STUDENT HANDBOOK

Ph.D. in Aging Studies

UNIVERSITY OF SOUTH FLORIDA

School of Aging Studies
College of Behavioral and Community Sciences
University of South Florida
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Purpose of Handbook

The USF Graduate Catalog provides the principal authority for all policies affecting students; however, some policies set forth in the Graduate Catalog only represent minimum requirements of the State of Florida or the University.

The Student Handbook is meant to be a supplement to the Graduate Catalog, providing program requirements that may exceed the minimums identified in the Graduate Catalog. Students are ultimately responsible for their graduate education and assuring that they are in compliance with the requirements designated in the Graduate Catalog and the Student Handbook.

Please be sure to familiarize yourself with the websites on which this information is housed and the information in general.

Introduction

The need for individuals who are researchers and scholars in aging studies is acute, given the worldwide demographic transformation that is occurring. Although growth in the older adult population is challenging the entire country, Florida's demographics make us a national laboratory for aging studies, as our population will continue to age and change twenty-five years ahead of the rest of the country. University of South Florida (USF) research and educational programs in aging advance scientific inquiry and make a difference in the lives of older citizens and their communities. The School of Aging Studies (SAS) Ph.D. Program is one of the most vital components of USF's initiative in aging research and education.

The ultimate goal of this program is to educate the next generation of researchers and scholars to be experts in aging studies. The demographic imperative of an increasingly older society will require graduates who have acquired an integrated base of knowledge and skills to deal with the complex challenges that will confront individuals, societies, and nations in the coming decades. Students will become familiar with the many important research questions and challenges in aging studies, as well as the terminology and the methods by which these questions are answered. The program will also train students to recognize that there are multiple perspectives on virtually all problems that confront researchers in aging studies and that no traditional discipline has a monopoly on the answers.

This Ph.D. degree emphasizes research and scholarly productivity as the primary training goal. Graduates are not only expected to be scholars in a defined area of aging studies, but also masters of an integrated, interdisciplinary base of theoretical and empirical knowledge. The philosophical orientation of this unique Ph.D. Program in Aging Studies is excellence in research and scholarly productivity, thus students take an integrative curriculum of four interdisciplinary core courses and at least two research methods courses appropriate to their specialty interest, and are exposed to the breadth of research opportunities in aging studies at USF. Students participate in two core proseminars during their first two years in the program and also complete four graduate seminars before taking the doctoral qualifying examinations. Although there is a minimum credit hours requirement beyond the baccalaureate degree for the Ph.D. degree, the student's educational background and research interests will determine the actual number of credits a student may acquire. In some research areas, additional course work may be necessary for students to attain the rigor and breadth necessary to perform in an outstanding manner. The student in consultation with his/her interim or major advisor and Doctoral Committee will determine an appropriate program of study. Thus, each graduate of this program will have a unique training history.

Students will be encouraged to enter research settings or other creative environments early in the program, preferably in the first semester. The program utilizes two methods to expose students to research opportunities. The first method is the first-year research project, supervised by a faculty member in the Aging Studies Program. The second method is supervised research during the first

summer, in which the student engages in collaborative research with one or more faculty, selected by the student in consultation with his/her advisor.

Graduates of this program will possess the background and training necessary to staff the expanding academic departments and programs in aging research in Florida, the nation, and the world. In addition, local, state, and national governments will increasingly rely upon researchers trained in aging studies to implement and evaluate new programs to deal with the impact of an aging society. The state and the nation are undergoing health care reforms, some of which have already set in motion changes that will impact the segment of our society with the greatest use of the health care system -- the aged. Revisions in retirement and entitlement programs, such as Social Security and Medicare, are certain to occur as the population ages. The private sector will not only require a re-trainable aging workforce with specialized experiences, but changes will also be driven by the opportunities of a maturing consumer market. Understanding how to adapt goods and services to the needs of older persons, how best to utilize the resources of older workers, and how to tap the expertise of retirees will be important issues for the private and the public sector in the future.

The Aging Studies Ph.D. Program will provide more than a training program for future academics. In addition to this critical function, it also will provide researchers and trained specialists to help deal with the impact of an aging, changing society on every aspect of life -- health, welfare, economic security, work and retirement, leisure, transportation, housing, generational productivity, cultural diversity, homelessness, as well as the ethical and moral integrity of our society. This is the first Ph.D. program that takes this integrated approach to the issues of aging that will become paramount in the coming decades.

Admission Requirements for the Aging Studies Program

The minimum academic requirements for admission to the program are the attainment of at least a bachelor's degree, a GPA of 3.25 (with a complete academic transcript), and a competitive verbal, quantitative, and analytical score on the GRE. All applicants must submit an official GRE score, taken within 5 years of applying to the program. We do not have minimum score requirements for the GRE with preferred scores of at least the 50th percentile on Verbal, 30th percentile on quantitative and 50th percentile on analytical writing. Applicants from countries where English is not the language of instruction must also submit a Test of English as a Foreign Language (TOEFL iBT) score of 79 or better. In addition, students will be required to submit their best example of a single authored writing sample and a statement of their research goals and past preparation for a research career. Students will also be required to submit letters of recommendation from at least three individuals familiar with their work. Individuals familiar with past research would be especially helpful.

All factors, including previous research experience and attainment of a Master's degree, where applicable, will be considered in identifying those students with outstanding potential to excel in a research environment. In rare instances the academic requirements may be waived for applicants with otherwise exceptional credentials. The Aging Studies Ph.D. Program is a research-oriented program designed to train future leaders in the study of the multifaceted aspects of aging in a variety of environmental contexts. The program admits those students who show exceptional promise to become strong academic, public sector and/or corporate researchers. The criteria for admission to this program reflect this goal.

Program Requirements

Coursework

In addition to the information below, please refer to the Graduate Catalog for updated information.

Total Minimum Hours - 72 credit hours beyond the baccalaureate
Core Requirements – 34 credit hours
Dir. Research/Dissertation- 38 credit hours

Core Requirements-34 Credit Hours

Courses-12 hour
GEY 7610 3 Psychological Aging: Interdisciplinary Perspectives
GEY 7604 3 Biomedical Aging
GEY 7649 3 Population Aging
GET 7623 3 Social and Health Aspects of Aging

Each core course is taught from an interdisciplinary perspective with faculty from different fields addressing issues from their disciplinary perspectives.

Methods Courses - 6 hours minimum
GEY 6402 Statistical Methods in Aging Research
GEY 6403 3 Multivariate Statistical Analysis for Aging Research
Students are encouraged to obtain additional training in methods relevant to their dissertation.

