Department of Communication Sciences and Disorders

Ph. D. STUDENT HANDBOOK

2013 - 2014
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GENERAL INFORMATION

This Handbook describes important policies and procedures related to Ph.D. program in the Communication Sciences and Disorders Department. Some policies and procedures in this Handbook come from the USF Graduate School and the College of Behavioral and Community Sciences and are simply listed here for convenience. We refer you to the USF Graduate Catalog for further details and for a complete listing of Graduate School and College policies:

http://www.grad.usf.edu/catalog.php

A number of other USF resources will be of use to you during your graduate studies. A listing of a few of these key resources is provided below.

- **USF Graduate School** – [http://www.grad.usf.edu](http://www.grad.usf.edu) – The Graduate School’s website contains a variety of resources for graduate students at USF – the Graduate Catalog, policies and procedures, possible funding opportunities, explanations of the dissertation process, forms, and much, much more.

- **College website** – [http://www.cbcs.usf.edu](http://www.cbcs.usf.edu) – The College website has a nice section for graduate students, with links to forms and scholarship opportunities. It also contains news items and upcoming events that may be of interest to Ph.D. students.

- **Department website** – [http://csd.cbcs.usf.edu](http://csd.cbcs.usf.edu) – The Department website is the most up-to-date source of information regarding activities in the department. As a new Ph.D. student, you may find it helpful to review the “Areas of Specialization” page and the individual faculty pages to learn more about research in the Department.

- **Blackboard** – [http://my.usf.edu](http://my.usf.edu) – The “Communication Sciences and Disorders” Blackboard organization (from Blackboard, select click on “My Places,” then scroll to “My Organizations” and select “Communication Sciences and Disorders”) is often the first place to visit in your efforts to find things. For example, you can find this document there along with departmental rules, regulations, and forms.

- **Department O:\ drive** – With your CSD computer account (once activated, the account is connected to your NetID and password), you may log into your computer in the PhD room and/or any non-restricted desktop computer on campus. Upon logging in, you will have access to a personal drive (i.e. the user drive, or U:\\drive) as well as a shared drive (i.e. the open drive, or 0:\\drive). The 0:\\drive houses a folder for “PhD students” here, you will find fast access to many of the same documents posted on Blackboard (forms, etc.), as well as access to other documents created by fellow students to help you find your way.
DEPARTMENT MISSION
Humans use language to communicate, and this communication can take many forms: speech and hearing, reading and writing, signing, cueing, and augmentative/alternative forms of communication. At the Department of Communication Sciences and Disorders, our mission is to foster human communication by:

- **Conducting research** that increases the scientific understanding of communication in both typically-developing and communication-disordered populations.

- **Educating and mentoring** scientists, clinicians, and interpreters who work according to best practices.

- **Operating teaching clinics** that provide high quality diagnostic and treatment services to diverse populations.

- **Advocating** for and raising awareness of the communication needs and the rights of Deaf people and of those with speech, language, and hearing disorders.
PROGRAM OVERVIEW
The Ph.D. program in Communication Sciences and Disorders provides disciplinary and interdisciplinary education to prepare research scientists capable of addressing both theoretical and applied issues in laboratory, clinical, and classroom settings. Academic preparation emphasizes basic and advanced study in the communicative sciences, interdisciplinary study, and extensive research preparation. The overall aim of the doctoral program is to produce graduates who excel in meeting the rigorous demands of an academic/research career.

The Department supports basic and applied research in a wide range of areas across the hearing, speech, language, and neurocommunicative sciences. One of our greatest strengths is the interdisciplinary foundation for much of this research. Our faculty members make connections across disciplines within the communication sciences and disorders and also within the broader disciplines of the cognitive and social sciences. Our faculty members also study efficacy in intervention using theory-driven models of treatment.

DEGREE SPECIALIZATIONS
The program of study is tailored to meet individual interests, with degree specializations offered in the following three areas:

Language and Speech Science
- Language variation, language and literacy learning, bilingual language learning
- Narrative development, African American English
- Phonology
- Speech perception and production, foreign accent
- Lexical effects in speech production
- Speech perception in normal hearing and hearing loss

Neurocommunicative Science
- Clinical efficacy in infants and toddlers
- Neurogenic communication disorders, cognitive science and rehabilitation
- Cognitive/linguistic processing in normal aging and adults with neurological disorders
Hearing Science

- Evoked potentials
- Otoacoustic emissions
- Speech perception and sensory neural hearing loss
- Sensory aids
- Audiological (re)habilitation
- Temporal processing
- Aging
- Speech perception in reverberation and noise

Faculty Research Interests

A brief description of our academic faculty and their research interests is provided below. Please visit individual faculty webpages on the Department website for more details.

Ruth Huntley Bahr – Professor, Ph.D., CCC-SLP; University of Florida, 1987
Dr. Bahr’s clinical interests include assessment of individuals with phonological and vocal disorders. Dr. Bahr’s research focuses in three areas: phonological representations and spelling in bilingual and bidialectal children, word learning, and speaker variation in speech/voice production.

R. Michael Barker -- Assistant Professor, Ph.D.; Georgia State University, 2010
Dr. Barker’s interests include the development of language and literacy skills in children with significant developmental disabilities. His specific areas of research involve the assessment of phonological awareness via computerized systems and the development of interventions that target the language skills necessary for conventional literacy in children who are minimally verbal and use augmentative and alternative communication.

