

WELCOME TO THE DEPARTMENT OF PSYCHOLOGY

LETTER FROM THE DEPARTMENT CHAIR, DR. STEPHEN STARK

Dear Colleagues,

Welcome to the Department of Psychology at the University of South Florida. We are delighted that you joined our graduate training program.

Over 60 years ago, the department started with just a few faculty members. Since then, we have grown to include about 46 faculty members in the three concentrations of Clinical Psychology; Industrial-Organizational Psychology; and Cognition, Neuroscience, and Social Psychology. Today, our commitment to graduate students and psychological sciences has been highly regarded among educational and scientific colleagues. This is exemplified by the Department of the Year Award in 2003 and the Culture of Service Award in 2009 from the American Psychological Association.

Every year, approximately 100 graduate students are being trained in the department. They are bright and hard-working people whose accomplishments include presentations at national and international meetings, excellent publication records in scientific journals, and prestigious fellowships and awards. You are now our students, colleagues, and members of this department. We encourage you to maximize this opportunity to intellectually absorb everything we can offer. You are surrounded by brilliant faculty, graduate students, and staff who are willing to help you to learn new knowledge, techniques, and perspectives. Officially each of you belongs to a specific concentration that you have joined. However, we hope that you take initiative to actively interact with faculty and students outside of your concentration. Such interactions should lead to building bridges to different disciplines of psychology.

This Graduate Student Handbook contains important policies, rules, and guidelines that are valuable and essential to becoming a successful graduate student. Please read it carefully and keep it as a reference for future use. The Handbook provides information you will need when you plan your course of study to fulfill all the requirements of your degree. If you have any questions or concerns, your advisor, Area Director, and other faculty and staff will be available to help you.

Finally, as Chair of the department, I am also available to graduate students. Feel free to visit me in my office (PCD4118E) or contact me through e-mail (sestark@usf.edu). I hope your educational experience here will be an inspiring and enriching one.

Stephen Stark, Ph.D.
Professor and Chair

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1. Introduction to this Handbook

1.1 What it is

This Graduate Program Handbook is meant to be an informative guide to navigating the Psychology Ph.D. program (with a Master's degree achieved along the way). It doesn't contain every piece of information you'll need, but it should provide you with guideposts to that required information. It is organized into four broad sections:

1. This introduction
2. General academic requirements for all students in the Ph.D. program
3. Area specific academic requirements for the Clinical, CNS, and I-O areas
4. Appendices that cover the non-academic aspects of the program, like finances, IT, and professional development.

1.2 What it is not

This handbook is not a binding agreement; that is the Graduate Catalog. The Catalog is a binding agreement between the University and students; if you find information in this handbook that contradicts the Catalog, the Catalog takes precedence.

This handbook also does not address the terminal Master's in Psychological Science program (which is housed on the St. Pete campus); that program is addressed elsewhere.

1.3 Diversity and Inclusion

The Psychology Department at the University of South Florida strives to be a welcoming and supportive community of scholars regardless of race, ethnicity, country of origin, sex, sexual orientation, religion, or lack of religion. As a publicly funded institution, we have a responsibility to all members of the public with representation reflecting the demographics of the community we serve. We recognize that this is a work in progress.

1.4 Responsible conduct of research

Responsible conduct of research is a critical element in training for scholarship. New doctoral students are required to have basic Responsible Conduct of Research (RCR) training by completing the Collaborative Institutional Training Initiative (CITI) module most relevant to their program of study. You must complete the module by the end of the first semester you are enrolled in the doctoral program. You will be unable to register for future semesters until you have successfully fulfilled this requirement. Please see <https://www.usf.edu/graduate-studies/research/responsible-conduct-of-research.aspx> to register and complete the CITI training.

1.5 Path through the program

Students applying for admission to the Psychology Department apply to only one concentration. Upon matriculation, a graduate student becomes affiliated with that concentration. Current concentrations are Clinical; Cognition, Neuroscience, and Social; and Industrial-Organizational. Movement from one concentration to another requires submission of a formal Change of Concentration Form to the new concentration. It will be considered along with all other applications for admission to a concentration. Students will be notified on the decision date observed by the concentration. Individual concentrations

within the Psychology Department graduate program have specific program requirements, covered in the Concentration Specifics portion of this handbook, but the path to the Ph.D. has certain common elements:

1.5.1 Coursework

Each concentration has specific courses that must be taken consisting of foundational content, basic and advanced analytics and methods, and specialization content requirements. Details of these specific requirements are described later in the Handbook in the general University, Department, and Area sections. As students progress through their program, formal coursework becomes a smaller part of the program and research (and practice, depending on the area) becomes more prominent (reflected in hours registered for Thesis, Directed Research, Dissertation, and Practicum hours).

1.5.2 Master's thesis

Although formally obtaining a Master's degree in pursuit of the Ph.D. degree is only a program requirement in the Clinical concentration, performing an equivalent thesis project and defending the results is a program requirement (and a Master's degree is required to be an instructor of record for a course), so it's extremely rare for a student not to obtain their Master's 'along the way' to the Ph.D.

1.5.3 Comprehensive Exam/Major Area Paper

To be "advanced to candidacy" for the Ph.D. all students must complete their required coursework for their program, successfully defend their Master's thesis, and pass their Comprehensive Exams or Major Area Paper.

1.5.4 Dissertation

In consultation with their Major Professor and committee, the student will develop, write, and formally propose the dissertation research project, carry out that project, write the dissertation document, and publicly defend the dissertation.

2. General Academic Program Requirements

It is the student's responsibility to be aware of and satisfy all departmental requirements and deadlines. In addition, the student is responsible for obtaining all necessary signatures. Likewise, it is the student's responsibility to check the Graduate Catalog for all University requirements and the website of the Office of Graduate Studies for additional deadlines.

2.1 Enrollment & Credit Hours

2.1.1 General

Students admitted to the doctoral program are required to pursue their studies full time. All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every 3 continuous semesters. Courses in which students receive a "W" grade do not fulfill continuous enrollment

requirements. A graduate student who is not registered and enrolled for a minimum of 6 credits in 3 continuous semesters is automatically placed in non-degree seeking (i.e., inactive) status. Students must be readmitted to the program to continue their studies. Readmission is at the discretion of the major and is not guaranteed.

After the first week of classes (past the online drop/add deadline), students may not change their courses themselves online through OASIS. Students must instead submit an Office of Graduate Studies Petition form (see Graduate Studies website) and select the relevant action required, along with a brief letter of justification. Students should complete the form, sign on the student signature line, and obtain the signature of the instructor(s), preferably using DocuSign. International students should also obtain the approval and signature of the International Services advisor. The petition form along with the justification letter should be submitted the Graduate Program Coordinator, who will obtain necessary signatures and forward them to the College. Be careful to maintain the minimum total enrollment credit hours required for tuition waiver purposes.

Graduate, Instructional, Teaching, and Research Assistants must be full-time students. Students taking a minimum of nine (9) hours toward their degree in the fall or spring semester, or taking a minimum of six (6) hours in the summer semester, will be classified as Full-Time students for academic purposes. Only students with university assistantships and full fellowships are eligible for tuition waivers. Audited courses are not covered by tuition waiver and most likely not by Financial Aid. Students are responsible for paying full costs of tuition if they choose to audit a course.

For financial aid enrollment requirements, refer to the Office of Financial Aid website. Students receiving Veterans' Administration benefits should confirm their enrollment requirements with the Office of Veterans' Services or Veterans' Coordinator.

2.1.2 Students with Tuition Waivers

These guidelines are subject to change as dictated by Office of Graduate Studies policy. Students will be notified of changes as they occur.

1. First-year students should typically register for 9 hours in the fall and spring semesters. Some concentrations may need to require additional hours. If a student wishes to enroll in more than the standard graduate hours, a Request for Approval of Greater than 9 Credits form (on the department's website) is needed to explain why the additional hours are required prior to enrolling in them.
2. Students with a summer assistantship should register for 6 hours to obtain a waiver.
3. Doctoral Candidates with an assistantship in their last semester (when the dissertation is submitted and approved) are only required to enroll in 2 credit hours (and must register for graduation) to receive the waiver.

2.1.3 Students without Tuition Waivers

1. Prior to admission to doctoral candidacy, students should register for 9 hours fall and spring. Summer hours are not required. This also applies to pre-candidates on local half-time internships or other local off-campus placements. However, pre-candidates who are on out-of-

town internships or placements and who are not using University resources should register for 2 hours each semester (fall/spring/summer).

2. Doctoral candidates should register for a minimum of 2 hours each semester (fall, spring, and summer). This also applies to candidates on local half- or full-time internships or other local off-campus placements.
3. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) may request that the Graduate Program Coordinator provide the course reference number so they may enroll in IDS 6940 Cooperative Internship (fall/spring/summer). This will allow them to have student status for purposes of the Registrar's office and for any previous student loans. However, if new student loans are desired, then students must register for at least 5 credits per semester or whatever current federal student loan requirements state. Although students may defend their dissertation while enrolled in the IDS 6940 non-credit course option, they cannot use the IDS 6940 zero-credit option for the semester they intend to graduate, since they must be enrolled in at least two dissertation credits during the semester the dissertation is submitted and approved.

2.1.4 Course Waivers and Credit Transfers

If you have taken graduate courses that are equivalent to those required in our program, you may not need to retake them if you successfully petition for a course waiver no later than the end of your first semester. Courses used to waive graduate degree requirements can be no more than 10 years old at the time the Ph.D. degree is conferred. If a course waiver is granted, you may also petition for a transfer of credit toward the 80-credit minimum needed for the Ph.D. degree. (Note, however, that most students will exceed the 80-credit minimum for the doctoral degree.) Previously completed research master's theses must undergo a separate review process that can be initiated in consultation with your advisor.

All incoming students, including those who enter with a Master's degree, must meet all of the course requirements for our Master of Arts (M.A.) either by (1) waiving the requirement based on courses already taken in a previous graduate program or (2) taking the courses while at USF en route to the Ph.D.

Obtaining a course waiver means that a student, by virtue of previous coursework, need not take a particular required course. A waiver does not count as credits toward the degree, but it is a prerequisite to requesting a transfer of credits. The credit transfer procedure is described below. (If you plan to request waivers for more than 5 courses or 15 credits, please contact the Graduate Program Coordinator before initiating the procedure for transferring credits.)

Students wishing to request course waivers on the basis of previous coursework should first discuss this possibility with their advisor and then communicate with the USF professor who teaches each course that the student wishes to waive. The student must forward the USF instructor a copy of the syllabus from their previous course along with a request to consider whether a waiver is warranted. This request can be sent with the department's Course Waiver Form (available on the department's website and required documentation).

The course(s) used to waive a required USF course must have the same number of credits (or more) to fully satisfy the USF requirement. The course waiver form (with the attached documentation) requires

electronic signatures of the USF instructor of the course to be waived, the student's advisor, and the Area Director. You must use DocuSign to assist in requesting the signatures. Once the signatures are obtained, the form and supporting documentation should be submitted to the Graduate Program Coordinator who will route it to the Graduate Program Committee.

2.1.5 Credit transfers.

Students who receive course waivers for required courses may request credit transfers. If approved, the credits would apply to the 80 (minimum) needed for the doctoral degree. To apply for credit transfers, the student must complete the Transfer of Credit Form available on the Graduate Studies website and submit it to the Graduate Program Coordinator to route to the Graduate Program Committee. Once approved by the department, the form will be forwarded to the College and the Office of Graduate Studies for approval.

Only graduate-level (5000-7999) structured coursework with a grade of B (3.00) or better is eligible for transfer. Courses with Pass/Fail (or S/U) grades are not eligible for transfer, nor are thesis credits. Grades from courses taken at other institutions are not calculated in the USF GPA, although the courses are listed on the transcript.

With rare exceptions, students may transfer up to 15 credits toward the USF 80-credit doctoral degree minimum. (If a student obtains approval to waive courses totaling more than 15 credits in USF's doctoral program, please contact the Graduate Program Coordinator to determine if additional transfer options may apply.) If a student entering with a Master's degree wants to earn the USF Psychology Master's degree, the student must earn a minimum of 30 credits at USF in the Psychology doctoral program (including completion of a Master's thesis at USF), regardless of the number of credits transferred.

2.1.6 Leaves of Absence and Time Limit Extensions

According to the graduate catalog, if a student is unable to meet the mandatory continuous enrollment requirement and unable to make continuous progress toward completion of degree requirements due to an exceptional and unavoidable situation, the student should submit in advance a Leave of Absence (LOA) Request Form available on the Office of Graduate Studies website. An LOA may be approved for up to two years. It must be submitted by the student's major professor to the Graduate Student Coordinator who will route it to the Graduate Program Director, the Dean of the College, and the Dean of the Office of Graduate Studies. If the leave is granted, the university does not count time absent against the student's time limit to obtain the degree. Students need to be enrolled the first semester after the LOA expires. Students returning from a LOA must reactivate their status by contacting the Office of Graduate Studies for procedures. Doctoral Candidates returning from a LOA must also have their candidacy status reactivated.

Under rare circumstances, the Office of Graduate Studies may approve a Time Limit Extension (TLE). However, students are allowed only one TLE during their graduate training. Any TLE request must contain a comprehensive work action plan showing benchmarks that will be completed during the extension. The TLE form (available on the Graduate Studies website) and benchmarks must be submitted at least one semester prior to the end of the time limit for the student's course of study or degree requirements. Please see the Graduate Program Catalog for full details on LOAs and TLEs.

2.1.7 Grade Requirements

By the end of the second year of graduate study, all students should have completed their program's general core course and graduate methods requirements with a grade of at least "B-" in each course. Students who receive a grade of less than "B-" in a core or graduate methods course must either retake that course as soon as possible or complete alternative remediation acceptable to the course instructor.

Following a second grade of less than "B-" in the same course, the student must receive approval of the Graduate Program Committee to retake the course a third time. However, repeated failure to achieve a grade of "B-" or better in core courses and graduate methods courses may be grounds for termination from the program. Federal regulations also stipulate requirements and restrictions for financial aid recipients in their Satisfactory Academic Progress (SAP) policy.

2.1.8 Committees

2.1.8.1 Master's Thesis Committee.

The Department of Psychology requires that the Master's thesis committee represent the competence and qualifications necessary to evaluate the thesis, signified by active scholarship and the possession of an appropriate terminal degree. The faculty member serving as major professor must be an active scholar and have at least one refereed publication in the prior three years. If the major professor is not an active faculty member within the student's concentration of the Psychology Department, a co-major professor from the Department must be appointed.

The thesis committee must consist of at least three tenured or tenure-earning faculty members from the Department of Psychology. At least one member must be from within the student's concentration, and at least one member must be selected from another concentration in the department. CNS students must have one member from the student's CNS concentration and one member either from outside the student's CNS concentration or from the other doctoral concentrations (Clinical or I-O). To determine to which concentration CNS faculty belong, refer to the Department's Faculty web page or contact the CNS Area Director.

Scholars who have obtained Affiliate Graduate Faculty status may serve as a committee member from outside the concentration or outside the Psychology Department. Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the concentration and are eligible to co-direct with Psychology faculty at the discretion of the Graduate Program Committee. Lists of eligible Affiliate Graduate Faculty and External Graduate Co-Advisors can be found on the department's Faculty web page.