Proseminar and Content Seminar - 16 credits minimum
GEY 7936 4 Aging Studies Pro-seminar
GEY 7602 3 Ph.D. Seminar in Health and Aging
GEY 7611 3 Ph.D. Seminar in Mental Health
GEY 7622 3 Ph.D. Seminar in Policy and Elderly
GEY 7651 3 Ph.D. Seminar in Cognition

Project – 1 credit hour (recommended)
GEY 7911 1 Directed Research in Aging Studies

It is recommended that all students complete a First Year Research Project, designed to be submitted for publication soon after the completion of their first year and presented at a national conference in the fall of their second year. Students develop individualized courses of study, allowing specialization in a wide variety of content areas and research methods. Supervised research experience is available with faculty who have diverse research expertise. Students should enroll for GEY 7911 (Directed Research in Aging Studies) for 1 credit hour for a grade of S/U.

Comprehensive/Qualifying exam
The qualifying examination is usually taken during the end of the second year of course work, or the following Fall semester. Successful completion of the qualifying examination allows the student to apply for Ph.D. candidacy and focus on working on their dissertation.

Dissertation - 38 hours minimum
At least two (2) credits of Dissertation every semester after admission to candidacy; if more than minimum of required course credit is taken, then fewer credits of Directed Research are required.

GEY 7911 1-19 Directed Research in Aging Studies
GEY 7980 2-12 Dissertation

Note. All students, throughout their time in the program, are expected to attend the Distinguished Lecture series and to participate in the social meeting with the speaker. Although this is part of the Proseminar course, students are expected to participate in the Lecture series even when they are not enrolled in Proseminar.

Full-Time Students

The program considers full-time student status to be the optimal approach to doctoral education, and an opportunity for the student to become immersed in the academic pursuit of a career in research in aging. Therefore, the program encourages students to participate fully in campus activities related to aging. These extend beyond specific class activities to events sponsored by the School as well as other participating departments and institutes. Full-time students should also seek opportunities to work with faculty pursuing research in their areas of interest. Students in the Ph.D. in Aging Studies Program will maintain full-time enrollment status, on a 12-month basis, from the time of admission to the program until they have been admitted to candidacy. Full-time enrollment is defined as a minimum of 9 credit hours during the Fall and Spring semesters, and 6 credit hours during the Summer semester. During the first week of each semester the Director of the Ph.D. in Aging Studies Program will review student enrollment. Any full-time student out of compliance with this regulation will be prompted to correct this deficiency, and if it is not corrected the student will be subject to dismissal from the program by a vote of the Aging Studies Governance Committee. Any effort to bypass this requirement, such as by dropping enrollment below the minimums, may also lead to dismissal from the program.

In rare cases, some students are enrolled as part-time students (as described below) and will have separate requirements. The information in the following sections refers to policies for full-time students.

Evaluation of student progress

Each student's performance and progress within the program is annually evaluated. The evaluation process consists of student self-evaluation, as well as evaluation by

the major advisor and the Ph.D. Governance Committee. The major advisor and committee will rate the student as Outstanding, Strong, Satisfactory, Fair or Unsatisfactory. In addition to the scale, students will be given a brief written evaluation. Consecutive ratings of Unsatisfactory may constitute grounds for dismissal from the program.

Part-Time Students

In recognition of the many professionals working full time in the aging field who wish to pursue the Ph.D. degree but are unable to enroll as full-time students, the Aging Studies Program will consider applicants who wish to enroll on a part-time basis. Part-time student admissions will be considered only on a case-by-case basis, only under rare circumstances, and only when the admissions committee views the applicant as highly likely to complete the Ph.D. and engage in a career of successful aging-related research.

Requirements for admission as a part-time student

Part-time students will be required to meet all of the current requirements for the Aging Studies Program. In addition, part-time students would be required to:

- Have successfully completed a master's degree in an aging-related field
- Submit a letter of explanation regarding the request for part-time status that would include both an explanation for the need to attend on a part-time basis and a clear plan for how the student will complete the program, including the necessary research advising, as a part-time student
- Submit a letter of research interests that clearly lays out a plan of research, including a faculty member with whom the applicant has been in contact and who has agreed to mentor the student. This plan may identify a person who is working with the applicant at his/her place of employment who has a Ph.D. in an aging-related field and who has agreed to co-advisor the applicant with a faculty member
- At its discretion, the admissions committee may require the student to come for an interview with one or more members of the committee prior to being considered for admission

Requirements within the program

Part-time students will be required to fulfill all of the program requirements as they are stated in the program handbook with the exception of the full-time enrollment requirement. Part-time students will be required to enroll for a minimum of 6 credit hours per semester for both fall and spring semesters, and 3 credit hours during the summer, until they are admitted to candidacy, at which time the minimum requirement is 2 credit hours per semester. Part-time students will be required to enroll for the core courses offered in the fall and spring semesters of their first and second years in the program. Proseminar and graduate seminars will be required for a minimum of 6 semesters, and this requirement will not be waived by admission to candidacy. It should be noted that the core courses, methods,

Proseminar, and graduate seminars are offered during the day. All other requirements, including the methods requirements, focus area requirements, dissertation hours, and any courses deemed necessary by the student's advisor and committee, must be completed in order to graduate. Part-time students will be required to be continually engaged in an active research project with their advisor and enrolled in appropriate research or dissertation hours every semester until graduation.

Evaluation of the student's progress

The program recognizes that part-time students will not be as visible on campus as full-time students, and as a consequence it is easy for part-time students to fall behind a desirable rate of progress. To ensure that part-time students are making progress in the program they will be evaluated twice a year, at the end of the fall and spring semesters. At the end of the fall semester the student will be required to submit a progress report to the governance committee which has been signed by the student's advisor. At the end of the spring semester the student will be required to submit another progress report, again signed by the advisor, and an evaluation meeting will be held including the student, the advisor, and at least one member of the Academics subcommittee. Students who are viewed as not making satisfactory progress during the spring evaluation meeting will be given feedback regarding the necessary actions they must take before the end of the next fall semester. At the end of the fall semester the student, advisor, and committee member(s) will again meet to review progress. If satisfactory progress has not been made at that time, the governance committee will conduct a review and render decisions regarding the student's future in the program.

Research

Research is central to the mission of the Ph.D. in Aging Studies program. Students are encouraged to engage in research from the time they enter the program. Students are guided towards scientifically rigorous, responsible conduct of research through mentorship and advising, as well as through IRB. All new students are required to complete training organized by the Office of Graduate Studies, details for which can be found here: https://www.usf.edu/research-innovation/research-integrity-compliance/education-program.aspx.