Michelle S. Bourgeois -- Professor, Ph.D.; University of Pittsburgh, 1988
Dr. Bourgeois’ research focuses on improving the quality of life of persons with neurological impairments, including MCI, Dementia, Aphasia and TBI, and their caregivers in home and residential settings, through interventions designed to maintain communication and memory functioning through the end of life.

María Brea-Spahn -- Assistant Professor, Ph.D., CCC-SLP; University of South Florida, 2009
Dr. Brea-Spahn's research focuses on interactions between cognitive factors, semantic knowledge, and language-specific phonological patterns within the emerging bilingual, Spanish-English, lexicons in both children and adults. Additional areas of research include syntactic approaches to analysis of Spanish and English narrative discourse and implementation of strategic writing approaches to scaffold expository text production in children with language learning disabilities.

**Theresa Chisolm** – Professor, Ph.D., CCC-A; Graduate School of the City University of New York, 1987

Dr. Chisolm’s clinical specialty is audiological rehabilitation in children and adults. Her recent research focuses on issues related to treatment efficacy, including hearing aid intervention and post-hearing aid fitting intervention strategies. She is also known for her work in evidence-based practice as it relates to audiology intervention.

**Gail Donaldson** – Associate Professor, Ph.D., CCC-A; University of Virginia, 1991

Dr. Donaldson’s research involves psychophysical evaluation of hearing perception in adult cochlear implant (CI) users. The primary goals of this work are 1) to characterize basic measures of sound perception (e.g., intensity coding, spatial coding) and speech perception (e.g., vowel identification) in CI users; and 2) to investigate ways in which speech perception can be improved through signal processing and/or auditory training.

**Ann Clock Eddins** – Associate Professor, Ph.D., M.B.A., CCC-A; University at Buffalo, 1992

Dr. Eddins’ research is aimed at understanding how complex sounds are represented in the brain in adults with normal hearing and hearing loss. Her interests also include small business development and the impact of health care economics on clinical management decision making.

**David A. Eddins** – Associate Professor, Ph.D., CCC-A; University of Florida, 1993

Dr. Eddins’ research in auditory perception is focused on characterizing and understanding mechanisms underlying spectro-temporal and binaural processing in young and older listeners with and without hearing loss; auditory perception of the pathological voice; and behavioral and electrophysiological correlates of auditory perception. He has developed commercially available experimental design and testing software and is currently developing and evaluating signal processing algorithms and hardware systems for hearing enhancement including hearing aids and assistive listening systems.

**Stefan A. Frisch** – Associate Professor, Ph.D.; Northwestern University, 1996

Dr. Frisch's research investigates the organization of speech sounds and phonological words in the mental lexicon, and the role the lexicon plays in speech production, speech perception, and grammar.

**Howard Goldstein** – Professor, Ph.D.; Vanderbilt University, 1980
Dr. Goldstein develops and evaluates interventions to teach functional social, language, and literacy skills to children at-risk for and with disabilities. His research includes: 1) Interventions embedded in shared book reading and other daily activities, 2) Peer-mediated interventions to promote social communication in children with autism, 3) Effects of language and literacy intervention on preventing disabilities in children in poverty, and 4) Observational leaning and generalization processes in language learning.

Jean C. Krause – Associate Professor, Ph.D.; Massachusetts Institute of Technology, 2001
Dr. Krause’s research is concerned with speech perception by normal hearing listeners and listeners with hearing loss, as well as the perception of American Sign Language and other visual communication systems used in the education of the deaf. Long-term goals of this work include improving hearing aids, cochlear implants, interpreting/translating services, and literacy levels of deaf children.

Jennifer J. Lister – Associate Professor, Ph.D., CCC-A; University of South Alabama, 1999
Dr. Lister’s research interests include the assessment and treatment of auditory temporal processing disorders across the lifespan, the role of auditory temporal processing in speech perception, and the use of behavioral and electrophysiological methods to assess auditory processing before and after treatment.

Emily K. Plowman – Assistant Professor, Ph.D., CCC-SLP; University of Florida, 2006
Dr. Plowman’s research interests are in acquired neurogenic speech and swallowing disorders in both human and animal models. She is currently interested in studying underlying neural mechanisms of oral motor dysfunction and effects of novel rehabilitation techniques for swallowing function across various neurologic disease states (Parkinson’s disease, ALS, stroke).

Nathan Maxfield – Assistant Professor, Ph.D., CCC-SLP; Graduate School of the City University of New York, 2005
Dr. Maxfield’s research centers on the cognitive neuroscience of speech and language, with emphasis on the application of event-related potentials to study language processing in stuttering. Another line of research examines the oral comprehension of imperfect and degraded sentences. Dr. Maxfield has also collaborated on projects with central auditory processing, addiction, aging, reading, or bilingualism themes.

Catherine L. Rogers – Associate Professor, Ph.D.; Indiana University, 1997
Dr. Rogers’s research focuses on the perception and production of speech by bilinguals and second language learners and on the perception of accented speech by native listeners.