The department's Master's Thesis Committee Form and the College Committee form (available on the department's website) must be submitted at least a week before the thesis proposal date to the Graduate Program Coordinator who will route it to the Graduate Program Committee for approval.

Changes to the committee must be justified (scheduling difficulties are generally not sufficient reason) and approved by the Graduate Program Committee. A departmental Changes to Committee form and College Changes to Committee form, available on the department's website, should be submitted to the Graduate Program Coordinator for routing.

Should the faculty status of any committee member change (e.g., through retirement or resignation from a faculty position at USF), the Graduate Program Committee must be notified in writing. It is possible that the committee will have to be reconstituted if it no longer meets the criteria set forth above.

2.1.8.2 Ph.D. Committee

(See the current Graduate Catalog for College requirements).

Students should form their Ph.D. committee shortly after completion of the Master's thesis. The Ph.D. committee will evaluate the student's Comprehensive Exam or Major Area Paper, the Dissertation Proposal, and the Dissertation Defense. The Dissertation Committee Form (available on the department's website) and the college's Graduate Student Supervisory Committee Appointment Form (available on both the department's and the college's websites) must be submitted to the department's Graduate Program Coordinator via DocuSign. Committees are selected by the student and advisor and approved by the Area Director and the Graduate Program Committee.

The Ph.D. committee must consist of at least five full-time tenured or tenure-earning faculty members. Only USF Graduate Faculty (regular tenured or tenure-earning faculty) may serve as Major Professors. Graduate Faculty and Affiliate Members of the Graduate Faculty may serve as Co-Major Professors and members of dissertation committees (see department web pages for lists of Affiliate Graduate Faculty). The faculty member serving as major professor must be an active scholar, have at least one refereed publication in the prior three years, and have served on a minimum of two thesis or dissertation committees. If the major professor is not an active faculty member of the Psychology Department, a co-major professor from the Department must be appointed. Three members must be from the Department of Psychology and in the student's departmental concentration. At least one of the remaining two members must be a full-time faculty member from within the Department of Psychology but outside the student's departmental concentration (for CNS students this can be outside the student's C, N, or S focus area; to determine to which concentration CNS faculty belong, please refer to the department's faculty web page or contact the CNS Area Director).

An Affiliate Graduate Faculty member may serve as a committee member from outside the concentration or outside the Psychology Department. Scholars with External Graduate Co-Advisor Status may serve as committee members from within the Concentration and are eligible to co-direct with Psychology Graduate Faculty at the discretion of the Graduate Program committee. If justified, a sixth member of the Ph.D. Committee may be requested.

Changes to the Ph.D. committee must also be approved by the advisor and by the Graduate Program Committee. Both a departmental Changes to Committee form and a signed college Changes to Committee form are required. These forms are available on the department and college's websites and should be submitted to the department's Graduate Program Coordinator. Students are required to justify changes; scheduling difficulties are not typically sufficient.

Should the faculty status of any committee member change (e.g., through retirement or resignation from a faculty position at USF), the Graduate Program Committee must be notified in writing. It is possible that the doctoral committee will have to be reconstituted if it no longer meets the criteria set forth above.

2.2 Master's Requirements

2.2.1 Overview

All doctoral students are required to complete a Master's level research thesis. Students may choose to submit this thesis to the Office of Graduate Studies to be awarded a formal Master's degree. Awarding of the formal Master's degree is not a requirement for the Ph.D. for the CNS and I-O concentrations. The Clinical concentration requires students to complete the formal M.A. degree. Students must follow the process established by the Office of Graduate Studies which includes completing the Master's along the way fillable form which requires signatures, a plan of study for the master's and for continuing on in the Ph.D. program, and transcripts. The Master's thesis requirement must be completed within five years (end of fall semester of year 4 for I-O) from the date of admission. A Master's degree is required by the USF System for a student to be an instructor of record for undergraduate courses. The Department recommends that all students obtain a formal Master's degree.

2.2.2 Master's Coursework

Students must complete at least 30 credit hours in graduate-level psychology courses including core content and basic methods courses, attaining a minimum of a B- in all courses, prior to the submission of the thesis. Individual concentrations may require more than 30 hours for accreditation. At least 16 hours of the 30 hours must be at the 6000 level or above; the remaining hours must be at the 5000 level or above. At least 20 hours must be in formal, regularly scheduled, structured course work. Lower-level undergraduate courses may not be used to satisfy Master's course requirements but may be taken to meet specific prerequisites.

Students seeking a formal Master's degree option also must register for PSY 6971: Thesis (minimum 6 thesis credits, 2 of which are required during the semester in which the master's degree is granted). Students not planning to obtain a formal M.A. degree should register for at least six hours of PSY6917 Directed Research credit. With the approval of the Graduate Program Committee, students who decide to seek a formal Master's degree can petition to count up to 3 Directed Research hours towards the required thesis hour requirement (see the department website for the "Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours").

The College of Arts and Sciences requires graduate students seeking a formal M.A. degree to register for a minimum of 2 hours of thesis credit each semester (except Summer) until the completion of the M.A. Students seeking the M.A. degree must register for a minimum of 2 hours of Thesis credit during the semester in which the thesis is submitted and approved by the Office of Graduate Studies. In addition, students must be enrolled in a minimum of 2 graduate hours during the semester of graduation or the semester in which they receive the M.A. degree. Pre-master's students who need only one more credit hour to meet total minimum enrollment requirements may register for Directed Research PSY6917.

Students who are planning to defend or get their degree in the summer semester should register for the course section of Thesis assigned to their Major Professor. Please email the Graduate Program Coordinator to request they assign a section to your Major Professor. Sections are usually assigned to Session C; if you need to instead register for Session A or B, please also include that information in your email. Students who do not plan to defend or get their degree in the summer semester but need to register to meet summer tuition waiver eligibility (6 credit hours) or continuous enrollment

requirements, should register only for the course section of Thesis, Dissertation, or Directed Research assigned to the department Chair.

After completion of the M.A., students should no longer register for thesis credits.

2.2.3 Master's Thesis

2.2.3.1 Review of Thesis Completed in Another Graduate Program.

An advisory committee (usually including the major professor and two other faculty) will determine the equivalency of the research thesis completed at another institution, subject to approval by the Area Director and Graduate Program Committee. It is the student's responsibility to provide all evidence and material necessary for such a review, including a copy of the Master's thesis. Ideally, these materials will be submitted to the student's advisor and Area Director prior to the start of the first semester at USF. Acceptance of a Master's thesis from an outside program should be documented and submitted to the Graduate Program Coordinator for the student's file by way of an email from the Area Director, a copy of the approved thesis, and a copy of the transcript showing the degree received.

2.2.3.2 Thesis Research Proposal Meeting/M.A. Qualifying Examination.

Prior to beginning the Master's thesis, students must submit a written proposal to the committee for approval. The thesis proposal should set forth a research plan that would advance the state of knowledge in a student's chosen area. The design should permit reasonable explanations even for null results. Once the thesis advisor has approved the proposal, a defense meeting is scheduled. Typically, a copy of the thesis proposal is distributed to the committee at least 2 weeks prior to the proposal meeting. A thesis proposal consists, at a minimum, of a literature review, method, proposed analyses, predicted results, references, and (if applicable) appendices. During the proposal meeting, the thesis proposal is discussed and suggestions for improvement are made. It is recommended that students obtain committee approval of the thesis proposal prior to submitting their research proposal for IRB approval. Following this meeting, the student must complete and obtain the thesis committee members' signatures through DocuSign on the "Certification that the Master's Qualifying Examination /Thesis Proposal Defense Has Been Passed" form found on the department website. The signed form should be submitted to the Graduate Program Coordinator.

2.2.3.3 Completion of the Thesis.

Students must collect their own thesis data when the thesis committee determines that original data acquisition is called for by the research design; students may receive assistance in data collection by others (e.g., undergraduate research assistants). Graduate Students are responsible for conducting their own statistical analyses and interpreting the results. Beyond the usual free consultative services available to students on this campus, students are not allowed to use paid statistical or research design consultants to analyze and interpret the results of Master's thesis data. Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

2.2.3.4 Thesis Oral Examination.

The thesis oral examination is the student's defense of the final written thesis project before the committee. The defense meets the examination requirements of the department. Typically a copy of the completed thesis is distributed to the committee at least 2 weeks prior to the defense. Students should avoid scheduling thesis defenses during academic breaks (e.g., winter and spring breaks, and summer semester). Anyone may attend the examination, but only committee members may vote on the oral defense. The major professor (or at least one of the co-major professors) must be physically present at the thesis defense (barring department or university restrictions implemented for public health reasons). If a committee member cannot attend in person, participation is permissible via speaker phone or video conference. The thesis title, defense date, time, and place must be announced by the student at least 1 week prior to the defense by means of the thesis defense announcement available on the department's website and submitted to the department's Graduate Program Coordinator. After the defense, the student or advisor must submit the signed Successful Defense form (Master's) (available on the College website) to the department's Graduate Program Coordinator.

Students who are planning to receive their M.A. degree should also upload the ETD Certificate of Approval Form for Theses and Dissertations to DocuSign, since they need committee members' signatures. The ETD Certificate of Approval Form is part of the Office of Graduate Studies' final manuscript submission process, and the form's link is available on their ETD website. In many cases, signatures cannot be obtained until the committee has approved revisions to the thesis.

2.2.3.5 Submission of Final Thesis Manuscript.

An electronic copy of the final manuscript is required by the Office of Graduate Studies (see [their website](#)). Students must submit their thesis for a formatting review before their manuscript can be accepted by the university. Guidelines for the formatting of ETD documents can be found on the Graduate Studies website. Also see their website to register for the required ETD workshop. There is an online option for off-campus students; see their website for instructions. ETD Boot Camp Help Sessions are also available; see their website for a schedule.

The department requires that all students submit the final formatted or Office of Graduate Studies version of their thesis and a current CV in pdf format via email to the department's Graduate Program Coordinator. The file names should include the student's full name and the word 'thesis' or 'vita'.

2.2.4 Master's Degree Application

Early in the semester in which the thesis will be defended, the student who is interested in attaining a formal Master's degree must submit a degree application and graduation survey. There are two steps: (1) the online degree application and survey through OASIS and then (2) the M.A. document packet. Both must be submitted by the department deadline to graduate in a particular semester. If either one is submitted past the deadline, one's name will not appear in the commencement program. To begin, login to OASIS using your Net ID and self-assigned password, then click on the "Student" menu and select 'Apply for Graduation.' Note that OASIS will not allow you to apply for the M.A. degree. OASIS will only allow you to enter Ph.D. degree because of your doctoral student status. Submit it for the doctoral Ph.D. degree because, after the College receives your M.A. packet document, they will change it in the OASIS system. You must apply for the degree online before you submit the Master's packet document.

After you submit the online degree application through OASIS, complete the department's M.A. packet document, which consists of three items: the M.A. pdf form, a plan of study, and a check-marked unofficial transcript.

- (1) M.A. Form: In the "comprehensive exams expected semester" section, insert the semester and year of your thesis proposal meeting. For both the Ph.D. and M.A. rows enter CIP codes 42.0101, Dept. code PSY, Major code PSY, Concentration codes: CL=PSC, CNS=PCN, I-O=PSI. Save this as a pdf.
- (2) Plan of Study: From the "USF Catalog Psychology-M.A." section use the Print Degree Planner feature to save your Plan of Study, and fill out the semester and year for each course that will count towards the M.A. degree (also mark these on your unofficial transcript; see 3) and save as a pdf. You may use the catalog of your admit year or the current academic year catalog.
- (3) Check-marked Unofficial Transcript: On an unofficial transcript in pdf place checkmarks next to the courses that will count towards the M.A. degree. Include all Thesis courses and 6000-level Directed Research courses.

Combine the M.A. form, Plan of Study, and marked unofficial transcript into one pdf document. Email this document to the department's Graduate Program Coordinator as soon as possible but no later than the department deadline. The Graduate Program Coordinator will upload the document to DocuSign; set the signing order for you, your (Co-)Major Professor(s), and the department Graduate Program Director (or Department Chair); and submit the document to the College. You will be copied on that email submission. Later in the semester, the Graduate Program Coordinator will submit a final degree certification form and your signed successful defense form to the College.

2.3 Ph.D. Degree Requirements

2.3.1 Overview

A minimum of 80 Post-Bachelor's hours are required for the Ph.D.: 30 for the Master's plus 50 post-Master's, with a minimum GPA of 3.00.

The Graduate School requires that doctoral degrees be completed within 7 years of admission. Typically, a student will reach candidacy within 4 years, but this may vary by concentration. All courses applied to the doctoral degree must be completed within 10 years, including: (1) courses taken prior to admission to the USF doctoral program, (2) courses taken as a non-degree seeking student, and (3) courses waived or transferred from other institutions. There is no time limitation for USF courses that were part of a completed Master's degree used toward a doctoral degree. For students who are readmitted, see Readmission Policy.

The PhD requires:

- Successful completion (grade of B- or better in all courses; cumulated 3.00 GPA) of required course work, pre- and post-Master's, detailed below and in the Concentration Specific program descriptions
- Successful defense of Master's thesis
- Successful completion of the Comprehensive Exam or Major Area Paper, at which point the student is advanced to candidacy
- Completion and successful defense of the Dissertation

Timeline of Ph.D. Requirements:

- select committee
- complete department and college dissertation committee forms
- provide draft of dissertation proposal to committee 2 weeks before proposal date
- hold dissertation proposal meeting
- attend ETD workshop in a semester prior to final manuscript submission
- complete degree application and graduation survey through OASIS
- create a new account on the USF ProQuest website
- register to complete USF's Survey of Earned Doctorates
- set defense date with committee and complete room reservation request form online
- submit dissertation draft to committee 2 weeks before defense date
- submit defense forms to the Graduate Program Coordinator 2½ weeks before defense date
- hold dissertation defense
- submit final manuscript
- submit pdf of dissertation and CV to the Graduate Program Coordinator

2.3.2 Doctoral Coursework

2.3.2.1 Tools of Research Requirement.

All graduate students must complete a series of methods courses beyond the core methods requirements with a grade of "B-" or better to satisfy their concentration's requirements of "research tools" for their Ph.D. Tools courses are those that deal primarily with research design, data collection techniques, quantitative or qualitative analytic methods, or instrumentation. Students may select these courses from departmental offerings or from offerings in other departments. Courses used to satisfy the tools of research requirement may not be used to satisfy the specialization requirement. They also may not be used for a given concentration's seminar requirement.

Students in I-O and CNS should receive written approval before starting tools coursework. Students must submit a detailed description of the proposed tools courses to their primary advisor and area director. This proposal will contain descriptions of courses planned, an explanation of the relationship of the proposed courses to the primary course of study, and an appropriate time for completion of the courses. A copy of the approved course of study must then be submitted to the department's Graduate Program Coordinator for routing to the Graduate Program Committee for its review and approval. The Tools of Research Form is available on the Department's web site; please submit using DocuSign.

2.3.2.2 Credit Hours including Dissertation and Directed Research.

Students cannot be enrolled in thesis and dissertation at the same time.

Students who have already earned their M.A. and are working on their dissertation proposal but have not entered doctoral candidacy status (and thus are unable to register for Dissertation hours) may register for Directed Research PSY7918 (see Candidacy section regarding substitution policy).

