UNIVERSITY of SOUTH FLORIDA

College of Behavioral & Community Sciences

Ph.D. in Behavioral and Community Sciences

Student Handbook

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INTRODUCTION

This handbook provides information on the policies, procedures and requirements for the Ph.D. in Behavioral and Community Sciences (BCS) at the University of South Florida. In addition to the content of this handbook, the policies and procedures of the University, College, and academic departments apply to doctoral students. Students should refer to the USF Graduate Catalog for general requirements for all doctoral students at USF. Questions regarding the required paperwork and procedures should be directed to the BCS Doctoral Program Director or the USF Office of Graduate Studies.

Behavioral and community science is an interdisciplinary field that refers to the development and evaluation of services and interventions that promote resiliency and social well-being for at-risk populations. The goal of behavioral and community science is to improve community services through early intervention, integrated care, policy and system change, and positive behavioral interventions and support.

The Ph.D. in Behavioral & Community Sciences is an interdisciplinary program that prepares students to conduct research to enhance the quality of life and productivity of individuals with social, emotional, and behavioral challenges (e.g., mental illness, substance use disorders, co-occurring disorders, developmental delays and disabilities, and behavior disorders) and socio-cultural challenges (e.g., poverty, service disparities, homelessness).

Students and mentors design an individualized program of study in specialization areas such as mental illness; substance use; co-occurring disorders; child & adolescent behavioral health; developmental disabilities; positive behavior interventions & support; behavioral health, law, & the justice system; behavioral health disparities; and disability research & policy. Students may design their own unique area of focus if relevant faculty mentorship is available.

The Ph.D. in Behavioral & Community Sciences prepares individuals for positions as faculty members in universities or researchers in organizations that have a research mission such as federal agencies, state agencies, and private organizations. Examples of related jobs posted in the Chronicle of Higher Education in recent months included health research positions; social and behavioral science positions; and over 50 positions in human services, public policy, and closely related educational fields.

PLEASE NOTE: USF POLICIES AND REGULATIONS MAY CHANGE DURING THE COURSE OF YOUR DOCTORAL STUDIES. IF A CONFLICT EXISTS BETWEEN THIS DOCUMENT AND USF POLICIES AND REGULATIONS, THE USF POLICIES WILL APPLY. STUDENTS ARE EXPECTED TO CONFIRM POLICIES AND PROCEDURES ON THE USF OFFICE OF GRADUATE STUDIES WEBSITE.

DOCTORAL PROGRAM REQUIREMENTS

Students must complete the following requirements to be eligible for the Ph.D. in Behavioral & Community Sciences.

- Complete 90 hours of post-baccalaureate coursework as follows:

Doctoral Core Courses	12 hours
Additional Required Courses	3 hours
Research/Statistics foundation Courses	6 hours
Advanced research courses	12 hours
Didactic courses in Behavioral & Community Sciences (BCS)	18 hours
Specialization Courses	9 hours
Directed Research	18 hours
Dissertation	<u>12 hours</u>
	90 hours

- Transcripts of students admitted with a master's degree will be evaluated by the Faculty Academic Advisor and BCS Doctoral Program Director to determine coursework that may be applicable toward the 90 hours of credit required for the doctoral program. See section of this Handbook on Transfer of Credit.

- Complete and pass the qualifying exam. Note: Students are strongly encouraged to take a course in grantwriting prior to the qualifying exam.

- Complete and defend the dissertation.

- Fulfill the residency requirement, i.e., register for a minimum of nine hours for each of two semesters in a twelve month period.

- Maintain continuous enrollment (see subsequent section in this handbook).

Transfer of Credit
Students may transfer in up to 45 hours of structured graduate-level coursework from regionally accredited institutions, including USF System Institutions with the approval of the graduate program, college, and Office of Graduate Studies. Note the 45 hour maximum includes the total of both external Transfer of Credit and Internal Application of credit. Only graduate-level (equivalent to USF 5000-7999) structured coursework with a grade of B (3.00) or better may be transferred. Courses with satisfactory/unsatisfactory (S/U) grades are not eligible for transfer. Courses must not be older than ten years at the time of graduation or course currency is required. Grades from courses taken at other Institutions are not calculated in the USF GPA, but courses are listed on the transcript.

COURSE REQUIREMENTS

Doctoral Core Courses (12 hrs. required)
MHS 6742: Community Based Research & Evaluation in Behavioral Sciences (3 hrs.)
MHS 6409: Evidence-Based Practice in Behavioral & Community Sciences (3 hrs.)
MHS 7707: Interdisciplinary Approaches to Behavioral Health Policy & Systems (3 hrs.)
MHS 7720: Professional Seminar in Behavioral & Community Sciences (1 hr. x 3)

Additional Required Courses (3 hrs. required)
EDF 6213: Biological Bases of Behavior (3 hrs.) OR
PSB 6056: Physiological Psychology OR comparable course (3 hrs.)

Research Methods & Statistics Foundation Courses (6 hrs. required) such as
EDF 6407: Statistical Analysis for Educational Research (4 hrs.)
MHS 5746: Applied Quantitative Research Methods (3 hrs.)
GEY 6402:   Statistics Methods (3 hrs.)
EDF 6481: Foundations of Educational Research (3 hrs.)
MHS 6743: Applied Qualitative Research Methods (3 hrs.)

Advanced Research Courses (12 hrs. required)
Students will select four courses from at least two of the following areas.

Advanced Statistics

MHS 7748	3	Statistical Applications in Translational Research & Evaluation
GEY 6403	3	Multivariate Statistical Analysis
PHC 7054	3	Advanced Biostatistical Methods
PHC 7056	3	Longitudinal Data Analysis
EDF 7412	3	Application of Structural Equation Modeling
EDF 7474	3	Applied Multilevel Modeling in Education

Research Design

PSY 6217	3	Single Case Experimental Design

Program Evaluation

MHS 7740	3	Mental Health Planning, Evaluation, and Accountability
PHC 6708	3	Evaluation Methods in Community Health

Qualitative Methods

PHC 6193	3	Qualitative Methods in Community Health Research
PHC 6725	3	Focus Group Research Strategies
EDF 7477	3	Qualitative Research in Education Part I

Measurement

EDF 6432	3	Foundations of Measurement
EDF 7436	3	Rasch Measurement Models*
EDF 7439	3	Foundations of Item Response Theory*

Prerequisite course EDF 6432 or equivalent

Didactic courses in Behavioral & Community Science Courses (18 hours required)
Students complete 18 hours of coursework offered by the College of Behavioral & Community Sciences or its faculty. The purpose of these courses is to provide students with a breadth of understanding of the various dimensions of behavioral health.

Examples of courses follow:

MHS 7749: Applications in Dissemination and Implementation Science
MHS 6065: Issues and Trends in Developmental Disabilities
MHS 6066: Systems, Services, and Supports in Development Disabilities
MHS 6067: Evidence-Based Practices in Developmental Disabilities
MHS 6068: Community-Based Behavior Health Interventions for Culturally Diverse Youth
MHS 6069: Child & Adolescent Behavioral Health
MHS 6072: Epidemiology and Prevention in Children's Mental Health
MHS 6095: Family-Centered Interdisciplinary Systems of Care
MHS 6410: Intensive Individualized Positive Behavior Support
MHS 6437: Family Perspectives on Behavioral Health Disparities
MHS 6494: Women's Mental Health
MHS 6508: Wraparound Interventions and the System of Care
MHS 6605: Behavior Challenges in Young Children
MHS 6607: Behavioral Consultation and Collaborative Systems Change
MHS 6608: School-wide Positive Behavior Support
MHS 6645: Mental Health Infomatics
MHS 6706: Child & Adolescent Behavioral Health Policy
MHS 6900: Special Topics in Planning, Evaluation, and Accountability
PHC 6035: Co-Morbidity and Physical Disorders
MHS 6938: Grant Writing Seminar* Applied Behavior Analysis in Community Settings
GEY 7404: PhD Seminar in Grant Writing*
RCS 5080: Medical Aspects of Disability
RCS 5480: Selected Topics (Human Growth & Development)
RCS 5780: Legal and Ethical Aspects of Rehabilitation
RCS 5450: Fundamentals of Substance Abuse
RCS 6440: Social and Cultural Foundations of Rehabilitation
RCS 6930: Obesity and Eating Disorders
PHC 6401: Homelessness: Implications for Behavioral Healthcare
PHC 6539: Foundations in Adolescent Behavioral Health
PUP 5607: Public Policy and Health Care
*At least one grant-writing seminar is strongly recommended for all students prior to the

qualifying exam.

Examples of Specialization Courses (9 hours)
In addition to obtaining a breadth of coursework in Behavioral and Community Sciences, students gain specialized expertise by taking 9 hours of courses of particular relevance to their research interests. The specialization courses are in addition to the 18 hours of Behavioral & Community Science courses. Specialization courses may be selected from a wide array of offerings at USF if they are approved by Faculty Academic Advisor and open to students outside the host department. Some examples are listed here. Please see the Doctoral Course Inventory for a more complete listing

Developmental Disabilities
MHS 6065:   Issues and Trends in Developmental Disabilities
MHS 6066:   Systems, Services, and Supports in Developmental Disabilities
MHS 6067:   Evidence-Based Practices: Behavioral Health for Children & Adolescents with DD

Positive Behavior Support
MHS 6410:   Intensive Individualized Positive Behavior Support
MHS 6608:   School-wide Positive Behavior Support
MHS 6607:   Behavioral Consultation and Collaborative System Change

Children's Mental Health
MHS 6072:   Epidemiology and Prevention in Children's Mental Health
MHS 6605:   Behavior Challenges of Young Children
MHS 6706:   Child & Adolescent Behavioral Health Policy

Substance Use and Addictions
RCS 5450:   Fundamentals of Substance Abuse
MHS 6900:   Substance Abuse, Crime, and the Justice System
MHS 6900:   Co-Morbidity and Physical Disorders

Cultural Competence and Health Disparities
MHS 6075:   Creating Cultural Competence in Behavioral Health Organizations
PHC 6412:   Health Disparities and Social Determinants
MHS 6469:   Women's Mental Health

Public Policy
PAD 6307:   Policy Analysis, Implementation, and Program Evaluation
PHC 6151:   Health Policy and Politics
PHC 6421:   Public Health Law and Ethics

Economics and Finance
ECP 6536:   Economics of Health Care I
ECP 7537:   Economics of Health Care II
MHS 6097:   Financing of Children's Mental Health

HIV/AIDS

ANG 6730:   Socio Cultural Aspects of HIV/AIDS

GMS 6849:   Approaches to Clinical and Behavioral Research on Adolescents: Focus on HIV

Behavioral Health Systems

MHS 6607:   Behavioral Consultation and Collaborative Systems Change

MHS 7740:   Mental Health Planning, Evaluation, and Accountability

MHS 6096:   Program Development and Implementation in Children's Mental Health

Non-Profit Management

PAD 6146:   Nonprofit Management and Leadership

PAD 6335:   Strategic Planning and Social Innovation for Public & Nonprofit Organizations

PAD 6307:   Resource Development: Fund Raising and Grantsmanship

Disciplinary Coursework

University accreditation agencies require at least 18 hours of coursework in a discipline area in order to be eligible to teach courses in the disciplinary area. In order to ensure Ph.D. graduates will have the disciplinary background to teach in university settings, the Plan of Study must include 18 hours in a disciplinary field.