Mentorship and Advising

The Ph.D. in Aging Studies program is designed around a mentorship model of training. In contrast to programs that have large numbers of required courses, the program emphasizes students working with a primary faculty mentor, or in some cases multiple mentors, in conducting research and publishing scholarly papers. Our goal is that students become immersed in research and scholarly activity from the time of admission to the program and throughout their enrollment. **We aspire for our students to develop into independent scholars who graduate from the program with a clear primary research program, multiple scholarly**

publications within their focus area, and perhaps additional publications in other areas of gerontology.

Students and their Major Advisors should meet on a regular basis, most often weekly, to help Ph.D. students develop their programs of research and to be active in research and scholarly publication. One of the keys to success of our Ph.D. students in attaining outcomes valued by the program, including postdoctoral fellowships at prestigious universities, and employment in faculty positions, federal and state agencies, and other organizations is that students graduate from our program with multiple scholarly publications. The program particularly values student publication in high-impact peer reviewed scholarly journals, with as many first author publications as can be achieved.

The School of Aging Studies has institutionalized this emphasis on mentorship in several ways within its governance document and procedures. Faculty members are evaluated annually on their mentorship, including the progress and scholarly productivity of the Ph.D. students for whom they serve as Major Advisors. Aging Studies also has a policy that if faculty are second author to a Ph.D. student on a publication, it will count as a first author publication in the faculty evaluation. These policies are meant to make a clear statement about the value of Ph.D. student mentorship as a key goal for faculty and the School of Aging Studies.

When discussing involvement in research, students and faculty mentors should pay close attention to issues of determining whether students will be authors on research publications, order of authorship, what caliber of journal is likely to be appropriate for the research project, and other details. For example, the American Psychological Association, through its Ethical Principles and Publication Manual, provides valuable information that can be useful in guiding such discussions. The full Ethics Code can be found at http://www.apa.org/ethics/code/. The section relevant to Publication Credit is section 8.12.

Funding for Ph.D. Students

Note: In this document the term "stipend" refers to all forms of graduate student support, the term "assistantship" refers to stipend support that has assigned work responsibilities (generally teaching or research), and the term "fellowship" refers to stipend support without assigned work responsibilities.

The purpose of assistantships, fellowships, and tuition waivers is to provide full-time students with a competitive base of support so that they can devote 100% effort toward acquiring knowledge and research skills necessary for their careers in aging studies. It is the intent of these stipends that students will not engage in other paid work activities, thereby maintaining full-time student status and devoting their full efforts to their Ph.D. education. On occasion students may petition the Ph.D. Program Director for permission to do other paid work activity (see Outside Work section below).

The School of Aging Studies is strongly committed to ensuring the success of all students admitted to the program. We provide financial support for all of our Ph.D. students, with a combination of fellowships and teaching or research assistantships. Although we cannot guarantee funding after the first year, since the inception of the Ph.D. program in 1995, we have always been able to provide full funding for all of our full-time doctoral students who are making satisfactory progress. The Fellowship or Assistantship provides an annual stipend plus a tuition waiver and payment of much of the student's health insurance premium. Student fees are the responsibility of the student. The student health insurance is a campus-based health insurance program and the School pays most of the premium. In return, one is expected to be a full-time student in good standing with the program and will be expected to carry out any responsibilities attached to either the fellowship or assistantship.

First year

Typically, most first year full-time students will be supported by a SAS Teaching Assistantship. Full university fellowship or research assistantships may replace SAS Teaching Assistantship as stipend support in year 1. The first year SAS Teaching Assistantship includes a competitive stipend, tuition waiver, and student health insurance. SAS support will:

A) only be committed for individual periods up to 12 months,
B) be contingent on the quality of the student's progress in the program,
C) not exceed the designated amount each year for any one student,
D) preclude the student from engaging in outside employment beyond 8 hours/week without prior approval.

Beyond the first year

The Governance Committee will use every resource available to establish the same stipend support for each full-time student for the duration of the training period, provided that the student is making satisfactory progress in the program. Graduate student stipends are obtained from multiple sources within the university. These include (but are not limited to) research assistantships, teaching assistantships in the form course instruction, training grants, and Graduate School fellowships. A partial tuition waiver covering the matriculation component (but not fees) usually will be provided for all semesters that the student receives stipend support. The provision of tuition waivers is dependent upon availability of funds. See the USF School of Graduate Studies Handbook at **https://www.usf.edu/graduate-studies/funding/graduate-assistantships-resource-center/graduate-assistant-handbook.aspx** for more details regarding graduate and teaching assistantships.

The award of continuing SAS assistantship funds will be based on the availability of funds, the student's progress in the program, the soundness of the plan for the next year, and evidence that the student has made strong efforts to obtain other sources of funding. In cases where the student has had previous funding and has not made good progress during the year of funding, future funding will be unlikely.

Students can also obtain SAS-funded assistantships, e.g. stipend support, to assist faculty members in research, teaching, or service activities that advance the goals of the School of Aging Studies and provide relevant experience for the student. The SAS Teaching Assistantship funds can be used to supplement other support that the student has obtained, with the goal of helping all students maintain a consistent base of support for the duration of the training period. The assistantship may also be awarded with contingencies; e.g. if the student has applied for support from a research grant, the student may need to substitute a research assistantship for the SAS assistantship if the proposal is funded.

Research assistantships are funded primarily by research grants. Seeking external funding to secure research assistantships is a duty of each major advisor. Students on research assistantships will have duties assigned to them by the faculty member providing the assistantship. These duties should be designed around the goal of promoting students' development towards becoming an independent researcher. More basic tasks should be delegated to work study students and student volunteers when possible.

The Director of the Aging Studies Ph.D. Program will circulate information on opportunities for fellowships and assistantships throughout the year, and students are encouraged to pursue all possible avenues for funding. Students should keep in mind that other forms of campus employment do not automatically come with tuition waivers. The Aging Studies Program has, on some occasions, been able to secure tuition waivers for those students who have required partial SAS support after their first year in combination with other forms of campus employment. Such waivers are not guaranteed, as they are based on the availability of funds. It is important that the Aging Studies Program be notified as soon as possible if such arrangements are needed.

Tuition Waivers

Tuition waivers at USF partially reduce a student's in-state or out-of-state tuition costs. The waiver covers only tuition costs. Students are also charged fees per semester hour that are not included in the waiver and must be paid by the student during the first week of classes. It must be noted that the number of hours covered by tuition waivers is not guaranteed. The Aging Studies Program will do everything it can to provide at least 9 hours of waiver per semester during the fall and spring semesters and 6 hours during the summer for all full-time students on fellowships or assistantships. In the event of changes in the number of hours that can be waived, the Aging Studies Program will notify students as soon as possible.