During the term in which students take the comprehensive exams, students must be enrolled in a minimum of two graduate credit hours. If the exam is taken between semesters, the student must enroll for a minimum of two hours of graduate credit in the semester before the exam. Students must

be enrolled in a minimum of two hours of graduate work in the semester they apply for admission to doctoral candidacy.

Doctoral students who have been admitted to candidacy and are working on their dissertation must enroll for a minimum of two hours of Dissertation (PSY7980) every semester, starting with the semester following admission to doctoral candidacy including the semester the dissertation is submitted to and approved by the Office of Graduate Studies, and in the semester the degree is conferred. Dissertation hours may apply to the Office of Graduate Studies' continuous enrollment requirement (a minimum of 6 credit hours during 3 continuous semesters).

Students who are planning to defend or get their degree in the summer semester should register for the course section of Dissertation assigned to their Major Professor. Please email the department's Graduate Program Coordinator to request assignment to a section with your Major Professor. Sections are usually assigned to Session C; if you need to register instead for Session A or B, please also include that information in your email. Students who do not plan to defend or get their degree in the summer semester but need to register to meet summer tuition waiver eligibility (6 credit hours) or continuous enrollment requirements, should register only for the course section of Thesis, Dissertation, or Directed Research assigned to the department Chair.

Students who have already submitted their dissertation to and received approval from the Office of Graduate Studies should no longer register for dissertation hours but may register for Directed Research PSY7918 or Internship hours in the semester they apply for the doctoral degree.

Students who are dropped from degree-seeking status and formally readmitted to the program must enroll in a minimum of five dissertation hours in the semester that the readmission is effective.

2.3.3 Ph.D. Comprehensive Qualifying Examination

Students must pass the Ph.D. comprehensive qualifying examination to be formally admitted to doctoral candidacy. This written examination over the subject matter of the student's concentration and related fields may be taken after the student possesses the Master's degree or (for those not completing the formal M.A.) has fulfilled the thesis research requirement, completed the substantial majority of doctoral coursework, had the doctoral committee approved, and fulfilled the concentration's stated requirements for taking the comprehensive exam. The exam must be taken again if the doctoral degree is not conferred within five calendar years after successful completion of the comprehensive examination.

Concentrations determine the content, administrative procedures, and grading policies. Dates of the written examination will be announced well in advance. In some circumstances, students may write a major area paper in lieu of a written examination. See concentration-specific comprehensive exam and MAP information later in this handbook.

2.3.4 Requirements for Admission to Doctoral Candidacy

Students typically reach candidacy within four years of matriculation. To be admitted to doctoral candidacy, students must meet the following requirements:

- Completion of M.A. requirements

- Approval of departmental and college dissertation committees **prior to** submission of application
- Completion of concentration course requirements for admission to candidacy
- Successful completion of comprehensive examination or major area paper
- Receipt of no 'M' or 'I' grades
- Receipt of minimum overall GPA of 3.00
- Completion of all enrollment requirements
- Enrollment in at least two graduate credits in the semester that the Admission to Doctoral Candidacy form is submitted
- Submission of application for doctoral candidacy (see Graduate Studies website). The Admission to Candidacy form should be submitted for approval using DocuSign no later than the semester following the successful completion of the comprehensive exam or major area paper.

Students may not register for dissertation hours until the semester after their doctoral candidacy has been formally approved by the university. However, with the approval of the Graduate Program Committee, students may petition to count up to 6 doctoral-level Directed Research hours (PSY7918) towards the required 12 dissertation hours. Typically, requests will be granted only for hours taken during the semester in which students applied for admission to candidacy and when students can document that they have been working on their dissertation proposals. (See the department website for the "Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours".)

2.3.5 Dissertation

2.3.5.1 Dissertation Proposal and Proposal Meeting.

The dissertation project should represent a material and significant contribution to the knowledge base in the student's chosen area, and its design should permit reasonable explanations even for negative results. A dissertation proposal consists, at a minimum, of a literature review, method, proposed analyses, predicted results, references, and (if applicable) appendices. Once the dissertation advisor has approved the proposal, a defense meeting may be scheduled. The written dissertation proposal must be submitted to the Ph.D. committee at least 2 weeks prior to the proposal meeting. During the proposal meeting, the proposal is discussed, and suggestions for improvement are made. It is recommended that students obtain committee approval of the dissertation proposal prior to submitting their research proposal for IRB approval.

2.3.5.2 Completion of the Dissertation.

Students must collect their own dissertation data when data collection is called for by the research design. With their committee members' approval, students may receive assistance in data collection by others. At all times, however, the graduate student PIs must be **immediately** available during the period of data collection to deal with problems that may arise.

In all cases, graduate students are responsible for conducting their own statistical analyses. Beyond the usual free consultative services available to students on this campus, students are forbidden to use paid statistical or research design consultants to analyze and interpret the results of Ph.D. dissertation data.

Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

Students must collect their own dissertation data when the thesis committee determines that original data acquisition is called for by the research design; students may receive assistance in data collection by others (e.g., undergraduate research assistants). Students are responsible for conducting their own statistical analyses and interpreting the results. Beyond the usual free consultative services available to students on this campus, students are not allowed to use paid statistical or research design consultants to analyze and interpret the results of dissertation data. Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

2.3.5.3 Dissertation Defense/Final Oral Examination.

Early in the semester in which the dissertation will be defended, the student should submit a degree application and graduation survey before the deadline. To begin the survey and apply for the doctoral degree, login to OASIS using your Net ID and self-assigned password, then click on the Student menu and select 'Apply for Graduation.' If submitted past the deadline, your name will not appear in the commencement program. You should submit the online ETD Registration (not to be confused with the ETD Workshop) prior to the Final Manuscript Submission deadline. Create a new account on the USF ProQuest website and register to complete the SED Survey.

Avoid scheduling dissertation defenses during academic breaks (e.g., winter and spring breaks, and summer semester). At least four weeks prior to the scheduled defense date, committee members should receive the dissertation draft. After distributing the draft, the student must fill out and obtain electronic signatures by all committee members on the Request for the Dissertation Defense form found on the college website. This form can only be signed by dissertation committee members after they have reviewed the dissertation draft, indicating their agreement that the dissertation is ready to defend. Please use DocuSign for this form. Also, fill out a public Announcement of the Defense form (see the department website) and an unsigned Successful Defense form (see the college website). These three forms must be submitted to the department's Graduate Program Coordinator to be ready to send to the college **at least 2 ½ weeks prior to the defense**. The document should be in APA format, but for the purpose of the committee review, it may be submitted with 1½ spacing and copied back-to-back.

Doctoral candidates or their advisors should make their own reservation for a room for the defense (see the Department web page for Room Reservation Request Online Form).

This meeting is the student's defense of the written dissertation before the committee. It meets the examination requirements of the University. The oral examination may cover any appropriate material. Anyone may attend the examination, but only committee members may vote on the oral defense. All members of the Doctoral Dissertation Committee must be present for the examination unless an absence is approved prior to the defense taking place by the Dean of the Office of Graduate Studies (or it is deemed acceptable based on university restrictions implemented for public health reasons). If one committee member cannot attend in person, participation is permissible via speaker phone, Teams, Skype, or video conference. A minimum of three members, including the Major Professor (or at least one of the Co-Major Professors) is required to proceed with the defense. The outside Defense Chair must attend but does not count as one of the three required members in attendance unless also serving as the outside-of-the-department member of the Committee (see below). If an unforeseeable situation

arises that would prevent compliance with this requirement, the Major Professor or Doctoral Dissertation Defense Chair should contact the Office of Graduate Studies for guidance.

The dissertation defense (or Final Oral Examination) shall be presided over by a Defense Chair who represents the university at the defense and who is selected by the student and the Ph.D. advisor with approval of the Associate Dean of the College. The Defense Chair may be either the external committee member (the member from outside psychology who will participate in the voting) OR an Outside Chair who is a senior and distinguished scholar from outside the department. An Outside Chair must possess an appropriate terminal degree, preferably be a full professor or have appropriate expertise, and be an active scholar with at least one refereed publication in the prior three years. If the Defense Chair is from another institution (i.e., Affiliate Graduate Faculty), this individual should have the equivalent qualifications necessary to chair a dissertation defense in the subject area at USF. The Major Professor may not serve as the Defense Chair.

Prior to the defense, students upload to DocuSign a Successful Defense Form and the Certificate of Approval Form for Theses and Dissertations, as these will need all committee members' signatures. The Certificate of Approval form is part of the Office of Graduate Studies' final manuscript submission process and is available on their ETD website. After the defense, the signed Successful Defense Form should be submitted to the department's Graduate Program Coordinator.

2.3.5.4 Submission of Final Dissertation Manuscript.

All students must submit their dissertation for a formatting review before their manuscript can be accepted by the university. Guidelines for the formatting of ETD documents can be found on the Graduate Studies website. Workshop registration and attendance at one of the workshops is required in the semester PRIOR TO final manuscript submission (for example, attend a workshop in fall or spring before summer manuscript submission). See the Graduate Studies website to register for a workshop. There is an online option for off-campus students; see the website for instructions. ETD Boot Camp Help Sessions are also available for help on all aspects of the ETD process; see website for schedule.

Students who intend to complete the dissertation are also required to register for ETD submission on the Office of Graduate Studies Online ETD Registration website prior to the Final Manuscript Submission deadline date. (Do not confuse this with the Workshop registration described above.) ETD Registration is a web-based form accessed through the Office of Graduate Studies Thesis/Dissertation website. If not completed by the deadline, you may be omitted from the Commencement program.

The department requires that students submit the final formatted or Office of Graduate Studies version of the dissertation and a current CV in pdf format via email to the Graduate Program Coordinator. The file names should include your full name and the word 'dissertation' or 'vita'. After the dissertation is submitted to and approved by the Office of Graduate Studies, students should no longer register for Dissertation hours.

3. Area Specific Requirements

3.1 Clinical

3.1.1 Residency Requirement

The Doctoral Training Major in Clinical Psychology requires a minimum of four years of full-time academic training on-site in addition to the completion of an internship that is accredited by the American Psychological Association or the Canadian Psychological Association.

Note that the Doctoral Training program in Clinical Psychology is a full-time, 12-month program, so research, clinical, and scholarly activities are expected to be maintained throughout the year (including summers).

Research in the Clinical concentration involves a process of inquiry, not just outcomes; and it is required that students fully engage in the research process and in their research labs beyond the stated required products below. It is also expected that students spend most of their time in the building or their labs to be able to benefit from the scholarly environment.

3.1.2 Clinical Area Meetings

Attendance and Community Building: Students are expected to attend every scheduled Clinical Area Meeting (with infrequent exceptions in the case of illness or conference travel). Sign-in sheets will be available at each meeting to ensure attendance. You can also register for course credit, specifically by registering for **CLP 7379- Clinical Science Seminar** (1 credit).

Clinical Area Meeting Presentation Requirement: Students are required to present their research or other professional work at the Clinical area meetings at least once during their residence in the major. Co-presenters are allowed, such as a faculty member or another student co-presenter, provided the student conducts at least 20 minutes of the presentation. The presentation should also include time for questions from the audience (e.g., in a 30 minute presentation, 20 min for formal talk and 10 minutes for Q&A). It is preferable that research presentations involve either 1) the proposal phase, to obtain feedback on the background and procedures or methods, or 2) the completed project, to obtain feedback on the results and write up. Presentations on evidence-based interventions or research-practice integration efforts are also welcome.

3.1.3 Clinical Mentorship

The major professor is the primary mentor for clinical psychology students for their thesis/dissertation. If the major professor is outside of the concentration, a clinical faculty must serve as co-mentor/co-Chair. Clinical students may also receive mentorship from faculty and mentors who are outside the department. These outside faculty and mentors may seek courtesy appointments from the department. Those with courtesy appointments can regularly supervise students in clinical work, present their work to our major in a regular fashion, have a standing collaboration with students/faculty in the major, and/or regularly offer CEU workshops to professionals on campus and the community (hosted by the major to benefit student travel). However, any formal research or clinical supervision of students requires clinical faculty approval and a clinical faculty research co-mentor.

3.1.4 Clinical Timeline

<u>Task</u>	<u>Aspirational Goal</u>	<u>Probation Deadline</u>	<u>Final Termination</u>
Propose M.A. thesis	Fall, Second year	End of Third year	End of Fourth Year
Defend final M.A. thesis	Fall, Third year	End of Fourth year	End of Fifth Year
Pass Comps	Spring, Third year	Fall of Fifth year	Fall of Sixth Year
Propose dissertation	Fall, Fourth year	End of Fifth year	End of Sixth Year
Defend dissertation	Spring, Fifth year	End of Sixth year	End of Seventh Year
Attend/complete internship	Sixth year	End of Seventh year	End of Eighth Year

Note that the end of the year is defined as the end of the summer (e.g., “end of third year” means end of the summer after the third year).

Note: All doctoral students who were enrolled in the program during Spring 2020 were granted a one-semester, one-semester extension on the timeline due to pandemic-related disruption.

Goals are meant to keep students on track, but sometimes students and their major professors intentionally exceed the aspirational deadlines in order to maximize the students’ academic training while at USF (e.g., to enhance their CVs with additional publications before they go on the job market, to master a new research methodology).

Probation deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline will be placed on probation, or they can be placed on “progress watch” to monitor more closely (usually for one year). In conjunction with the major professor and with the approval of the clinical faculty, the Director of Clinical Training will write a letter to the student (filed with the college and Office of Graduate Studies) that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will be grounds to recommend dismissal of the student from the major.

In extraordinary circumstances (e.g., student’s serious health problem, massive problems with data collection such as HIPAA-type regulations that are not the fault of the student), the clinical faculty can allow a student to exceed these established deadlines without penalty.

3.1.5 Clinical Master’s Requirements

3.1.5.1 Profession-Wide Competencies.

Students need to complete **Clinical Core Courses** in the major areas of clinical science (assessment, interventions, and psychopathology). Coverage of developmental aspects of behavior is infused across several of the clinical core courses described below, and in a more systematic way within the Psychological Assessment course. The following are 3- or 4-credit didactic courses that are required.

Note: Most of the clinical courses listed (particularly the Assessment, Intervention, and Psychopathology courses) are typically closed to students who are not enrolled in the USF clinical psychology major.

History & Systems and Diversity/Multicultural Psychology

PSY 6065: Introduction to Advanced Psychology (Clinical Psychology: History of Psychology, Scientific/Conceptual Foundations, and Multicultural Competency). This course is typically taken in the fall semester of the first year. This course introduces students to the major ideas in the discipline of

psychology and clinical science, as well cultural and diversity issues in the field. Although cultural diversity and history and systems are infused into a number of clinical core courses described below, these topics are covered in a more systematic fashion in this course. Finally, developmental perspectives, professional development and clinical science values and controversies are covered.

Assessment Sequence (2 courses):

CLP 6438: Psychological Assessment: Theory and Research and **CLP 6435: Evidence-Based Assessment** include behavioral, IQ, cognitive, clinical assessment, and foundational developmental theories and integration of lifespan development literatures (3 credits each). This course sequence is typically taken in the spring semester of the first year. The applied aspects of this sequence continue into the summer assessment experience.

Intervention and Consultation/Supervision (2 courses):

CLP 7188: Clinical Psychology Interventions–Theory and Research: Covers theories of intervention, cultural and developmental considerations, and research methods and empirical evidence for various aspects of intervention. This course is typically taken in the fall semester of the second year.

