters, incorporating the components listed below. Emphasis will be placed on the problem that motivates the research, as well as the research questions, rationale, and methods for the major study that will make up the dissertation research. If the three-paper method is being proposed, the student should describe similar concepts for each of the three component papers in a more concise form. Chapter overviews are generally listed sequentially in concept papers for three-paper dissertations. Concept papers are approximately 5-10 pages in length. An exception is when concept papers propose to include the CE1 paper in a three-paper method dissertation, in which case the paper will be longer in order to incorporate the existing paper for the committee to review.

Statement of the Problem

The statement of the problem is a rational and reasoned argument that posits the problem and indicates the necessity for the research. This should be supported by a literature review of critical studies that provide sufficient information to identify the "gap" in the current research that will be addressed by the proposed study. This will set the stage for how your research

will contribute to attempts to address the problem. This section also will incorporate definitions of key concepts.

Significance of the Research
Significance should be established by presenting an integrative review of key sources that establish the need for the study or studies. The far-reaching implications of the project findings should be addressed as well. This should include a brief review of the literature with relevant citations and may also include an outline of additional topics to be included in the review of the literature conducted while in the dissertation phase for the main study or collection of studies.

Research Question(s)
The synopsis for the proposed study or studies will present the question(s) and show how the methods will be designed to answer those questions. Bear in mind that any questions should be answerable within the timeline and framework of dissertation research. Consider the nature of the data that will be gathered and analysis techniques that will be used to answer each question or set of questions. One way to do this is by providing a table that will show the independent and dependent variables and analysis tools that will be used for each study.

Method(s)
The methods description(s) should include data sources, instruments, procedures, and analysis methods to be used in each study. It will be important to gather the committee's input and tentative approval of the methods, which the student will tighten and elaborate for the formal proposal.

CONCEPT PAPER APPROVAL

The concept paper must be discussed in a face-to-face meeting with the student's approved dissertation committee. Distance technology may be used as needed. Concept Paper approval must be obtained from all committee members before preparing the dissertation proposal for formal defense. The approval form for this process follows. It is a within-program form, in contrast to the other dissertation forms, which are downloaded from the Graduate College web pages.

Dissertation Concept Paper Approval Form

WESTERN MICHIGAN UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES

PH.D. IN INTERDISCIPLINARY HEALTH SCIENCES

WORKING TITLE:

STUDENT'S NAME:

The committee agrees with the concepts put forward in this paper and that the student is ready to prepare a dissertation proposal based on these concepts. The committee recommends this student be allowed to register for dissertation credit (7300). The full proposal still must be presented in a formal meeting with the committee for approval. Only at that point can the student apply for Doctoral Candidate status.

Signed

Committee Chair _____ Date _____

Committee member 1 _____ Date _____

Committee member 2 _____ Date _____

Committee member 3 _____ Date _____

DISSERTATION PROPOSAL AND COMPLETION PROTOCOL

Note: The descriptions in this section provide suggestions for formatting. The actual proposal format and content will be guided by the student's dissertation committee and may vary depending on whether the student is using a traditional five-chapter dissertation or the alternative three-paper format.

Dissertation Proposal

- The proposal is made up of fully developed Chapters 1-3 for a traditional dissertation or Chapters 1-4 of a three-paper dissertation.
- The proposal must be defended in a formal face-to-face meeting with the student's dissertation committee. Faculty members from outside the University may join in via conference call as needed. This proposal meeting should be scheduled for a two-hour block of time. It generally begins with a formal presentation of 20-30 minutes, followed by discussion. Alternatively, shorter presentations may be provided for each of the studies being proposed, with discussions following each component study presentation.
- After a successful defense (and pending granting of HSIRB approval), the student will have earned doctoral candidate status and permission to move forward in completing. the proposed research.
- The Graduate College has an official form for proposal approval. This form can be downloaded from http://www.wmich.edu/grad/forms

Dissertation Completion

- Either a five chapter or three-paper structure may be used. The research may be conducted using either quantitative or qualitative methods or mixed methods.
- The standard structure for a five-chapter dissertation is:
  Chapter I = Introductory Chapter
  Chapter II = Literature Review
  Chapter III = Method
  Chapter IV = Results
  Chapter V = Discussion
- The standard structure for a three paper (still in 5 chapters) dissertation is:
  Chapter I = Introductory Chapter
  Chapter II = Paper 1
  Chapter III = Paper 2
  Chapter IV = Paper 3
  Chapter V = Integrative Discussion
- The student and dissertation chair will decide how to engage members of the dissertation committee during the process of completing the research and writing the results and discussion chapters. Any major variations in methodology approved as part of the proposal should be presented to the committee for approval if they arise.

