

HISTORY OF HEALTH SCIENCES ACADEMIC MANUAL

Degree-Specific Policies and Guidelines

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Mission

This graduate program will train students to examine the history of health sciences (broadly conceived, to include medicine, nursing, pharmacy, public health, alternative healing, and biomedical research) from a variety of critical approaches. Doctoral students will be prepared to undertake a wide variety of professional careers in academia, industry, government, and communications. For those who choose academic research and teaching in the field, this program will lay the foundation for them to create and interpret new knowledge as scholars and to share and disseminate their knowledge of the field as educators. Those who choose other career paths will learn to incorporate historical perspectives into their understanding and practice of their respective fields, as will students enrolled in the master's program for professionals and medical students who take elective courses in the program. The physical and intellectual location of this history program within one of the nation's leading medical schools affords the opportunity to advance the historical analysis and understanding of biomedical sciences, clinical practices, and health policies.

Doctor of Philosophy (Ph.D.)

Intellectual Criteria in Historical Research

The intellectual qualities specifically required in the discipline of history are:

- The ability to understand how people have existed, acted and thought in the always different context of the past. History involves the cultural shock of encountering and sensing the past's otherness and learning to understand unfamiliar structures, cultures and belief systems. These forms of understanding also shed important light on the influence that the past has on the present.
- The ability to read and use texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose.
- The appreciation of the complexity and diversity of situations, events and past mentalities. This emphasis is central to History's character as an anti-reductionist discipline fostering intellectual maturity.
- The understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and the way to cope with this; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations.
- Basic critical skills: a recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity.
- Intellectual independence: a student undertaking a research degree in history must demonstrate the ability to set tasks and solve problems. This involves: bibliographic skills; the ability to gather, sift, select, organize and synthesize large quantities of evidence; the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument. Students should demonstrate reflexivity,

i.e. an understanding of the nature of the discipline including what questions are asked by historians, and why.

- Research students in history must demonstrate their capacity for marshalling an original argument both in an extended written thesis and in oral form drawing on and presenting all the above skills. Such argument should make an original historiographical contribution, have structure and be concise. In the case of written argument it should be expressed in clear, lucid and coherent prose. Orally it should involve the capacity to sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, and amend views as necessary in the light of evidence and argument.

The generic skills acquired through the study of History are:

- Self-discipline;
- Self-direction;
- Independence of mind, and initiative;
- Ability to work with others, and have respect for others' reasoned views;
- Ability to gather, organize and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information;
- Analytical ability, and the capacity to consider and solve problems, including complex problems.
- Structure, coherence, clarity and fluency of oral expression;
- Structure, coherence, clarity and fluency of written expression;
- Intellectual integrity and maturity;
- Empathy and imaginative insight.

Criteria for content of History Dissertation:

Time depth: Awareness of continuity and change over an extended time-span is central to an historical awareness. This leads to an understanding of historical processes, and it opens the way to the insights that stem from a juxtaposition of past and present. Research students in history must demonstrate a sophisticated grasp of the relationship between continuity and change in historical transformation. Theses that cover a relatively short time-span should demonstrate how they provide a long-term perspective on their subject matter.

Geographical range: Research students in history often study more than one society or culture that opens the way to comparative perspectives. Where a single country is the focus of a thesis that thesis may usefully incorporate comparison with others. For example, the student whose prime focus is a British topic may demonstrate an enhanced objectivity that flows from comparative analysis that takes into account the implications of Britain's imperial past and multicultural present. History's ability to promote understanding between cultures and between national traditions remains a central goal of the discipline.

Contemporary sources: Critical analytical evaluation and interpretation of documentary source material originating in the period studied is statutory for the award of a research degree in history. This will often comprise written documents, but when appropriate will include artifacts,

visual evidence, etc. Research students in history must carry out sustained, intensive critical work on such source material.

Reflexivity: A history thesis should reflect critically on the nature of the discipline, its social rationale, its theoretical underpinnings and its intellectual standing. This constitutes the historiographical or methodological content of the thesis.

Diversity of Specialism: History comprises many varieties, each with its distinctive focus and theoretical orientation (for instance, economic, social, political, cultural, environmental history, the history of women, and gender). Students should demonstrate a critical awareness that there are many principles of selection and modes of inquiry.