PSY 6946: Practicum and Internship in Clinical Psychology (Clinical Skills for Psychological Intervention):

An introduction to working with clients, including a focus on micro-skills, professional values, culture and clinical practice, and consultation and supervision models. This course is typically taken in the fall semester of the second year.

Psychopathology (1 course):

CLP 6166: Psychopathology: Covers psychopathology theories and research, research methods in psychopathology, and developmental considerations.

Ethics (1 course):

PSY 7931: Seminar in Ethics and Professional Problems (2 credits) is required in the Spring of the First year, and covers legal, ethical, and professional responsibilities in psychological practice.

3.1.5.2 Example of Curriculum Plan (Bolded Courses Must Be Taken at the Noted Time).

YEAR I

<u>Fall Semester</u>			<u>Spring Semester</u>		
Regression and lab	PSY 6206C	(4)	Assessment Sequence*		
			1) Psych Assessment	CLP 6438	(3)
			2) Evidence Based Assessment	CLP 6435	(3)
Psychopathology	CLP 6166	(3)	Ethics & Professional Problems	PSY 7931	(2)
Intro to Advanced Psych	PSY 6065	(3)	Directed Research	PSY 6917	(2)
Total Credits		10	Total Credits		10

* During the summer after the first year, students will be observing and co-facilitating clinical assessments at the Psychological Services Center (PSC) as part of the Assessment sequence. Students can take courses (when available) and work on their master’s thesis during the summer.

YEAR II

<u>Fall Semester</u>			<u>Spring Semester</u>		
Clinical Psych Interventions	CLP 7188	(3)	Psychometrics	PSY 6305C	(4)
Clinical Skills	PSY 6946	(2)	Choice of DSK courses		(3)
Multivariate Stats		(3)	Thesis***	PSY 6971	(2)
Clinical Practicum**	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		10

** Students in the second year and above must register for one hour of clinical practicum (PSY 6946) per term in the Fall and Spring for every supervision group that they attend in the clinic.

*** Students register for 6 total thesis hours, 2 of which are required during the semester when the M.A. Along the Way degree is granted.

3.1.5.3 First year project.

All first year students develop a first year project. Possible “products” of the project include: poster or paper presentation from a conference, publication, grant proposal, thesis proposal, preliminary data, or other ways to show the initial outcome of research that the student has become involved in at USF.

First year students are required to present a poster of their first year project at the end of Spring semester.

3.1.4.4 Thesis.

Students are required to obtain a formal Master’s degree in the major. Students register for PSY 6971: Thesis (6 thesis credits, 2 of which are required during the semester in which the M.A. Along the Way degree is granted). Requirements for the M.A. Along the Way degree includes a successfully-defended thesis and a minimum of 30 credit hours taken (with B- or better for each course).

3.1.5.5 In-House Clinical Practicum: Psychological Services Center (PSC).

All students are required to train in the PSC across their 2nd to 5th years in the major.

During their first year in the major, students are trained on applied assessment skills as part of the Assessment sequence of courses – **CLP 6438: Psychological Assessment: Theory and Research** and **CLP 6435: Evidence-Based Assessment**. In addition, students engage in limited supervised hands-on training with clients during the summer after their first year to prepare them for work with clients. Thus, students should expect to be around for most of the summer.

During the Fall of their second year (first year of training at the PSC), students will enroll in two Intervention-focused courses: **CLP 7188: Clinical Psychology Interventions–Theory and Research** and **PSY 6946: Practicum and Internship in Clinical Psychology** (Clinical Skills for Psychological Intervention). The latter is taught by the director of the Clinic. During this year, students will be required to complete 4 assessment cases and maintain an additional caseload of 3 therapy cases at a time. Second year students will receive their clinical training at the PSC (and in research labs if applicable) and not at externship/placement sites.

For each Fall and Spring semester, students in any supervision group must register for at least one credit

of Clinical Practicum (PSY 6946) for that supervision group. Thus, if a student is in two supervision groups, he/she must sign up for supervision under each of the supervisors separately. All supervisors, including adjunct faculty, should have their own section of PSY 6946. **Note that these sections are closed to students who are not enrolled in the USF clinical psychology major.** Clinical practicum hours (PSY 6946) from supervision groups are graded on a Pass/Fail basis. If the student initially does not pass the practicum training for that semester due to falling below expectations, an “I” will be entered for the grade. The supervisor will communicate in writing what the student must do to earn a grade of “Pass” and the student will have one semester to complete those tasks or goals. The supervisor should coordinate with the director of the clinic, DCT, and major professor during this process.

All students are required to carry malpractice insurance throughout their clinical training (<http://www.apait.org>), by the second semester of their first year. They need **not** be APA members to register for insurance through APAIT. A copy of malpractice verification should be submitted to the Psychological Services Center staff member each year.

3.1.6 PhD

3.1.6.1 Curriculum.

Courses Relevant to Discipline Specific Knowledge (DSK): Breadth of Knowledge in Psychology

Foundational Content Courses. All clinical students are required to take four foundational content courses in psychology. Advanced integrative knowledge of foundational DSK content is infused across several of the following courses (e.g., Social Psychology, Emotion), and is a required competency in preparation for the comprehensive exams (see below). Students who receive a “C+” or lower in any of these courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of “C+” or lower in the same course, the student must petition the clinical faculty to retake the course a third time. Note that a grade of “B-” or above in these courses is considered a “passing” grade.

Students must take one course in each of the following areas. The courses listed below are approved for meeting the foundational content requirement for each area.*

Biological aspects of behavior

PSB 6056 Physiological Psychology

CLP 6937 Topics in Clinical Psychology (Human Neuropsychology/Cognitive Neuroscience)

Social aspects of behavior

SOP 6068 Personality and Social Psychology (Social Psychology)

Cognitive aspects of behavior

EXP 6608 Cognitive Psychology

Affective aspects of behavior

EXP 6066 The Nature of Emotion

CLP 6167 Emotion and its Disorders

Research and Quantitative Methods and Psychometrics

All clinical students are required to take a total of four graduate methods courses. Students who receive a “C+” or lower in any of these Research Methods courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of “C+” or lower in the same course, the student must petition the Graduate Major Committee to retake the course a third time. Note that a grade of “B-” or above in these courses is considered a “passing” grade.

1. **Regression plus lab** (4 credits) (PSY 6206C: Regression and Generalized Linear Models)
2. **Multivariate Statistics** (choose from EDF 7484: Statistical Analysis for Educational Research III or GEY 6403: Multivariate Statistical Analysis for Aging Research)
3. **Psychometrics** (4 credits) (choose from PSY 6305C: Psychometrics or EDF 7437: Advanced Educational Measurement I)
4. Plus ONE additional methods course (3 credits each). Students may choose from the list of approved courses below (or take a second course in Multivariate Statistics or Psychometrics from the list above). Students wishing to fulfill this methods requirement with any course not listed here must submit a request to the clinical faculty.

PSY 6217: Research Methods and Measurement (Structural Equation Modeling)

PSY 6270: Meta-Analysis

PSY 6208: Experimental Design and ANOVA

PSY 6217: Research Methods and Measurement (Bayesian Statistics I)

EXP 7099: Graduate Seminar in Experimental Psychology (Open Science Practices in Psychological Science)

EXP 7099: Graduate Seminar in Experimental Psychology (Data Science and Visualization)

Clinical Specialization Courses (4 courses):

Four advanced seminar clinical courses are required. Three of the 4 courses must be fulfilled by taking courses from the approved list of advanced clinical seminars. Students can petition the clinical faculty to recognize a fourth clinical specialization course, which can be taken either inside or outside of clinical in the Psychology Department or outside of the Psychology Department. Alternatively, students can petition the clinical faculty to have their fourth course be another methods/quantitative course relevant to clinical psychology that is not being used to fulfill the Methods requirement (no double dipping).

The following are course topics listed under **CLP 7379: Grad Seminars in Clinical Psychology** or **CLP 6937: Topics in Clinical Psychology** that are approved as clinical specialization:

Neuropsychological Assessment

Emotion and its Disorders

Health Psychology

New Paradigms in Psychology

Dialectical Behavior Therapy

Veterans and Their Families

Advanced Psychological Intervention Seminar/Specialized Treatments

Advanced Psychological Assessment Seminar

EXP7099: Graduate Seminar in Experimental Psychology (Open Science Methods; may be taken as a methods course OR a specialization course)

Also:

CLP6462: Work with Families of Infants and Toddlers

EXP7099: Data Science and Visualization

EXP 7099: Diversity in Clinical Psychology

3.1.6.2 Example of Curriculum Plan.

YEAR III

<u>Fall Semester</u>			<u>Spring Semester</u>		
Choice of DSK courses		(3)	Choice of DSK courses		(3)
Choice of Methods		(3)	Choice of Clinical Specialization		(3)
Thesis		(2)	Thesis		(2)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		9

YEAR IV

<u>Fall Semester</u>			<u>Spring Semester</u>		
Choice of DSK courses		(3)			
Choice of Clinical Specialization		(3)	Choice of Clinical Specialization		(3)
Directed Research	PSY 6917	(2)	Dissertation****		(4)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(2)
Total Credits		9	Total Credits		9

**** Students working on a dissertation must enroll for a minimum of two (2) hours of dissertation every semester (including summer) starting with the semester following Admission to Doctoral Candidacy (per Office of Graduate Studies rules). Students register for 12 total dissertation hours, 2 of which are required during the semester when the Ph.D. degree is granted.

YEAR V

<u>Fall Semester</u>			<u>Spring Semester</u>		
Dissertation	PSY 7980	(4)	Dissertation	PSY 7980	(8)
Choice of Clinical Specialization		(3)			
Clinical Practicum	PSY 6946	(2)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		9

In years 3-5 in the major, a case-load in the clinic of two clients is required, across assessment or therapy.

3.1.6.3 External Placements/Externships.

In our major, paid positions are referred to as placements and volunteer positions are referred to as externships.

Starting in their 3rd year in the major, students can apply for external practica at approved placement sites, concurrently with the required case load at the PSC. These experiences are optional. Because of the importance of appropriate clinical training, a Clinical Placement Committee exists to monitor the paid and volunteer clinical activities of clinical graduate students. The committee is tasked with ensuring that all external placements/externships are consistent with the major's philosophy, and vetting new sites (paid and unpaid clinical experiences). Each year, students receive information on placement policies and these are posted on the clinical website (Clinical Placements Policy and Procedures). Students should read this information carefully.

Students are required to discuss and get approval from their major professors before applying for unpaid externships (see Clinical Placement Application Approval form). Faculty mentors are asked to monitor the number of placements and hours of work students are applying to. Note that paid or unpaid clinical work associated with an outside faculty member's research project/grant (not the student's major professor) is considered an externship/placement vetted by the Clinical Placement Committee. Paid and unpaid research positions not involving direct clinical services (e.g., data analyst, position conducting literature reviews) do not fall under the purview of the Clinical Placement committee, although they do count toward the number of hours of work students are working across positions.

3.1.6.4 Comprehensive Examination.

Students can satisfy "comps" requirements through one of two options: exam option and major area paper option—see below. Passing comps is the last requirement before one can advance to candidacy.

Exam Option. Comprehensive exams consist of two main components: A take-home exam with two questions that are general/integrative in nature and a take-home exam with two questions that are specialized and related to programmatic research. The general/integrative (GI) questions may draw from and integrate such content areas as psychometrics, assessment, psychopathology, ethics, therapy/interventions, clinical research methods, diversity, development, and history and systems. Each year, at least one of the questions will assess issues in research methods, and one other question will require that students integrate knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to content concentration in clinical psychology. Thus, students are expected to gain knowledge in these domains and demonstrate competency by developing a passing comprehensive exam response. The research area specific (RAS) questions are related to the student's identified area of programmatic research (i.e., the area of study for her/his dissertation). More detailed information on the parameters of the comprehensive exam system is available on the Psychology Department website.

Students must have completed their core course work and their Master's thesis before comps. Exceptions to the course work requirement are as follows: (1) one Quant/Research Methods course remaining, (2) Three clinical specialization courses remaining, and (3) one DSK/breadth course remaining. You can sit for comps during the semester that you will complete the final course requirements. To be able to sit for comps, students must defend the Master's thesis successfully one

full month prior to the first day of exams and be approved by their major professor to take the exams. Please note that this does not mean that you must have the final revisions of the thesis completed and accepted by the Office of Graduate Studies. However, if considerable changes are required by the thesis committee, your major advisor has the option of requiring that all revisions be completed prior to granting approval to take the comprehensive exam. Please see the Request to Sit for Ph.D. Qualifying Examination in Clinical Psychology form, available on the department website.

Comprehensive Exams will be given for the Clinical concentration twice a year: Fall General/Integrative comps will be given on the first Friday of October and Spring General/Integrative comps will be given on the Friday of spring break. All students will be given the G/I questions at the same time (Friday at 4:00pm with a deadline of Monday at 9:00am) for that particular semester. The RAS section can be given anytime within six months of the G/I section for that particular semester.

Major Area Paper Option: Students who are in good standing in the major have the option of requesting to write a Major Area Paper (MAP) in lieu of the Comprehensive Examination.

Approval. A minimum of three clinical faculty on the doctoral committee (including your major professor) must grant approval for this option. Your major professor should first contact the other clinical faculty on the doctoral committee (before you do) to discuss whether you would be an appropriate candidate for the MAP option. You will provide the three clinical faculty on the doctoral committee with a written proposal for the Major Area Paper (including an outline, elaboration on the scope and depth of the paper, and list of references). This written proposal will be discussed in the proposal meeting with the three clinical faculty on the doctoral committee. The three clinical faculty on the doctoral committee will then help you develop a plan of action to complete the Major Area Paper.

You may discuss with your major professor and any other faculty only conceptual issues related to the major area paper. Your major professor and other faculty may not discuss or coach you on issues surrounding the actual writing of the paper. Your major professor should not see a written product until submitted to the committee; however, you may consult with your major professor on the outline of the paper. Once students complete the major area paper, they should submit it to the three clinical faculty members on their dissertation committee and arrange for a meeting during which they can defend the paper. Thus, students will have at least two meetings (a proposal meeting and a final defense meeting) regarding their major area paper.

Scope and Goals of the MAP. The MAP should represent a critical review of one or more areas of psychology that has not been reviewed in the last three years. It must fill a gap in the literature. A sophisticated, critical analysis of the literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant areas, and establish implications for the field. At least one section of the MAP should integrate knowledge across at least two foundational content areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to the topic area of the MAP. The manuscript should reflect a synthesis – not merely a list or description of studies, but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is legitimate and may be a desirable option. Both the manuscript and oral presentation should demonstrate the student's expertise, involving an advanced awareness of the pertinent theoretical and methodological issues. We recommend that students closely examine various high quality review journals for examples of successful papers; e.g., *Psychological Bulletin*, *Clinical Psychology Review*, *Clinical Psychology Science and Practice*. Students should also ask committee members for good examples of review papers written by

others in the major.