Joseph P. Walton – Professor, Ph.D., CCC-A; University of Florida, 1984
Dr. Walton’s clinical interests include electrophysiological assessment of hearing in infants and adults. Dr. Walton’s research focuses in three areas: neural substrates of
auditory processing using multi-electrode arrays in normal and disease states, neural bases of age-related hearing loss and central auditory system plasticity following peripheral insult.
ACADEMIC PROGRAM REQUIREMENTS

COURSEWORK
See the USF Graduate Catalog for a description of course requirements.

ACADEMIC STANDING
To be in good standing, doctoral students must maintain an overall average of 3.0 (B) in all courses. Any doctoral student whose GPA drops below 3.0 will be placed on academic probation by the University. For further information on University policy regarding good standing, see the Graduate Catalog.

Departmental policy further specifies that:

1. The failure to earn a B- or better in a course will require that the student repeat the course.
2. Grade forgiveness may not be used at the doctoral level.
3. Any student earning a C+ or less in two courses will be recommended for dismissal from the program.

All students should be aware that they must earn a B- or better in each graduate course.

INCOMPLETE GRADES
An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U).

The student must contact the instructor prior to the end of the semester so that the instructor can submit a Graduate Incomplete Grade Contract Form to the Graduate School by the date grades are due. An "I" grade not cleared within the next academic semester (including summer semester) will revert to the grade noted on the contract.

"I" grades are not computed in the GPA, but the grade noted on the contract will be computed in the GPA, retroactive to the semester the course was taken, if the contract is not fulfilled by the specified date. When the final grade is assigned, if applicable, the student will be placed on academic probation or academically dismissed (refer to Automated Academic Probation Procedures for information). Students cannot be admitted to doctoral candidacy or certified for graduation with an "I" grade.

See the USF Graduate Catalog for a complete description of University policy regarding "I" grades.
ASSIGNMENT OF ACADEMIC ADVISOR
Upon admission into the doctoral program, each student will be assigned an academic advisor. The academic advisor is responsible for approving the student’s course of study during the initial advising meeting, prior to the student’s enrollment in classes. The Ph.D. Program Director, as well as the Chair of the Department of Communication Sciences and Disorders, must also approve this course of study by signing the student’s Advising Form (available for download on Blackboard) after the initial advising meeting. Course permits may be withheld until these approvals are obtained.

Prior to the start of every semester, students should meet with their academic advisors to discuss progress. With the student’s input, the advisor will determine which course permits should be issued to the student for the semester. In addition, the advisor is responsible for making any adjustments to the student’s course of study, if necessary. All substantive changes to the student’s course of study (i.e. changes in course content) should also be approved by the Ph.D. Program Director.

Students who wish to change academic advisors must complete a CHANGE OF ACADEMIC ADVISOR form (available for download on Blackboard). As indicated on the form, this change must be approved by 1) the current academic advisor, 2) the new academic advisor, and 3) the Ph.D. Program Director.

TIMELINE
Note that the USF Graduate Catalog indicates that students have seven (7) years from the date of admission to complete all required coursework, pass the qualifying examination, be admitted to doctoral candidacy, and complete the dissertation. Thus, the total time allowed for completion of the doctoral degree is seven years from the date of admission. Typically, a (full-time) student will reach candidacy within three years. The time it takes to complete the dissertation can vary widely and depends on a number of factors.

ORDER OF COMPLETION
Whatever the rate of progress, the requirements are generally completed in the following order:

- Coursework (including research rotations)
- Preparation for qualifying examination (can begin while completing coursework)
- Doctoral Committee selection → submit committee form to College at least one semester prior to Qualifying Exam
- Qualifying Exam
  - With Committee, choose exam format, timeline → submit “Plan” portion of Qualifying Exam form to Ph.D. Program Director at least 30 days before exam start date
Take qualification examination ➔ submit “Results” portion of Qualifying Exam form to Ph.D. Program Director

When exam is successfully completed, apply for candidacy ➔ submit Candidacy form to Graduate School

- Dissertation proposal
  - Final draft of proposal to Committee at least 2 weeks before proposal date
  - Proposal defense ➔ submit Proposal defense form to Ph.D. Program Director

- Dissertation
  - Complete dissertation work
  - ETD registration (one semester before graduation)
  - Set dissertation defense date with Committee, reserve defense room
  - Final draft to Committee at least 4 weeks before defense date
  - Complete and submit defense forms at least 2 weeks before defense date
  - Dissertation defense
  - Final manuscript submission (ETD, by deadline)

- Commencement

SAMPLE COURSE SEQUENCE
The sample course sequence below is presented for illustrative purposes only. However, students should note eligibility requirements for the qualifying examination and admission into Doctoral Candidacy in planning their course of study. In this example, the student takes the qualifying examination in the spring of the third year. Also, this sample course of study assumes that the student has had other graduate coursework (i.e., a Masters degree) in the field. Students interested in obtaining clinical certification in Audiology must apply to the Doctor of Audiology (Au.D.) program.
### Year 1

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<thead>
<tr>
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<td>SPA 7826 Research Foundations in Neurocomm Science</td>
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Credits 26

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<td>SPA 6910 Directed Research (prepare for qualifying exam) 2</td>
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Credits 46

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Credits 52

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Credits 58

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Credits 62
RESEARCH ROTATIONS

As described in the Graduate Catalog, students are required to complete two research rotations in order to qualify for graduation. The research rotations are designed to provide students with research experience before embarking on the dissertation project.