- Students often present drafted chapters to the chair of their dissertation committee first and then to the whole committee when approved for submission by the chair. As a general guideline the committee should be given two weeks for reviewing each submission (unless a different timeframe has received agreement by the committee).
- When the candidate, chair, and committee agree that the document is ready, the candidate may schedule the dissertation defense. The two-hour defense must be formally scheduled with the Graduate College at least 2 weeks prior to the scheduled defense date.
- At this point, the candidate should provide a completely compiled dissertation to members of the dissertation committee, allowing approximately 2 weeks for the committee to review the final version of dissertation prior to meeting.
- In most cases, a dissertation defense begins with a public presentation of approximately 30-35 min, followed by a period of 25-30 min for questions from the audience. At this point, the committee chair excuses other guests and the committee meets with the candidate for 45-60 minutes to discuss any further changes needed in the dissertation and to ask questions of the candidate about any aspects of the work. At the conclusion, the candidate is excused while the committee deliberates approval of the defense and the document. Most candidates are asked to make some changes before submitting the document to the Graduate College. It is wise to arrange for a professional formatter to assist with the final preparation of the manuscript prior to submission to the Graduate College. Requirements and forms for submission can be found at http://www.wmich.edu/grad/forms

TRANSFER OF CREDIT

Students are encouraged to explore cognate coursework at outside institutions as well as WMU. If a student wishes to take a course at another accredited graduate institution, the student must receive approval for the course as part of the cognate approval process.

If the course is taken in Michigan, the credit and grade can be transferred using the Michigan Intercollegiate Graduate Sciences Program (MIGS).

If the course is taken outside the MIGS program, only the credit can be transferred. The course will be recorded as a pass if the grade is ≥ 3.0. To transfer credit, ask the institution which offered the course to send a transcript to the Office of the Registrar. The credit will not appear on the student's transcript until it is audited before graduation. The course must appear on the student's Program of Study form.

NOTE: If a student wishes to transfer credit from a course taken prior to entry into the program, the student's 7-year clock for completion of the Ph.D. degree will begin at the date that the transferred course was taken.

MICHIGAN INTERCOLLEGIATE GRADUATE SCIENCES (MIGS) PROGRAM

Graduate students who are in good standing in a degree program are eligible to elect courses at several graduate schools in Michigan with the approval of both Host and Home faculty. This program for guest scholars enables graduate students to take advantage of unique educational opportunities throughout the state. Contact your graduate office for a list of participating institutions and MIGS liaison officers. (The ***Home Institution*** is where the student is currently enrolled in a graduate degree program, the ***Host Institution*** is where the student wishes to be a guest.) Please download the current application form from: http://www.wmich.edu/grad/forms

PROCEDURE

First, the student and academic advisor decide if the course(s) are appropriate to the student's program of study and are not available at his/her Home Institution. Then the advisor discusses the plan with the appropriate faculty members at the Host Institution. The Host department is consulted to ensure that space is available for enrollment. Next, the student obtains a MIGS application from the Home Institution. When signatures of the Academic Advisor and MIGS Liaison Officer have been obtained, signifying the student is qualified and eligible, the MIGS Liaison Officer forwards the application to the Host Institution for completion. Once the admission has been approved by the Host Department, the MIGS Liaison Officer at the Host Institution issues admissions documents and provides registration instructions and forwards a copy of the admission letter to the Home Institution.

After completing the course(s), the student is responsible for arranging to have one official transcript of MIGS studies sent to their department at the Home Institution. The student should also contact that office to indicate a transcript is being sent for posting on the academic record as MIGS graduate credit.

ADDITIONAL INFORMATION

FEES: Students on a MIGS enrollment pay tuition and other fees normally charged by the Host Institution for the services rendered.

RESIDENCY STATUS is the same as at the Home Institution.

CREDIT: All credit earned under a MIGS enrollment will be accepted by a student's Home Institution as if offered by that institution.