Directed Research (18 hours)

MHS 6915:   Directed Research in Behavioral & Social Sciences (18 hours)

Students must show evidence of research competence. Evidence of research competence includes (but is not limited to) success in writing research proposals and conducting research (directed research projects, projects with other students and faculty), acquiring grant support, participating in college colloquia, submission and acceptance of conference papers, and submission and acceptance of manuscripts.

Students must complete 18 hours of Directed Research. A Directed Research Contract must be completed for each semester of Directed Research (Appendix C).

Following the completion of the first 6 hours of directed research, the expectation is that students complete a research "product" such as a conference presentation, poster session, publication, portions of a grant proposal, literature review, or other comparable product to demonstrate their progress in developing research proficiency. Ideally, this product will be associated with the student's dissertation topic. The research outcomes for the remaining 12 hours should be specified in the student's plan of study and related to their eventual dissertation proposal.

Qualifying Exam/Doctoral Candidacy

The qualifying examination is taken when the student has completed the substantial majority of the course work which typically relates to the students dissertation area. Students are encouraged to discuss readings and define a dissertation topic with their Major Professor and/ or other Doctoral committee members as a first step toward preparing for the qualifying examination.

Students will be admitted to doctoral candidacy upon completion of a qualifying exam. The qualifying exam will require completion of a grant proposal suitable for supporting dissertation or early career research (e.g., F32 or R21) and an oral examination. The oral exam will focus primarily on the grant proposal. Students are strongly encouraged to enroll in a grant writing course prior to beginning to work on the grant proposal for the qualifying exam.

The examination consists of a written grant proposal. Together the student and the Doctoral Committee will select the topic, format, and scope of the grant proposal. The grant proposal may be modeled after any existing grant mechanism. Appropriate mechanisms include grants for graduate study such as the NIH F-31 pre-doctoral grant, as well as early career grants such as the NIH F-32 post-doctoral grant or an R21 or R03 grant program. This list is not intended to be restrictive. Depending on the student's research area, grants from the Department of Education, the National Science Foundation, or from foundations associated with particular clinical populations may also be appropriate. It is not a formal requirement of the qualifying examination that the grant proposal be submitted for funding, however, the expected standard for evaluation is a proposal of sufficient quality that it could be submitted. If the format used provides funding for pre-doctoral work, the student and the student's Major professor are strongly encouraged to submit the proposal for funding.

The Committee will evaluate the student's qualifying examination understanding of the topic area using the rubric described below. Any deficiencies in the written product or oral presentation will be discussed by the committee and the student may be required to revise the written grant proposal and/or repeat the oral defense. If revisions are required, the committee will meet with the student to provide feedback. If the student is assigned a fail rating, the Committee will discuss with the Ph.D. program director on whether the student should be dismissed from the program or given the opportunity to re-take the qualifying examination (i.e. submit another grant proposal).

The grading rubric is as follows:

- PASS: The student's written work or oral presentation demonstrates adequate or strong doctoral-level understanding of the fundamental issues raised by the question. The student's written document, oral presentation, and answers to questions during the oral presentation are clear, logical, and convincing.
- REVISE: The student's written work or oral presentation 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 in a revised document or presentation. In addition, revisions may require improvements in organization and/or clarity.
- FAIL: The student's written work or oral presentation does not effectively convey knowledge that a doctoral-level student must possess to be considered competent in the research area.

The Doctoral Committee will present their initial ratings, but are expected to reach consensus on pass, revise, or fail. Then they will meet with the student to provide feedback on the student's performance.

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.

After any necessary revisions, and if applicable, the oral examination, the Doctoral Committee will assign a final rating. As with initial ratings, the final ratings will reflect consensus of all faculty readers. If all faculty readers are not able to reach consensus on a final rating, the Chair of the Doctoral Committee, in consultation with the PhD Program Director will make the final determination. Passing the written and oral portion of the qualifying exam is required to admit the student to doctoral candidacy status. The Qualifying Examination form can be found in Appendix D.

Dissertation (12 hours)

MHS 7980: Dissertation Research (12 hours)

The dissertation consists of original research developed by the student and supervised by a Major Professor. The dissertation consists of three related articles with an introduction chapter that introduces the issues addressed by each of the proposed papers and an overview of the hypotheses and methods to be addressed in each of the individual papers. The three articles must be publication-ready, i.e., formatted for and/or submitted for publication in one or more scholarly journals.

The student is responsible for writing a dissertation proposal that describes the complete project, defending the proposal to the Dissertation Committee, and obtaining committee approval for the products to be included in the dissertation. At least one of the studies must be approved and conducted past candidacy. The student completes the dissertation and then schedules a public oral defense of the dissertation. The Dissertation Committee members assess the adequacy of the dissertation and the oral defense and decides if the student will be approved for the Ph.D. degree.

Table 1
Sample Progression for Student Entering With Bachelor's Degree

Year	Fall	Spring	Summer
1	Research Foundations Course 1 (3) BCS Course 1 (3) BCS Course 2 (3) Directed Research (1) Total: 10 hrs.	Research Foundations Course 2 (3-4) BCS Course 3 (3) BCS Course 4 (3) Directed Research (1) Total: 10-11 hrs.	Advanced Research Methods 1 (3) Directed Research (3) Total: 6 hrs.
2	MHS 6742-Community Based Research (3) BCS Course 5 (3) Advanced Research Methods 2 (3) Directed Research (1) Total: 10 hrs.	MHS 7707-Policy and Systems Change (3) BCS Course 6 (3) Advanced Research Methods 3 (3) Directed Research (1) MHS 7720-Proseminar 1 (1) Total: 11 hrs.	Advanced Research Methods 4 (3) Directed Research (3) Total: 6 hrs.
3	MHS 6409-Evidence-Based Practice (3) Specialization Course 1 (3) MHS 7720-Proseminar 2 (1) Grant Writing Seminar (3) Total: 10 hrs.	EDF 6213 or PSB 6056-Biological Bases of Behavior (3) Specialization Course 2 (3 hrs.) MHS 7720-Proseminar 3 (1) Directed Research (2) Total: 9 hrs.	Specialization Course 3 (3) Directed Research (3) Qualifying Exam Total: 6 hrs.
4	Elective course (3) Directed Research (3) Dissertation Research (3) Total: 9 hours	Dissertation Research (9) Total: 9 hours	

Sample Progression for Student Entering with a Master's Degree

Year	Fall	Spring	Summer
1	MHS 6742-Community Based Research (3) Research Foundations Course 1 (3) Directed Research (3) Total: 9 hrs.	MHS 7707-Policy and Systems Change (3) Research Foundations Course 2 (4) Directed Research (1) MHS 7720-Proseminar 1 (1) Total: 9 hrs.	Advanced Research Methods 1 (3) Specialization Course 1(3) Directed Research (1) Total: 7 hrs.
2	MHS 6409-Evidence-Based Practice (3) Advanced Research Methods 2 (3) Specialization Course 2 (3) MHS 7720-Proseminar 2 (1) Total: 10 hrs.	EDF 6213 or PSB 6056-Biological Bases of Behavior (3) Advanced Research Methods 3 (3) Directed Research (3) MHS 7720-Proseminar 3 (1) Total: 10 hrs.	Advanced Research Methods 4 (3) Directed Research (4) Total: 7 hrs.
3-4	Specialization Course 3 (3) Grant Writing Seminar (3) Directed Research (4) Complete Qualifying Exam Total: 10 hrs.	Directed Research (3) Dissertation Research (6) Total: 9 hrs.	Dissertation Research (6) Total: 6 hrs.

The specific courses and their sequences will vary based on the interests of students and the availability of desired courses. The course numbers are indicated for the required core courses.

Ph.D. Timeline and Order of Completion

The Ph.D. degree requirements are typically completed in the following order:

- Prepare initial Plan of Study with Faculty Advisor (subject to change)
- Enroll and complete coursework as defined on Plan of Study
- Identify Major Professor no later than completion of 30 hours of coursework (including courses transferred in toward the degree)
- Consider enroll in a Grant writing Seminar prior to preparing grant proposal for qualifying exam
- Select members of the Dissertation Committee – submit committee form to College at least one semester prior to Qualifying Exam
- Complete the qualifying exam
- Apply for doctoral candidacy by submitting Candidacy form to USF Office of Graduate Studies (via the college)
- Develop dissertation proposal and proposal defense to gain approval from doctoral committee
- Submit final draft of proposal to committee at least 2 weeks before proposal date
- Defend the proposal—submit proposal defense form to BCS Doctoral Program Director
- Complete dissertation work
- Attend ETD workshop one semester prior to final manuscript submission
- Set defense date with committee, request room reservation
- Submit final draft to committee 4 weeks before defense date
- Complete and submit defense forms at least 2 weeks before defense date
- Defend dissertation
- Register for ETD online (by deadline)
- Submit final dissertation manuscript (by deadline)
- Complete degree application and graduation survey through OASIS (by deadline); register for commencement
- Submit pdf copy of dissertation and vita to BCS Doctoral Program Director

It is the student's responsibility to be aware of and satisfy all program requirements and deadlines. The student is responsible for obtaining all necessary forms and signatures. Likewise, it is the student's responsibility to check the Graduate Catalog for all University policies, requirements, and deadlines.

The System for Assessment Management (SAM) is a mandated reporting system that is part of USF's broader enterprise of continuous quality improvement. These objectives are meant to help us gauge the effectiveness of our doctoral program in preparing students as future scholars.

SAM Objectives
Behavioral & Community Sciences PhD Program

The System for Assessment Management (SAM) is a mandated reporting system that is part of USF's broader enterprise of continuous quality improvement. These objectives are meant to help us gauge the effectiveness of our doctoral program in preparing students as future scholars.

Mission Statement
Our mission is to prepare scholars for research careers dedicated to improving the capacity of individuals, families, and diverse communities to experience productive, satisfying, healthy, and safe lives.

Goal 1: *Contribute to the generation of new knowledge to enhance the quality of life and productivity of individuals with social, emotional, and behavioral challenges.*

1a. Learning Outcome
Students will be able to critically review the literature to determine the level of evidence that exists for various behavioral or community assessment and intervention practices.

1b. Method of Assessment
All students (during fulfillment of required foundational coursework, typically 1st year post-master's degree) will prepare a systematic literature review in the area of interest suitable for publication. A scoring rubric will reflect the following 8 criteria: (a) specification of article selection criteria; (b) comprehensiveness of reference list; (c) appropriate selection of evidence-based practice or quality indicator criteria; (d) completeness of results tables; (e) adequacy of narrative summary; (f) relating results to extant literature; (g) overall organization and conformity to APA Style, and (h) clarity of writing. Each criterion will be rated as exemplary(4), acceptable(3), minimal(2), and unacceptable(1). An average of 2.5 will be considered passing. Two raters (advisor and instructor) will score each criterion and inter-rater agreement will be calculated. Disagreements will be resolved through consensus as needed. Exact agreement percentages for the 8 criteria will be calculated. 75% agreement will be deemed adequate for

1c. Performance Targets
80% of doctoral students will receive an average of 2.5 on the first submission of their systematic literature review.