In some cases, one research rotation may be waived for students who have already completed a research project through a research-based master’s thesis or other research project (such as an audiology doctoral project, or published or presented work). To apply for a waiver, students must submit a copy of the completed project, a brief description of their role in the project, and a statement reflecting the student’s current research direction to the PhD Program Director. The Program Director will then assemble a subcommittee of the PhD program faculty to review the work and determine if a waiver for either research rotation can be granted.

1. One research rotation is generally in the student’s primary area of interest. The other research rotation must be in a different research area.
   a. The “depth” research rotation in the student’s primary area of interest is required to be a minimum of 9 credit hours (typically spread over 2-4 semesters) and to result in a completed project that generates publishable data.
   b. The “breadth” research rotation, which must be conducted in a different research area, is an experiment-focused laboratory experience. It is required to be a minimum of 2 credit hours (typically completed in one semester), and the student’s contribution need not (on its own) result in a publishable work.

2. The research rotations are taken as directed research courses. The grade assigned to a research rotation is either Satisfactory (S) or Unsatisfactory (U). To earn a grade of Satisfactory, all goals must be successfully accomplished by the proposed completion date. Failure to do so will result in a grade of Unsatisfactory. An Unsatisfactory research rotation must be repeated.

3. The RESEARCH ROTATION CONTRACT, available for download on Blackboard, is required to document the planned/required work for satisfactory completion of the research rotation. The contract must be completed within the first two weeks of the first semester of the research rotation. It must be signed by the student, academic advisor, research rotation supervisor, and Ph.D. Program Director.

4. The research rotation supervisor will sign the RESEARCH ROTATION CONTRACT a second time when the work has been satisfactorily completed.
DOCTORAL COMMITTEE COMPOSITION

1. The student will establish the Doctoral Committee when ready, typically near the end of coursework, and when the student has selected a topic area for the dissertation. The Committee must be in place at least one semester prior to the start date of the qualifying examination. The purpose of this Committee is to guide the candidate in the preparation of a dissertation proposal in the student’s area of specialization and the implementation of the dissertation research.

2. The Doctoral Committee will
   - approve the student’s course of study and topic area
   - grade the written qualifying examination
   - supervise the dissertation research
   - read and approve the dissertation
   - conduct the dissertation defense.

3. The Committee shall be comprised of at least four members.
   - The primary advisor, or Major Professor, must be a member of the Graduate Faculty in Communication Sciences and Disorders.
   - Of the three additional members, at least two must be members of the Graduate Faculty in Communication Sciences and Disorders.
   - The remaining member(s) may be members of the Graduate Faculty in any department within the University of South Florida or in other universities.
   - Persons desiring to serve on a committee who are not defined as Graduate Faculty (i.e. visiting faculty, professionals, etc.) by the University of South Florida and the College/Department must submit a curriculum vitae and be approved by the Department, College, and Graduate School, for each committee.

4. When the Doctoral Committee is established, the GRADUATE STUDENT SUPERVISORY COMMITTEE APPOINTMENT FORM is required to document the composition of the Committee. This form is available for download from the College website and must be completed at least one semester prior to the start date of the qualifying examination.

Note: If committee membership changes at any time following initial appointment of the Doctoral Committee, this change must be documented by filing a CHANGES TO THE GRADUATE STUDENT SUPERVISORY COMMITTEE FORM with the College.
QUALIFYING EXAMINATION: DESCRIPTION AND POLICIES

The student must pass a written qualifying examination covering the subject matter in areas related to the intended dissertation topic. This examination may be supplemented by an oral examination. Students must be enrolled for a minimum of two (2) hours of graduate credit in their discipline at the time they take the qualifying examination. If the exam is taken between semesters, students must be enrolled for a minimum of two (2) hours of graduate credit in the semester before or following the exam.

The qualifying examination may be taken as soon as the student has completed the substantial majority of the course work but not before the dissertation topic has been defined (since the examination content is determined by the dissertation topic). Students may opt to register for Directed Research with the Major Professor and/or other Doctoral Committee members in order to discuss readings and define a dissertation topic as a first step toward preparing for the qualifying examination.

Typically, students begin to define their dissertation topic in the third year, and most students will have completed all required course work prior to taking the qualifying examination. At minimum, the Department requires that the student 1) has successfully completed both research rotations, 2) has no more than 7 credits of required course work remaining (not including required dissertation credits), and 3) is expected to finish the remaining credits no later than the semester following the qualifying examination.

EXAMINATION CONTENT

The examination will consist of four (4) topic areas. Together the student and the Doctoral Committee will select three (3) specific topic areas on which the student is to be examined. With the consent of the Committee, more topics may be selected, if needed. The fourth topic area selected will focus on research methods relating to the student’s area of interest.