Evaluation. The three clinical faculty on the doctoral committee should evaluate the MAP beyond a minimal “satisfactory” level of performance. Rather, their approach and evaluative responses should be modeled after the journal review process. Outcomes may also take a similar form; i.e., ranging from “accept,” “accept with minor revisions,” “revise and resubmit,” to “reject.” If the three clinical faculty on the doctoral committee conclude that the student is unable to produce an acceptable revision, they may recommend that the student take comprehensive exams. Note that the successful defense of the MAP is comparable to the successful completion of the comprehensive exams, so the same timelines apply. For example, students are allowed to propose their dissertation and begin collecting dissertation data before the final completion of the MAP (or successful completion of comps), but students must defend their MAP (or complete comps) before they are admitted into candidacy, which is required before the defense of the dissertation.

Student Choice. The MAP option is an *excellent, highly recommended choice* for select students who want the opportunity to pursue an in-depth analysis of a particular topic of interest. Students must realize the possibility that more than one post-proposal meeting will be needed to incorporate faculty recommendations and complete the MAP.

3.1.6.5 Dissertation.

Students register for PSY 7980: Dissertation (12 dissertation credits, 2 of which are required during the semester in which the Ph.D. degree is granted). Requirements for the Clinical Psychology Ph.D. degree include a Master’s degree, a successfully-defended dissertation, a minimum of 80 credit hours taken (with B- or better for each course), completion of all required coursework, and a one-year clinical internship.

3.1.7 Internship Requirements

Each student in the Clinical Major is required to complete a one-year, full-time, APA-approved (or CPA approved) internship in a training facility approved by the Major. In unusual circumstances, a student in good standing can petition to the clinical faculty to be allowed to apply to an internship that is accredited by APPIC (but not accredited by APA or CPA). Application materials and information on internship sites can be found at <http://www.appic.org>.

To apply for internship in the Fall, students must propose their dissertation successfully by the end of the spring semester before applying for internship. Additionally, students must pass comprehensive exams/MAP by the last day of the summer semester before they apply for internship. Exceptions to this policy are unlikely to be granted. Students should also coordinate with their major professor and provide a timeline of how they will get their dissertation data collection completed before the end of their internship. This timeline should be submitted with the dissertation proposal.

Students on internship are allowed to enroll in the IDS 6940 Cooperative Internship (spring/summer/fall), which will allow them to be considered in student status for purposes of the registrar’s office and for any previous student loans. Note, however, that if new student loans are desired, then students must register for at least 5 credits per semester based on current federal student loan requirements. While you are not eligible for an in-school deferment unless you are enrolled at least half-time, you may be eligible for forbearance on your loan(s) while you are working at your

internship (see website <https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance>). For more information, you should contact your loan servicer directly. Note: Although students may defend their dissertation while enrolled in the IDS 6940 non-credit hour course option, students cannot use only the IDS 6940 non-credit hour course option. In the semester they intend to graduate, students should be enrolled both in the IDS 6940 non-credit option and also be enrolled for at least two dissertation course credits. If they wish, students may register for Internship credits (PSY 6946—with the Director of Clinical Training listed as the professor), but they are not required to do so.

3.2 CNS

3.2.1 Primary Advisor

Students are admitted to the lab of a primary advisor (students may have one or more secondary advisors during their program). If the advisor’s primary appointment is not in the CNS concentration on the Tampa campus, then the student must also choose a member of the core CNS faculty to serve as co-advisor. Credit hours for thesis and dissertation should be distributed between the 2 advisors proportionately to their involvement in the research.

3.2.2 Program Milestones and Probation Deadlines

Goals are meant to keep students on track towards the doctoral degree. Probation deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline will be placed on probation by the department and will have low priority for departmental assistantships. The Area Director, in consultation with the CNS faculty, will write a letter to the student that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will result in termination from the program, barring extraordinary circumstances. In the following table, the goal or deadline refers to the end of that specific semester.

Milestone	Goal	Deadline To Avoid Probation	Final Termination Deadline
Propose MA thesis	Fall, 2 nd year	Fall, 3 rd year	Fall, 4 th year
Defend MA thesis	Fall, 3 rd year	Fall, 4 th year	Spring, 4 th year
Pass comps/MAP	Fall, 4 th year	Spring, 4 th year	Fall, 5 th year
Doctoral candidacy admission	Fall, 4 th year	Spring, 4 th year	Fall, 5 th year
Propose dissertation	Spring, 4 th year	Spring, 5 th year	Spring, 6 th year
Defend dissertation	Spring, 5 th year	Spring, 6 th year	Spring, 7 th year

Students who enter with a master’s degree from another program and whose thesis was approved by the department have 5 years to complete the doctorate. Deadlines will be adjusted accordingly. Students who experience exceptional and unavoidable circumstances (e.g., serious health problems) that are likely to result in a delay in meeting milestones should apply to the Office of Graduate Studies for a leave of absence. Required deadlines will be adjusted accordingly. Under rare circumstances, the Office of Graduate Studies may approve one Time Limit Extension (see LOA and TLE section earlier in this handbook).

3.2.3 Annual Evaluation

Every spring, CNS students are required to submit a current CV and a report of their scholarly activities, teaching, and service. This material forms the basis for students' annual review by faculty. A secondary review will take place in December to ensure that students are making timely progress.

3.2.4 CNS Research Colloquia

The CNS concentration holds regular informal research presentations, typically Fridays at 1:15. The purpose of these meetings is for members of the concentration (and department) to learn about current research being conducted by CNS graduate students and faculty. It is also an opportunity for graduate students to hone their professional and intellectual skills. All CNS graduate students are required to attend the meetings and, following their first year, present annually.

3.2.5 Course Work & Research Credits

All course work must be successfully passed with a grade of at least a B-

3.2.5.1 Prior to the master's level thesis.

- Two of the following core content courses: Cognitive Psychology (EXP 6608), Physiological Psychology (PSB 6056), or Social Psychology (SOP 6068). Students may be allowed to substitute an advanced three-hour course for one or both courses with the written permission of the CNS Area Director.
- Two core methods courses: Regression and Generalized Linear Models (PSY 6206C) and Experimental Design and ANOVA (PSY 6217).
- Two semesters of Introduction to Advanced Psychology in CNS (PSY 6065).
- A minimum of two seminars or advanced courses in cognition, neuroscience, or social psychology from CNS faculty. The purpose of the seminars is to give students breadth and depth within their general area of study. Students may use one of the 'core content' courses NOT used to fulfill the Core requirement towards the Seminar requirement. Students may petition their advisor and Area Director for approval of seminars taught by faculty outside the CNS concentration and outside the department.
- Master's thesis research (minimum 6 thesis or directed research credits). It is recommended that students take thesis credits to retain the option of applying for a master's degree).
- Minimum of 30 graduate credit hours to include at least one credit of Directed Research (PSY 6917) or Independent Study (PSY 6907).

3.2.5.2 Prior to Advancement to Candidacy (in addition to the requirements above).

- Seminars: Completion of at least four additional seminars or advanced courses that are relevant to the student's area of research specialization. Of the six courses that are the required minimum for the doctorate (two before admission to doctoral candidacy), at least three must be offered in the Psychology Department. Students may substitute the third core course (Cognitive, Physiological, or Social) for one of the six with the written permission of the CNS Area Director.

- Specialization: At least two of the six courses must be outside the student's area of concentration and will fulfill the specialization requirement. A specialization supports the goals of the student's training. It is designed to complement the primary area of research. It should represent a focused area of enhanced training that broadens or deepens specific skills or knowledge (e.g., computer science, pharmacology, statistics, engineering, biochemistry, linguistics). Approval of specialization courses is a responsibility of the student's advisor and the Graduate Program Committee. If practical, approval should be sought prior to the completion of this coursework. Only courses in which students earn grades of at least "B-" may count towards the specialization.
- Tools of Research: Completion of at least three additional advanced methods courses. These fulfill the tools of research requirement and must be approved by the Graduate Program Committee. (See "Tools of Research Requirement" earlier in this handbook.) Methods courses are those that deal primarily with research design, data collection techniques, quantitative or qualitative analytic methods, or instrumentation.
 - **Courses that are pre-approved for the Tools of Research Requirement in CNS.** These courses do not require written approval from the GPC. (Note that some of these courses may not be offered on a regular basis.)
 - Psychometrics
 - Meta-Analysis
 - Advanced Educational Measurement I
 - Statistical Analysis for Educational Research III
 - Multivariate Statistical Analysis for Aging Research
 - Psychophysiology of Stress and Coping
 - Presentation and Data Visualization
 - Writing and Reviewing
 - Eye-Tracking Research
 - Cognitive Modeling
 - Bayesian Statistics I
 - Bayesian Statistics II
 - Programming with Data
 - Grant-Writing
 - Qualitative Methods

3.2.6 Advancement to Candidacy

- Successful completion of the comprehensive exam or major area paper. (See below.)
- Admission to doctoral candidacy as described in the General Program Requirements

3.2.6.1 Comprehensive Examination.

The comprehensive exam covers material related to the student's area of research. Its purpose is to prepare the student for the dissertation and help define the student as a scholar. Reading for the exam is a process that should start as soon as the student begins graduate school. The grading committee will typically consist of the doctoral committee. However, the grading committees can comprise four faculty members, at least three of whom should be CNS faculty members (preferably within the student's concentration). Communication with the committee prior to developing a formal reading list is strongly encouraged; the committee should be formed and approved as soon as the exam areas are conceptualized. To prepare for the exam, the student will submit a description of the scope of the exam,

descriptions of the specific areas of focus, and a reading list to the faculty advisor. The advisor amends the list and then submits it to the student's committee for further revision and eventual approval. This process can be accomplished through electronic communication or in a meeting of the committee. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' reading lists are available on Canvas under Courses and Groups within the CNS Psychology Graduate Students organization site (ORG 00681). Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

Exams include a methodological section and three content areas, with three hours devoted to each. The comprehensive exam will be closed book. Typically, the exams are administered over four days, three hours per day, but other schedules are permissible. A day's session usually consists of answering 2-3 questions. Under the supervision of the faculty advisor, the student's doctoral committee writes the exam questions, and at least 2 committee members grade each question. A student may be judged to have passed the entire exam, be required to revise or retake a portion of the exam, or be judged to have failed the exam and be required to retake it at a later date. Failure to pass the comprehensive exam after a second try is grounds for dismissal from the program. Successful completion of the comprehensive exam must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students should pass the comprehensive exam no later than the fall of their 4th year in time to apply for and be admitted to doctoral candidacy. Students who do not pass this exam by the spring of their 4th year will be placed on probation; those not passing by the fall of their 5th year will be dismissed.

3.2.6.2 Major Area Paper (MAP).

An alternative to the comprehensive examination is the preparation of a review or theoretical paper that would be appropriate for a prestigious journal such as *Psychological Bulletin* or *Psychological Review*. The paper must be a novel conceptualization of literature in an area relevant to the student's dissertation. It must fill a gap in the literature. A sophisticated, critical analysis of literature is expected. The review should integrate information from within the specific subject area, incorporate material from other relevant areas, and establish implications for the field. The manuscript should reflect a synthesis - not merely a list or description of studies -- but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is one option for this review. Both the manuscript and oral defense of it should demonstrate the student's advanced awareness of the pertinent theoretical and methodological issues in the area.

Organizing and Proposing the MAP. Students interested in this alternative must obtain approval from their advisor and doctoral committee; the committee should be formed and approved as soon as the MAP is conceptualized. The committee must review a written proposal for the paper that includes an outline, discussion of the scope and depth of the paper, and a preliminary list of references. This document must be discussed at a proposal meeting at which the student gives an oral presentation and the committee asks questions. The committee may modify the scope of the project and the list of references. In consultation with the student, the committee will also help the student develop a plan and timeline for the completion of the paper. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' major area plans and papers are available on Canvas under Courses and Groups within the CNS Psychology Graduate Students

organization site (ORG 00681). Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

Writing the MAP. Following committee approval, the student must write the MAP independently as a single-authored work, though the student may consult committee members about general conceptual issues and the outline of the paper. The student may discuss with his/her major professor and any other faculty conceptual issues related to the major area paper. The major professor and other faculty may not discuss or coach the student on issues surrounding the actual writing of the paper. During the research and writing of the MAP, the idea may evolve from that presented at the proposal. Should the student make any major substantive changes to the outline of the paper, he or she should send a summary document of these revisions to the committee for feedback and approval.

Defending and Grading the MAP. The final submission of the MAP should follow these five steps:

Step 1: The student submits his or her MAP to the committee. At the same time, the student schedules an oral presentation to occur about 2-3 weeks later.

Step 2: The student gives an oral presentation of the MAP, followed by discussion with the committee.

Step 3: Each committee member evaluates the MAP using the following scale, modeled after the journal review process: "accept", "accept pending revisions", "revise and resubmit", or "reject." Evaluations will be accompanied by any constructive feedback necessary for the student to produce an acceptable product. Committee members should aim to provide written reviews in 3 weeks.

Step 4: The student's primary advisor compiles and aggregates the committee reviews. If 3 of 5 members assign an evaluation of 'accept with revisions' or better, the student passes the MAP. The advisor will note any areas of consensus among evaluators that need to be addressed and will make a judgment, along with the committee, about whether the paper (or sections of the paper) should be rewritten.

If fewer than 3 of 5 committee members assign evaluations of 'accept with revisions' or better, the student does not pass, and must rewrite and resubmit the MAP after a considerable interval of renewed effort. Alternatively, the committee may recommend that the student take a comprehensive exam. (If the MAP is not passed on the second try, the student will be allowed a final attempt to complete the MAP or to take the comprehensive exam.)

Step 5: The advisor returns the evaluations and detailed feedback to the student. In cases of revisions, the time to revise should be clearly specified by the advisor.

Successful completion of the major area paper must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students are required to submit electronic copies of their approved major area papers to the CNS Area Director for its archive. Although it is not required, ideally this paper will be submitted to a journal to be reviewed in the usual manner.

Students should pass the MAP no later than the fall of their 4th year in time to apply for and be admitted to doctoral candidacy. Students who do not get their final MAP approved by the spring of their 4th year will be placed on probation; those not getting it approved by the fall of their 5th year will be dismissed.

3.2.7 Dissertation

See the General Program requirements in Section 2

3.3 I-O

3.3.1 Introduction

The principal thrust of the USF I-O Psychology Ph.D. Concentration is to prepare students for university faculty positions as well as research-oriented positions in government, industry, and organizations. We train students to develop outstanding research skills and expertise in quantitative methods. The program is designed to take 5 years with a limit of 6 years. During graduate training, students will take coursework, conduct research, and disseminate results of research at conferences and in journals. In addition, opportunities to teach courses and obtain internships are available.

The course curriculum begins in the first year with a foundation in I-O psychology. A foundation in research methodology is also included. Advanced training in the content and method of I-O psychology remains the central focus after the first year. From the first year, students will become involved in research projects, including but not limited to their Master's thesis and doctoral dissertation. Students are also expected to become involved in departmental activities, such as colloquia and brown bags.

The curriculum presented here is not meant to suggest that the individual program for each student will be rigidly prescribed. Rather, it is intended to provide guidance to the student interested in programming his or her own graduate preparation for the Ph.D. degree. There are, of course, certain hard and fast requirements, which must be met for the Ph.D., as specified in the USF Graduate Catalog and the Department of Psychology Graduate Student Handbook (hereafter referred to as the "Psychology Handbook"). Every graduate student should become familiar with both the University and Department requirements. In addition, there are proficiency standards, which must be met to qualify for Ph.D. candidacy. The suggested curricular paths we provide are designed to equip the student to meet these requirements and standards. However, *the basic responsibility for insuring that all such requirements and standards are met rests with the individual student.*

3.3.2 General Outline of Training

I-O graduate training is intended to progress from the general to the specific. In the beginning, students must take a sequence of core courses that cover major areas of the I-O field and build core competencies for research and practice. As training progresses, particularly beyond the Master's degree, students have flexibility to choose from a variety of advanced courses that will help to build specialized knowledge in areas of particular interest.