GRADES earned in MIGS courses will be applied toward the Home Institution grade point average.

PART-TIME: A student may combine a part-time enrollment at the Home Institution with a part-time MIGS enrollment with the approval of the student's academic advisor.

FELLOWSHIPS: MIGS participation does not necessarily modify fellowship commitments made by a Home Institution for a given period, therefore, specific arrangements for individual cases should be negotiated with the appropriate officials.

ENROLLMENTS are limited to six (6) credits for master's or specialist degree students or nine (9) credit hours for doctoral degree students.

TRANSCRIPTS: The student is responsible for arranging to have transcripts certifying completion of work under a MIGS enrollment forwarded to the Home Institution.

GRADUATE COLLEGE LEAVE OF ABSENCE POLICY

Western Michigan University has a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend consecutively for up to two semesters and two summer sessions. Extensions of a leave of absence may be possible with a new application. Reasons for requiring a leave usually include bereavement, illness, care giving, maternity, paternity, and call to active military duty. Students requesting a leave of absence must submit an application to their department/school/unit chairperson or director. Please download current form from: https://wmich.edu/grad/forms

Preparing the Application for Leave of Absence
In consultation with the academic advisor, the Application for Leave of Absence form is to be completed by the student and signed by both the student and the advisor. The application is to be submitted to the program director for review and signature before being forwarded to the Dean of The Graduate College. Whenever possible, application should be made in advance of the anticipated leave or as soon as possible after commencement of the leave. Whenever possible, it is helpful if the commencement and termination of the leave coincides with the beginning of a semester or session.

It is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students supported by student loan programs should clarify the consequences that such a leave may have on their repayment status. International students are advised to consult with the Office of International Students regarding their immigration status during a proposed leave.

A student granted a leave of absence would have his or her time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy also will be held in abeyance during this time.

The leave of absence is designed to end at a specific date and guarantees readmission and continuation at that point. Please note it is the student's responsibility to retain a copy of their Leave of Absence form and bring it to The Graduate College upon return from leave of absence to renew registration status. However, once the 12-month period is exceeded the student's status with the University will shift from "active" to "inactive" as 12 months will have passed without enrollment. Once this occurs, the student will need to request readmission to the program prior to continuation.

Graduate Appointees Requesting a Leave of Absence
A graduate student holding an assistantship, associateship, or fellowship who is granted a leave of absence will have his or her salary and stipend (where applicable) suspended during the period of the leave. During the absence, a student replacement will serve usually on a

temporary basis. Whenever possible, the remainder of the appointment will be held for the student upon his or her return to the next term. However, in situations where research activity has progressed substantially during the absence, the original appointee may no longer be able to resume the appointment. In situations where the student is returning in the next academic year, efforts will be made for that student to resume his or her appointment if possible.
If a student appointee and chairperson/director disagree on the leave or its arrangements, students may follow the dispute resolution process available under the policy on Adjudication of Situations Involving Graduate Students Rights and Responsibilities.

APPENDIX A. COURSE DESCRIPTIONS

IHS6240 Scientific Inquiry in Interdisciplinary Health Sciences. This seminar orients students in the Ph.D. program in Interdisciplinary Health Sciences to historical factors and milestones in the development of current methods of scientific inquiry in health and human services, leading to current interdisciplinary research practices. Students will learn to analyze critically the assumptions of current theories and models used in research across health and human services disciplines. Format of sessions will include lecture and seminar features of student-led discussion and presentations. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 1 hour