There are three mechanisms under which students may receive tuition waivers. They are:

1. Receipt of a SAS Teaching Assistantship (first year or beyond first year)
2. Receipt of Graduate School Fellowship
3. Appointment as a Graduate or Research Assistant

SAS Teaching Assistantships and Graduate School Fellowships are generally granted to first year students and are accompanied by a Graduate School waiver. The Director of the Ph.D. in Aging Studies Program provides information on SAS PhD students funded via assistantships directly to the Graduate School. Teaching Assistantships require that students carry a teaching load each semester, with the same minimum FTE requirement listed above for Graduate/Research Assistantships. Teaching Assistants receive tuition waivers for a minimum of 9 graduate semester hours.

Graduate or Research Assistants require an appointment by a department or college for a minimum of 0.25 FTE (working at least 150 hours in the Fall and Spring semester, 50 hours in the Summer A and B sessions, and 100 hours in the Summer C session). These positions generally vary between 0.25 and .5 FTE. Those students on Graduate/Research Assistantships will receive tuition waivers of a minimum of 9 graduate semester hours if they have a minimum appointment of 0.25 FTE.

Students who are supported on assistantships receive their waivers through the department providing their assistantship. All students receiving assistantships from the SAS or from the College of Behavioral and Community Sciences will have their waiver applications processed by the School of Aging Studies. Students supported outside the College of Behavioral and Community Sciences will have their waivers prepared by the department providing the assistantship, with assistance from staff in the School of Aging Studies, as needed. SAS staff will keep all students informed about waiver processes, deadlines, changes, etc. **Ph.D. in Aging Studies students are responsible for staying informed and addressing any issues with their funding. In addition, it is extremely important that students respond to requests from SAS staff in a timely manner to ensure receiving their waivers**.

Stipend support

Full-time students will have first priority in the awarding of assistantship support. Part-time students will be eligible for these forms of support, but at a lower priority than full-time students. The exception to this rule is if a faculty member wishes to support a part-time student on his or her grant. Generally, part-time students will not receive tuition waivers unless they are provided by a faculty member's grant, or if the student receives a stipend that includes the waiver.

Outside Employment

The purpose of providing tuition and stipend support for students in the program is to permit them to devote 100% effort towards doctoral training. Students supported by SAS Assistantships are not permitted to engage in employment other than that included in their Assistantship duties. If a student's stipend support does not include SAS funds, the Governance Committee will not restrict the support students receive from other sources (although the other sources of stipend support,

such as Teaching and Research Assistantships, may impose similar restrictions). Students may, of course, supplement a SAS assistantship from savings, loans, or gifts without reduction of stipend support. It is recognized that some students may find that annual stipends are not adequate. The Governance Committee will consider exceptions to the outside employment rule by petition. In general, petitions for outside employment involving 8 hours or less weekly will be viewed favorably. Employment that enhances the educational experience of the student will also increase the probability of a favorable response. A petition for waiver of the outside employment rule may be made at any time, preferably before beginning outside employment. The Governance Committee will work to respond to each request quickly. Failure to comply with the paid employment restrictions or to disclose outside employment may result in termination of the stipend.

Program Milestones

Aging Studies Program Timeline

The following is an average timeline for full-time students in the Aging Studies Ph.D. program. The program is designed for students to receive the training and research experiences needed for their career goals, and hence students will progress at different rates. However, some aspects of this timeline are fixed (such as when the core courses are taken), and provide a basis for students to come together as cohorts with their classmates.

First Year

Selection of a Major Advisor

Upon admission to the Aging Studies Program, first year students will be assigned an Interim Advisor who will counsel them about the doctoral program and facilitate contact with potential Major Advisors. Students will attend an orientation session, developed by the Director of the Aging Studies Program, during which the program will be summarized and the students introduced to the faculty. Interim Advisors will meet with incoming students to outline a tentative course of study and identify any deficiencies that may require remediation during the first year (anticipated to be a rare event). The Interim Advisor will regularly meet with the student.

A major advisor should be identified by the end of the first year in the program, and this choice reported to the Ph.D. program director via email, copying the Major Advisor and Interim Advisor as appropriate. At the end of their first year, it is anticipated that students will identify a Major Advisor with whom they will conduct their dissertation research. Students are not obligated to stay with the Interim Advisor they were assigned. In fact, the Interim Advisor should be actively involved in helping the student select the best Major Advisor possible. Once a Major Advisor has been identified, the student's Doctoral Committee can be formed (see section on Doctoral Committee).

Selecting a focus area

During the first semester, each student will be expected to select a focus area for his or her training and research. The Aging Studies Program has 4 focus areas: Aging and Health; Aging and Mental Health; Cognitive Aging and Alzheimer's Disease; and Public Policy and Long-term Care. The Director of the Program and the student's Interim Advisor will work with the student to select one (or possibly more) focus area. Each focus area will give students advanced training and research experience within the broad constraints of the area. In general, this advanced training will consist of graduate seminars, courses, or directed readings. Each focus area is responsible for setting the curriculum within the area, such that it complements core training offered by the Aging Studies Program.

Coursework during the first year

During the first year, students will enroll in one core course in the Fall Semester and one in the Spring Semester, as well as a methods course each semester. Most students will enroll in the methods sequence offered by the Aging Studies Program. Substitutions may be allowed with permission from the Ph.D. Program Director. In addition, all students will enroll in Proseminar in the Fall Semester and in a Ph.D. seminar in the Spring Semester. The Proseminar is designed for students to gain research skills, including skills in presenting and critiquing research, engaging in discussions of interdisciplinary topics in aging, and exposure to preeminent researchers in aging who are speaking at USF as part of the SAS Distinguished Lecture Series. Ph.D. Seminars are designed to give students advanced training in a specific topic of interest in aging. Each semester, a Ph.D. Seminar will be offered in one of the focus areas.

Research Experience: The First Year Project

Research experience is generally obtained by working with an individual faculty member on a research project. Students should register for GEY 7911 Directed Research in Aging Studies, or other relevant research direction during the semester in which a faculty member is directing their research training.

An important goal of the Aging Studies Program is to have students present their research at conferences and publishing in journals. One way that the Program encourages this is by supporting students to attend conferences, including paying travel costs and costs of printing posters, etc. We want to have students presenting at conferences as soon as possible after entering the program, and to do so, students need to begin their research projects early in their first year. Thus, each student is required to propose and complete a First Year Research Project by the end of the Fall Semester of their second year. Each student will meet with his or her Interim Advisor and First Year Research Project Director to develop the first-year research project. Each student will be expected to present the results of his or her project during Proseminar in the Fall Semester of the second year. Under ideal circumstances, students will be far enough along in the project to submit it during the spring of the first year for presentation at a conference during the second year (such as Gerontological Society of America, or other appropriate meeting).