- The student and the Doctoral Committee will agree on a list of readings to be completed by the student, covering each of the four topic areas.
- Students may opt to register for 1-2 credits of Directed Research (typically 1 credit per semester) with each committee member in order to discuss readings as they prepare for the qualifying examination.
- Near the end of the reading period, the student and the Doctoral Committee will have a formal planning meeting to agree on an examination start date and examination format. This planning meeting must occur at least 30 days prior to the examination start date. The “plan” portion of the QUALIFYING EXAMINATION FORM is required to document the agreement. This form is available for download from Blackboard and must be submitted to the Ph.D. Program Director.
FORMAT AND PROCEDURES

1. The student and the Doctoral Committee will agree on the format of the qualifying examination, selecting one of the following three options:

   - **Option 1 – Closed-book**: A time-limited, closed-book written examination on each of the four topics selected, with each topic administered on consecutive days on campus, usually of 3-4 hours in duration. The written portion of the examination must be completed within four business days from the examination start date. If the closed book option is selected, the Committee will provide the student with a 5-6 questions for each topic area 2-4 weeks prior to the examination. Prior to the point at which the questions are provided, the student may meet members of the Committee as needed to discuss the readings. Once the questions are provided, however, the student may consult with the Committee only for clarification of the questions and/or their intended scope; consulting the Committee to discuss the readings is no longer permitted. Moreover, committee members cannot provide feedback on draft responses to the questions or provide guidance towards answering the questions. At the time of the examination, the student will be presented with a subset of the questions that were provided, and the student will be required to answer all of the questions presented. At or prior to the examination, the Committee may opt to provide suggestions for the amount of time spent per question.

   - **Option 2 – Take-home**: A take-home examination on each of the four topics selected. The written examination will be administered over a one week period following the examination start date, with 24 hours (or less as agreed upon the student and the Committee) allotted per topic area. Topics may be administered two at a time, with 48 hours allowed per set of two topic areas. If this option is selected, the Committee will determine whether the student will be informed of possible exam sub-topics (i.e. narrow areas that questions will be drawn from) and/or a list of possible questions. If sub-topics or questions are provided in advance of the examination, the Committee must provide this information 2-4 weeks prior to the examination, and the student must complete any necessary meetings to discuss the readings with members of the Committee prior to the point at which sub-topics/questions are provided. Once the sub-topics/questions are provided, the student may consult with the Committee only for clarification of the questions and/or their intended scope; consulting the Committee to discuss the readings is no longer permitted. Moreover, committee members cannot provide feedback on draft responses to the questions or provide guidance towards answering the questions.

   - **Option 3 – Review paper**: A qualitative formal review paper on each of the four topics selected, covering current and classic literature relevant to each area. The
final paper must be completed within two months of the examination start date. If this option is selected, the Committee will not examine drafts of the papers at any time prior to the due date. Prior to the examination start date, the student may consult with the Committee regarding the scope and organization of each paper (e.g. high-level outlines) and/or specific issues pertaining to the readings. After the examination start date, however, the student cannot discuss any aspect (other than logistics) of the examination with anyone (members of the Committee, faculty, or students) until after the papers have been submitted to the Committee for evaluation.

2. After the student and Doctoral Committee have agreed upon the content to be tested on the examination (i.e. the four topic areas and the corresponding reading lists for each area), as well as an examination format and examination start date, the “plan” portion of the QUALIFYING EXAMINATION FORM is required to document the agreement. This form is available for download from Blackboard and must be submitted to the Ph.D. Program Director at least 30 days prior to the examination start date.

3. The responses to the examination questions are to be based on the student’s own ideas and understanding, and the examinations will be carefully screened for evidence of collaboration and plagiarism. Students should be aware that plagiarism is grounds for dismissal from the program.

**ASSESSMENT PROCEDURES**

1. Upon receiving the completed examination, the Major professor will review the answers for plagiarism using plagiarism-detection software provided by the University.

2. At least two members of the Committee will evaluate each topic area of the qualifying examination. Moreover, each member of the Committee must be involved in the assessment by evaluating at least one topic area.

3. The faculty members will each evaluate the examination using a grading rubric for each topic area that will consider the knowledge demonstrated by the student in the examination and the student’s ability to convey that knowledge in writing (and orally, if an oral examination is also given). The grading rubric will also take into consideration the examination format selected by the student.

4. The grading rubric for each topic area is as follows:

   - **PASS**: The student’s written work demonstrates adequate or strong doctoral-level understanding of the fundamental issues raised by the question. The student’s answer is well-organized and well-written.

   - **REVISE**: The student’s written work demonstrates substantial but incomplete or superficial understanding of the issues raised by the question. The student will be
expected to address errors and/or omissions during the revision process. In addition, the revised answer may require improvements in organization and/or clarity of writing.

- **FAIL**: The student’s written work does not effectively convey knowledge that a doctoral-level student must possess to be considered competent in the topic area, and/or the examination contains serious errors in clarity of expression, grammar, etc.

5. Using the grading rubric, faculty members will assign a single rating for each topic area (PASS, REVISE, FAIL), based on all written work completed as part of that topic area. These initial ratings will reflect consensus of all faculty readers for the topic area. On rare occasions, the faculty readers may not be able to reach consensus on an initial rating for a particular topic area. In this case, the Chair of the Doctoral Committee, in consultation with the PhD Program Director and Department Chair, will make the final determination.

6. The Doctoral Committee will meet with the student to report the initial rating assigned in each topic area and to provide feedback on the student’s performance. If all topic areas were assigned PASS or FAIL ratings, or if three or more areas were assigned FAIL ratings, then the overall result on the qualifying examination will be determined as described below (see “Overall Result” section). Otherwise, revisions will be required.