Admission requirements

Since the history of health sciences is an interdisciplinary field, students from a wide variety of academic backgrounds in the humanities, the social sciences, and the natural sciences are encouraged to apply. Students must have a bachelor's degree from an accredited college or university with a minimum cumulative grade point average of 3.0 (on a 4.0 scale) or the equivalent from a non-U.S. institution. Students with master's degrees are encouraged to apply, but the Program in History of Health Sciences will only award credit for graduate work done at another institution under certain circumstances. Students must also have taken the GRE General Test within the last 5 years.

Students are admitted to the Program in History of Health Sciences biennially (2011, 2013, etc.). By admitting new students only every other year, the Program ensures that the student to faculty ratio remains low, which enables students to work closely with faculty on an individual basis.

Academic residence

The minimum residence requirement is two years of full-time study (minimum of two courses per term).

Advising

Upon entering the program, the program director (Dr. Brian Dolan) serves as the primary advisor during the first two years of coursework and guides the students through the process of the qualifying examinations (discussed in detail below). Students can elect to have an additional faculty mentor to help advise on research with the notification and approval of the program's director.

After the qualifying examinations, the student will nominate his/her dissertation committee chair, who must agree to work closely with the student to formulate his/her dissertation project and provide guidance in writing the prospectus (see p. 9). A letter of acceptance by the faculty member to serve as dissertation committee chair must be on file with the department. After departmental approval of the student's dissertation prospectus in the third year, two additional faculty members will be added to the student's dissertation committee, which will be composed as follows: the dissertation committee chair, a second consultant (from the History of Health Sciences core faculty), and a third reader (potentially faculty from outside the program). Together, the student and dissertation chair will outline a timetable for completion of the

dissertation, including due dates for draft chapters to be given to the other two readers for comments before the final deadline, so that the student may incorporate the changes suggested by the readers. During the research and writing of the dissertation, the student will meet with (or update through email or phone) his/her advisor on an agreed schedule (recommended at least once a month) and with each of the other two readers once a term.

Additional opportunities for participation in the academic community

The Program in History of Health Sciences and the Department of Anthropology, History and Social Medicine also offer numerous opportunities for students and faculty to interact outside of the formal classroom/tutorial environment.

First, students will attend lectures in **DAHSM's Interdisciplinary Seminar Series, a.k.a. the Culpeper Seminar series (in addition to the occasional Student Dissertation Seminar)**. Students will have the opportunity to meet on their own with the speakers before or after the seminars. **First and Second year students are required to register for HHS 220.**

Second, students may attend the **Bay Area History of Medicine Society** meetings, which feature scholarly presentations on a monthly basis. Students in the later stages of dissertation writing will be encouraged to present their work to this group.

Third, students will be encouraged to attend and to present their work at **national conferences**, to gain entrée into the wider community of historians of medicine. Key meetings include the Joint Atlantic Conference on the History of Medicine (run by and for graduate students) and the annual meetings of the American Association for the History of Medicine, the History of Science Society, the Society for the History of Technology, the Organization of American Historians, and the Western Association of Women Historians.

Coursework

Students must complete a minimum of twelve courses (48 credits, excluding professional skills and language courses) during the first two years of study; more courses may be taken, in accordance with the individual student's schedule and interests.

All students must take these **required courses**:

FALL term, First Year:

200A Introduction to History of Health Sciences I (Fall 2015, 4 units)

203 Introduction to Historiography (4 units, Fall 2015)

WINTER term, First Year:

200B Introduction to History of Health Sciences II (Winter 2016, 4 units)

+ One elective course

SPRING term, First Year:

204A Research Methods (Spring 2016, 3 units)

+ One elective course

FALL term, Year Two:
204B Research Methods (Fall 2016, 1 unit)
+ Two elective courses

WINTER term, Year Two:
297 Special Study (Winter, 2017, 4 units)
297 Special Study (Winter, 2017, 4 units)

SPRING term, Year Two:
297 Special Study (Spring, 2017, 4 units)
297 Special Study (Spring, 2017, 4 units)

During the summer after the first year, students are required to undertake a research project (designed and begun in the spring Methods course, 204A) and to produce a 25-30 page paper based on that original archival research. At least four courses (16 credits) are electives, chosen from offerings at UCSF in history of health sciences, medical anthropology, sociology, and global health sciences, and at Berkeley in the history department. Undergraduate courses at Berkeley may be taken with special permission of the Director of Graduate Studies and the instructor.