During the summer of the first year, full-time students will be expected to engage in supervised research, and part-time students are strongly advised to do the same. The summer research allows students to obtain hands-on experience in aging research with participating faculty. Students will be encouraged to identify a research setting and Major Advisor for their dissertation research as soon as possible in the program. During the summer research experience, students will meet regularly to discuss progress on their research projects, to begin planning for their conference presentations during year 2, and to begin formalizing their dissertation committee. Students should register for GEY 7911 Directed Research in Aging Studies, or other relevant research direction during the summer research experience.

Second Year

The second year is devoted to completing the core course requirements, beginning the seminar requirement, and establishing the academic foundation necessary for taking the qualifying examination and writing the dissertation proposal. Students will enroll in one core course in the Fall semester and one in the Spring. In addition, students should enroll in Directed Research units to the extent possible. Depending upon the student's research interests and past preparation, some students will be required by their Major Advisor or Doctoral Committees to enroll in specialized courses offered outside the required Aging Studies curriculum to obtain additional training necessary to conduct their dissertation research.

Students are expected to be enrolled in Proseminar and a Ph.D. Seminar during the fall of their second year, and in a Ph.D. Seminar every semester beyond, until they have met the 4-seminar requirement.

Years Three and Four

It is expected that students will have formed their Doctoral Committee and will be preparing for, or have completed, their qualifying exams by the beginning of their third year in the program (see section on Qualifying Examination). Successful completion of the qualifying exam, as well as completion of the required coursework, allows a student to apply for admission to Candidacy.

A student is admitted to Candidacy only when the Graduate School approves the request and changes the classification. The Admission to Candidacy Form should be submitted to the Graduate School for approval as soon as the Qualifying Exam has been successfully completed.

Steps in the Process of Seeking Admission to Candidacy

Students completing their written Qualifying Examination must apply to enter candidacy. The following are the steps required for admission to candidacy (*note that several of these steps will have been completed in previous years*):

1. Student must select a Major Advisor

2. Student and Major advisor select members of doctoral committee
   - Student submits a short description of their dissertation topic and proposes names of committee members to Program Director for initial review via email; the email also needs to include a brief justification of the inclusion of each committee member; attach CVs for proposed committee members from outside of SAS
   - Program Director forwards the email to the Governance Committee for review and vote
   - Once approved, student contacts committee members and obtains names and signatures of committee members on the Graduate Student Supervisory Committee Appointment Form. This form is available from the Graduate School
   - The student forwards the form to the Program Director for signature
   - The student submits the signed form to the College Senior Academic Program Specialist for signature

- College Senior Academic Program Specialist distributes copy of official approved committee form to SAS, the student and their advisor(-s)

3. Student, Major Advisor, and Doctoral Committee determine when the student is ready to take qualifying examinations for candidacy.
   - Student and Major Advisor schedule planning meeting with committee
   - Major Advisor and Doctoral Committee prepare written qualifying exam
   - Major Advisor schedules review of qualifying exam (exam graded by advisor & committee)
   - Upon completion of the qualifying exam Major Advisor completes a Qualifying Examination Performance Form
   - Qualifying Examination Performance Form is submitted to Director of Aging Studies program
   - Student completes and submits to the Program Director the Graduate School Admission to Candidacy Form for signature; then forwards the form to the College Senior Academic Program Specialist
   - College Senior Academic Program Specialist distributes copy of official approved candidacy form to SAS, the student and their advisor(-s)

Once the Major Advisor has been notified that the Graduate School has accepted the student to candidacy, the student should enroll in GEY 7980 Dissertation and Doctoral Research units for all credits and begin writing the dissertation proposal (see section on Dissertation Proposal). The Doctoral Committee will continue to meet semiannually to evaluate the student's progress. In rare instances, students may be allowed to enroll in additional course work, but only as required to complete their dissertation research objectives.

The dissertation format will conform to the university dissertation guidelines. When the dissertation research is completed, the written dissertation must be submitted to the student’s Doctoral Committee and the student must make a public presentation and defense of the project before his or her Doctoral Committee (see section on Dissertation Defense).

Upon successful defense of the dissertation and fulfillment of all requirements set by the Graduate School, the candidate will be awarded the Ph.D. degree.

Doctoral Committee

The Doctoral Committee should be formed within one semester after the student has identified a Major Advisor. The Major Advisor, who must be a member of the Aging Studies Program faculty, chairs the committee. The committee shall consist of at least 4 members.

- The Major Advisor
- At least one other member must also be Aging Studies faculty with research expertise related to interests of the student.
- One committee member must be from outside the Aging Studies program, which can include USF as well as other academic institutions across the U.S. and the world. Two of the four members of the committee are allowed to be external members meeting this criteria.
- The membership of the Doctoral Committee must be approved by the Governance Committee.

The Doctoral Committee will administer the Qualifying Examination, and will evaluate the dissertation defense. It is emphasized that the student may at any time change his/her Major Advisor or any member of the Doctoral Committee with permission from the Ph.D. Committee. However, changes late in the program (years 3 or 4) should be expected to extend the time the student will take to complete the dissertation. Students wishing to change advisors at a late date are reminded to check the time limitations to complete the dissertation described in the Graduate Catalog.

Initial Dissertation Committee Meeting

Once a dissertation committee is formed, the student arranges a general introductory meeting to (a) outline the general goals of the dissertation project, (b) set up a tentative timeline, and (c) allow the committee members to meet and discuss strategy to facilitate the student's successful progress through the program. The student may also prepare a draft of reading list to be used subsequently by the committee to formulate Qualifying Exam questions.

Qualifying Examination

The Qualifying Examination in the Aging Studies Program will evaluate the student's capacities in those skills needed to successfully complete his/her dissertation research and begin a productive research career. To achieve this goal, students will be tested on their ability to review, critique and summarize the literature in their field of research in a written examination. Students entering the program with a strong background and preparation in their field of study may take the Qualifying Examination in the spring semester of Year 2. At the very latest, students are expected to take their Qualifying Examination before the beginning of spring semester of Year 3.

Format of the Examination

The Qualifying Examination may be administered in one of two formats, as described below. The student's Major Advisor, in consultation with the student and the student's Doctoral Committee, will select the format deemed most appropriate for the type of dissertation research the student will be undertaking. Once the exam has begun, the student is committed to completing the exam in that format. Regardless of the format selected, students should develop a reading list consisting of the relevant articles and books in the area of the student's intended dissertation research. This list will be compiled by the student and approved by the Major Advisor in consultation with the student's Doctoral Committee.