In the *first year* of graduate training, students must take a two-semester Topics in I-O Psychology sequence (Personnel Psychology, Organizational Psychology), two Research Methods and Measurement courses (Regression, Psychometrics), and a two-semester Introduction to Advanced Psychology that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research. Students also typically take additional directed reading/study hours to

begin developing their research interests. The Master's thesis proposal will also be started in many cases during the first year.

In the *second year*, students begin taking more advanced I-O courses and graduate-level methods courses. Unless there are extenuating circumstances, students should complete course requirements for the M.A. and defend their thesis proposal by the end of year two, with many students completing the thesis itself. Once the thesis is completed, students should submit it for presentation at a conference and publication in a journal.

In the *third year*, students typically take advanced seminars and electives, as well as some credit hours for research and/or an optional part-time internship. The M.A. thesis should be completed by the end of year three.

Once course requirements are completed (or the majority thereof), students should declare their intent to take the comprehensive qualifying examination (or "comps"), which are offered near the beginning of every Fall and Spring semester.

In the *fourth year*, students should complete any outstanding course requirements, pass comps, and propose their dissertation. Students may also teach a course or do an optional part-time internship. Students interested in academic jobs should also prepare materials for the hiring cycle, which begins in August, for jobs starting the following Fall.

In the *fifth year*, students should focus on completing their dissertation, publishing research, networking, getting a job, and graduating. Students who do not graduate by the end of year five may be allowed to continue for one additional year, provided they are making acceptable progress toward the Ph.D. degree. All students should complete their Ph.D. by the end of year six.

3.3.3 Advisory Information and Guidance for Students

Each entering graduate student will be assigned an initial *academic advisor* from the I-O faculty. Students are free to change advisors with the agreement of the faculty member chosen. When possible, initial advisors will be chosen to match student research interests. Students must notify the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status on a continuous basis throughout their training. During the first year, the advisor will review the student's academic background, assist the student in planning a first-year program, and make recommendations regarding course requirements to be waived, if applicable. The Graduate Program Committee makes final decisions on course waivers and other significant deviations from the prescribed curriculum. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring his or her academic progress. In subsequent years the advisor will continue to assist the student in planning his/her academic program, monitor student progress, and typically chair the student's thesis and dissertation committees. It is not unusual, however, for a student to have different advisors during his/her tenure in the program. Students may also participate in ongoing research in other faculty member's labs.

3.3.4 MA

3.3.4.1 Master of Arts (M.A.) Curriculum Requirements.

Minimum Total Hours: 30. Students are required to earn B- or better for each required course.

Core – 7 hours

Concentration – 19 hours minimum Thesis – 4 hours

Core Requirements – 7 hours

The following two courses are required by all concentrations in Psychology.

PSY 6206C 4 Regression

PSY 6065 3 Introduction to Advanced Psychology (register for the section taught by an IO faculty member)

I-O Concentration Requirements – 19 hours minimum

The following four courses are required for the I-O concentration. Two additional I-O seminars, or alternative graduate courses, selected in consultation with the major professor should be completed to fulfill 19 credit hours.

INP 6935 3 Topics in Industrial-Organizational Psychology (Personnel Psychology)

INP 6935 3 Topics in Industrial-Organizational Psychology (Organizational Psychology)

PSY 6305C 3 Research Methods and Measurement (Psychometrics)

INP 6935 3 Topics in Industrial-Organizational Psychology (Organizational Research Methods)

Thesis – 4 hours minimum

Thesis (PSY 6971) – 4 hours minimum

3.3.4.2 Master's Thesis.

At the time the graduate student begins to formulate ideas for a Master's thesis project, an M.A. supervisory committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his/her *advisor, who will serve as chair (major professor) or co-chair (co-major professor)* for the thesis research and oral defense. The supervisory committee must consist of at least three tenured or tenure earning faculty members from the Department of Psychology. For I-O students, two members of the thesis committee must be from the I-O faculty and the third member must be from outside of I-O.

3.3.5 PhD

3.3.5.1 Doctor of Philosophy (Ph.D.) Curriculum Requirements.

Minimum Total Hours Post-Bachelor's: 80

Students must successfully complete all requirements noted in the USF Graduate Catalog section for the M.A. in Psychology, or its equivalent, with a minimum GPA of 3.00. In addition, students must successfully complete the following post-Master's requirements. The 30 hours from the Master's is then added to the post-Master's minimum of 50 hours for the 80-hour total.

Minimum Total Hours Post-Master's: 50

Individual concentrations may require more hours for accreditation. A minimum GPA of 3.00 is required for all courses within the Ph.D. Degree.

Curriculum Overview

Core – Completed as part of the Master's requirements Doctoral Concentration – 30 hours minimum

Additional Courses – 8 hours

Dissertation – 12 hours minimum

I-O Concentration Requirements – 21 hours

A minimum of seven of the following, or alternative graduate courses, selected in consultation with major professor:

INP 6316 (3 credits) Occupational Health Psychology

INP 6395 (3 credits) Work and Family

INP 7097 (3 credits) Career Development

INP 7937 (3 credits) Employee Selection

INP 7937 (3 credits) Team Effectiveness

INP 7937 (3 credits) Learning in Organizations

I-O Tools of Research Requirements – 6 hours

A minimum of two of the following, or alternative graduate methods courses, (in addition to the graduate methods courses from the Master's requirements), selected in consultation with major professor:

PSY 6217 3 Research Methods and Measurement (Meta-Analysis) PSY 6217 3 Research Methods and Measurement (Bayesian Statistics I)

PSY 6217 3 Research Methods and Measurement (Bayesian Statistics II)

PSY 6217 3 Research Methods and Measurement (Experimental Design & ANOVA)

PSY 6217 3 Computational Modeling

EDF 7437 3 Advanced Educational Measurement I

EDF 7484 3 Statistical Analysis for Educational Research III

GEY 6403 3 Multivariate Statistical Analyses for Aging Research

I-O Electives – 3 hours

A minimum of three hours from the following, or acceptable alternatives, selected in consultation with major professor:

PSY 6907 0-3 Independent Study

PSY 7908 0-3 Directed Readings in Psychology

PSY 7918 0-3 Directed Research

Additional Courses – 8 hours

Additional Concentration, Tools for Research, and/or Electives courses may count toward this requirement.

3.3.5.2 I-O Comprehensive Qualifying Examination (Comps).

Successful completion of the Ph.D. Comprehensive Qualifying Exam for Admission to Candidacy. As a general USF requirement, each student in a Ph.D. program must pass a written comprehensive qualifying examination over the subject matter of his or her major and related fields. The student is not formally admitted as a *candidate* for the Ph.D. degree until this exam is passed. To take the exam, students must have completed their required coursework and have no more than one substantive course remaining; the remaining substantive course may be taken during the semester in which the exam is taken. For a detailed description of comps policies and procedures, please see Appendix A.

3.3.5.3 Doctoral Dissertation.

Dissertation (PSY 7980) – 12 hours minimum

Once the Master's thesis and comps requirements are met, a Ph.D. supervisory committee can be formed. The Ph.D. supervisory committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his/her *advisor, who will serve as chair (major professor) or co-chair (co-major professor)* for the dissertation research. *For I-O students, the supervisory committee must consist of at least five full-time tenured or tenure-earning faculty members. Three members must be full-time faculty within the Department of Psychology and in the I-O concentration. At least one of the remaining two members must be a full-time faculty member from within the Department of Psychology but outside the I-O concentration. The fifth member must be from outside the Department of Psychology.*

4. Appendices

4.1 Finances

4.1.1 Residency

Official, up-to-date information about residency can be found at the Graduate Admissions and Registrar's Office residency websites (<https://www.usf.edu/admissions/graduate/admission-information/residency-information.aspx>; <https://www.usf.edu/registrar/services/residency/>)

Graduate students with at least 0.25FTE assistantship appointments will not be charged tuition thus residency will not impact these students for tuition purposes.

Residency refers to whether you are a Florida or out-of-state resident as defined by Florida state statute Section 1009.21. Residency determines your tuition rate. Be aware that simply living in or attending school in Florida does not establish legal residence for tuition purposes. In-state status is only for those with a permanent, established legal domicile in Florida and by the absence of ties to any other state. An out-of-state permanent address on pertinent records can result in an out-of-state classification. To claim Florida residency, you must have established and maintained a legal Florida residence for at least 12 months prior to the first day of classes for the semester for which in-state status is sought, i.e. a student applying for the Fall term must submit the documents to complete the Florida residency review at least one year prior to the Fall term's start date.

Your initial residency is determined by the Office of Admissions based on information you provide with your application. Failing to provide sufficient information will result in you being classified as out-of-state. If your residency status is listed as non-Florida at the time that classes begin, you will be assessed out-of-state tuition charges.

Students who are not U.S. Citizens are required to submit documentation to verify permanent resident or visa status in addition to documentation required for in-state status.

The Psychology Department requires all admitted graduate students to change their permanent address after their appointment is entered in the USF systems, including GEMS (employees system access via MyUSF portal under Business Systems menu), and OASIS (students' system access via MyUSF portal under My Resources menu; entered in the 'Permanent- stable, long term' address section).

4.1.2 Expenses

4.1.2.1 Tuition & Tuition Waivers.

It is the University's policy to provide full tuition waivers for graduate students appointed to departmental assistantships (job codes 9181, 9182, 9183, 9184, 9185, 9550) or who receive certain fellowships. The Office of Graduate Studies' Graduate Assistant Policies and Guidelines Handbook is available at http://www.grad.usf.edu/GA_Handbook.php. The specific number of hours covered by the waiver may vary by year in the program, concentration, and semester. Waiver applications are typically processed during the first weeks of August, December, and May. Students will be emailed to go to the

Business Manager's office to submit their final class schedule and sign the Tuition Payment Application form. The university's tuition waiver policies may change from semester to semester, so it is important to remain up-do-date on those policies. Audited courses are not covered by tuition waivers (and most likely not by Financial Aid) thus students will be responsible for tuition for audited courses.

Tuition waivers for fall and spring semesters are provided for the 9 hours students are required to take. In the summer, if students are funded on an assistantship, they will receive 6 hours of tuition waivers. If a student is requesting more than the standard graduate hours, a Request for Approval of Greater than 9 Credits form (on the department website) signed by the Chair is needed to submit along with the student registration to explain why the additional hours are required to receive the additional tuition waivers.

For financial aid/loan purposes (according to their website <https://www.usf.edu/financial-aid/sap/>), the maximum limit for graduate students is set by degree level, not degree major. Credits attempted at any school prior to and while enrolled at USF regardless of whether you received financial aid at the time you attempted them will be counted in the maximum hour limit. You must earn your graduate degree within the maximum hours listed below (<http://www.usf.edu/financial-aid/sap/sap-grad-requirements.aspx>):

- MA/MS/MEd - 70 attempted hours
- EdS - 115 attempted hours (includes hours at the MA/MS/MEd level)
- PhD/EdD - 135 attempted hours (includes hours at the MA/MS and/or EdS levels)
- No longer eligible – Once you have attempted the maximum credits for your graduate degree, you are no longer eligible for financial aid (including federal student loans).
- No extended eligibility for changing majors - There is no additional eligibility for changing graduate majors at the same degree level (master's, doctorate). All attempted credits from all graduate majors count against the limit.
- No extended eligibility for a 2nd graduate degree at the same level - If you have earned one graduate degree, there is no additional eligibility for a 2nd graduate degree at that degree level.

4.1.2.2 Fees.

Graduate students are responsible for paying all academic fees each semester by the university controller's cashiers office deadline dates (see <https://www.usf.edu/business-finance/controller/student-services/deadline-dates.aspx>). The fee amount varies according to the number of hours taken and whether one is a Florida resident. The University will cancel the registration of a student whose fees have not been paid in full by the deadline. In order to be reinstated you must pay the full amount of tuition and fees for the term you were cancelled plus any prior or current term charges that are past due by the reinstatement deadline. If you do not pay by the reinstatement deadline you will need to petition for reinstatement: Petitioning for Reinstatement (<https://www.usf.edu/business-finance/controller/student-services/reinstatement.aspx>.) You will also be required to pay a late payment fee late registration fee (for having to re-register your courses; see deadline dates link above for current amounts). All cancelled students should receive a cancellation notice by mail or email that includes the amount of their tuition and fee charges for the cancelled term. If you make your payment online you will need to contact the Cashier's Office at 813-974-6057 or visit the Tampa campus office.

4.2 Support

4.2.1 General Policies

Students are not generally permitted to have more than one source of university funding (e.g., a full fellowship and a teaching assistantship or a research assistantship and a teaching assistantship).

4.2.1.1. Hours Per Week.

The department recommends that students not work more than 20 hours per week (.50 FTE) in paid positions. This policy exists to protect time for graduate student research and education and to maintain a fair distribution of department resources among students. This department policy is consistent with USF policy (<http://www.grad.usf.edu/policies.php>). While some requests to exceed 20 hours per week may be approved, the Psychology Department will not approve assignments involving more than 28 hours per week (.73 FTE) as these requests are always denied by the Office of Graduate Studies. This includes paid and unpaid research, clinical, consulting, and teaching activities that are outside the student's primary laboratory.

Students who wish to take on additional employment that will exceed 20 hours per week must obtain written permission from their Advisor, complete any concentration-specific application forms, and receive written permission from their Area Director. Students seeking to work more than 20 hours within the USF system must use the departmental extra hours form, which will require approvals from the Major Advisor, Area Director, Associate Chair, and Office of Graduate Studies.

Clinical students engaging in support hours or extra activities at the department's Psychological Services Clinic up to 4 hours (e.g., PSC 4-hour externship), are exempted from this policy. In addition, these limits do not apply to students on formal internship (e.g., Clinical Internship).

Fellowship Departmental Contribution Policy

Students who apply for and receive a fellowship that provides less than the standard Graduate Teaching Assistantship stipend may request a departmental supplement to cover the difference and to cover the standard GTA benefits (such as health insurance subsidy). The department will provide this supplement and benefits in exchange for a .25 FTE Graduate Teaching Assistant assignment (equal to half the standard assignment for those without a fellowship) per academic year (that is, one half GTA assignment in either Spring or Fall semester). To qualify for this departmental supplement the student must not have any other stipend or grant support (student loans are not considered as other support).

All first-year students will receive a departmental supplement in cases where the total fellowship amount is less than the current standard Graduate Teaching Assistantship. After the first year, students may choose to accept the .25 FTE work assignment in exchange for the supplement or to accept the fellowship without the supplement, choosing to forgo the additional support.

4.2.1.2 Outside effort.

The Psychology Department will not approve assignments involving more than 29 hours per week (.73 FTE). This includes paid and unpaid research, clinical, and teaching activities that are outside the student's primary laboratory (please note, for the purposes of this policy, a .50 FTE appointment is defined as 20 hours/week). All clinical and research positions (paid or unpaid) outside a student's

primary laboratory are considered working hours. Extra hours within your research lab or associated with informal research collaborations across laboratories (e.g., data analysis and manuscript write-ups, co-investigators on a research project) do not require reporting.