Assessment after the first year*

Students are required to maintain a minimum grade point average of 3.0. At the end of the first year, students will receive a written evaluation of their status in the program, based on grades received in coursework, from the Graduate Committee. Students will be judged to be making “excellent progress,” “satisfactory progress,” or “unsatisfactory progress.” Those students who receive an evaluation of “unsatisfactory progress” must appear before the Graduate Committee and be prepared to do remedial work during the summer in order to continue in the program. Students who earn an evaluation of “excellent progress” at the end of the first year may petition for academic credit of up to 16 credits for graduate work in history of medicine or history of science done at another institution.

Students will also be asked to evaluate the program on an annual basis, providing feedback on their courses, professors, and advisors.

* Please see Appendix 1, “Criteria for Satisfactory Academic Progress” for detailed information on assessing student performance and disciplinary measures for each year.

Summer research project

The summer after the first year, students will research and write an article-length paper (7,000-10,000 words, or 25-30 pages) on a topic of their choosing. Students will be expected to make use of archival sources and to produce an original contribution to the understanding and interpretation of the subject of the essay. The planning and research for this paper will begin during the spring term in the Research Methods (204A) course, and will continue under supervision of the Director of Graduate Studies or another faculty member. The paper will be due the first day of the fall term of Year Two. Students are required to enroll in Research

Methods (204B) in the Fall quarter of their second year (1 unit) for which credit will be awarded upon the successful completion of the summer research project.

Qualifying examinations and HHS 297 Reading Courses

HHS 297. Two two-term courses (16 credits) will be reading courses taken in the Winter and Spring terms of the second year, in preparation for the qualifying examinations in their chosen fields of history of health sciences (see below). Students should take into consideration their proposed fields of study when selecting their elective courses. Students are also strongly encouraged to take additional courses in Professional Skills (UCSF Anthropology 218) and/or Teaching History at the University (Berkeley History 300).

At the end of the second year, students will be examined in two fields of study based on their work in HHS 297 courses.

Students will work with two faculty members on topics such as those listed below or another specialized topic with the approval of the program director. Faculty do not necessarily need to be members of the program in History of Health Sciences at UCSF but any external faculty member identified to supervise a 297 course requires the approval of the program director who will communicate the course requirements and expectations for assessment.

History of public health
History of health and social movements in America
History of the health professions
History of American medicine
Gender in the history of health and medicine
History of colonial medicine
History of alternative healing
History of medical technology
History of natural history
Medical anthropology

To prepare for the qualifying examinations in the two fields in history of health sciences, students will take reading courses with professors from the department's core and affiliated faculty in the second year of the program. These reading courses (simultaneous enrollment in two HHS 297 course listings) are taken for two consecutive terms (winter and spring) and are designed as individual tutorials. At the end of the two terms, the students will furnish a bibliographical list of the readings completed for each reading course. Usually, this bibliography will take the form of a 10-week course syllabus (constructed over the course of a two-term, or 20 week, reading course) that can be used by the student for future teaching use. Thus, the 297 courses in part function as professional development courses where, under the guidance of the faculty advisor, students learn how to construct a graduate or undergraduate syllabus appropriate for teaching. Details will be provided by each faculty member.

The qualifying exams are intended to assess the candidate's mastery of the factual information, theoretical concepts, and historiographical approaches in each specified field. The examinations

in each field will consist of a **take-home written examination** AND an **oral examination** in front of an examination committee.

SPECIFIC PROCEDURES FOR THE QUALIFYING EXAMS

1. Early in the spring term, the student identifies four examination committee members: (1) a chair of the examination committee, who cannot be the person who intends to chair the student's dissertation committee; (2) the instructor of the first 297 reading course; (3) the instructor of the second 297 reading course; and (4) a member of the faculty external to the history of health sciences program (can be from medical anthropology). The student should work with the program director during this process to ensure all requirements and conditions are met.