IHS6250 Health and Human Services Organization and Delivery Systems . Provides a systematic approach to understanding the origin, evolution, and utilization of health and human services in the United States, including a review of the legislative process. Concepts and perspectives concerning the influence of economics and politics on current service provision are also explored. The course examines the institutional and individual providers, alternative delivery models, the dynamics of health and human service markets, and the impact of changing service environment on service organizations and delivery strategies. Topics such as managed care including Medicaid Managed Care, community health care, and the development of services responsive to the needs of special populations, multicultural societies, and underserved communities will be discussed. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS6260 Qualitative Research Concepts in Interdisciplinary Health Sciences. Students learn to design and conduct studies and analyze research findings using qualitative research methods. These methods include comparative, historical, case study, content analysis and other types of observation and interview strategies for data collection. Approaches include phenomenology, ethnography, narrative, and grounded theory. Students learn strengths and limitations of qualitative research approaches and methods for expanding the knowledge base in health and human services. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS6270 Health and Human Services Policy and Politics. Develops a systematic and analytical framework for understanding policy-making processes in health and human services, including identification of need and the formulation, implementation, and evaluation of policy. The political processes by which decisions are made and resources allocated and the ethics, legislative process, institutional, and special interest factors that affect these processes at local, state, and federal levels, are also considered. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS6280 Statistics I in Interdisciplinary Health Sciences. Provides an overview of the statistical concepts and methods often used in HHS research. Course content will include concepts of probability, hypothesis testing, measures of central tendency and dispersion, and sampling. Students will learn to conduct bivariate and multivariate statistical tests common in HHS research, and to interpret the results. Students will be introduced to basic concepts in parametric and non-parametric statistical analyses. Examples will be drawn from current research in health and human services, and students will acquire skills in critiquing research designs and statistical approaches. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS6290 College Instruction and Assessment. Examines current theories and best practices regarding learning, intelligence, memory, and learning styles and individual capabilities, and their application to curriculum design, instruction, and methods of assessment. The effects of class, gender, and culture on learning and teaching are analyzed, as well as curricular issues related to accreditation of programs and to professional licensure and certification. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS6300 Designing and Conducting Health and Human Services Research. Students learn to formulate and focus research questions, select a research design to answer the questions, collect data or identify a data source, and develop a plan for analyzing and evaluating different types of data. Topics included in this course include commonly

used experimental and quasi-experimental research designs and threats to internal and external validity of research results. Ethical issues in designing, conducting and reporting of research findings are also discussed, along with issues of multiculturalism and interdisciplinary approaches used in research design. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6310 Grant Proposal Development and Management. Provides students with skills needed to compete for funding in health and human services. This course provides an overview of grant writing, including identifying sources of research and program development support and developing successful proposals, including drafting budgets, preparing research plans or evaluation plans, and developing collaborative relationships to strengthen grant proposals. Principles of project management also are discussed. These include ensuring fiscal and ethical accountability, interacting with collaborative partners, and documenting progress toward project goals. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6320 Innovative Pedagogy and Instructional Design. Examines models of teaching and related research and the inclusion of innovative pedagogy; including teaching through technology, problem-based learning, collaborative learning, learner-centered instruction, and distance learning. Techniques for instructional design and assessment are discussed. Learners will be expected to apply one or more innovative pedagogies in an applied area. Open to graduate students only. Prerequisite: IHS 6290 with a grade of "CB" or better, and admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6330 Ethics and Law in Health and Human Services. Students learn to apply ethical concepts, principles, and theories to health and human service decision-making, policy formulation, and to clinical and research situations. Current issues in healthcare and social ethics are examined, together with the legal and ethical concerns, which affect interdisciplinary collaborative practice. Laws are discussed which influence the provision and delivery of care and services at local, state, and federal levels. Open to graduate students only.Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6350 Evidence-Based Practice and Interdisciplinary Research in Health and Human Services. This capstone course uses a seminar format for student-led discussions of evidence-based practice and interdisciplinary research. Course topics include theory and historical foundations, management structures and economic factors, team dynamics and communication, collaborative decision-making and conflict resolution, and methods of conducting research for, applying, and teaching evidence-based practice. Students apply the lens of evidence-based practice within and across disciplines to develop an interdisciplinary vision for addressing critical current issues in health and human services. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6360 Statistics II in Interdisciplinary Health Sciences. Continuing from material covered in IHS 6280, Statistics I in Interdisciplinary Health Sciences, this course examines theory and practice using advanced concepts of statistics with application to complex problems in interdisciplinary health and human services research. Addresses topics such as ANOVA and linear and logistic regression. Open to graduate students only. Prerequisite: IHS 6280 with a grade of "CB" or better" and admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 3 hours

IHS 6380 Special Topics in Interdisciplinary Health Sciences. This is a variable topics, variable credit graduate level course for consideration of current and special interest in health and human services topics. Specific topics and number of credit hours will be announced each time the course is scheduled. May be repeated for credit. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 1 to 4 hours

IHS 6970 IHS Pre-Dissertation Seminar. This course facilitates the transition from course work to dissertation research. Students must be registered continuously for at least one hour per session in the pre-dissertation seminar with their academic advisors to maintain their residency in the Ph.D. program after completing required coursework and while completing any cognate courses, their four comprehensive examination products, and a dissertation concept paper. Graded on a Credit/No Credit basis. May be repeated for credit. Open to graduate students only.