2a. Learning Outcome
Students will be able to orally present and defend their original research projects to a scholarly audience.

2b. Method of Assessment
Students (prior to their dissertation prospectus meeting) will give an oral presentation of a research proposal in a colloquium with at least two faculty members present. A scoring rubric will reflect the following 10 criteria: (a) provide adequate rationale testifying to the importance of the study; (b) discuss how study relates to prior research literature; (c) clear and well justified research questions and/or hypotheses; (d) adequate description of participants, settings, measures, and procedures; (e) describe and justify the choice of research design; (f) appropriateness and thoroughness of data analytic procedure; (g) description of potential outcomes and interpretations of varied results; (h) clarity of oral and visual presentation; (i) ability to answer questions; and (j) professionalism and logic evident in defending ideas. Each criterion will be rated as: exemplary(4), acceptable(3), minimal(2), and unacceptable(1). An average of 2.5 will be considered passing. Two raters (advisor and instructor) will score each criterion and inter-rater agreement will be calculated. Disagreements will be resolved through consensus as needed. Exact agreement percentages for the 10 criteria will be calculated. 75% agreement will be deemed adequate for this conservative metric for estimating reliability.

2c. Performance Targets
80% of doctoral students will receive an average of 2.5 on the first submission of their systematic literature review.

**SELECTED POLICIES AND PROCEDURES THAT
ALL DOCTORAL STUDENTS NEED TO KNOW**

ACADEMICS

The preparation of high quality scholars requires close monitoring of academic and professional standards to ensure that students are well prepared and competitive for a career in their chosen field. The processes for guiding students toward successful completion of the Ph.D. degree are described in this section of the Handbook. The USF Office of Graduate Studies maintains the current list of policies and procedures related to doctoral students. All students are responsible for reviewing the relevant policies and adhering to the procedures described (see http://www.grad.usf.edu/policies.php)

DOCTORAL ADVISORY PROCESS

Faculty Academic Advisor
Upon acceptance to the program, a Faculty Academic Advisor will be designated by the BCS Doctoral Program Director. Typically, this will be the faculty member the applicant has requested as a potential research mentor. The student and Faculty Academic Advisor will develop a program of study that will guide the student toward completion of all degree requirements (See Appendix A). The Ph.D. Program Director must also approve the plan of study and will keep a copy in the student's file.

Prior to the start of every semester, students should meet with their Faculty Academic Advisor to discuss progress toward degree completion. The advisor is responsible for making any adjustments to the student's plan of study, if necessary. All substantive changes to the student's plan of study should be approved by the BCS Doctoral Program Director.

Advisors and Major Professors: Evolving Relationships

Students are assigned an advisor(s) when they enter the PhD program. By the time a PhD student completes 30 hours of coursework (including any hours transferred in and counting toward the PhD degree), the Graduate school requires that a faculty person is designated to serve as Major Professor. That person is typically the academic advisor.

The Major Professor is expected to guide students through the PhD program in conjunction with a doctoral committee. When students have Co-Major Professors, a decision about who will take the lead in guiding the student through the PhD program is made by mutual agreement among the two faculty members and student. This is especially important when the faculty members include a research faculty member and a tenure-track faculty member. The program does not endorse assigning a higher status by default to the tenure track faculty member.

It is not unusual for major professors and students to change the nature of their relationship as advisor-advisee. For example, student-advisor interactions often develop into mentor-protégé relationships in PhD programs (cf. Goldstein's Research Mentorship presentation in Canvas).

A key to successful mentoring relationships is shared expectations. Faculty members differ in their approaches to mentoring, and students differ in their needs or desires from mentors. Communication channels must remain open to allow for discussion of the evolving nature of mentor-protégé relationships. Most often major professors play a critical role as mentor, but that is not always the case. Many students progress successfully through the PhD program without a "mentor," or they may have one or more mentors who may or may not include their major professor.

Changing Advisors and Committee Members

Moreover, the major professor and committee members may change over the course of a student's program. This often comes at a critical juncture, typically when setting up the dissertation committee prior to the prospectus or dissertation proposal meeting. Such transitions may be awkward, but they it is not unusual for students to change their advisor/major professor. This could occur for a variety of reasons. Most often this reflects a change in research interests or emphases that may deviate from original expectations. To avoid negative repercussions from students initiating a change in major professor without knowledge of the advisor, the following steps are recommended to clarify best practices for this process:

1. Consult with your faculty academic advisor for available options or recommendations for a new advisor.
2. Review faculty academic advisor options: http://www.usf.edu/cbcs/graduate/bcs-faculty-research.aspx to ensure a good match in research interests and needs.
3. Once potential choices have been finalized, consult with the PhD Program Director and your initial advisor.
4. It is the student's responsibility to contact the potential new advisor to request the change.
5. Once the new faculty academic advisor confirms their interest in advising the student, the student provides written confirmation informing the PhD Program Director and both faculty academic advisors of the change.
6. If you are requesting a change in a doctoral committee that has been formed, you must complete the change of committee form (https://www.usf.edu/cbcs/graduate/forms.aspx) describing the action to be taken (e.g., add, drop, change) and the reason for change and approved by Office of Graduate Admissions.

Excerpts from USF Glossary

Academic Advisor- a member of the faculty who provides advice and guidance on academic matters such as course selection, research specialization, and mentoring. This advisor is also typically designated as a Major Professor to guide students through the PhD program in conjunction with a doctoral committee.

Dissertation Committee-a graduate committee that works with the student from admission to candidacy to completion of the dissertation. In some programs, the Doctoral Dissertation Committee serves both roles. Depending on the Program, either the graduate committee or the Doctoral Dissertation Committee is responsible for: approving the student's course of study, advising and mentoring the student towards timely completion of the Qualifying Exam, grading the written comprehensive qualifying exam. For specific requirements as to composition and other responsibilities of the graduate committee, refer to the individual Program Handbook.

Dissertation defense chair- The Doctoral Dissertation Defense (Final Oral Examination) shall be presided by an external committee member from outside the Department, school, or equivalent, hosting the doctoral major, and may be within the academic discipline or a non-committee member (a.k.a. Outside Chair), (Refer to the individual Program's Degree Requirements in the Graduate Catalog for information). If the Chair is from another institution, this individual must be approved for Affiliate Graduate Faculty status. The Doctoral Dissertation Defense Chair's role includes overseeing the proceedings as well as serving as the student's advocate, by ensuring fairness of the process. Faculty holding joint, courtesy, or adjunct appointments in the degree-granting academic unit (i.e. Department or equivalent) cannot serve as the Defense Chair.

Doctoral Committee-- a graduate committee that works with the student up to admission to doctoral candidacy.

Major Professor- a professor that serves as an advisor and mentor for students at the graduate level. The student is typically responsible for choosing their major professor, but the preferred professor must agree to the arrangement. Visit https://catalog.usf.edu/content.php?catoid=20&navoid=3184#doctoral-major-professor to read more on USF's major professor criteria and responsibilities.

Grade Point Requirements

To be considered a student in good standing, graduate students must maintain an overall minimum GPA of 3.00 (on a 44.00 scale) in all courses taken as a graduate student. Only grades of ""C" or better will be accepted toward a graduate degree; no grade below C will be accepted, including a grade of C-. Failure to maintain a GPA of at least 3.0 will result in the student being placed on academic probation. Any student who is not in good standing at the end of a semester shall be considered on probation as of the following semester. Students with a GPA below 3.00 for two consecutive semesters will be prevented from registering for courses without the permission of the College Dean. Students on probation may only enroll in graduate courses (5000-7000 level) that are part of the approved degree program requirements as specified in the Graduate Catalog.

Grade Requirements for Core Courses and Research/Statistics Courses

Students must obtain a grade of "B-" or higher in all core courses and all research/statistics foundation courses. Students who do not obtain a grade of at least B- must retake that course at the earliest possible date or complete alternative remediation acceptable to the course instructor. Following a second grade less than "B-" in the same course, the student must receive approval of the Ph.D. Program Director to retake the course a third time. However, repeated failure to achieve a grade of "B-" or better in core courses and research/statistics foundation courses may be grounds for termination from the program.

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 satisfactory/unsatisfactory (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.

Course Load

Graduate, Instructional, Teaching, and Research Assistants must be full-time students, enrolled in nine (9) or more credit hours toward their degree in each of the employed fall or spring semesters, and six (6) or more hours in the summer semester if they are receiving a stipend.

Prior to admission to doctoral candidacy, students maintaining full-time status (e.g., Graduate Teaching Assistants or Graduate Research Assistants) should register for at least 9 hours in the fall and spring and at least 6 hours in the summer. After admitted to doctoral candidacy, students may register for a minimum of 2 hours each semester (spring/summer/fall).

Graduate Assistants seeking a reduction in course loads below these minimal requirements on the basis of financial hardship or other personal reasons must submit a request to the BCS Doctoral Program Director for approval at least two months in advance of the semester during which they will carry a reduced load. Under some circumstances, it might be advisable to request a leave of absence rather than a reduced load. Before submitting this form, however, students should consider the implications of taking less than a full load, e.g., financial aid, loan deferral, V.A. benefits, other. It is recommended that students holding loans check the requirements of their lending institution. Students receiving Veterans' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see below). The Request for Reduction in Registration Hours form is available in Appendix B.

Changes in Course Load
If students need to make any changes in the number of courses taken past the drop/add deadline, they must submit an Office of Graduate Studies Petition form, available at http://www.grad.usf.edu/student-forms.php. Before submitting this form, however, students should consider the implications of taking less than a full load, e.g., financial aid, loan deferral, V.A. benefits, other. It is recommended that students holding loans check the requirements of their lending institution. Students receiving Veterans' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see below).

Continuous Enrollment
All doctoral students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every three (3) continuous semesters. Courses that receive a "W" grade do not fulfill continuous enrollment requirements. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave. Students who have been admitted to Doctoral Candidacy must follow the Dissertation Hour Enrollment requirement in lieu of the Continuous Enrollment requirement.

Federal regulations specify enrollment requirements needed to comply with the Satisfactory Academic Progress (SAP) policy for financial aid recipients (see http://www.usf.edu/financial-aid/sap/index.aspx).

In addition, USF specifies enrollment requirements for doctoral students (see current Graduate Catalog). Selected requirements are summarized below:

In addition, USF specifies enrollment requirements for doctoral students (see current Graduate Catalog). Selected requirements are summarized below:

- During the term in which students complete the qualifying exam, students must be enrolled for a minimum of two graduate credit hours.
- Students must be enrolled for a minimum of two hours of graduate work in the semester they apply for admission to doctoral candidacy.
- Doctoral students who have been admitted to candidacy and working on their dissertation must enroll for a minimum of two hours of Dissertation (MHS 7980) 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 Office of Graduate Studies, and including the semester the degree is conferred.
- Students must be enrolled for a minimum of two graduate hours during the semester of graduation and/or in the semester in which they receive a doctoral degree.
- Students who have already submitted their dissertation to and received approval from the Office of Graduate Studies should no longer register for dissertation hours, but may register for Directed Research if needed in the semester they apply for the doctoral degree.