2. The student provides each professor (with whom s/he has done the two-term, one-on-one reading course, 297) with a complete reading list of all the books and articles read by the end of the spring term. (As indicated above, this is ideally prepared in the form of a syllabus which can include an appendix listing every book or article the student read for the course). The professor, in turn, shares these lists with the other members of the qualifying exam committee.

3. The professor develops four written exam essay questions, and circulates them to the rest of the qualifying exam committee for approval.

4. On the Monday of the last week of instruction in Spring term (ie, Monday, June 5, 2017), the professor will provide the student with 4 examination questions. The student has until the following Friday of that week, the last day of instruction for the Spring term (5 days) to write answers to TWO of the four examination questions. These answers must be thorough, and are expected to be approximately 10-15 pages (typed, double spaced) for each question. These two essays are then assessed by the 297 instructor for pass/fail, and given to the other qualifying exam committee members for assessment pass/fail. If the student does not pass the written component, the committee may decide to defer the oral exam until after the student has successfully re-taken the written exam.

5. The oral exam should be scheduled no more than one week after the written exams, during examination week of Spring term. The oral exam is one hour long (one half-hour per field). All four committee members must be present at the oral exam, but the majority of the interrogation comes from the two professors with whom the student did the reading courses (both 297s). The faculty meets privately for a few minutes beforehand to plan their approach, and privately afterwards while the committee decides pass/fail. The student is then notified of the outcome. One hour and a half should be allocated in total for the oral exam.

Foreign language requirement

Students whose proposed dissertation research requires the primary use of archives and materials in a foreign (non-native English speaking) country must demonstrate reading knowledge of that foreign language. Competence must be demonstrated by passing an examination, consisting of

translating two pages of text from the foreign language into English in a one-hour time period (use of dictionaries is allowed). This examination must be taken before the student takes the qualifying examinations. It is imperative that the student confirm with the program director whether a foreign language exam is required in order for the dissertation prospectus and pre-qualifying exam requirements to be approved.

Dissertation

The dissertation is the heart of the doctoral program. The student is expected to undertake extensive independent research to advance an original contribution or a new interpretation of a chosen topic in the history of health sciences.

In year three, the student will identify a **dissertation committee** consisting of a chair and two other members of the faculty. (See also <https://graduate.ucsf.edu/phd-degree>) Please refer to the “Advising” section above (p. 4) for information on the selection of a dissertation advisor and the composition of the thesis committee. The chair of the dissertation committee is primarily responsible for providing academic guidance on research questions and feedback on written material. Regular meetings should be scheduled with the dissertation committee chair. The two additional dissertation committee members can also provide expert guidance on early research design but have a primary function of reading and critiquing the dissertation chapters and assessing the final dissertation.

In year three, the student will compose a written **dissertation prospectus** describing the specific aims and conceptual framework of the proposed research project, including a discussion of the major sources to be used and a timetable for completion. The student is expected to regularly meet or have discussion with the dissertation committee chair to discuss progress toward completion of the dissertation. The dissertation prospectus must be completed and approved by the dissertation committee, if one has formally been assembled, by the end of Spring term in year three. If no formal committee has been assembled (if no dissertation chair has written an agreement to serve) then the prospectus will be read by the default primary advisor (the program’s director) and the faculty who form the executive committee.

The dissertation should be completed by the end of the fifth year; students with unusual circumstances may petition for one additional year, to submit the dissertation at the end of the sixth year.

Lapse of candidacy. Candidacy for the doctoral degree is lapsed if a student has not completed requirements for the degree within four years after advancement to candidacy. Leaves of absence count against this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the faculty of the student’s degree program on whether a new qualifying examination is required. Once a student is advanced to candidacy for a doctoral degree, he/she is considered full-time for the rest of his/her time as a graduate student unless on an approved leave of absence. A maximum of three quarters leave is permitted.

Teaching

Students who have advanced to candidacy (by passing their qualifying examinations) will be able to teach as Graduate Student Instructors (GSI) in undergraduate courses at UC Berkeley. There is also the possibility of teaching undergraduates in the history department at San Francisco State University. Please see the Director of Graduate Studies for more information. Applications for GSI positions for the history department at UCB are usually available in November and due at the end of January for the following academic year. Applicants are alerted about placements sometime in April.

