

Technology in Education and Second Language Acquisition Ph.D.

COLLEGE OF EDUCATION

TESLA
Graduate Student Handbook
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TESLA Program Office
Department of Teaching and Learning, EDU 105
College of Education
University of South Florida
4202 E. Fowler Ave.
Tampa, FL 33620

Phone 813.974.3533 • Fax 813.974.3837

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PREFACE



This handbook provides information critical to gaining a better understanding of the processes observed by the College of Education with respect to the TESLA Ph.D. program. The information it contains has been adapted and modified from the College of Education's Graduate Handbook, available at <http://www.coedu.usf.edu>, and USF's Graduate handbook, to be found at: <http://www.grad.usf.edu>. The TESLA Graduate Handbook does *not* replace University requirements found in the USF Graduate Catalog.

It is the responsibility of graduate students to be knowledgeable about the requirements stipulated in the Graduate Catalog, the College of Education's Graduate Handbook. Students must take the initiative to acquaint themselves with all University and Program regulations and take responsibility for completing requirements. If requirements for graduation have not been satisfied, the degree will not be granted (USF Graduate Catalog 2014-2015, Academic Policies and Procedures, p. 35, available online at <http://www.grad.usf.edu/catalog.php>).

***NOTE:** This handbook was revised and edited during the academic year of 2015-2016. All documents were completed with the input of TESLA faculty, students, and staff.*

TESLA Program Team

WELCOME TO THE TESLA PH.D. PROGRAM

Welcome

Welcome to the TESLA Ph.D. program and to the world of doctoral study! You have become part of the TESLA family of faculty and students of high caliber drawn from a local, national, and international talent pool. TESLA is a unique, interdisciplinary program in the College of Education – a model for its innovative design, curriculum, and delivery.

TESLA prides itself on preparing students for the professoriate by cultivating well-rounded professionals with strengths reaching beyond the traditional academic areas. For example, as members of committees and research teams, our students gain valuable experience in teamwork, problem solving, curriculum innovation, and academic administration. In addition to inviting students to serve in a variety of functions, faculty encourage students to engage in guided scholarly inquiry, present their research at key conferences, and gain experience in writing grant proposals. Graduate students are also frequently invited to serve as members of academic search committees to expose them to one of the less public aspects of academic life.

TESLA doctoral students work in cohorts, and in this supportive environment, many students form lifelong friendships with peers as they progress through their program and grow intellectually. SLAQ, the TESLA graduate student organization, gives students a chance to plan their own activities. SLAQ serves as a forum where students can, for example, practice their dissertation proposal defense at a scheduled meeting, discuss issues in the field, or brief each other after attending a professional conference. The TESLA listserv is another vehicle through which students can share information and experiences and seek input from peers and advisors.

Due to its collaborative nature, the TESLA program is able to offer its students assistantships in the Department of Teaching and Learning (housed in the College of Education). For example, you may teach ESOL courses to education graduates who seek ESOL endorsement. Other assistantship opportunities are available in units across campus, including some that focus more on instructional technology. Faculty members from the two programs work closely in order to provide students with a comprehensive and innovative curriculum.

Pursuing a Ph.D. challenges an individual on many levels; intellect alone will not guarantee success. In fact, our personal convictions and values often play just as important a part in doctoral study. Think about it: What can peers and professors expect from you? What should you expect from them? To what extent do you allow ego or ambition to inform your judgments, work, and relationships at school? How do you deal with criticism? How seductive to you are excuses? How patient a person are you? How resourceful and independent are you when working out a problem? How important to you is the difference between “excellent” and “good enough?”

As these questions suggest, at one time or another during the four, five, six, or more years it may take to complete the program, doctoral study inevitably presents scenarios in which the student finds himself or herself profoundly tested, not just academically but ethically. Successful participation in the community of scholars requires no less of an individual than sheer virtue, and this is as it must be given the gravity of our charge—to create and disseminate new knowledge that will inform and transform future generations.

Remember that you are not alone! TESLA faculty members are here to mentor and guide you as you expand your intellectual horizons and work toward achieving your scholarly and professional goals. Please use this handbook as a resource to find general information about the TESLA program, instructions about all the forms you will need at different stages of your program, and answers to questions you may have about policies and procedures.

May the next few years of your life as doctoral students at USF be challenging, productive, satisfying, and exhilarating!

Once again, welcome to the community of TESLA scholars!

The TESLA Faculty and Staff

Philosophy

TESLA is a unique doctoral program that prepares scholars who will be recognized by the international community for their excellence in applied forms of technology in language learning and teaching. The integration of two dynamic and emergent fields, Second Language Acquisition (SLA)—which includes Foreign or World Language Education, or TESOL—and Instructional Technology, is a powerful creative force that reflects the potentially transformative role of computing tools in foreign and second language learning. This combination of fields also offers tomorrow's professoriate a cutting-edge platform for research as well as the opportunity to affect pedagogical practice in the classroom. Indeed, the program faculty encourages the principled exploration of new ways of conducting research in the field and approaching conventionally accepted notions about language learning.