Residency Requirements

Students must enroll in a minimum of nine hours for each of two semesters in a 12 month period to fulfill the residency requirements. Students in the Ph.D. program should be engaged in no more than half-time employment during the residency period.

Degree Completion Time Limits

Students entering with a bachelor's degree are expected to complete all doctoral program requirements within four-five years of the date of entry. The timeline for students entering with a master's degree will vary depending on the number of courses eligible to be transferred into the program.

The total time allowed for completion of the doctoral degree is seven years from the date of admission. A Time Limit Extension Request (TLE) form may be submitted in the event that a student nears the end of the time limitation but has a good reason for requesting more time to complete the degree. The Office of Graduate Studies allows only one-time limit extension during the student's graduate training. The form may be obtained at http://www.grad.usf.edu/student-forms.php   The TLE request must contain a detailed plan denoting the pathway to completion and the timeline for the remaining requirements for the degree. The TLE form and benchmarks must be submitted at least one semester prior to the end of the time limit for the student's plan of study, or degree requirements. Students who exceed the time limitations may have their registration placed on hold until a request for extension has been approved. Generally, students who have had a previous Leave of Absence will not be approved for a TLE unless there are exceptional and unavoidable circumstances. If the time limit extension will cause courses taken within the degree program to be older than 10 years, then a Course Currency form may be required or the courses may be invalidated toward the degree requirements, per the time-limit policy. The Course Currency form is available at http://www.grad.usf.edu/student-forms.php

Leave of Absence

If a student is unable to meet the mandatory continuous enrollment requirement and is unable to make continuous progress toward completion of degree requirements due to an exceptional and unavoidable situation, the student must submit, in advance, a Leave of Absence (LOA) Request Form available at https://www.usf.edu/graduate-studies/forms.aspx. The form needs to specify the reasons for the leave, as well as the duration. Requested LOA may be approved for up to two years. The leave must be approved by the student's Faculty Advisor, BCS Doctoral Program Director, Associate Dean of the College, and Dean of the Office of Graduate Studies. If the leave is granted, the time absent does not count against the student's time limit to obtain the degree. Students need to be enrolled the first semester after the leave expires. Students returning from an approved LOA must contact the Office of Graduate Studies to discuss procedures for reactivating their status. Doctoral Candidates returning from a LOA must also have their candidacy status reactivated.

Transfer of Credit

With the approval of their Faculty Academic Advisor and BCS Doctoral Program Director, students may transfer graduate-level structured coursework from regionally accredited institutions. Transfer of credit is not guaranteed. Only courses for which students received grades of B (3.00) or better are eligible for transfer of credit. To ensure compliance with Institutional Enrollment Requirements (residency), up to a maximum of 49% of a given graduate degree program's minimum hours may be transferred; these hours are reflected in the individual degree program listings in the USF Graduate Catalog in effect at the time of initial enrollment for that degree program. For doctoral programs, this percentage is based on the post-baccalaureate minimum. No coursework may be transferred that was completed ten or more years at the time of graduation in the graduate degree program. Credits obtained from USF System Institutions will be calculated into the GPA at USF and will be noted on the transcript as the grade earned. Credits from other regionally accredited universities are not calculated in the GPA at USF. Students should complete a Transfer of Courses form (https://usf.app.box.com/v/graduate-course-transfer) and submit it to their Faculty Academic Advisor with supporting documentation: a copy of the transcript showing the course and grade received, a syllabus or course description, and a list of the text(s) and readings if not contained in the syllabus. The form and documentation should be submitted as early as possible in the student's first year.

DOCTORAL CANDIDACY AND PROPOSAL DEFENSE

Major Professor

The student must identify a faculty member to serve as the Major Professor and obtain that person's agreement to serve in this role as soon as possible but no later than the time by which they complete 30 hours of coursework leading to the doctoral degree (including any hours transferred in and counting toward the Ph.D. degree). Students must have a Major Professor in order to maintain Satisfactory Academic Progress.

The Major Professor must meet the following requirements:

- Be a faculty member from the student's academic area in the College of Behavioral & Community Sciences

- Be a graduate faculty member, as defined by the University (https://www.usf.edu/graduate-studies/faculty-and-staff/graduate-catalog-archives.aspx). Graduate faculty are tenure-track faculty with research assignments. Affiliate Graduate Faculty must be approved by the program and the Graduate School as being engaged in current and sustained scholarly, creative, or research activities (CV required). Affiliate Graduate Faculty may serve as a Co-Major Professor with a graduate faculty from the student's department. Co-Major Professors may be two graduate faculty or one graduate faculty and one approved Graduate Affiliate Faculty. Affiliate Membership is effective for up to three (3) years, following which a request for reaffirmation of approval renew the membership is required. In some instances, the Affiliate Member of Graduate Faculty may also serve as the Major Professor, if approved by the Office of Graduate Studies as part of the Affiliate Member of Graduate Faculty Approval process.

- Be engaged in current and sustained scholarly, creative, or research activities and have met departmental (or equivalent) requirements

- Be active in scholarly pursuits as evidenced by at least one refereed publication in the last three years.

- Be approved by the BCS Doctoral Program Director to serve as a Major Professor or Co-Major Professor.

Dissertation Committee

As soon as an area of research is determined and a Major Professor is selected, a Doctoral Dissertation Committee will be appointed and approved for the student. The student will request approval of the Doctoral Committee from the BCS Doctoral Program Director. The Doctoral Committee will approve the student's course of study and plan for research, supervise the research, grade the qualifying examination, read and approve the dissertation for content and format, and conduct the dissertation defense.

The Doctoral Dissertation Committee must include at least four members selected by the student and Major Professor. The faculty members on the student's dissertation committee should represent both the depth of expertise and breadth of scholarship relevant to the dissertation topic and the methodological approach. It is expected that the Dissertation Committee will represent the competence and qualifications necessary to evaluate the doctoral dissertation, signified by active scholarship and the possession of an appropriate terminal degree. The Dissertation Committee must meet the following specifications:

- Be members of the graduate faculty as defined by the USF Office of Graduate Studies
- The Major Professor must be from the faculty identified on the Ph.D. in Behavioral & Community Sciences website
- Two additional members must come from the academic area (i.e., discipline) of the student's research (This can include faculty within or outside the College)
- At least one external member (defined as outside the faculty listed on the Ph.D. in Behavioral & Community Sciences website)

Once a committee has been determined, a Graduate Student Supervisory Committee Appointment Form needs to be completed by the student and submitted to the Committee Members for original signature.   The form may be obtained at http://www.usf.edu/cbcs/graduate/forms.aspx

Changes to the Ph.D. committee must be approved by the BCS Doctoral Program Director. A Graduate Student Supervisory Committee Change form is required and is available at http://www.usf.edu/cbcs/graduate/forms.aspx . The signed form must be submitted to the BCS Doctoral Program Director. Students are required to justify changes. Typically, scheduling difficulties are not sufficient reasons for requesting such changes.

Should the faculty status of any committee member change (e.g., through resignation from a faculty position at USF), the BCS Doctoral Program Director must be notified in writing. It is possible that the committee will have to be reconstituted if it no longer meets the established criteria.

Requirements for Admission to Doctoral Candidacy

The USF Graduate Catalog stipulates that students may not be admitted to candidacy until a Dissertation 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.

To be admitted into doctoral candidacy, students must have:

- completed the "substantial majority" of required coursework
- attained 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.

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. The Admission to Doctoral Candidacy form should be submitted for approval no later than the semester following the successful completion of the qualifying examination. The form will be approved by the Dean of the College and forwarded to the Dean of Graduate studies for final approval.

Doctoral Candidacy is effective as of the day that the Office of Graduate Studies approves of the request and changes the student's status. 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 must enroll in a minimum of 2 dissertation hours the following semester and every semester post candidacy unless otherwise approved by the Associate Dean of Graduate Studies. Students may not register for dissertation hours until the semester after their doctoral candidacy has been formally approved by the university.

Dissertation Proposal
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. At least 12 hours of dissertation are required to satisfy the Ph.D. degree requirements.

As part of the dissertation research may be undertaken, the candidate must successfully defend a dissertation proposal. The purpose of the proposal defense is to ensure that the proposed project is sufficient in scope for a doctoral dissertation, represents a significant contribution to the knowledge base, and has an appropriate design(s) to allow for valid interpretation of results. The dissertation may include published or publishable papers completed during the course of doctoral study.

The format for the proposal document should include (1) and introduction chapter that introduces the issues addressed by each of the proposed papers to be written as part of the dissertation; this chapter should include a literature review relevant to the issues to be addressed; and (2) a description of the methods and hypotheses to be addressed in each of the individual papers. The proposal also must include a proposed 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

After the Major Professor has approved the proposal, a defense meeting may be scheduled (note that the student must have completed the "substantial majority" of required coursework other than dissertation credits required for the degree prior to scheduling the defense). A written dissertation proposal must be submitted to the Ph.D. committee. Typically, a copy of the proposal is distributed to the committee at least 2 weeks prior to the proposal meeting. The proposal may be submitted to the committee in hard copy or electronically, depending on what each member requests.

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 Dissertation Committee. After the presentation, the Dissertation 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 the room while the committee determines whether the proposal defense will be approved. If the proposal defense is approved by the Dissertation 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. It is recommended that students obtain committee approval of the dissertation proposal prior to submitting their research proposal for IRB approval.

The Completion of Proposal Defense form is required to document the Doctoral Committee's approval. This form is available on the USF Office of Graduate Studies website. The upper portion of the form (oral defense approval) must be signed by all members of the Committee, and a copy of the form must be submitted to the BCS Doctoral Program director within one week of the proposal defense. When revisions to the proposal document are complete and approved by the members of the Committee, the lower portion of the form must be signed by all committee members, and the original form must be submitted to the BCS Doctoral Program Director, along with a copy of the final proposal document.

DISSERTATION

The dissertation requires three (or more) papers that are related to each other and, taken together, reflect an internally coherent theme. At least one of the papers must be based on work done after the defense of the proposal. The Dissertation Committee must approve the plan for these two papers during the proposal defense.

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 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 (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 Dissertation Committee.

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.

Authorship and Formatting

The student must be first author on each of the papers but may include faculty or other collaborators 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 Dissertation Committee is not a sufficient condition nor is it a requirement for co-authorship.

When submitted 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 College of Behavioral and Community Sciences, University of South Florida. Students should be aware that publishing a paper in a journal typically leads 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.

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 Dissertation Committee and is typically similar in format either to a submitted manuscript or a published manuscript.

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.

Students are expected to demonstrate significant independence in conducting their dissertation research, taking primary responsibility for data collection, analysis, and interpretation.

ETD Workshop
The semester prior to final manuscript submission, the student is required to register for and attend an Office of Graduate Studies ETD Workshop (not to be confused with the ETD Registration). Early in the semester in which the dissertation will be defended, the student should submit a degree application. These are available through OASIS, click on the Student menu and select Apply for Graduation. The student should submit the online ETD Registration (not to be confused with the ETD Workshop) prior to the Final Manuscript Submission deadline. The student should create a new account on the USF ProQuest website, and register to complete the NORC survey.