Joint MD-PhD Program

Students enrolled in the joint MD-PhD program will ordinarily complete the first two or three years of the medical curriculum, then join the Program in History of Health Sciences. Upon completion of the requirements for the PhD (coursework, language examination, general examinations, and dissertation), the student will return to the School of Medicine for the final one or two years of study leading to the MD degree.

Master of Arts (M.A.)

Academic residence

Students enrolled in this program may complete the requirements in one year of full-time study or in two years of half-time study. Full-time study consists of two courses per term; half-time study consists of one course per term.

Advising

Upon entering the program, the student will be assigned an advisor (from the department's core faculty) who will serve as the primary advisor for the duration of the program.

Coursework

The master's degree candidate follows the same curriculum as that outlined for the first year doctoral students. Students must take a total of 30 credits. Three of these courses must be the required sequence of Introduction to History of Health Sciences I, Introduction to History of Health Sciences II, and Research Methods. The remaining three courses are electives chosen from offerings at UCSF in history of health sciences, medical anthropology, and sociology and at Berkeley in the history department.

In the summer quarter, students register for HHS 250, for research and writing the thesis. At the end of four terms (or eight terms, for those enrolled half-time), students will submit the master's thesis (minimum of 10,000 words) on a subject to be determined in consultation with the student's advisor. A seminar paper may be expanded to fill this requirement. Students must maintain a minimum grade point average of 3.0 in order to receive the MA degree.

Core faculty and their current research interests:

Brian Dolan, PhD (1995, Cambridge University), Professor, Department of Anthropology, History and Social Medicine (DAHSM)

Director of Graduate Studies for History of Health Sciences

Enlightenment science and society; history of environmental and occupational health; development and impact of medical technologies; medical humanities

Aimee Medeiros, PhD (2012, UCSF), Assistant Professor, Department of Anthropology, History and Social Medicine (DAHSM)

Gender and medicine; disability; history of pediatrics, history of pharmaceuticals; twentieth-century clinical medicine in the U.S.

Akhil Mehra, MD, PhD (2011, UCSF), Assistant Professor, Department of Anthropology, History and Social Medicine (DAHSM)

History and philosophy of psychiatry; clinical phenomenology; neuroethics; psychopharmacology and drug development

Dorothy Porter, PhD (1984, University of London), Professor, Department of Anthropology, History and Social Medicine (DAHSM)

History of social sciences and medicine; history of health and the state; social construction of the body and somatic experience

Elizabeth Watkins, PhD (1996, Harvard University), Professor, Department of Anthropology, History and Social Medicine (DAHSM); *Dean of the Graduate Division, UCSF*

History of sex hormones and aging; gender and medicine; popularization of science and medicine in the United States

Affiliated UCSF Faculty:

Paul Blanc, MD (1982, Albert Einstein College of Medicine), Professor of Medicine and Endowed Chair, Occupational and Environmental Medicine, UCSF

Occupational and environmental medicine, especially the epidemiology of lung disease; historical aspects of occupational health, especially the impact of changing technology on emerging disease

Sample Schematic of PhD Program, Year By Year

YEAR ONE

Fall term

Intro to HHS I (4 cr)
Intro Historiography (4 cr)

Winter term

Intro to HHS II (4 cr)
Elective (4 cr)

Spring term

Research Methods (4 cr)
Elective (4 cr)

Summer: Research paper

YEAR TWO

Fall term

Elective (4 cr)
Elective (4 cr)

Winter term

297, 1 (4 cr)
297, 2 (4 cr)

Spring term

---continues--- (4 cr)
---continues--- (4 cr)

QUAL. EXAMS
(end of term)

Summer: Preliminary dissertation research

YEAR THREE

Fall term

Preliminary dissertation research

Winter term

Preliminary dissertation research

Spring term

PROSPECTUS DUE
(start of term)

YEAR FOUR

Dissertation research and writing

YEAR FIVE

Dissertation research and writing

Note: Required courses and electives must be taken for a letter grade. Reading courses (297) are grades pass/fail.

Note: Students make take their electives in any of the six semesters of the first two years. The three-course introductory sequence must be taken in the first year, and the two two-term reading courses must be taken in the second year.