Prerequisite: Completion of required coursework in Ph.D. in Interdisciplinary Health Sciences and departmental approval. Co-requisite: Completion of any remaining cognate courses. 1 to 6 hours

IHS 6980 Readings in Interdisciplinary Health Sciences. This course is offered as independent study and reading under the guidance of a faculty member. Initiative for planning the topic for investigation and seeking the appropriate faculty member comes from the student, with consultation from the advisor. May be repeated. Graded on a Credit/No Credit basis. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences, and approval of instructor and program advisor. 1 to 4 hours

IHS 7100 Independent Research. The student conducts independent research under advisement of the course instructor following approval of the research plan, which serves as the course syllabus, including specification of deliverables. May be repeated. Graded on a credit/No Credit basis. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or instructor approval. 1 to 6 hours

IHS 7130 Practicum in College Teaching in Health and Human Services. Students apply the theory and techniques learned in the pedagogical module of the Ph.D. program in Interdisciplinary Health Sciences and develop instructional skills through participation in a supervised teaching practicum. Students generally teach a two- or three-credit course, although modifications may be approved by the program. This mentored teaching experience involves demonstration of competence and innovation in course preparation, instruction, and assessment. Graded on a Credit/No Credit basis. Open to graduate students only. Prerequisite: IHS 6290 and IHS 6320 with a grade of "CB" or better, and admission to the Ph.D. in Interdisciplinary Health Sciences and departmental approval. 3 hours

IHS 7300 Doctoral Dissertation. Students complete a traditional five-chapter dissertation or a three-paper dissertation, with an introductory chapter and a final discussion chapter, as approved by the student's dissertation committee. Students in the Interdisciplinary Health Sciences Ph.D. program must complete at least 12 dissertation hours and be registered for at least one hour of IHS 7300 every session after becoming eligible until graduation. May be repeated. Graded on a Credit/No Credit basis. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences and departmental approval. 1 to 12 hours

IHS 7350 Research Practicum. The research practicum provides students with an experiential introduction to interdisciplinary research. Students plan, conduct, analyze (using quantitative techniques), and report original research (may involve secondary data analysis) under the guidance and supervision of a faculty member. Generally taken in two three-hour blocks in Summer I sessions of the first and second year in the program. May be repeated. Graded on a Credit/No Credit basis. Open to graduate students only. Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Sciences or program approval. 1 – 6 hours

APPENDIX B. WEEKEND CLASS SUMMER SESSIONATTENDANCE POLICY

A student should not be absent from any part of a weekend class and/or summer session. Only in extreme circumstances may a student be excused by the instructor for missing any portion of a weekend class and/or summer session. These circumstances are limited to major illness, serious injury, a death in the immediate family, hospitalization, or military orders. The student may be required to complete additional make-up assignments for time missed. Unexcused absences will result in the loss of course points, as determined by the instructor.

APPENDIX C.
ARTIFICAL INTELLIGENCE POLICY

Artificial intelligence (AI) has become a ubiquitous concept in the educational setting. The purpose of this policy is to guide your use of AI throughout the IHS Ph.D. education process. Generative AI technologies are programs that create content through data mining resources from the internet using language-based prompts. These technologies can generate text and images and solve complex math problems. There are two types of AI content: AI-generated and AI-assisted (Bishop, 2023). AI-generated content includes text and images that are created by the programs when given the prompts. Whereas AI-assisted content includes text and images that were created by an author who used programs to organize and edit the materials. This distinction will be important when we discuss the guidelines for publishing using AI.

Keep in mind that AI generated writing may not provide accurate information and citations and is created without critical review. AI has the ability to gather and synthesize information, but it does not have the experience and judgment required to provide wisdom. Knowledge is created through a wealth of sources including research, evidence, clinical experience, critical thinking, and judgment. In this program, you are expected to learn to use all these sources to develop your writing and research skills to become an expert in your profession.