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 significant revisions are required, the Dissertation Defense will be delayed until the revisions are completed and approved by the Committee. To obtain final approval for the dissertation document, all components of the dissertation must be judged satisfactory by the Dissertation Committee. In addition, the required papers must be judged by the Dissertation Committee to be publishable.

After the Doctoral Dissertation 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. The Dissertation Defense announcement must be posted in a public forum for a minimum of 24 hours to comply with statute requirements for a public meeting. The student and the Major Professor (or, if Co-Major Professors, at least one) must be physically present at the defense. The student must successfully defend the dissertation to be able to proceed and complete the final submission process.

All committee members must sign the Request for Dissertation Form (indicating their agreement that the dissertation is ready to defend), so members should receive the dissertation at least four weeks prior to the scheduled defense. The dissertation must be submitted to the committee in hard copy, not electronically (unless the committee indicates otherwise), but it may be submitted with 1 ½ spacing and copied back-to-back.

The Dissertation Defense (or Final Oral Examination) shall be presided by a Defense Chair who is a senior and distinguished scholar from outside the department (possession of an appropriate terminal degree, preferably a full professor or having appropriate expertise, and an active scholar having at least one refereed publication in the prior three years), nominated by the Major Professor. Note that the Major Professor may not serve as the "Defense Chair." This individual represents the university at the defense. He or she is selected by the student and the Ph.D. advisor with approval of the Dean of the College.

The Candidate must successfully defend his or her work before the Dissertation Committee. The Major Professor and other members of the Dissertation Committee must approve the dissertation for the doctoral degree to be conferred. Anyone may attend the examination, but only committee members may vote on the oral defense. It is desirable for all members of the final oral examination committee to be present during the entire examination. The committee has three options for a defense format: face to face, online, or a hybrid model. A minimum of three members, including the Major professor and Doctoral Dissertation Defense Chair, are required to proceed with the defense. The other members, interested faculty and student may attend either in person or virtually. If an unforeseeable situation arises, that would prevent compliance with this requirement, the Major Professor or Doctoral Dissertation Defense Chair should contact the Office of Graduate Studies for guidance and approval to proceed with the defense.

Video Conferencing and Facilities and Support Requirements

Graduate programs must adhere to the following if the final oral examination involves video conferencing. Departments can enforce stricter guidelines. Video conferencing may not be ideal in all circumstances. The video conferencing room must allow the candidate and all members of the examination committee to see and hear one another during the entire examination. There must be appropriate software/hardware available for the transmission of any text, graphics, photographs, or writing referred to or generated during the examination. Audio-only communications are not permitted. Prior to the defense, the student must agree to the video conferencing set-up. The student and Major Professor must confirm in advance that the video conferencing setup is satisfactory. On the day of the defense, if the video conferencing capabilities differ significantly from the initial agreement as noted on the Request for Defense Form, then the student may cancel the examination without penalty. Any technical support staff required to operate equipment must observe strict confidentiality. The video conference must be scheduled for a three and a half hour time period to allow for any delays resulting from technical issues during the dissertation defense. Should a technical failure arise, the Doctoral Dissertation Defense Chair in consultation with the Major Professor and other committee members will determine if the examination should continue. If the examination is cancelled, the examination will be rescheduled and there will be no penalty to the student.

Students should take an extra Successful Defense Form to their defense and a Certificate of Approval Form for Theses and Dissertations to obtain all of the committee members' signatures. This form is part of the Office of Graduate Studies' final manuscript submission process, and is available on their ETD website.

The final accepted dissertation must be submitted in electronic form to the BCS Graduate Program Director and the University (see http://www.grad.usf.edu/ETD_Req_07_FAQ.php). Prior to submission, the student should review University format requirements, forms, and deadline specified at the same URL.

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

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

GRADUATE ASSISTANTSHIPS

Graduate, Instructional, Teaching, and Research Assistants must be full-time students, enrolled in nine (9) or more credit hours toward their degree in each of the employed fall or spring semesters, and six (6) or more hours in the summer semester if they are receiving a stipend. If a graduate assistant is enrolled in the last semester of his/her program of study, the number of registered semester hours may be less than the full-time requirement.

Graduate assistants are expected to be available to complete their teaching and research assignments. Vacations and extended absences should be planned for time periods that will not interfere with the student's own class schedule and any teaching/research assignments. All planned absences should be discussed well in advance with your Faculty Advisor.

Types of Assistantships

The college hires students to assist with conducting research (as Graduate Research Assistants or Associates), teach (as Graduate Teaching Assistants or Associates), or help with other non-research, non-teaching tasks (Graduate Assistants).

Graduate Assistants and Work Hours

Students who receive any type of financial support from USF are discouraged from working more than 20 hours per week (.50 FTE). Assignments exceeding 20 hours per week (single or combined multiple appointments) require approval from the USF Office of Graduate Studies. Approval is atypical.

Students who wish to take on additional employment that will exceed 20 hours per week for one or more months must obtain written permission from their Faculty Advisor and **Chair of the Ph.D. Program Committee** before taking on the additional work. Failure to obtain permission for additional employment may result in disciplinary action.

Outside Activity Form

The Office of Graduate Studies' policy is that full-time graduate assistants with a full-time course load should not pursue outside employment. This includes positions on and off campus.us.

Full-time USF employees, regardless of classification (Temporary, Staff, Administration, or other) are prohibited from simultaneously receiving a graduate assistantship while working full-time. Students who are considered temporary employees must disclose their outside activities via the eDisclose system at my.usf.edu.

Graduate Assistants are considered temporary employee by the University and, as such, must disclose their outside activities via the eDisclose system at my.usf.edu. Instructions on how to access eDisclose from within MyUsf. Directions for completing the outside activity form are provided at http://www.usf.edu/audit-compliance/documents/create-new-oa-disclosure-step-by-step-guide- 20160531.pdf, This form does not replace any internal forms required for approval of any additional assignments or work hours.

Teaching Assistant Positions
Teaching experience is not a program requirement unless the student has a teaching assistantship. Teaching experience for students planning academic careers is strongly recommended. Opportunities for enhancing teaching skills are available through the USF **Academy for Teaching and Learning Experience (ATLE)**::https://www.usf.edu/atle/events/ workshops.aspx

Under Title IX, all Graduate Assistants and Teaching Assistants must be fully trained regarding their responsibilities as mandated reporters for purposes of sexual harassment, including sexual violence. If your duties include classroom instruction, supervision of any student at any level, or work with any study organization, you are required to attend one of the **Title IX and Violence Against Women Act (VAWA)** training sessions offered in the Fall. The Office of Graduate Studies will send out an email providing more information, and will also provide the training at the Orientation for New Graduate Students.

Several criteria are used in determining whether and what graduate students teach. They include but are not limited to expertise in relevant subject matter, expertise in teaching, timely progress toward the degree, good standing in program, performance in courses, and completion of instructional training. According to the **SACS** Accreditation Guidelines, the instructor of record, a graduate teaching assistant must have a Master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline to teach an undergraduate course. Instructors are required to have a complete and submitted **Certification of Teaching Credentials Form** (https://www.usf.edu/ods/iep/institutional-effectiveness/accreditation/credentialing-guidelines-4-2017-1.pdf) and an updated vita to be eligible to teach as an instructor of record.

In addition to the requirements previously described, international students must earn a satisfactory score on the speaking subsection of the internet-based TOEFL (iBT-S), i.e., a minimum score of 26, or 160 on the spoken portion of the TOEIC test administered by ETS.

Tuition Waivers
Only university assistantships and full fellowships are eligible for tuition waivers. Audited courses are not covered by tuition waiver, and most likely not by Financial Aid. Students will be responsible to pay full costs of tuition if they choose to audit a course.

Tuition waivers are only available for full-time students with graduate assistantships. The Office of Graduate Studies' Graduate Assistant Policies and Guidelines Handbook provides additional information on tuition waivers: http://www.grad.usf.edu/ GA_Handbook_2016-2017.php. Waiver applications are typically processed during the first weeks of August, December, and May. Students receiving tuition waivers must go to the CBCS Human Resources Office (MHC 1146) to submit their final class schedule and sign the Tuition Payment Application form. The university's tuition waiver policies may change dramatically from semester to semester, so it is critical for students to read emails and other communication materials carefully. Students must also read the section of this Handbook entitled *Florida Residency Requirements and Their Impact on Tuition Rates* and the cited websites for complete details.

Tuition waivers for fall and spring semesters are provided for the number of hours students are required to take. In the summer, students typically receive 6 hours of tuition waivers if they have an assistantship.

Financial Aid/Loans

The maximum limit for financial aid for graduate students is set by degree level, not degree program (USF Office of Financial Aid). Credits attempted at any school prior to and while enrolled at USF, regardless of whether you received financial aid at the time you attempted them, are counted in the maximum hour limit. You must earn your graduate degree within the maximum hours listed below:

- Master's Degree - 70 attempted hours
- PhD - 135 attempted hours (includes hours at the MA/MS and/or EdS levels)

After you have attempted the maximum credits for your graduate degree, you are no longer eligible for financial aid (including federal student loans). There is no additional eligibility for changing graduate programs at the same degree level (masters, doctorate). All attempted credits from all graduate programs count against the limit. Likewise, there is no additional eligibility for a 2nd graduate degree at that degree level if you have already earned one graduate degree.

Fees

Graduate students are responsible for paying fees each semester.   Fees are likely to increase each year. It is important for students to read the section of this Handbook entitled *Florida Residency Requirements and Their Impact on Tuition Rates* and the cited websites for complete details.

The deadline dates for payment are posted on the USF Controller/Cashier website http://www.usf.edu/business-finance/controller/ The University will cancel the registration of a student if the registration fees have not been paid in full by the deadline date. In order to be reinstated, a student must pay the full amount of tuition and fees for the term you were cancelled plus any prior or current term charges that were past due by the reinstatement deadline (If you do not pay by the reinstatement deadline you will need to petition for reinstatement: http://www.usf.edu/business-finance/controller/student-services/reinstatement.aspx Students will also be required to pay a late payment fee of $100.00 and a $100 late registration fee. The late registration fee is assessed because the student will have to re-register for courses.

All cancelled students should receive a cancellation notice by mail or email that includes the amount of their tuition and fee charges for the cancelled term. If you make your payment online, you will need to contact the Cashier's Office at 813-974-6057 (SVC 1039) to confirm payment. Once your payment is confirmed, your reinstatement will be processed. The fee amount varies according to the number of hours taken and Florida resident status.

RESEARCH

The ethical treatment of research participants is of paramount importance in the doctoral program. Students are expected to adhere to USF policies regarding the ethical conduct of research. Please refer to the Division of Research Compliance's website http://www.research.usf.edu/dric/.

Gaining Approval for Research

The Division of Research Compliance website describes procedures for gaining approval for research with human subjects http://www.research.usf.edu/dric/education-program/ . Research with human subjects is reviewed by the USF Institutional Review Board (IRB). IRB applications are submitted online using the eIRB system that can be accessed at the IRB website. Submissions are first routed to a department's scientific reviewer before being submitted to the IRB (the department of your Faculty Advisor). In no case may research commence without official IRB approval.