Note: In Years three, four, and five, students may also work as teaching assistants (in undergraduate courses at Berkeley) or as research assistants (on UCSF faculty grants).

STUDENT LIFE: useful web sites

Programs and Services for Students – INSIDE GUIDE
<http://insideguide.ucsf.edu/>

Office of Student Life
<http://osl.ucsf.edu/>

Graduate Students' Association
<http://gsa.ucsf.edu/>

Student Academic Affairs
<http://saa.ucsf.edu/>

Student Financial Services
<http://finaid.ucsf.edu/>

Student Health Services
<http://studenthealth.ucsf.edu/>

Student Disability Services
<http://sds.ucsf.edu>

Arts and Events
<http://www.campuslifeservices.ucsf.edu/artsevents/>

Registered Campus Organizations
<http://osl.ucsf.edu/rco/index.html>

Information Technology Services
<http://its.ucsf.edu/>

LGBT Resource Center
<http://lgbt.ucsf.edu/>

Nurturing Diversity
<http://diversity.ucsf.edu/>

Office of Sexual Harassment
<http://www.ucsf.edu/oshpr/>

Fitness and Recreation Center
<http://campuslifeservices.ucsf.edu/fitnessrecreation/>

JCC Fitness Center (across the street from Laurel Heights)
http://www.jccsf.org/content_main.aspx?catid=5

Library
<http://www.library.ucsf.edu/>

Appendix 1

Criteria for Satisfactory Academic Progress

The policy regarding satisfactory academic progress in the History of Health Sciences PhD program is as follows:

Productivity is expected of students as they progress through the program. Each year, the faculty meets to discuss individual student progress, course, and examination performance. Students who fail to meet the standard of performance deemed necessary for progression will be asked to withdraw from the program.

Academic progress is marked by the timely and successful completion of all courses with grades of B or better in all required courses and a cumulative grade average grade of 3.0 or above in all coursework, passing all qualifying examinations, successful completion of dissertation, and presentation based on the dissertation.

First Year Students

First year students meet with the director of the program at least once per quarter. Student progress is assessed at the end of the year on the basis of course grades, plus additional comments from course instructors and advisors about students who might be struggling.

Second and Third Year Students

Second and third students are evaluated on the basis of their progress toward and then successful completion of the qualifying exam (including meeting pre-exam requirements, having the statements and proposals approved, and passing the qualifying exam). Students must meet with their committee chair in person at least once a quarter and keep advisors informed of their progress. Each advisor must review/approve each student's plan of study annually and communicate this to the program director.

Students who have completed the qualifying exam

Students must form their dissertation committee before or within one quarter (three months) of passing their qualifying exam. Students are expected to complete all degree requirements within five years and students requiring more than 6 years will be evaluated for continuation in the program on a case-by-case basis.

Unsatisfactory progress indicators include:

- Falling below a 3.0 GPA
- Failing grades in any course
- Failure to complete courses for which an incomplete has been given
- Failure to find a chairperson of the dissertation committee
- Unsatisfactory research work (as reported by a dissertation advisor)
- Unprofessional conduct (as reported by a dissertation advisor, a course instructor, or other faculty)
- Failing to complete pre-exam requirements

- Failing the qualifying exam
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct.

Process by which failing students will be notified and remediated.

Should the student be unable to fulfill the expectations according to the timeline outlined in the letter, the student will be subject to dismissal from the program. The process for in-depth review of a student's eligibility for dismissal will follow the UCSF Divisional Procedure for Student Grievance in Academic Affairs, section 4.0 (<http://senate.ucsf.edu/0-bylaws/stugr.html>), and will be conducted by the following in-depth committees for each program:

- History of Health Sciences Executive Committee

The UCSF Senate's Student Dismissal Policy can be found here: <http://senate.ucsf.edu/0-bylaws/stugr.html>.

Composition of the in-depth review committee, should one be necessary.

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified and will meet with the dissertation committee chairperson and/or the program director to develop an individualized remediation plan to address the deficiencies. The meeting results in a memorandum of understanding that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report. The report is then signed by the following parties: the student, the dissertation chair (if identified at this stage), and the program director. At this point, the report is filed in the student's academic file within the program.