Guidelines for Use in the IHS Ph.D. Program

AI-assisted content is used throughout the scholarly process and is acceptable in the program to help with writing and editing. Acceptable use of AI-generated content, text, and images created by the technology, may include brainstorming ideas and main points, developing outlines for scholarly papers, summarizing your written work, and providing examples of writing in a scholarly genre. Brainstorming can help assure that you are not missing any main points. Outlines can help organize and guide the content that you are writing. Summaries can be used to help identify the main points for an abstract or conclusion. Examples of writing can help you develop your scholarly voice. AI-generated visual information, such as graphs and tables, can also be useful for illustrating the content that you are discussing. See Table 1 for a list of acceptable uses of AI.

AI Assisted	AI Generated
Editing Suggestions	Brainstorming
Spell Correction	Outline Development
Word Generation	Summaries
Wordsmithing	Writing Examples
	Tables and Graphs

There are also programs that are now offering to use AI to analyze statistical data, such as programs that promise to integrate ChatGPT with Excel to give you instant, quick, and swift insights. These programs can analyze the data, but they are not able to give meaning to the numbers. In addition, the programs reportedly make errors in their analyses (Leonhardt, 2024). Researchers still need to understand the statistical analysis, ask for analyses that will answer their

research questions, and critically review the findings. You will need to learn to provide a meaningful interpretation of the statistical analyses using your clinical and research experience.

Plagiarism, Copyright, and Legal Issues

There are plagiarism, copyright, and legal issues related to the use of AI-generated content. Plagiarism is the use of content written by another author without proper acknowledgement. Noam Chomsky has referred to using ChatGPT as "high-tech plagiarism" and "a way of avoiding learning" (Marshall, 2023). Generative AI pulls information from a multitude of sources, usually without quotes or citations of the written materials. Related to plagiarism are ownership or copyright issues. As authors, you must be concerned about the legality and accuracy of using generative AI as a resource to assist with writing content not only for your classroom assignments, but also for your scholarly publications. There are also concerns about who will be held accountable for inaccurate information. Questions related to responsibility and liability arise with the use of information that is difficult to track. There are AI detectors, but the detectors are having difficulty keeping up with the advancements in these technologies. Because of the aforementioned issues, in situations where it is allowed by your professor or by your advisor to use generative AI, you are expected to disclose and cite its use in your work. Information created by sources like OpenAI's ChatGPT is not readily retrievable from a citation. Each response generated from technologies like ChatGPT is unique, and a different response may be generated from the same question. The American Psychological Association (APA) is currently working to develop guidelines on how to use and cite generative AI (McAdoo, 2023). Some editors have suggested citing these communications as "personal communications," but there is not a person with whom you have communicated.

There are three options that we consider acceptable for citing generative AI.
1. Quotations with Citation: Currently, APA is recommending that authors use quotes on text that is written by generative AI with in-text citation and a reference. The in-text citation should be in parentheses: (OpenAI, 2024) or in the narrative: OpenAI (2024). The reference should be formatted as follows: OpenAI. (2024). ChatGPT (Feb 23 version) [Large language model]. https://chat.openai.com/chat (https://chat.openai.com/chat)

2. Appendices: APA also recommends that the author may include the ChatGPT output as an appendix. The appendix should be cited in the text, and the commands used to generate the text should be discussed.

3. Uniform Resource Locator (URL): Another option for citing a chat from generative AI is for the author to create a URL and use that URL to provide a citation. This will make the chat retrievable for review by editors and readers.

Disclosure

If the professor in your class or your advisor allows for the use of generative AI on an assignment, you must acknowledge or disclosure its use as either a citation or a disclosure statement. For research papers, the in-text disclosure should be in the Method section of the paper either in the procedure subsection or in a separate subsection. You need to describe where

and how generative AI was used in the assignment or manuscript. For example, if it was used to create tables and graphs or if it was used in data analyses, these should be disclosed. If the assignment or manuscript is not a research submission, the disclosure should be in the introduction or in a separate section with a label indicating that it is a generative AI disclosure statement.

Conclusion

Keep in mind that the veracity of the content and resources are your responsibility even if you are allowed to use generative AI and even if you provide a disclosure statement. You are expected to be content experts, with clinical and research expertise and you should not rely on generative AI to replace your experience, knowledge, and insights when completing classroom assignments or writing scholarly papers. When writing for publication, you must follow the guidelines of each specific journal using proper citations and disclosures.

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