Responsible Conduct of Research

The Responsible Conduct of Research (RCR) is a critical element in training Ph.D. students. Information about RCR is available online at: www.grad.usf.edu/rcr/php   The USF Office of Graduate Studies requires all new doctoral students to complete basic RCR training provided by the Collaborative Institutional Training Initiative (CITI). The CITI modules introduce researchers to various elements of research conduct ranging from research misconduct to data management to mentoring. Students must complete the module, or provide evidence of previous qualified RCR training to their Program Director and Office of Graduate Studies, in the first semester enrolled in a doctoral program. Previous RCR training must have been completed within the past year. Students will be unable to register for courses in a future semester until the RCR requirement is successfully completed. Once the training is completed, the Registration hold will be lifted.

RESEARCH-RELATED RESOURCES

The conduct of research often requires financial support, specialized equipment or software, literature sources and space. This section describes resources that may be available to support student research.

Financial Resources

One of the challenges graduate students may face is finding the financial resources necessary for the completion of research projects they will carry conduct as part of their program. Generally, students are responsible for expenses associated with theses and dissertations. Listed below are sources of financial support available for students to apply. Some of these sources may limit their funding to those fulfilling certain criteria, such as a specific type of research or a certain disciplinary area. If you are eligible, it is strongly recommended that you apply well before the cut-off date so that you will be considered for available funding. Funding opportunities will also be announced throughout the year via email.

Foundation Awards

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

The *Spencer Foundation Dissertation Fellowship Program* supports dissertation research. Applicants need not be US citizens. See www.spencer.org.

The *American Associate of University Women Educational Foundation* provides American Fellowships designed to support women doctoral students completing dissertations. Applicants must be US citizens or permanent residents. See http://www.aauw.org/learn/fellows_directory/.

The *McKnight Doctoral Fellowship* program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in Florida by increasing the pool of citizens with PhD. Degrees. Up to 50 Fellowships are awarded annually for students at one of nine participating Florida university, including USF. See http://www.fefonline.org/mdf.html

The *USF Division of Sponsored Research* (DSR) identifies other funding programs for graduate students. See http://www.research.usf.edu/office-vp/research-students.asp. Interested students should contact their Faculty Advisor, Unit Research Administrator, of the USF Division of Sponsored Research website for more information on eligibility requirements. Do so early so that you will meet any application cutoff dates.

Software

Standard software is available on all USF networked computers. Specialized software and advanced computing resources are also available through USF Information Technology, see http://apps.usf.edu/ . Many software packages are available at no charge through USF license agreements such as EndNote citation manager. Tools such as RefWorks are available through the USF library. Software is available for faculty and students at reduced prices at the USF Computer Bookstore (Marshall Student Center, Room 1506), see http://www.usf.edu/it/computer-store/online-catalog/index.aspx

Dissertations

The main USF library houses thesis and dissertation documents either in hard copy or electronically. You may use the Scholar Commons website http://scholarcommons.usf.edu/etd/ to search or browse a collection of completed and approved graduate works collected by the Office of Graduate Studies.

PROFESSIONAL CONDUCT

Professional conduct is expected in academic programs. It is important that all students be aware of behaviors that are and are not acceptable. Three categories of behavior are particularly relevant: harassment of individuals, inappropriate relationships between instructors or research supervisors and students, and academic dishonesty. The USF Student Code of Conduct is USF 6.0021 at this link
http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf

Harassment

Sexual
According to University policy, "Sexual violence including rape, sexual assault, sexual battery and sexual coercion, means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. For additional information and state of Florida definitions, refer to Florida Statutes Chapter 794, which includes the definition of sexual battery as the "oral, anal or vaginal penetration by, or union with the sexual organ of another or the anal or vaginal penetration of another by any other object" without the person's consent. A summary of general information regarding the terms and the conduct that constitute Sexual Battery/Rape may be accessed on the DEO website at http://www.usf.edu/diversity/ . Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational experience; b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual; or c. Such conduct is sufficiently severe or pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual's work or academic performance by creating an intimidating, hostile, or offensive working or educational environment. Sexual harassment does not include verbal expression, written, or other material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or the USF System's educational mission. Furthermore, this policy is not violated by actions that amount to expression that is protected by state or federal constitutions."
http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf

The College of Behavioral & Community Sciences will not tolerate sexual harassment by any person associated its programs and directed at any member of our community, be it faculty, students, or staff members. Formal complaints alleging sexual harassment will be investigated and adjudicated through the disciplinary mechanisms provided by the university.

Other Forms of Harassment
Consistent with both state and federal statutes and the ethics of our profession, the College will not harassment of or discrimination against any individual because of his or her age, gender,

sexual orientation, disability, language, or socioeconomic status by any person who is acting in a role assigned to him or her by the department.

Dual Roles
Dual roles can produce a conflict of interest. A dual role exists when people simultaneously are involved in a personal or romantic relationship and also a professional relationship in which one party directly or indirectly supervises, directs, or evaluates the professional and/or educational activities of the other. Participants should terminate either the personal or professional aspect of their relationship.

Graduate teaching assistants and graduate students who supervise undergraduate research assistants need to be especially sensitive to this issue. Innocent behavior toward a student that could be interpreted as a conflict of interest could have negative implications for the graduate student. Graduate students should avoid even the appearance of a conflict of interest with a student.

Procedures for Discussing and Reporting Unprofessional Conduct

Graduate students may discuss concerns about unprofessional conduct with their Faculty Advisor, Major Professor, the department chair of employment of the individual, or the BCS Doctoral Program Director. These individuals will provide guidance on the options available to address the concern. For issues involving sexual harassment, university policy requires prompt reporting of any formal allegations to the USF Office of Equal Opportunity
http://www.usf.edu/diversity/ .

Academic Dishonesty

All students are responsible for reviewing USF regulation 3.027 regarding academic integrity. This regulation contains definitions of various violations of academic integrity such as cheating, plagiarism, fabrication, forgery, obstruction, multiple submission, complicity, research misconduct, and other offenses. Graduate students are held to high standards of academic integrity. For graduate students, a single violation of academic integrity may result in the immediate dismissal or expulsion from the university.

Academic Grievance

An academic grievance is a claim by an enrolled student receiving academic credit for a course that a specific academic decision or action (such as the assignment of a final grade or academic dismissal of a student or other grade assignment) has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students. Academic grievances will not deal with general student complaints. An academic grievance must include a reference to a violation of a specific USF Policy, or an academic decision that was applied differently to the grievant than other students to be considered under this Policy. Only the final grades assigned in a course, final actions, or dismissals by the academic unit are grievable. Disagreement or issues with individual test grades, responses to exam questions or general disagreement with the academic discretion or professional judgment of instructors, are not grounds for an academic grievance, except where they impact the final grade. If a student has a concern on an individual assignment, and would like some formal consideration, the student should contact the instructor to discuss the issue and may submit the concern as a general complaint in writing to the instructor. If the student and instructor cannot resolve the complaint, the student may forward the complaint to the instructor's supervisor and that supervisor shall review the complaint and provide a response to both the student and instructor. If the supervisor identifies a need for a review by another office or process, the supervisor may make an additional referral. Dismissals based on University protocols such as failure to maintain GPA, probation for academic performance or other automatic administrative actions are not grievable.

The College of Behavioral & Community Sciences follows the procedures outlined in the USF Policy 10-002 http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf Students are directed to the USF policy if they wish to file an academic grievance.

LAST TASKS TO DO BEFORE LEAVING USF

After you have completed your Ph.D. degree or move on to the next phase of your career, please complete the following tasks:

1. Update your new address and contact information with the Post Office, journal subscriptions, as well in OASIS, GEMS (also sign up for electronic W-2).

2. Send an email to the Doctoral Program Director with the position title for your next job or postdoc appointment.

3. Send a copy of your final dissertation and updated vita files to the Doctoral Program Director. Return all university keys to the USF Key Shop.

4. Clear out your mailbox.

5. Instructors should bring student papers to the shredder bin on the fourth floor, and make arrangements for storage of any exams/grades that must be kept for one year.

6. Check your student account to pay any remaining fees or fines (e.g., transcript, library).

CONCLUSION

We hope that this Graduate Student Handbook has been helpful to you. If there are specific sections or policies that are unclear, please bring them to the attention of the Doctoral Program Director so that we can improve this document for future students. Best of luck with your education at the University of South Florida!

APPENDIX A

Program of Study - BCS Doctoral Program

Student: Click here to enter text.   **Date**: Click here to enter text.   **Faculty Advisor** Click here to enter text.

	Target Date	Completed Date	Grade	
				Core Courses (15 hours)
1	Fall, 1st year			MHS 6742: Community Based Research & Evaluation
2	Spring, 1st year			MHS 7707: Behavioral Health Policy & Systems
3	Fall, 1st year			MHS 6409: Evidence Based Practice
4	Spring, 2nd year			EDF 6213: Biological Bases of Behavior
5	Fall, 2nd year			MHS 7720: Pro Sem
6	Spring, 2nd year			MHS 7720: Pro Sem
7	Fall, 2nd/3rd year			MHS 7720: Pro Sem
				Research/Statistics (18 hours)
1	TBD			
2	TBD			
3	TBD			
4	TBD			
5	TBD			
6	TBD			
				Behavioral & Community Courses (18 hours)
1	TBD			
2	TBD			
3	TBD			
4	TBD			
5	TBD			
6	TBD			
				Specialization Courses (9 hours)
1	TBD			
2	TBD			
3	TBD			
				Directed Research (18 hours)
1	Summer, 1st yr			MHS 6915: Directed Research (6)
2	Summer, 2nd yr			MHS 6915: Directed Research (3)
3	Fall, 2nd year			MHS 6915: Directed Research (3)
4	Spring, 3rd yr			MHS 6915: Directed Research (3)
5	Summer, 3rd yr			MHS 6915: Directed Research (3)
6	TBD			
				Qualifying Exam
	Summer, 2020			Qualifying Exams
				Dissertation Requirements (12 hours)
1	Fall, 3rd year			MHS 7980: Dis Res (4)
2	Spring, 3rd/4th yr			MHS 7980: Dis Res (4)
3	Summer,3/4 yr			MHS 7980: Dis Res (4)
4	TBD			
5	TBD			
6	TBD			
Yes				**Does this Plan include 18 hours in a disciplinary area to ensure eligibility for teaching via SACS?**
				Dissertation
Fall, 3rd/4th yr				Dissertation Proposal
Summer, 3/4 yr				Dissertation Defense

Make copies of initial plan for student, advisor, and Dr. Goldstein and every time a change is made.

APPENDIX B

REQUEST FOR REDUCTION IN REGISTRATION HOURS FORM
Graduate Assistants

Graduate Assistants seeking a reduction in course loads below these minimal requirements on the basis of financial hardship or other personal reasons must submit such requests to the BCS Doctoral Program Director at least two months <u>in advance</u> of the semester during which they will carry a reduced load. Under some circumstances, it might be advisable to request a leave of absence rather than a reduced load.