**REVISIONS AND CIRCUMSTANCES REQUIRING ORAL EXAMINATION**

1. Revisions are required in all cases where one or more topic areas were initially assigned a REVISE rating. The only exception is if three topic areas were assigned FAIL ratings, with a REVISE rating assigned to the remaining area. In this case, the student will receive an overall result of FAIL WITH NO OPTION TO RETAKE on the qualifying examination, and no revisions or retake of the examination will be allowed (see “Overall Result” section). In all other cases, revisions are required even if the final ratings of the revised sections will not alter the overall result on the qualifying examination (e.g. initial ratings of PASS, PASS, REVISE, FAIL would indicate an overall result of FAIL WITH OPTION TO RETAKE, regardless of the outcome of the revision). Thus, all students with the option to retake the examination will experience the entire examination process and receive feedback on revisions. This information should prove helpful to the student in assessing his/her readiness to retake the examination, if desired.

2. When revisions are required, a formal meeting between the student and the full Doctoral Committee is required. The Doctoral Committee will report initial ratings and provide feedback on the student’s performance and will also address what revisions are needed; at the same time, the student and Committee will come to an agreement on a completion date for the revisions (no later than one month after the student receives
feedback on the examination). The “Initial Results” portion (p. 2, col. C) of the QUALIFYING EXAMINATION FORM is required to document the agreement.

3. Only one revision is allowed to any topic area(s) initially assigned a REVISE rating, and all revisions must be submitted by the completion date. A revision to a topic area submitted after the completion date will not be accepted, and the REVISE rating for that area will default to a FAIL rating.

4. The Doctoral Committee will review revised topic areas using the same grading rubric outlined above. However, since no additional revisions are permitted, the faculty members must assign a single rating of PASS or FAIL to each topic area.

5. If one or more faculty readers need additional information to make a PASS/FAIL determination for a particular topic area, a subsequent oral examination may be conducted by the Doctoral Committee, regardless of the examination format option initially selected. If an oral examination is necessary, a formal meeting between the student and the full Doctoral Committee is required. The Doctoral Committee will provide the student with feedback on the revisions and will also address what information remains unclear; at the same time, the student and Committee will come to an agreement on a date for the oral examination. This date should be no later than one month after the student receives feedback on the revisions to the written examination. The “Oral Exam” portion (p. 2, col. D) of the QUALIFYING EXAMINATION FORM is required to document the agreement. At the oral examination, the Committee may not only examine the topic area(s) in question but may also probe the student’s knowledge on any of the topic areas covered, or on general content areas within the major that are assumed to be familiar to the student.

6. After any necessary revisions, and if applicable, the oral examination, the Doctoral Committee will assign a final rating to each topic area. As with initial ratings, the final ratings will reflect consensus of all faculty readers for the topic area, and if faculty readers are not able to reach consensus on a final rating for a particular topic area, the Chair of the Doctoral Committee, in consultation with the PhD Program Director and Department Chair, will make the final determination.

**OVERALL RESULT**

1. The ratings from the four (or more) topic areas will be combined to provide an overall result for the qualifying examination as follows:

   - The student achieves a **PASS** on the qualifying examination if the student passes all topic areas.

   - The student is given a **FAIL WITH OPTION TO RETAKE** on the qualifying examination if the student passes all but one or two topic areas. In this situation, a student will be given the option of taking a new qualifying examination in its
entirety at a later date. The retake examination may be administered in the same topic areas, or the topic area(s) may be changed in consultation with the Doctoral Committee. In either case, it is expected that the student will require at least one semester to remediate and prepare for the retake examination.

- The student receives a FAIL WITH NO OPTION TO RETAKE on the qualifying examination if the student fails an examination in more than two topic areas.

2. The Major Professor (or upon request of the student, the entire Doctoral Committee) will meet with the student to explain the overall result on the qualifying examination. The Major Professor is responsible for completing the “final rating” portion (p. 2, col. E) of the QUALIFYING EXAMINATION FORM and for obtaining signatures from the student and from all members of the Doctoral Committee to document this result under “Overall results” on page 1 of the form. This form should be submitted to the Ph.D. Program Director within one week of meeting with the student to discuss the result.

3. No more than one retake of the qualifying examination is permitted (i.e. on the retake examination, a final rating of FAIL in any topic area automatically leads to an overall result of FAIL WITH NO OPTION TO RETAKE).

4. A student who receives a FAIL WITH NO OPTION TO RETAKE on the qualifying examination will be recommended for disenrollment from the program.

5. A student may appeal the final rating assigned on any part of the examination, and should first consult with the Doctoral Committee to discuss the appeal. If an agreement cannot be reached between the Committee and the student, the appeal should be taken to the Ph.D. Program Director. If the Ph.D. Program Director is on the Doctoral Committee, the Associate Chair or Chair of the Department can be consulted instead.
ADMISSION INTO DOCTORAL CANDIDACY

1. The USF Graduate Catalog stipulates that students may not be admitted to candidacy until a Doctoral Committee has been appointed, and the Committee has certified that the student has successfully completed the qualifying examination and demonstrated the qualifications necessary to successfully complete requirements for the degree.