(a). One option for the exam is to present the student with three questions, and allow the student 6 weeks to write answers to those questions. Question topics may include any topics that the Doctoral Committee believes will test the capacity of the student to be productive in his/her chosen field of study. The student may use books, journals, or other printed matter for researching and writing answers to the exam questions, but may not ask questions about or discuss his/her exam topics with others. The one exception is to ask questions of clarification of the Major Advisor. The answers to the questions must be exclusively the work of the student.

(b). The second option for the exam is to test the student on a body of knowledge after the student has engaged in a period of study. After the student has his or her reading list approved by the Doctoral Committee, and the Major Advisor feels that the student has studied it well enough to be prepared for the exam, the student will take an examination that has been developed by the Major Advisor and the Doctoral Committee. This examination will consist of questions on the material covered in the reading list and will ask the student to summarize and critique the literature, including discussion of future directions for research. This exam will consist of three questions, one per day. Although most students will opt to complete the exam on 3 consecutive days, it is possible for the student to take the exam on any 3 of 5 consecutive days. The student may have his/her reading list articles and books, and other printed material, in the examination room, but will not be permitted to ask questions about or discuss the exam topics with others. The one exception is to ask questions of clarification of the Major Advisor. The answers to the questions must be exclusively the work of the student.

Grading of the Examination

Each exam answer will be graded individually by all members of the student's Doctoral Committee, including the Major Advisor. Each reader will assign each answer a grade of Fail, Pass with Conditions, Pass, or Pass with Distinction. On each question, the following rules will apply:

Pass: All committee members must give the answer a grade of Pass or higher. If one committee member gives a grade of Pass with Conditions, the Major Advisor will consult with that committee member on appropriate remediation (see below).

Pass with Distinction: At least three of the committee members must give the answer a grade of Pass with Distinction.

Pass with Conditions: If two or more committee members give a grade of Pass with Conditions, or if one committee member gives a grade of Fail, the answer will receive a grade of Pass with Conditions. The Major Advisor will consult with the Doctoral Committee on appropriate remediation, which may include an oral examination on any aspect of the exam, additional reading, additional class work, or other assignments. Upon successful completion of the remediation, the answer will be given a grade of Pass. If the remediation is not successfully completed within the time allotted by the committee, the answer will be given a grade of Fail.

Fail: If two or more committee members give a grade of Fail, the question has been failed. The committee will ask the student to (a) rewrite the question, (b) answer a different question that is of the same type as the failed question or covers the same material, or (c) take an oral exam on the failed material. If the student fails to pass the question on the second try, an overall exam grade of Fail will be given, and the Doctoral Committee can recommend to the Aging Studies Governance Committee further remediation or that the student be dismissed from the program.

Overall exam grade: An overall Pass on the exam requires a passing grade or higher on all answers. An overall grade of Pass with Distinction on the exam requires a Pass with Distinction on two out of three answers.

Oral Presentation Requirement

One of the key features of success in scientific research is the capacity to convey clearly and succinctly the results of one's research efforts to others, including both scientists and the lay public. The best means by which to develop such skills is oral presentations of one's own work and critical evaluations of the work of others. All students in the Aging Studies Ph.D. Program will be required to present a public seminar once annually at a national, regional, or state conference or Proseminar as a minimum effort to assist in the development of these skills. Students may also be asked to critically evaluate recent publications in core courses or journal clubs sponsored by the departments participating in the Aging Studies Ph.D. Program or in Proseminar. The faculty recognizes that some students will have greater difficulty in developing these skills than others. Students who have difficulty with oral presentations will be assisted in the development of these presentations by her/his Major Advisor and the faculty at large. The presentation of a dissertation proposal to the Aging Studies Ph.D. Program and the public defense of the dissertation will be accepted as fulfilling this requirement in the year that these presentations are given.

Dissertation Milestones

Dissertation Proposal

Before beginning the dissertation, the student must prepare and defend a dissertation proposal. The student's Major Advisor, in consultation with the student's Doctoral Committee will determine the appropriate format for the proposal. The student may consult with others concerning the details of the proposal (especially the Major Advisor), but the work should be largely the student's own ideas and writing. Once the proposal has been distributed to the Doctoral Committee, with at least two weeks for them to evaluate it, the student will make a presentation followed by an oral defense of the proposal before the Doctoral Committee. At the end of the oral defense the committee will determine whether the proposal has been successfully presented and defended. If the defense is failed, the student will be given one additional opportunity to pass with either a revised proposal, or a new topic, as determined by the Doctoral Committee. If the student fails on this attempt, the Doctoral Committee can recommend that the student be dismissed from the program.

The dissertation proposal must be successfully defended within 18 months of passing the Qualifying Examination. Failure to defend the proposal within that time will remove the student from candidacy, and the Examination will have to be re-taken.

Writing the Dissertation

Once the dissertation proposal is approved by the committee, the student may begin writing the dissertation. **The dissertation must be the work of the student alone, although of course considerable guidance from the Major Advisor and the Doctoral Committee is expected**. If there are any questions in the student's mind about the extent of help allowed, the Major Advisor or, if necessary, the Program Director should be consulted.

The Aging Studies Ph.D. program offers the option of a traditional format or a 3-article format for the dissertation. The traditional form of a dissertation is a series of chapters that summarize the literature and the nature of the topic to be addressed, detail the research methods used, present results of the research, and summarize into a coherent whole. Many students have written this traditional type of dissertation and students are encouraged to examine successfully defended dissertations as examples of formatting.

Students may also choose the option of collating three original published or publishable manuscripts with a unifying introduction and conclusion. In the event that a student chooses to pursue the three-paper approach to the dissertation, the following steps should take place:

1. The committee will follow the same procedures outlined in this handbook for selection and approval of topic and defense of proposal. Both student and

committee should keep in mind, when either preparing or reviewing the proposal, that the three papers should be related to each other and together should develop an internally coherent body of work.

2. Following a successful proposal defense, the student will work on each of the approved papers. It is permissible for the student to seek advice and input from members of the dissertation committee, but this advice and input should be provided with the recognition that the principal conceptual and written work must be that of the student. In the usual course, the student will work closely on each paper with the Major Advisor and one or two other members of the dissertation committee. After the smaller group or individual faculty member approves the paper, the student may disseminate the paper for review and comments by the remainder of the committee.
3. After the student has received approval for all three papers, the student will prepare an introduction and discussion, and will include all three papers as separate chapters within the body of the dissertation. The latter chapters should not list authorship, even if faculty members are listed as authors on a paper submitted for publication. However, it is typical that the student acknowledges the help of his or her committee in the early part of the dissertation.
4. After review by appropriate members of the committee, the final dissertation draft is submitted to the dissertation committee. **This submission should take place at least one month before the scheduled date of the dissertation defense.**
5. The student must be first author but may include faculty as co-authors. When sent out for publication, each paper should include a notation that it was completed in partial fulfillment of the requirements of the doctoral degree offered through the School of Aging Studies, University of South Florida.