If students need to make any changes to their registered courses past the drop/add deadline, they must submit an Office of Graduate Studies Petition form, available at (http://www.grad.usf.edu/inc/linked-files/Graduate_School_Petition.pdf). Before submitting these forms, however, students should consider the implications of taking less than a full load. Note that credit hour requirements to defer student loans may be more than the minimum numbers stated above. It is recommended that students holding loans check the requirements of their lending institution. Students receiving Veterans' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see Graduate Catalog).

REQUEST FOR REDUCTION IN REGISTRATION HOURS FORM

DATE: _____

TO: BCS Graduate Program Director

SUBJECT: REQUEST FOR REDUCTION IN REGISTRATION HOURS

STUDENT: _____

Number of hours requested _____ for Semester/Year _____, 20____.

- Attach justification of your request.

This request has been reviewed and approved by the student's Faculty Academic Advisor and Major Professor (if applicable).

Faculty Advisor Name_____ Signature_____

Major Professor Name (if applicable): _____Signature _____

GRADUATE PROGRAM DIRECTOR ACTION:

Approved _____. Disapproved _____ Comments: _____.

_____._____
Signature of Graduate Program Director   Date

APPENDIX C

BEHAVIORAL & COMMUNITY SCIENCES PROGRAM

Directed Research/Dissertation Research Contract

MHS 6915 (Directed Research)   MHS 7980 (Dissertation Research) (*circle or highlight one*)

1-6 Credit Hours   S/U Grade Only

Date:_____ **SEMESTER:**_____**Credit Hours:** _____

Name (please print)**:**_____ **ID#:**_____

Phone #:_____ **Email:**_____

Advisor Name:_____ **Advisor Email:** _____

Brief Description of the work to be completed:

The final product of the research completed:

I have read and approve the study description of the work to be completed and I agree to supervise the student.

_____   _____   Date: _____
Instructor's Name(Please Print)   Instructor's Signature (Note: Instructor will Issue the grade)

Student Signature:_____   Date:_____

APPENDIX D

Ph.D. Program in Behavioral & Community Sciences
Qualifying Examination Form

Student Name: _____ U# _____ Semester: _____

_____ First-time qualifying examination _____ Retake qualifying examination

Key Steps to be Completed for the Qualifying Examination

1. Committee Form. A Graduate Supervisory-Doctoral Committee Form should be completed and placed on file with the College, with a copy placed in the doctoral student's folder.

2. Planning Meeting with Doctoral Committee. The Doctoral Committee will meet with the student to discuss the qualifying examination format, content, and procedures of the grant proposal. At the planning meeting, the doctoral student and the Doctoral Committee must agree on the proposed granting agency and grant mechanism, and the scope of the project as reflected in a one-page Introduction or Specific Aims developed by the doctoral student. The qualifying exam should be scheduled at least two weeks prior to the admission to doctoral candidacy deadline to allow time for revisions. Deadlines can be found on canvas.

3. Procedural Notes. At the Planning Meeting, procedures that are not specified in the Handbook should be discussed and documented (e.g., permissible sources of input, consultation, and feedback during the preparation of the grant proposal). A copy of these notes should be attached to this form, in addition to a list of Doctoral Committee members and the date of the Planning Meeting.

4. The final qualifying exam needs to be submitted to the committee for their review two weeks prior to the oral exam. The qualifying exam should be scheduled at least two weeks prior to the admission to doctoral candidacy deadline to allow time for revisions. Deadlines can be found on canvas.

Ratings of the Qualifying Exam by the Doctoral Committee

1. <u>Committee Rating of Grant Proposal</u>. The Doctoral Committee meets to review the written grant proposal and to discuss any necessary revisions. Record the committee member ratings of the grant proposal:

   _____ PASS

   _____ REVISE (Attach comments, recommendations, and plan for revising the written grant proposal)

   _____ FAIL

2. <u>Oral Examination of Grant</u> Proposal. The oral examination provides an opportunity for the student to present the proposed research (e.g., rationale, background, method, analytic approach, and potential impact) to the Doctoral Committee, and to respond to questions. Record the committee member ratings of the oral examination:

   _____ PASS

   _____ REVISE (Attach comments, recommendations, and plan for retaking the oral exam)

_____ FAIL

3. <u>Procedures for Committee Decisions and Required Revisions</u>. The final rating of the written product and oral examination should be decided by consensus of the Doctoral Committee. If the committee requires revisions to either the grant proposal or the oral examination, the rationale for required revisions and guidance about the type and nature of the revisions will be shared with the doctoral student at the conclusion of the Doctoral Committee meeting. Detailed written comments and recommendations will then be summarized by the Major Professor and shared with the doctoral student. The doctoral student will have the option to reconvene the Doctoral Committee to discuss the rationale for required revisions to either the grant proposal or the oral examination. If consensus is not reached by the Doctoral Committee, the Major Professor will meet with the Ph.D. Program Director to review the committee's votes and comments, and they will decide on the outcome of the grant proposal or oral examination.

4. <u>Final Committee Decision on Qualifying Examination</u>The Major Professor is responsible for recording the final decision of the Doctoral Committee, following completion of review of the grant proposal, and completion of the oral examination. The Major Professor will obtain signatures from the doctoral student and from all members of the Doctoral Committee on the form provided below. The form should be submitted by the Major Professor to the Ph.D. Program Director within one week of the oral examination.

_____ PASS   _____ REVISE reexamination option   _____ FAIL with NO option to retake exam

Student: _____ Date: _____

Major Professor: _____ Date: _____

Co-Major Professor: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Ph.D. Program Director: _____ Date: _____

<u>Important Dates</u>

Planning Meeting(s):

Estimated Date of Completed Exam:

Oral Exam Date:

Revision plan and timeline (if applicable):

Retake Oral Exam Date (if applicable):

Qualifying Examination

The qualifying examination is taken when the student has completed the substantial majority of the course work which typically relates to the student's dissertation area. Students are encouraged to discuss readings and define a dissertation topic with their Major Professor and other Doctoral committee members as a first step toward preparing for the qualifying examination.

Students will be admitted to doctoral candidacy upon completion of a qualifying exam. The qualifying exam will require completion of a grant proposal suitable for supporting dissertation or early career research (e.g., F32 or R21) and an oral examination. The oral exam will focus primarily on the grant proposal. Students are strongly encouraged to enroll in a grant writing course prior to beginning to work on the grant proposal for the qualifying exam.

The examination consists of a written grant proposal. Together the student and the Doctoral Committee will select the topic, format, and scope of the grant proposal. The grant proposal may be modeled after any existing grant mechanism. Appropriate mechanisms include grants for graduate study such as the NIH F-31 pre-doctoral grant, as well as early career grants such as the NIH F-32 post-doctoral grant or an R21 or R03 grant program. This list is not intended to be restrictive. Depending on the student's research area, grants from the Department of Education, the National Science Foundation, or from foundations associated with particular clinical populations may also be appropriate. It is not a formal requirement of the qualifying examination that the grant proposal be submitted for funding; however, the expected standard for evaluation is a proposal of sufficient quality that it could be submitted. If the format used provides funding for pre-doctoral work, the student and the student's Major professor are strongly encouraged to submit the proposal for funding.

The Committee will evaluate the student's qualifying examination understanding of the topic area using the rubric described below. Any deficiencies in the written product or oral presentation will be discussed by the committee and the student may be required to revise the written grant proposal and/or repeat the oral defense. If revisions are required, the committee will meet with the student to provide feedback. If the student is assigned a fail rating, the Committee will discuss with the Ph.D. program director on whether the student should be dismissed from the program or given the opportunity to re-take the qualifying examination (i.e. submit another grant proposal).

The grading rubric is as follows:
• **PASS**: The student's written work or oral presentation demonstrates adequate or strong doctoral-level understanding of the fundamental issues raised by the question. The student's written document, oral presentation, and answers to questions during the oral presentation are clear, logical, and convincing.

• **REVISE**: The student's written work or oral presentation 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 in a revised document or presentation. In addition, revisions may require improvements in organization and/or clarity.

• **FAIL**: The student's written work or oral presentation does not effectively convey knowledge that a doctoral-level student must possess to be considered competent in the research area.

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The Doctoral Committee will present their initial ratings, but after the oral examination are expected to reach consensus on a final rating of pass, revise, or fail. Then they will meet with the student to provide feedback on the student's performance.

When revisions are required, a formal meeting between the student and the Major Professor (and the Doctoral Committee if appropriate) will 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.

After any necessary revisions, and if applicable, the oral examination, the Doctoral Committee will assign a final rating to the Qualifying Exam. The final rating will reflect a consensus of the Doctoral Committee. If all the Doctoral Committee is not able to reach consensus on a final rating, the Chair of the Doctoral Committee, in consultation with the PhD Program Director will make the final determination. Passing the written and oral portion of the qualifying exam is required to admit the student to Doctoral Candidacy.

Requirements for Admission to Doctoral Candidacy

The USF Graduate Catalog stipulates that students may not be admitted to candidacy until a Dissertation 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.

To be admitted into doctoral candidacy, students must have:
- completed the "substantial majority" of required coursework
- attained 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.

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. The Admission to Doctoral Candidacy form should be submitted for approval no later than the semester following the successful completion of the qualifying examination. The form will be approved by the Dean of the College and forwarded to the Dean of Graduate Studies for final approval.

Doctoral Candidacy is effective as of the day that the Office of Graduate Studies approves of the request and changes the student's status. 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. Students may not register for dissertation hours until the semester after their doctoral candidacy has been formally approved by the university.

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Glossary

- **Academic Administrator** – program assistant/coordinator that provides advice and guidance on academic matters such as course selection, program information, paperwork submission process.

- **Academic Advisor** – a member of the faculty who provides advice and guidance on academic matters such as course selection, research specialization, and mentoring. This advisor is also typically designated as a Major Professor to guide students through the PhD program in conjunction with a doctoral committee.

- **Academic Honesty** – is the expectation that student's work is their own and based on their own knowledge, ideas, and thoughts. It is the absence of cheating and plagiarism. USF takes this seriously and a student found guilty of academic dishonesty receives an FF on their transcript and it can never be removed. For more information, visit the following link: http://www.ugs.usf.edu/catalogs/0001/adadap.htm.

- **Academic Year** – the academic year is broken into fall, spring, and summer semesters and runs August to July. To see USF's academic calendar, visit https://www.usf.edu/registrar/calendars/

- **Accredited/Accreditation** – the official recognition that a college or university meets the standards of regional or national organization.

- **Add/Drop** – a process that allows students to change their course schedules by adding or dropping courses.

- **Adjunct Faculty** – part time-instructors at colleges and universities that are hired as needed (usually semester by semester) with no guarantees of continued employment.

- **Assistant Professor** – untenured faculty on a tenure track. This is usually an entry-level position with a probationary period of approximately 5-6 years following the completion of a doctorate program.

- **Associate Professor** – tenured faculty at the intermediate level. Many faculty stay at this rank throughout their careers once it's achieved. However, some strive for the rank of full professor.

- **Asynchronous Learning** – a type of distance learning offered through online courses with no requirements for students and instructors to interact face-to-face.