2. To be admitted into doctoral candidacy, students must also meet the following course requirements:
   a. Satisfactory completion of both Research Rotations (11 cr)
   b. Completion of the “substantial majority” of required coursework (no more than 7 credits remaining, and it is anticipated that those 7 credits will be completed the first semester that the student is admitted to candidacy)
   c. Attainment of an overall and degree program Grade Point Average (GPA) of 3.00 at USF at the time of candidacy (All “I” and “M” grades, including “IF” and “MF”, must be cleared before candidacy may be finalized.)

3. When all conditions have been met, the student should submit the ADMISSION TO DOCTORAL CANDIDACY form, available for download from the Graduate School website, to the Graduate School
   a. The Admission to Doctoral Candidacy form should be submitted for approval no later than the semester following the successful completion of the qualifying examination.
   b. The form will be approved by the Dean of the College and forwarded to the Dean of Graduate studies for final approval.
   c. Doctoral Candidacy is effective as of the day that Graduate Studies approves of the request and changes the student’s status.
   d. As long as the Candidacy request is received between the first and last day of class during a semester, the Candidacy will be effective as of that semester. The student may then enroll in dissertation hours the following semester.
DISSERTATION

ENROLLMENT REQUIREMENTS
Students working on a dissertation must enroll for a minimum of two (2) hours of dissertation every semester, starting with the semester following Admission to Doctoral Candidacy, up to and including the semester the dissertation is submitted to and approved by the Graduate School. Dissertation hours may apply to the Continuous Enrollment Requirement.

PROPOSAL DEFENSE
1. Before dissertation research may be undertaken, the Candidate must successfully defend his or her dissertation proposal. The purpose of the proposal defense is to ensure that the proposed project
   a. is sufficient in scope for a doctoral dissertation
   b. represents a material and significant contribution to the knowledge base in the student’s area of specialization
   c. has an appropriate design to allow for a valid interpretation of all possible results

Consequently, the student is strongly encouraged to complete the proposal defense prior to undertaking any substantive work on development of test instruments, initiation of data collection, etc.

2. Traditionally, the proposal document consists of a minimum of two chapters (e.g. Introduction and Method). These chapters must describe:
   a. A conceptual rationale for the proposed research.
   b. A careful presentation of the prior research that provides the justification for the proposed research (i.e. a thorough literature review).
   c. The hypotheses, predictions, or questions that will guide the proposed research.
   d. A detailed description of the methods, including the data analyses, to be employed.

For students who opt for the multiple-manuscript format, the format of the proposal document is modified to reflect the organization of the dissertation document. At minimum, it should include 1) an introduction chapter that introduces the issues addressed by each of the proposed papers and 2) a description of the methods and hypotheses to be addressed in each of the individual papers.

3. The oral proposal defense can only be scheduled after the Candidate has completed
a. all course requirements (other than dissertation credits) required for the degree.

b. a final draft of the proposal document, which committee members agree is suitable for a proposal defense.

4. At the proposal defense, the student will make a presentation that summarizes the key elements of the proposal document. The presentation will be open to the public but must, at minimum, be attended by all members of the student’s Doctoral Committee. After the presentation, the Doctoral Committee will meet privately with the student to provide feedback and evaluate the student’s understanding of the proposed work. The student will then be asked to leave while the committee determines whether the proposal defense will be approved.

5. If the proposal defense is approved by the Doctoral Committee, committee members will specify required revisions to the proposal document (if applicable) at the conclusion of the proposal defense meeting. If the proposal defense is not approved, the student will need to repeat the proposal defense at a later date, after addressing the committee’s concerns.

6. The COMPLETION OF PROPOSAL DEFENSE form is required to document the Doctoral Committee’s approval. This form is available for download from Blackboard.

   a. The upper portion of the form (oral defense approval) must be signed by all members of the Doctoral Committee, and a copy of the form must be submitted to the PhD Program director within one week of the proposal defense.

   b. When revisions to the proposal document are complete and approved by the members of the Doctoral Committee, the lower portion of the form must be signed by all committee members, and the original form must be submitted to the PhD Program director, along with a copy of the final proposal document.

DISSERTATION FORMAT OPTIONS

The Department of Communication Sciences and Disorders offers the option of a traditional format or a multiple 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 multiple original manuscripts with a unifying introduction and discussion. In the event that a student chooses to pursue the multiple-paper approach to the dissertation, the following steps are required:
1. The Doctoral Committee will follow the same procedures outlined in this handbook for selection and approval of topic and defense of proposal.

2. The Doctoral Committee will decide whether the dissertation will require two or three (or more) papers. The papers must be related to each other and together should reflect an internally coherent theme.

3. At least two of the papers must be based on work done after the defense of the proposal. The Doctoral Committee must approve the plan for these two papers during the proposal defense.

4. If three or more papers are required, the Doctoral Committee may allow a maximum of one paper to be based on data collected before the proposal (e.g., master’s thesis, research conducted as part of a research rotation, etc.).

5. As part of the proposal defense, the student and the Doctoral Committee will agree on a list of peer-reviewed journals that are judged acceptable for the publication of each proposed manuscript. Ideally, each list will include at least three high-quality journals.

6. Following a successful proposal defense, the student will work on each of the approved papers. The student may seek advice and input from members of the Doctoral 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 (i.e., the student is expected to be first author on each of the papers). In the usual course of events, the student will work closely on each paper with one or two members of the dissertation committee. After the smaller group or individual faculty member approves the paper, the student may opt to disseminate the paper for review and comments by the remainder of the Doctoral Committee.