If students have strong justifications for working above 28 hours (paid and unpaid), students can submit an Extra Hours Request Form. Upon completion of this form, the following steps should be taken:

1. Meet with major professor to discuss the extra hour request and receive approval.
2. Forward the major professor's approval to the Area Director
3. Have the supervisor of the additional hours send a request letter with justification for assignment above .50 FTE to the Psychology Dept. Associate Chair
4. Clinical students must mail completed form with major advisor approval to the Director of Clinical Training (with major professor cc'ed).

4.2.1.3 Conflict of Interest.

Students who are employed as graduate or teaching assistants are required by USF policy to file Conflict of Interest/Outside Activity Reports through the eDisclose system if they engage in any paid activities outside of the department. Graduate student employees must disclose involvement in certain types of business, employment, or contractual relationships; employment of a related person in situations that could lead to nepotism; soliciting or accepting gifts; and engaging in certain outside activities that have the potential to create a conflict of interest or commitment. eDisclose can be accessed through the student's MyUSF account. This obligation is required by USF System Policy 0-027 and is codified in Article 7 of the USF/UFF-GAU Collective Bargaining Agreement. The USF Compliance & Ethics Program reviews business, employment, and contractual relationship disclosures. Activities within the university (e.g., student committee memberships, student government service, etc.) do NOT require outside activity reports.

4.3 Types of Support

4.3.1: Teaching Assistant

The department hires students to conduct research (as Graduate Research Assistants or Associates), teach (as Graduate Teaching Assistants or Associates), and help with other non-research, non-teaching tasks (as Graduate Assistants). Regardless of type of assistantship and specific assignment, students typically receive the same stipend when working within the department (some students who receive fellowships may have different, fellowship specific, stipends).

4.3.2 Course Instructor

The USF System requires a Master's degree to be an instructor of record for undergraduate courses. The instructor must hold a Master's degree in the teaching discipline (i.e., Psychology) or hold a Master's degree in any concentration and have completed at least 18 graduate credit hours in the teaching discipline. Typically, incoming students who enter with a Master's degree must fulfill all of the requirements for USF's Master's to be eligible to be the instructor of record for an undergraduate course.

Graduate student instructors are required to submit a Certification of Teaching Credentials Form and an updated vita to the Graduate Student Coordinator. For online courses that have at least 80 students,

course instructors can request online TA support for the class by completing sections 3-7 of the online form and submitting it to the department manager for the Chair's signature. All Online instructors must take the OIC (Online Instructors Course) prior to instructing an online course at USF (see <http://www.usf.edu/innovative-education/ofd/online-faculty/get-certified.aspx> for information; course registration is located here: <http://www.usf.edu/innovative-education/ofd/online-faculty/online-workshops.aspx>).

Before being appointed to any teaching assistantship, international students must earn a satisfactory score (minimum score 26) on the speaking subsection of the internet-based TOEFL (iBT-S), or a minimum score of 160 on the spoken portion of the TOEIC test administered by ETS.

4.3.3 Research Assistant

Some faculty members with current external support (i.e. active grants) may hire graduate students as Research Assistants (RAs).

4.3.4 Fellowships

(note: this is not an exhaustive list; there may be other sources of funding available that you can search out)

Clinical Alumni Award for Citizenship: This award honors a current graduate student who has shown superior "citizenship" behaviors in graduate school during the previous year. Nominations are accepted from students, faculty, and staff. The award provides a small stipend, and the winner's name is placed on a plaque located in the Psychology Department. Information on the criteria for selection and the application procedures are promulgated via email by the Director of Clinical Training.

The Eve Levine Graduate Teaching Award: This award provides a stipend, and the winner's name is placed on a plaque located in the Psychology Department. The award is made in the spring of every year. Requirements include advanced standing and teaching two courses in a given year. Information about this award will be promulgated via email.

Richard LaBarba Memorial Scholarship: This scholarship is given annually to a current graduate student who has excelled in work on developmental psychology or developmental psychopathology.

Professor Paul E. Spector Endowed Award: This award is open to full-time graduate Ph.D. students studying Industrial-Organizational Psychology at USF. I-O faculty will select one or more accepted I-O graduate applicants to be offered this award if they enroll in the USF Ph.D. program within the I-O concentration. If there are no appropriate accepted applicants in the priority fields worthy of this award then the I-O faculty may provide the award to accepted I-O applicants who are outside of the priority fields. I-O faculty will make this selection based on the competitiveness of the applicant and priority fields of study including students conducting research applying psychological/organizational principles to study one of the following topics: job stress, occupational safety, occupational health, workplace violence/aggression, counterproductive work behavior, and organizational research methodology. In summary, the Professor Paul E. Spector Endowed Award will be used as an enhancement to make the admissions offer more competitive.

Richard F. & Eva L. Pride Endowed Scholarship: This award is made to minority students pursuing doctorates. See <https://foundation.usf.edu/here/scholarship-office/available-scholarships/need-merit-based-scholarships/dr-richard-f-eva-l-pride-endowed-scholarship>.

The Valerie Reed Memorial Scholarship: An annual scholarship is awarded to an outstanding student in the Clinical Psychology concentration. Information on the criteria for selection and the application procedures can be obtained from the Director of Clinical Training.

USF Office of Graduate Studies Doctoral Dissertation Completion Fellowship: This fellowship is intended for students in their last year who need support to complete the last part of their projects, write and graduate, and is only applicable to students who have reached candidacy and will graduate within the time frame of the award (one academic year). See <https://www.usf.edu/graduate-studies/funding/fellowships-scholarships/>.

Department of Defense SMART Scholarship: The Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program was established by the Department of Defense (DoD) to support undergraduate and graduate students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines. The program aims to increase the number of civilian scientists and engineers working at DoD laboratories. See <https://smartscholarshipprod.servicenowservices.com/smart>.

Honor Society Fellowships: Students may be eligible to join societies that distribute awards for deserving students on a competitive basis. See <https://www.usf.edu/student-affairs/involvement/> for more information. For information on the local chapter of Phi Kappa Phi see: <https://www.phikappaphi.org/join/chapters-list/university-of-south-florida#.XNWrZORYbuY>.

The Ford Foundation Pre-doctoral and Dissertation Fellowships for Underrepresented Minorities program awards fellowships to members of minority groups. Each pre-doctoral fellowship stipend includes a stipend to the Fellow and a stipend to the institution in lieu of tuition and fees. The dissertation Fellow receives a stipend that is non-renewable. Awards are based on achievement and ability as evidenced by academic records, letters of recommendation, and other indicators of academic promise. See <https://sites.nationalacademies.org/PGA/Fellowships/index.htm>.

The American Associate of University Women Educational Foundation provides American Fellowships designed to support women doctoral students completing dissertations. Applicants must be US citizens or permanent residents. See <https://www.aauw.org/resources/programs/fellowships-grants/>.

4.3.5 Travel Awards

Neuroscience students can apply for the Signature Interdisciplinary Program in Neuroscience (SIPIN) Student Travel Award Program to partially defray travel expenses for students to attend Neuroscience-related scientific meetings.

Clinical psychology graduate students may be eligible for small awards for travel to professional meetings and conferences at which they make presentations. Students should see the Director of Clinical Training for the procedures for requesting these funds.

APA Science Student Council, Awards, Honors and Research Funding Sources for Graduate Students and Post-docs: APA Student Travel Award, American Psychological Foundation Scholarships, Dissertation Research Award, and Early Graduate Student Researcher Awards information can be found at this website <http://www.apa.org/about/awards/index.aspx>.

The American Psychological Association offers travel grants to support attendance at the annual convention. See the APA web site (<https://www.apa.org>) for more information. Check the websites of other professional organizations regarding their student travel awards. Many professional organizations offer travel grants or opportunities for students to volunteer in exchange for free registration.

4.4 Information Technology

4.4.1 NetID, e-mail, and MyUSF

To activate your NetID (your user ID for USF) and USF email please visit: <https://www.usf.edu/it/documentation/netid.aspx> and follow the instructions. With your NetID, you will have access to MyUSF at <https://www.usf.edu/it/class-prep/myusf.aspx>. MyUSF is the portal to all of your technology needs including Canvas (USF's learning management system), OASIS (USF's Online Access Student Information System), your email account, and GEMS (USF's personnel and payroll system).

4.4.2 Multi-Factor Authentication (MFA)

MFA is an additional layer of security required when logging into a USF website. A single MFA is used for email, Office 365, GEMS, Teams, Outlook, Email, and Box (see <https://www.usf.edu/it/documentation/office365/multifactor.aspx>).

4.4.3 VPN

Some web services are only available to computers on the USF network. If the computer you are using to access one of these services is off-campus, you will need to install the USF VPN and log in that VPN while accessing these services. Go to (<https://www.usf.edu/it/documentation/virtual-private-network.aspx>) to install and configure the USF VPN.

4.4.4 Device Registration

Before you begin using a device (computer, phone, tablet, etc.) on the USF network, you must register each device to the network. The following are needed: a valid USF email address, computer's network adapter address (also known as physical address or mac address), a non-USF email address, and a valid phone number. For any university technology questions or concerns, contact the Information Technology Help Desk at (813) 974-1222 or <https://www.usf.edu/it/>.

4.4.5 Canvas

Canvas the learning management system used at USF. Canvas is a single sign-on portal that gives you access to the courses you are taking, teaching, or TAing. Canvas allows you to complete class assignments, read course documents, post discussions, communicate with classmates, and check class

email. You will also use Canvas when you teach. Virtually all instructors use Canvas for some aspect of their classes.

4.4.6 Oasis

The Online Access Student Information System (OASIS) is the online access to your student information. You can view grades, tuition, fees, dates, and deadlines. In addition, OASIS is where you register for courses and pay tuition and fees via bank card or electronic check. OASIS is where you will use Schedule Planner to find which courses are offered in the semester; access your student record, financial aid award, account information, and class schedule; update your address; and complete other functions. Review OASIS registration status for holds and other issues that can hold up registration.

4.4.7 GEMS

GEMS is the USF employee self-service on-line. Instructions for viewing your pay, direct deposit, deductions, change of address, W-4 information, and other GEMS features are available on the Human Resources website at <http://www.usf.edu/hr/quick-links/new-employees.aspx>. The GEMS Self Service Overview tutorial is at this website <http://cmsfs.forest.usf.edu/human-resources/onlinetrng/hrprocess/gems-self-service/index.html>. If your mailing address or banking institution change at any time during your graduate career, please submit a change of address and an updated W-4 Form or an updated Direct Deposit through the online GEMS Self-Service system or go to the Payroll office (list location).

4.4.8 Box

Box is USF's cloud storage solution. Log in to Box (<https://usf.account.box.com/login>) using your USF email address to create your account if you do not already have one; this will create your new personal folder where your files will be stored. Check out our FAQs, how-to videos, Box Drive downloads, and Box security information on our Box Info site: <http://usf.edu/boxinfo>. Use the self-help and training materials on Box Community <https://community.box.com/t5/Box-Community/ct-p/English>. Data owners, researchers, and PIs are responsible for overseeing, granting, and revoking their team members' Box folder access.

4.4.9 Office365 & Teams

USF provides the Office 365 service suite to students for free. An active Office 365 account is required to sign up for Office 365 services including Outlook, Teams, and OneDrive. Teams is the officially USF supported remote meeting platform. To access online meetings and classes, download Microsoft Teams on your desktop, phone (IOS or Android), or iPad by going to <http://teams.microsoft.com/downloads>. You can also use Teams in most modern web-browsers by going to <http://teams.microsoft.com> and logging in with your NetID and password.

4.4.10 DocuSign

USF uses DocuSign for official paperwork. You will need to create a DocuSign account to access and send official USF PDF documents for electronic signatures. See the DocuSign web page at <http://docusign.com> for details. Instructions can be found at <https://www.usf.edu/arts-sciences/departments/psychology/documents/docusign.pdf>.

4.4.11 Listservs

The Psychology Department uses Listservs to send important notices relevant to various groups within the department (e.g. faculty only, graduate students only, everyone in the department, etc.). The most critical departmental listserv for Ph.D. graduate students is named PSYPHDGrads. All Ph.D. students are required to subscribe and remain subscribed to it. The list is moderated for content and subscription membership. Subscribe and update your email address to the listserv through PSYPHDGRADS Listserv.

The second critical departmental listserv is the one for your Ph.D. concentration:

- CLPsych Listserv
- CNSPsych Listserv
- IOPsych Listserv

All students and faculty within the concentration are required to subscribe to the concentration listserv. If the computer you use is off-campus, you may need to first install the USF VPN (<https://www.usf.edu/it/documentation/virtual-private-network.aspx>) and connect to it when subscribing/logging into your listserv account. You can disconnect any time after.

An optional listserv is named PSYJobs. This listserv distributes job announcements and position advertisements. The listserv is moderated for subscription and content. You may subscribe and unsubscribe through <http://listserv.admin.usf.edu/archives/psyjobs.html>.

4.5 Professional Development

In academics, the three primary areas of responsibility are research, teaching, and service. A successful academic career requires demonstrated performance in all three areas. Research productivity is demonstrated through peer-reviewed funding and publication. Teaching effort is demonstrated through being a TA and in being the instructor of record for a course with good evaluations, and through taking advantage of the training opportunities available at USF to become a better teacher. Service opportunities are available at the department, college, university, and community level. When acting in their professional capacity, graduate students are expected to conduct themselves in a manner consistent with the ethical standards of the profession.

4.5.1 Research

4.5.1.1 Research Funding.

Research funding is available internally (USF department, college, etc.) grants and awards, and externally, e.g. federal and private foundation research grants and fellowships. Note, the lists below are representative, not exhaustive; funding opportunities are always in flux – part of securing funding is finding the most appropriate opportunity for the funding you seek.

4.5.1.2 Internal grants/awards.

Professor Charles D. and Carol Spielberger Endowed Fund Award: This award is given annually to a graduate psychology student(s) studying the relevance of planned or on-going research in the priority fields of study, which are Emotions, Personality, and Clinical and Health Psychology. It will be used to

provide summer funding for incoming graduate students. This award will be given to an incoming clinical psychology student who plans to study in the priority fields of study, which are Emotions, Personality, and Clinical and Health Psychology.

Walvoord Verizon Wireless Work-Family Research Endowment in Honor of Dr. Tammy D. Allen: In cooperation with Verizon Wireless, a USF alum has established a research endowment to support work-family research conducted by USF psychology graduate students. The endowment is awarded annually and honors Dr. Tammy Allen for her dedication to mentoring graduate students. The purpose of the award is two-fold: 1) Facilitate work-family research by underwriting the cost of research materials, and 2) Encourage research that results in manuscript submission to an appropriate peer-reviewed research journal.

Stephanie and Adele Gilbert Award for Research on Women: This annual award is given to a psychology graduate student who completes a thesis or doctoral dissertation relevant to women's issues. Graduate students from all concentrations of psychology are eligible to apply. Information on the criteria for selection and the application procedures will be promulgated via email.

The Clinical Psychology Association: This graduate student organization was established to help secure additional funds for clinical graduate students' research studies that are not covered by other funding mechanisms. For more information, please contact Edelyn Verona, Director of Clinical Training.