Students should be aware that publishing a paper in a journal will in most cases lead to copyright being assigned to the journal. This may create copyright issues, if one or more of the dissertation articles is published prior to submission of the completed dissertation after the defense. Because all USF dissertations are required to be entered in the Proquest database, permission to allow entry of the manuscript into the Proquest data base should be obtained from the journal. The journal may request that certain restrictions be applied to dissertation access through Proquest.

Dissertation Defense

The defense is the final oral examination prior to awarding the Ph.D. in Aging Studies. The dissertation format is left to the discretion of the Doctoral Committee, but must conform to the dissertation guidelines given by the Graduate School. It is expected that each student will carefully review the dissertation with his or her major professor carefully **prior** to distribution to the Doctoral Committee members. Once a "nearly final" copy of the dissertation is completed, it will be distributed to all committee members. The student is expected to discuss the dissertation with all

committee members and make modifications as deemed necessary by the committee.

When the committee has determined that the final draft of the dissertation is suitable for presentation, the student should identify a day and time when the Doctoral Committee members can meet, identify a chairperson for the defense, and obtain the form entitled "Request for the Ph.D. Degree Final Oral Examination" from the Graduate School, requesting the scheduling and announcement of the dissertation defense. This form, along with a copy of the final draft of the dissertation, must be signed by the student's Major Advisor, Doctoral Committee members, and the Director of the Aging Studies Program, then submitted for approval to the Dean of the Graduate School. The announcement must be received in the Graduate School at least two weeks prior to the scheduled final oral defense of the dissertation.

The Graduate School and the College have multiple deadlines for the various stages of defending and submitting the final version of the dissertation. **Students are responsible for knowing and observing these deadlines**. For example, the Graduate School has a deadline each semester for the submission of the final copy of the dissertation. Students need to be aware that it is common to require changes to the dissertation following the defense, and that this possibility should be factored into the date selected for the defense. Defending a dissertation close to the submission deadline may not leave sufficient time to make all the changes in the dissertation manuscript required by the dissertation committee and still be able to graduate that semester.

Final Dissertation Defense Committee Meeting

The meeting of the Final Dissertation Defense Committee, which includes all members of the Doctoral Committee, is chaired by a senior and distinguished scholar nominated by the Major Advisor and approved by the Dean of the Graduate School with the concurrence of the Director of the Aging Studies Program. This chairperson must be from outside the School of Aging Studies. In the latter case, the individual must be credentialed at that institution and/or have the equivalent qualifications necessary to be credentialed under the University of South Florida criteria. Per the University of South Florida Graduate School Policy, the defense chair may also dually serve as an external committee member on the candidate’s committee, although an external chair is generally preferable.

Student Responsibilities

Students should be aware of the following important actions throughout their tenure in the program. Students must make sure that these actions are taken at the appropriate time.

- If admitted on a conditional basis, students must make sure they complete all necessary steps to remove the conditional status.
- Unless approved for part-time status, students must enroll full-time each semester including Summer until passing the Qualifying Examinations and being admitted to Ph.D. Candidacy.
- Students must verify that they are covered by tuition waivers each semester if supported by a fellowship or assistantship.
- Students must notify the Director of the Ph.D. in Aging Studies Program if they wish to work while on SAS assistantship and submit a petition to work form.
- By April 1st each year, students requesting continuing SAS assistantship support must submit written requests.
- Students must identify their Major Advisors and secure their signatures on the proper forms.
- Students must assure that they obtain all the signatures of members of their Doctoral Committees.
- Students must make the arrangements for taking their Qualifying Examinations.
- Students must obtain a copy of the Style manual for preparation of dissertations from the Graduate School website.
- Students must apply for graduation at the beginning of the semester in which they intend to graduate.
- Students must take the Electronic Thesis and Dissertation Workshop at least one semester before the semester in which they submit their dissertation to the Graduate School.
- Students must assure that they have fulfilled the requirements for submission of their dissertation to the Graduate School.
- Students must assure that they have met the requirements for graduation.

Program Coordination and Staffing

Aging Studies Governance Committee

The Aging Studies Governance Committee is responsible for oversight of the entire program. It consists of, at a minimum, the Director of the Ph.D. in Aging Studies Program and four additional faculty members. A quorum of the Governance Committee, for the purpose of voting, shall be 50% of the committee members in attendance or voting by proxy. This committee meets to review the operations of the program, admit new students, approve Major Advisors and Doctoral Committees, review the annual evaluations of individual students, and review requests for funding. The Aging Studies Governance Committee will make final decisions concerning student admission to and dismissal from the program.

Director of the Ph.D. in Aging Studies Program

The Director of the Ph.D. in Aging Studies Program is in charge of the daily operations of the program. This includes general oversight of the program, coordination of program activities, communications with students and faculty, implementation of policies and procedures developed by the Aging Studies Governance Committee, dissemination of program materials and promotion of the program.

The Director of the Aging Studies Ph.D. Program is also the Chair of the Aging Studies Governance Committee. The Director convenes the Governance Committee and presides over the committee's agenda. All actions proposed for the agenda should be submitted to the Director prior to the meeting of the Governance Committee. The Director will recuse him/herself from any deliberations directly concerning him/herself and the meeting will be led by an interim chair selected by Committee members.

Students should direct all inquiries to their Major Advisor and/or the Director of the Aging Studies Ph.D. Program. Daily operational issues may be resolved directly by the program director. Issues involving admissions, Major Advisors, doctoral committees, and policy or procedures will be brought to the Governance Committee by the Director of the Ph.D. program. The Director of the Ph.D. program will communicate the results of any Committee deliberation to the parties concerned.

The School of Aging Studies

The program is housed with the School of Aging Studies in the College of Behavioral and Community Sciences. All academic procedures, forms, etc. that must be handled by an academic unit of the University are administered through the SAS. Because many of these procedures and forms are critical to maintaining one's stipend and tuition waiver, being admitted to candidacy, graduating, etc., it is essential that all students respond in a timely fashion to requests, reminders, and other notices sent by the faculty and staff of the SAS.

Additional Aging Studies Personnel

Beyond your Major Advisor, the program director, and the governance committee, there are other personnel at SAS and in the college that will assist you throughout your time in the Ph.D. program. Please see the table below.