7. After the papers are tentatively approved, the student will compile the dissertation document. The dissertation will include all of the required papers as separate chapters within the body of the dissertation, together with an introduction chapter that introduces the issues addressed by the papers and a discussion chapter that synthesizes the findings. The student is wholly responsible for the content of the introduction and discussion chapters.

8. Per standard procedure for the dissertation defense, a final draft of the dissertation document must be distributed to the Doctoral Committee at least one month before the desired date of the Dissertation Defense. If the Committee determines that further revisions are required, the Dissertation Defense will thus be delayed until the revisions are completed and approved by the Committee.
9. In order to obtain final approval for the dissertation document, all components of the dissertation must be judged satisfactory by the Doctoral Committee. In addition, the required papers must be judged by the Doctoral Committee to be publishable.

NOTES ON AUTHORSHIP AND FORMATTING

1. The student must be first author on each of the papers but may include faculty as co-authors. Authorship for each paper should be limited to those who have made a significant contribution to the concept, design, execution or interpretation of the research study. Therefore, serving on the student's Doctoral Committee is not a sufficient condition nor is it a requirement for co-authorship.

2. 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 Department of Communication Sciences and Disorders, 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.

3. For each chapter in the body of the dissertation, authorship must be listed at the beginning of the chapter and must be consistent with authorship for the corresponding paper. The format for these chapters must be approved by the Doctoral Committee and is typically similar in format either to a submitted manuscript or a published manuscript.

4. The introduction and discussion chapters of the dissertation should not list authorship. As author of the dissertation, the student is assumed (and required) to be the sole author of these chapters.

DISSERTATION DEFENSE

1. The semester prior to graduation, the student is required to register for and attend a Graduate School ETD Workshop.

2. Per standard procedure for the dissertation defense, a final draft of the dissertation document must be distributed to the Doctoral Committee at least one month before the desired date of the Dissertation Defense, so that the Committee may determine if it is suitable for presentation. If the Committee determines that further revisions are required, the Dissertation Defense will thus be delayed until the revisions are completed and approved by the Committee.
3. After the Doctoral Committee has determined that the final draft of the dissertation is suitable for presentation, the Committee will request the scheduling and announcement of the Dissertation Defense (also called Final Oral Examination or Oral Defense.) The REQUEST FOR DISSERTATION FORM is required to document this request. The form is available for download from the College website and must be completed at least two weeks prior to the dissertation defense date.

4. The Candidate must successfully defend his or her work before the Doctoral Committee. The Major Professor and other members of the Doctoral Committee must approve the dissertation in order for the doctoral degree to be conferred.

5. The Candidate must be enrolled in a minimum of 2 dissertation hours during the semester that the dissertation is submitted to the Graduate School.

6. The Candidate is responsible for assuring that all requirements of the Graduate School are met for the preparation, defense, and approval of the dissertation.
OTHER UNIVERSITY REQUIREMENTS

CONTINUOUS ENROLLMENT FOR ALL GRADUATE STUDENTS
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 three continuous semesters. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave.

READMISSION FOLLOWING NON-ENROLLMENT
A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12 month period is automatically placed in non-degree seeking (i.e. inactive) status. Students must be readmitted to the degree program to continue their studies. Readmission is at the discretion of the program and is not guaranteed. Refer to the Readmission Policy in the Graduate Admissions Section of the USF Graduate Catalog for more information.
FELLOWSHIP AND FINANCIAL AID OPPORTUNITIES FOR GRADUATE STUDENTS

VA PREDOCTORAL AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY FELLOWSHIP
Audiology and Speech Pathology Service VAMC-Bay Pines, FL

The Department of Communication Sciences and Disorders has an outstanding relationship with the Veteran's Administration Medical Center-Bay Pines facility. This is a 3-year fellowship providing a stipend and tuition waiver. During the first two years the student is assigned to a 20 hour per week rotation at the VAMC-Bay Pines. The rotation includes clinical, research, teaching, and administrative experiences. During the third year the rotation is increased to 40 hours to support the completion of a dissertation.

UNIVERSITY OF SOUTH FLORIDA AWARDS AND FELLOWSHIPS
See the USF Graduate School website for more information on University awards and fellowships. These fellowships are an important part of an effort to continue building our top research and graduate education programs. There are a variety of programs for recruiting top candidates for doctoral study at USF and for supporting underrepresented minorities interested in doctoral study.

Some of these fellowships are by direct submission from students who meet the eligibly requirements, while others are only available to students through nominations by the Program/Department. To receive maximum consideration for these fellowships, individuals should apply to the Ph.D. no later than December 1st.

DEPARTMENTAL FUNDING
The Department of Communication Sciences and Disorders has several graduate assistant positions available for doctoral students. These positions cover most of a student’s tuition and include a stipend of $16.36 per hour. Graduate assistants are usually assigned to work for 20 hours per week. Students who are selected to be graduate assistants assist faculty members in teaching, research, or other activities relevant to the academic doctoral experience.

Individuals who apply to the Ph.D. program by December 1st will automatically be considered for a graduate assistantship upon admission. See the Department website for more information.