USF Office of Graduate Studies Signature Research Doctoral Fellowship: This fellowship is intended for students working in the USF signature research areas (Integrated Neurosciences, Sustainability of populations and/or environment, Diabetes and autoimmune disorders, or Drug Design and Delivery) who are less than one year into their doctoral candidacy and lack funding. It provides two years of support to enhance productivity and progress toward completion of the degree. Also students will receive support to attend a discipline-related academic conference in which students are presenting. See <https://www.usf.edu/graduate-studies/funding/fellowships-scholarships/>.

CAS Bright House Networks Endowed Fellowship: This fellowship provides \$7,500.00 for one semester support to a deserving Ph.D. student declared in the college for completion of the dissertation. Students must be in good academic standing having completed all work for their degree except finishing their dissertation and defending (typically one to two semesters prior to graduation).

CAS Research: The USF College of Arts and Sciences provides a list of research award opportunities for graduate students. See <https://www.usf.edu/arts-sciences/research-scholarship/funding-search/all-searchable-databases.aspx>.

4.5.1.3 External grands awards.

Sponsored Research: The Division of Sponsored Research knows of other funding programs for which graduate students may be eligible. See <https://www.usf.edu/research-innovation/sr/> or <https://www.usf.edu/research-innovation/students/index.aspx>. Interested students should contact that office for more specific information on eligibility requirements. Do so early so that you will meet any application cutoff dates.

COGDOP Scholarship: The Psychology Department Awards Committee can nominate up to two students for the Graduate Research Scholarship from the Council of Graduate Departments of Psychology

(COGDOP). COGDOP gives priority to students who have not yet completed the first two years of the program, so the committee will give priority to rising second years on the basis of not-yet-established merit-based criteria. See <https://www.cogdop.org/scholarships/>.

APA Psychological Science Agenda, Research Funding: Funding announcements from federal agencies for support of research and training in areas that include psychological science. See <https://www.apa.org/research/funding/>.

Sigma Xi is a national scientific honor society for students in the sciences. Sigma Xi's funding program, Grants in Aid of Research Program, presents awards to graduate students each year. For more information, see <http://www.sigmaxi.org/>.

American Psychological Association, Association for Psychological Science, and National Science Foundation: APA, APS, and NSF award research fellowships and scholarships to graduate students. See <http://www.apa.org/about/awards/index.aspx>, <http://www.psychologicalscience.org/index.php/members/grants-awards-and-symposia>, and <http://www.nsf.gov/>.

The Spencer Foundation's Dissertation Fellowship Program supports dissertation research. Applicants need not be US citizens. See <https://www.spencer.org>.

4.5.2 Dissemination

Research findings and interpretations are presented through posters and talks locally in the department, and at national and international meetings within your area(s) of interest. Giving talks at the department meetings within your concentration is important preparation for presenting your research at meetings. Regular presentations at these area meetings is expected of all graduate students.

Presenting your research at society meetings as posters or talks gives you an opportunity to meet people with common interests to form potential collaborations and to discover relevant new findings before they are published. Your faculty advisors can let you know the meetings that are important in your field.

Publication of your work in peer-reviewed journals is critically important for success in academia. The more articles you publish in high profile, respected journals, the better you will fare. You should aim to have several articles published or in press, including first author publications, before you go on the job market.

4.5.3 Professional Societies

Research domains have professional societies associated with them, some general, some more specific. Societies hold meetings (usually annually) and publish one or more journals. Society membership is an important part of professional development. It is through societies that scientists meet and interact with people who share common research interests, meeting potential collaborators and colleagues. Personal connections are important for career advancement, and society membership provides opportunities to make those personal connections.

4.5.4 Teaching

Teaching experience for students planning academic careers is strongly recommended. To serve as the primary instructor for a course, students must have earned the M.A. degree (see details in Criteria for Receiving Teaching Positions in the Department section), be in good standing, and have expertise in the subject matter to be taught.

Students who are first-time instructors must register for PSY 6947 (Graduate Instruction Methods). Opportunities for enhancing teaching skills are available through the department's teaching workshops and USF's Center for Innovative Teaching & Learning (CITL).

Training regarding Title IX (Higher Education Act to prohibit sexual violence, sexual harassment or gender discrimination) & VAWA (Violence Against Women Act of 2013) is required for new students (<https://www.usf.edu/diversity/title-ix/index.aspx>). All GAs/TAs must be fully trained in their responsibilities as mandated reporters of sexual harassment, including sexual violence. Students whose duties include classroom instruction, supervision of any student at any level, or work with any student organization are required to attend one of the training sessions every two years.

For details on Teaching Assistant and Instruction opportunities in the department and requirements see the Support section.

4.5.5 Service

There are numerous opportunities to serve the department, the college, the local community, and the scientific community. Some of these will present themselves to you, others you may need to seek out. Examples include serving on various departmental committees, e.g. the committee that schedules the talks for your area, being the student representative at department faculty meetings and meetings of the department's executive committee, serving on the department's Diversity and Inclusion committee. There are committees at the college level as well that include graduate student members. Once you begin submitting articles for publication in peer reviewed journals, those journals will begin inviting you to provide peer reviews for articles that other's submit.

4.5.6 Ethics

Professions have explicit and implicit expectations of ethical conduct. Graduate students are considered professionals-in-training and, as such, are expected to adhere to the ethical standards of the profession. This section is not meant to be an exhaustive list of allowed and prohibited behaviors but rather a general reminder of principles and expectations.

All students are expected to adhere to standards of academic and research integrity. Integrity violations (e.g. cheating on exams, falsifying data) are extremely serious.

Professionals have both personal and professional lives and must exercise care at the intersection of those lives; co-mingling of personal and professional lives carries risk of overstepping ethical boundaries. Even the appearance of a conflict between personal and professional roles can raise ethical question, and speech or action that might appear unethical is best avoided. If questions arise about whether an

action is wise, the primary advisor and other faculty members are a good resource to consult before acting.

Ethical behavior is based on respect and not misusing the trust and resources that come with being a professional. Professional relationships have inherent power differential and this the potential for exploitation and violation of trust. For example, teacher/student, lawyer/client, health care provider/patient relationships all have power differentials where one individual is asked to trust the other and expect fair and equitable treatment in return. Professionals are expected to refrain from entering in to dual-relationships with individuals who have engaged their professional services. Dual relationships include, but are not limited to, engaging in financial, business, recreational, or romantic relationships with someone where there is an existing (and in some cases prior) professional relationship. The power and trust imbalance and potential for exploitation inherent in a professional relationship makes dual relationships unethical.

Everyone is expected to have personal beliefs and interests, however professionals are expected to not use the resources provided by their professional position to further those beliefs and interests. It is important to distinguish between when speaking for one's profession and when speaking for one's self. A professional position may also provide access to resources not available to others, and using those resources in service of personal interests is unethical. For example, University resources (e.g. offices, computers, internet access) are publicly funded resources, and some taxpayers may not want the resources they paid for being used to advocate for a particular position or organization they don't agree with.

Electronic communications and social media present additional challenges. Social media postings are potentially available to anyone anywhere and should be treated as permanent – something posted in the moment maybe be online forever despite efforts to remove it. Consider the following cautions and suggestions:

1. Email and text messages are not secure communications and should not be used to convey confidential information, e.g. client diagnoses, student grades, etc.
2. Emails sent via the USF email system are public records subject to Florida's Sunshine laws and are thus potentially available to anyone. Simply deleting an email from your mailbox may not remove it from the USF servers. Treat emails in your USF account as public and permanent, not private communications.
3. Utilize social media privacy settings to limit access to your pages and personal information. Use discretion when considering "friend", "follow", and similar requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with current or former clients or students.
4. Like text, online photo and video sharing should be considered public and permanent. Use thoughtful discretion.
5. Voicemail greetings or email signatures should reflect the maturity and professionalism you would want to portray to the public.

It is the student's responsibility to be informed and aware of University regulations regarding their behavior. Consequences for violations of University regarding ethical conduct can range from mandatory education to dismissal from the program.

4.6 Assessment and Evaluation

The preparation of high-quality scholars requires close monitoring of academic and professional competence to ensure that students are well prepared and competitive for a career in their chosen field. Students must show evidence of research competence; competence in any clinical, practicum, or teaching placements; and competence in the classroom. Evidence of research competence includes (but is not limited to) success in writing research proposals and conducting research (thesis, dissertation, additional projects with other students and faculty), acquiring grant support, participating in concentration brown bags and departmental colloquia, submission and acceptance of meeting papers, and submission and acceptance of manuscripts. Evidence of clinical, practicum, and teaching competence includes (but is not limited to) written evaluations by supervisors, observations by faculty, and student evaluations. Evidence of competence in the classroom includes completion of the concentration's core requirements and methods requirements with at least a "B-" in each course. Students are also required to maintain at least a "B" (3.0) average overall in their course work. Failure to maintain a GPA of at least 3.0 will result in the student being placed on academic probation. That student will have one semester (not counting summer) to raise the GPA to at least 3.0. Students on probation may only enroll in graduate courses that are part of the approved degree requirements as specified in the Graduate Catalog.

Formal evaluations of professional development and competence will be conducted at least once a year. Each student's concentration is responsible for delineating minimal professional requirements and providing students with formal written feedback describing strengths and any deficiencies along with a recommended course of remediation. Continued deficiencies in professional competence will result in placement on probationary status and eventual recommendation for termination from the program.

Students have the right to appeal decisions of probationary status or recommendations for termination given the Policy on Student Grievances, available on the General Counsel website. Students have the option to discuss concerns with the university Organizational Ombuds Offices (<https://www.usf.edu/student-affairs/ombuds/>), or initiate an official grievance process

4.6.1 Clinical Student Assessment

In addition to the information on Student Evaluation provided earlier in this Handbook (departmental policies), the Clinical Faculty meet at the end of the fall semester to review overall student progress (with special focus on first year students) and meet again at the end of the spring semester to review student progress of all students in detail (including coursework, research skills, clinical skills, and professional development). Faculty mentors monitor student progress throughout the year, but the Clinical Faculty use this yearly evaluation meeting to discuss students' overall progress and accomplishments. Students are provided written feedback from the Director of Clinical Training each year.

When concerns about a student are raised by faculty and supervisors, a remediation plan for the student is developed and discussed with the student. Explicit behavioral benchmarks are established. Students are provided timely and written feedback and are encouraged to discuss further with the DCT, major professor and faculty. As well, scaffolded support is provided by one or several faculty (e.g., extra meetings, consultation with different faculty, timelines).

4.7. Where to go for help

4.7.1 Department

4.7.1.1 Faculty.

Your primary Faculty support person is your primary Faculty advisor. Your advisor is your scientific and academic mentor in your development as a scientist and practitioner. Your advisor helps you define and refine your research area of interest and your methodological tools. Most students will spend five to six years working with their primary Faculty advisor, making this one of the longer-term professional relationships of your career.

Other faculty members have overlapping research interests and complementary methods with your primary advisor. No one individual can provide all the guidance and training to develop as a well-rounded scientist-practitioner. These other faculty will be on your Master's and Dissertation committees, providing their unique perspectives and expertise. They will also provide content area and methodological expertise and collaboration on projects outside of your program required research projects.

For academic questions and issues about your concentration, the Area Director is a resource. For clinical students, issues about practitioner training can be addressed by the Director of Clinical Training.

4.7.1.2 Staff.

The primary point of contact for administrative issues surrounding your progress through the program is the Graduate Student Services Coordinator. This individual can assist in navigating the (sometimes complex and confusing) rules and regulations and assist in routing the proper forms.

The department also has an internal Information Technology support person, the User Application Specialist, and individuals to assist finance and academic administration issues. The department directory, located on the department's web page, lists these individuals, and each year the department's administrative manager emails a staff directory with lists of assigned duties for each staff person. Save and refer to that document for who to reach out to for specific requests.

Please note: Many requests can be made via forms on the Department's web page; look there before reaching out to staff – if a request can be made via a department web form it should be made via a department web form; have mercy on the staff. See below for a non-exhaustive list of available forms.

4.7.1.3 Department Web Pages.

The Department's intention is to have all the departments regulatory documents, a great depth of explanatory information, and the vast majority of all the necessary forms for academic progress in the program available on the department's web pages, starting with the Home Page. It would be redundant to list all those resources again here – if you have a question, need to make a request, or need a form, look to the appropriate page on the Department's web site. It can sometimes take a little digging, but it's probably there. Even college and graduate school forms are usually linked there. Need to reserve a room or get a key or file for travel or make a lab purchase or contact the SONA administrator because a

student in the section of Research Methods you're TAing has a question about their points? It's on the web page.

4.7.1.4 Fellow Students.

Those who have gone before you know the path. Your fellow graduate students are probably one of the best sources of information about all aspects of the program.

4.7.2 College/University

All of the below have their own web pages at USF, which is where to initiate contact.

4.7.2.1 Office of Graduate Studies.

Policies and procedures relating to graduate study at USF University-wide.

4.7.2.2 IT Helpdesk.

All things related to computer, network access and use, software, email, TEAMS. We have a department IT specialist, but some issues are at a University or College level and are better addressed at that level (e.g. NetID login issues, WiFi access).

4.7.2.3 Ombuds Office.

For help with conflict resolution.

4.7.2.4 Title IX.

Issues relating to discrimination of all forms.

(stuff here about Title IX, Ombudperson, IT Helpdesk, graduate school, GTA union?)

4.8. Records Archiving

4.8.1 Department

Student records are kept confidentially while the students are in residence. Upon graduation, student records are kept for a period of 10 years after graduation, although they may be kept longer if there is space. Syllabi are kept for 10 years after the course is taught. Importantly, students are asked to keep personal copies of all syllabi from classes taken at USF and other pertinent records (e.g., evaluations, feedback letters). We cannot guarantee that we will have the records past 10 years from now.

4.8.2 Theses and Dissertations

The main USF library houses thesis and dissertation documents either in hard copy or electronically. The Scholar Commons website (<http://scholarcommons.usf.edu/etd/>) is where you may search or browse a collection of completed and approved graduate works collected through the Office of Graduate Studies. The department has an electronic collection of scanned works of past graduates from 1973 available on a secured drive; please contact Laura Pierce for availability.

4.9. Conclusion: Last Tasks to do Before Leaving USF

- If you have items you need to retrieve from the department, you are welcome to go at your own discretion to pick them up. Update your new address and contact information with Laura Pierce, the Post Office, journal subscriptions, as well in OASIS, GEMS (also sign up for electronic W-2).
- Email Laura Pierce at lpierce@usf.edu with your Postdoc/Initial Employer and position title, as well as a copy of your final dissertation and updated vita files.
- Drop all university keys off at the Key Shop (Address: 4202 E. Fowler Avenue, OPM100, Tampa, FL 33620). Please let us know when they are done so we can deactivate the building access. The key shop is open from 8 am to 5 pm Monday through Friday. If you are unable to drop off your keys at the key shop, then you may mail them to the above address.
- Clear out your department mailbox. Also, please clear out your offices & labs as well or label everything for us.
- If you have items that need to be shredded please label them and let us know where they are kept.
- If you have any exams/grades that must be kept for one year please label them and let us know where they are kept.
- Please provide us a forwarding address for mail.
- All USF off-campus properties need to be returned to your offices. Please give us a confirmation date when you will be finished checking and taking all your personal equipment. From that date, all equipment that are left in your offices/labs will be repurposed/disposed by the department.