Name	Title	Role	Email	Office
Rosa Diaz	Webmaster; Budget & Human Resources Assistant	Finances; local computer & web support; space; travel reconciliation	radiaz@usf.edu	MHC 1308
Lydia Hentschel	Staff Assistant	Travel reconciliation; coordinates Distinguished Lecture series	lhentsch@usf.edu	MHC 1338
Megan Anthony	Academic Specialist	Administers permits & assists with registration; assists with forms associated with academic progress	megananthony@usf.edu	MHC 1345

To help guide you to the right person for general questions, please see below with who can help with common tasks students encounter in the Ph.D. program.

Tasks	Best Personnel to Help
Travel	Budget/HR Asst.; Staff Asst.
Stipends, waivers, and payroll	Budget/HR Asst.; PhD Director
Academic forms	Major Professor; PhD Director; Academic Specialist
Classes I am taking or want to take	Major Professor; PhD Director
Registration or permits	Academic Specialist
Teaching or teaching assignments	PhD Director
Any general questions	Major Professor; PhD Director

Aging Studies Program Curriculum

Core Course Descriptions

The four core courses taken together are intended to provide a theoretical, empirical, and humanistic foundation for research and scholarly activities in aging studies. Each course emphasizes specific areas of knowledge and creates an interdisciplinary and integrative perspective. However, in the aggregate certain topical areas will be analyzed and interpreted from multiple perspectives.

GEY 7604 BIOMEDICAL AGING (3)

CATALOG DESCRIPTION: Fundamentals of biological aging as well as age-related and age-associated diseases. Emphasis on evolutionary considerations and the interactions between the genome and the environment. Theories of biological aging. Aging and disease in physiological systems.

GEY 7610 PSYCHOLOGICAL AGING: INTERDISCIPLINARY PERSPECTIVES (3)

CATALOG DESCRIPTION: An examination of empirical and theoretical issues in aging from the perspective of social and behavioral sciences. Emphasis is placed on analysis of methods used to generate and test hypotheses concerning a broad range of phenomena central to aging in contemporary western society. Ethical, legal, economic, political and cultural dimensions relevant to aging are considered.

GEY 7623 SOCIAL AND HEALTH ASPECTS OF AGING (3)

CATALOG DESCRIPTION: An interdisciplinary focus on current research developments in the psychosocial aspects of aging and health as viewed from several perspectives: social sciences, health sciences (nursing, medicine, nutrition, and public health) and economics.

GEY 7649 POPULATION AGING (3)

CATALOG DESCRIPTION: Fundamentals of population aging, with an emphasis on social, economic and health changes as well as the policy challenges that accompany population aging. Demography of Aging. Epidemiology of aging. An aging world and sociocultural diversity. Ethical and policy challenges of longevity, morbidity, frailty, and disability.

Methods Courses in Aging Studies

GEY 6402 STATISTICAL METHODS IN AGING RESEARCH (3)

DESCRIPTION: The major goal of this course is to introduce fundamental quantitative and qualitative research concepts that are useful in aging research. Topics include research design, measurement, data analysis, and knowledge

dissemination data analyses; using SPSS measurement tools used in the field of aging; and interpreting results of published articles.

GEY 6403 MULTIVARIATE STATISTICAL ANALYSIS IN AGING RESEARCH (3)

DESCRIPTION: The primary emphasis will be on the description of these methods of analysis, discussion of the situations in which their application is most appropriate, and the interpretation of the computer output from 2 of the most popular statistical packages (i.e., SPSS, SAS). The content of this course will focus on both the theoretical underpinnings of the various procedures, as well as practical issues related to how to actually run these problems.

Other Courses in Aging Studies

GEY 7602 PH.D. SEMINAR IN HEALTH AND AGING (3)

DESCRIPTION**:** The goal of these seminars is to expose students to intensive study of a variety of acute and chronic health issues that challenge the ability of older adults to survive and thrive in our society. The primary focus will be on incidence and prevalence of acute and chronic conditions, research relating to etiology and treatment of these conditions, and efforts to impact public health of older adults.

GEY 7611 PH.D. SEMINAR IN MENTAL HEALTH (3)

DESCRIPTION: This class addresses the diverse psychopathologies of older adults and how they should be addressed. Topics include overarching thoughts on normal and abnormal aging, ethical issues in working with older adults, and limitations of the DSM system of classification. Also addressed are theoretical frameworks, specific diagnostic categories, and how they present in older age.

GEY 7622 PH.D. SEMINAR IN POLICY AND AGING (3)

DESCRIPTION**:** This course is designed to offer a comprehensive overview of the major public-policy issues generated by the health care needs of those ages 65 and older and the programs/institutions that have emerged to meet these needs. Other policy issues include the quality and availability of geriatric care, prevention and health promotion services, mental health care, long-term care and alternative methods of financing and delivering care. There is also a wide range of ethical concerns related to these quality, availability and financing issues.

GEY 7651 PH.D. SEMINAR IN COGNITION (3)

DESCRIPTION: Various topics involving issues of cognition in older adults are the focus of this seminar. Topics may include dementia, neurodegeneration, loss of cognitive faculties, genetic and environmental factors, etiology of cognitive loss, Mild Cognitive Impairment, and others related to cognition in older adults.

GEY 7936 PROSEMINAR IN AGING (1-2)

CATALOGUE DESCRIPTION: The proseminar will cover topics reflecting the interests of students and faculty conveners (who will rotate each semester). Students will prepare and present research ideas they develop for their dissertations. Discussions will also focus on topics addressed by nationally renowned speakers from USF and other institutions.

GEY 7404 GRANT WRITING SEMINAR IN AGING STUDIES (3)

DESCRIPTION: Each student will write a research grant proposal, in the format of an NIH RO3 (or Predoctoral fellowship mechanism) proposal. Students will learn how to write an effective proposal, and will become familiar with forms, regulations, etc. All students will serve as a review panel to review each of the proposals. Course is intended for advanced graduate students who have a sufficiently well-formed research plan to write a full proposal.

GEY 7911 DIRECTED RESEARCH IN AGING STUDIES (1-9)

CATALOGUE DESCRIPTION: Research on selected topics in aging studies under the direct supervision of a member of the graduate faculty in Aging Studies.

GEY 7980 DISSERTATION (1-12)

CATALOGUE DESCRIPTION: Prerequisite: Admission to Candidacy.

Elective Courses

Because of the diversity of interests and background training of students in the Aging Studies Ph.D. Program, various elective courses may be recommended while enrolled in the program. The students are encouraged to consult with their advisor and committee regarding the appropriate elective courses.