- **Audit** – taking a class to gain knowledge about a subject, without receiving a grade or credit toward a degree.

- **CITL** - Center for Innovative Teaching & Learning; the teaching center on campus. has a singular mission: enhancing learning experiences. CITL is focused on strengthening classroom practices, providing pedagogy and technology training, and enriching the learning and teaching environment for all faculty. For more information, visit the following link: https://www.usf.edu/citl/

- **College** – the generic term that is used to refer to any post-secondary institution. Typically a college only provides an undergraduate education. College can also refer to an academic division of a university like College of Education. Click here to see a list of Colleges at USF.

- **Commencement** – a graduation ceremony that takes place in August, December, and May at USF. Visit https://www.usf.edu/commencement/ for more information on USF

commencement ceremonies.

- **Core Requirements/Core Curriculum** – Mandatory general education, usually interdisciplinary, course requirements needed for the completion of a degree.

- **Course** – regularly scheduled class on a particular subject.

- **Course Load** – the number of courses/credit hours a student takes during a specific semester.

- **Course Number** – every course has an identification number that distinguishes it from other courses in a particular subject. Course numbers increase as the difficulty of the course increases. For example, at USF, PSY 2012 is an introductory psychology course and PSY 3213 is a higher level psychology course.

- **Course Offerings** – a list of courses offered during a specific semester.

- **Credits/Credit Hours** – units used by institutions to record the completion of courses (with a passing grade) in a degree program.

- **CRN** (Course Reference Number) – a unique number assigned to a course that is used by students to register for the course.

- **Curriculum** – a program of study made up of a set of courses offered by a degree program.

- **CV** (Curriculum Vitae) – a document that details your accomplishments similar to a resume, but longer. It is usually requested at academic institutions when applying for an academic position.

- **Dean** – the director or head of a division of a certain professional school or college of a university.

- **Degree** – a diploma or title awarded by a college or university to students after they have successfully completed a program of study.

- **Department** – the formal division of a school consisting of faculty and support staff responsible for instruction in a subject area.

- **Directed Research or Independent Study** – a course that allows students to earn credit toward their degree for work with a faculty member outside the traditional classroom setting. Click here for more information on USF's independent study policy.

- **Discipline** – an area of academic study.

- **Dissertation** – an in-depth thesis on an original topic of research that is typically submitted and presented in the final stage of earning a doctorate.

- **Dissertation Committee**- a graduate committee that works with the student from admission to candidacy to completion of the dissertation. In some programs, the Doctoral Dissertation Committee serves both roles. Depending on the Program, either the graduate committee or the Doctoral Dissertation Committee is responsible for: approving the student's course of study, advising and mentoring the student towards timely completion of the Qualifying Exam, grading the written comprehensive qualifying exam. For specific requirements as to composition and other responsibilities of the graduate committee, refer to the individual Program Handbook.

- **Dissertation defense chair**- The Doctoral Dissertation Defense (Final Oral Examination) shall be presided by an external committee member from outside the Department, School, or

equivalent, hosting the doctoral major, and may be within the academic discipline or a non-committee member (a.k.a. Outside Chair), (Refer to the individual Program's Degree Requirements in the Graduate Catalog for information). If the Chair is from another institution, this individual must be approved for Affiliate Graduate Faculty status.The Doctoral Dissertation Defense Chair's role includes overseeing the proceedings as well as serving as the student's advocate, by ensuring fairness of the process. Faculty holding joint, courtesy, or adjunct appointments in the degree-granting academic unit (i.e. Department or equivalent) cannot serve as the Defense Chair.

- **Doctoral Committee-** a graduate committee that works with the student up to admission to doctoral candidacy.

- **Doctorate** – the highest degree awarded by a university after the successful completion of an advanced graduate program of study. It usually requires three or more years of study beyond the master's degree. Also referred to as a PhD.

- **Drop** – refers to the withdrawal of a student from a course that must be completed in a specified period of time depending on the college or university. Click here to read the guidelines specific to student drops at USF.

- **Dual Degree** – a program of study that allows a student to concurrently earn two degrees from the same college or university.

- **Enroll** – to register or enter a school or course.

- **Exempt** – not required to do something that other students may be required to do.

- **Faculty** – the instructional staff of an educational institution.

- **FAFSA** (Free Application for Federal Student Aid) – the application used by the US government to determine the amount of financial aid a student will receive in a given year. Students must reapply every year they attend a college or university. International students are not eligible.

- **Fees** – an amount of money charged by schools, in addition to tuition, to cover institutional costs.

- **Fellowship** – a study grant or financial assistance awarded by varying institutions such as educational institutions, the government, research centers, and hospitals. They are usually awarded to graduate and doctoral students and are based on academic achievement.

- **Final Exam**- a course based assessment taken at the end of a semester or term during finals week. See USF's academic calendar for specific dates.

- **Financial Aid** – a general term that includes all types of money offered to students to help them pay tuition, fees, and other educational expenses. Click here for more information on financial aid at USF.

- **Full Professor** - refers to the rank of a tenured faculty member that has advanced beyond the associate professor level.

- **Full-time Student** – a student taking 12 or more credit hours at the undergraduate level and 9 or more hours at the graduate level. Click here to see USF's policy on enrollment status.

- **GA** (Graduate Assistant) – a graduate student employed part-time to assist faculty in teaching, grading, and meeting with students.

- **GPA** (Grade Point Average) – a system of recording a student's overall academic performance as a numerical average. A GPA is on a 4.0 scale and calculated at the end of each term/semester with an overall GPA calculated upon graduation.

- **Grades** – a score or mark (ie. A,B,C,D,F) indicating a student's academic performance on an assessment, paper, or in a course. See USF's grading system for more information.

- **Graduate Course** – a credit course that is applied toward a graduate degree like a master's or doctorate.

- **Graduate School** – the division of a college or university which offers graduate programs that result in a master's degree, doctorate, or graduate certificate. Click here for more information on graduate programs at USF.

- **Graduate Student** – a student that already has an undergraduate degree and is enrolled in an advanced studies program leading to a master's or doctorate degree.

- **Grant** – a type of financial aid that does not require repayment and is given to students by the federal or state government, company, school, or charity.

- **Interlibrary Loan** – a system offered through the USF library that can get access to materials that the Tampa campus library does not have. Click here for more information on the interlibrary loan system.

- **Letter of Recommendation** – a letter written on behalf of a student that assesses their qualifications and skills. They are usually required for admission to a program of study or as part of the application process for a fellowship, internship, scholarship, etc.

- **Major** – an area of specialization, consisting of a number of courses in a discipline of study, chosen by undergraduate students. Students are usually required to choose their major before the end of their sophomore year.

- **Major Professor** – a professor that serves as an advisor and mentor for students at the graduate level. The student is typically responsible for choosing their major professor, but the preferred professor must agree to the arrangement. Visit https://catalog.usf.edu/content.php?catoid=20&navoid=3184#doctoral-major-professor to read more on USF's major professor criteria and responsibilities.

- **Midterm Exam** – an exam given in the middle of an academic term that covers all the material studied in a particular course to that point.

- **Noncredit** – a course taken that does not apply to a degree program. Noncredit courses are taken by students who need developmental work in order to be accepted into a program of study. Noncredit courses can also be taken for one's own professional development or interest.

- **Nonresident** – a student that does not meet a state's requirements for residency. Colleges and universities usually have higher tuition rates for nonresident students. A nonresident student can also refer to a student that does not live on campus or in campus housing.

- **Non-traditional Student** – a student that enters a college or university a year or more after high school graduation, pursues their college education while working full time, returns after a number of years away from formal education, and/or attends college while raising a family.

- **Open Admissions** – a college or university's non-selective policy to accept all students who have completed high school regardless of their grades and/or standardized test scores.

- **Orientation** – a college or university's official process of welcoming new students to campus and providing them with relevant information on campus policies, financial aid, housing, dining, courses, etc.

- **Part-time Student** – a student that is enrolled in 9 credit hours or less fall and spring or 6 hours or less during the summer.

- **Pass/Fail** – a grading system that results in a pass or a fail and not a traditional letter grade. At USF, this system results in an S (satisfactory) or U (unsatisfactory).

- **PhD Candidate** – a student who has completed all their coursework, passed their qualifying or comprehensive exam, and is in the dissertation writing process.

- **Plagiarism** – the illegal use of another person's words or ideas as your own without acknowledging that person through an academically accepted citation process. Many colleges and universities have strict policies and punishments for plagiarism. Click here for USF's plagiarism policies.

- **Postdoc** (Postdoctoral scholar) – a recent PhD recipient engaged in a temporary period of mentored research, scholarly training, or teaching in order to acquire professional skills.

- **Prerequisite** – a required course that must be completed before a student is permitted to enroll in a more advanced course.

- **Probation** – a status given to students with a low GPA and unsatisfactory academic work as defined by their college or university. The probationary period requires students to improve their performance or be dismissed from school.

- **Promotion** – the process of gaining tenure and moving from assistant professor to associate professor to full professor.

- **Provost** – the chief academic officer at a college or university responsible for overseeing academic policies and curriculum-related matters.

- **Qualifying Exams** – similar to the comprehensive exam taken by students at the conclusion of a master's program or following the completion of doctoral coursework.

- **RA** (Research Assistant) – a graduate student employed part-time to assist faculty with research.

- **Registration** – the process in which students choose and enroll in courses for an academic term.

- **Reserves** – refers to course items like textbooks and additional research material placed on reserve by a professor at the library for student use throughout the academic term.

- **Section Number** – a number that is used to distinguish between multiple classes of the same course.

- **Semester** – an academic year that is divided into two equal segments of 15 to 18 weeks.

- **Seminar** – a small class focused on specialized topics discussed in depth with a professor.

- **Specialization**- an informal sub-curriculum within a major and/or concentration that gives a focus to a content area or research interest within the major and/or concentration. It is less formal than Concentrations and is not tracked in the Student Information System or recorded on the transcript.

- **Syllabus** – a document distributed to students enrolled in a course that outlines the material a course will cover, instructor expectations, assignments, due dates, instructor contact information, and relevant university policies. USF has specific [guidelines](#) for a course syllabus.

- **TA** (Teaching Assistant) – a graduate student employed part-time to assist faculty with teaching an undergraduate course.

- **Tenure** – a status earned by faculty members at a college or university after demonstrating a strong record of research, publishing, and teaching.

- **Term** – a period of study such as a semester.

- **TOEFL** (Test of English as Foreign Language) – a standardized exam that determines English proficiency in reading, listening, speaking, and writing. The exam is required for international student admission to a US college or university.

- **Transcript** – an official record of a student's performance at an academic institution.

- **Transfer Credit** – credit awarded toward a degree on the basis of studies completed at another college or university.

- **Tuition** – the amount of money an academic institution charges its students for attendance.

- **Undecided** – a student that has not chosen or declared their major field of study.

- **Visa** – an official mark or stamp in a passport that allows someone to enter a country for a specified amount of time. The US government issues the following types of visas for students and scholars: F-1 (student visa) and J-1 (exchange visitor visa).

- **Work-study** – a financial aid program funded by the US government that allows students to work part-time on campus.

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