While our doctoral students expand their academic knowledge and expertise through study and reflection, they also gain first-hand experience as scholars and teachers through (1) conducting research, (2) presenting research findings in professional fora such as conferences or journals, (3) serving on program or departmental committees, (4) independently delivering university-level courses or team-teaching such courses alongside a faculty mentor, and (5) organizing academic colloquia as well as formal social gatherings. We believe that students benefit most from these activities when they involve collaboration with peers and faculty.

Both the rigor and the diversity of the program fully equip our graduates to join the international community of scholars and professionals in TESLA.

Mission

TESLA is committed to:

1. Offering challenging learning opportunities;
2. Creating a supportive, cohort-based environment in which to study and learn;
3. Providing sustained engagement in guided scholarly inquiry (*e.g., through the Research Lab course sequence*);
4. Encouraging participation in the life of the USF academic community;
5. Promoting interdisciplinarity through access to a range of professional opportunities, including assistantships in various academic units associated with TESLA;
6. Presenting opportunities for collaboration with faculty and peers with regard to grant development, publication, and presentation;
7. Identifying multifaceted mentorship opportunities based on individual needs.

ADMISSION REQUIREMENTS

In addition to the general admissions requirements under the advanced graduate education programs, applicants must:

- Submit a “Statement of Purpose” relating their career goals specifically to this doctoral program and describing their experience with instructional technology and language teaching;
- Supply a current curriculum vitae;
- Provide 3 letters of recommendation from professors or other individuals who can attest to the applicant’s experience and background;
- Offer evidence of research experience or scholarly promise;
- Meet with the graduate faculty for a personal interview;
- Submit a transcript evaluation from a foreign transcript evaluation service (<http://usfweb2.usf.edu/admissions/credential-evaluation-requirements.html>) for all transcripts from non-U.S. institutions.

Most students admitted to this program will:

- Possess a Master’s degree (or equivalent academic level) from an accredited institution;
- Present a minimum GPA of 3.5 (or international equivalent);
- Score at or above 500 on the GRE verbal reasoning (or 153 on New GRE) and 4.5 on the GRE analytical writing section. The Graduate Record Examination (GRE) must have been taken not more than **FIVE YEARS** prior to the date of application for graduate admission;
- Submit a TOEFL score of 250 on the computer-based TOEFL (or 80 on the Internet-based TOEFL) if applicable.

An international graduate student will be exempt¹ from the TOEFL if that student meets one of the following conditions:

¹ International students should verify if any changes to this exemption have occurred by checking the Graduate School website <http://www.grad.usf.edu/graduate-admissions-international.php>

- Has scored 500 (or 153 on New GRE) or higher on the GRE Verbal Test
- Has earned a college degree at a U.S. institution of higher learning
- Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript)
- Has scored 6.5 on International English Language Testing System (IELTS).

The faculty will evaluate each applicant’s dossier based on a composite of variables and goodness of fit with the program.

Applying For Admission

To apply to USF and TESLA, you may select from the following options:

I. Graduate Application for Domestic Students

All graduate applicants must submit an online application. The Online Graduate Application is available at <https://secure.vzcollegeapp.com/usf/>. As of August 2, 2011 the Online Graduate Application now offers two methods for paying the \$30.00 application fee: (1) either by **Credit Card** (Visa, MasterCard, and Discover) or (2) by **E-Check** (checking/savings account).

Application deadline for domestic students for the Fall semester:

Term	U.S. Students
Fall (August)	January 15

II. Graduate Application for International Students

International students are requested to also apply online. Please submit the Online Graduate Application on the same website as mentioned in item I above (<https://secure.vzcollegeapp.com/usf/>).

More details regarding application for international students can be found on the following website: <http://www.grad.usf.edu/graduate-admissions-international.php>

Application deadlines for international students for Fall Semester:

Term	Students NOT in the U.S.	Students currently in the U.S.
Fall (August)	January 15	January 15

Graduate Admissions / Registration

Consult the current USF Graduate Catalog (<http://www.grad.usf.edu> and click on “Graduate Catalog”) for University requirements for admission to the graduate program. For F-1 students, please be aware of the Financial Support Requirements.

Time Limitations Related to Admission

Acceptance to graduate standing is granted for the semester and the particular program specified in the official acceptance notification. **Students must validate that acceptance by enrolling in at least one course in the semester indicated in the official acceptance notification. Failure to register for and complete a course in the semester in which the student is admitted invalidates the student’s admission.** Students who fail to validate their admission must notify the USF Office of Graduate Admission or (for international students) International Admissions. This must be done by the application deadline for the term desired (see USF Graduate Catalog, Deferment of Admission/Update Request section). The same process is used for students who wish to change their date of entrance.

Full-Time Enrollment for International Students

Minimum full-time enrollment for international graduate students at USF constitutes nine (9) credit hours per semester. This full-time enrollment is required by the U.S. Citizenship and Immigration Service during Fall and Spring semesters in order for international students to maintain non-immigrant student visa status.

Checklist for Incoming Graduate Students

U.S. (Domestic) Students:

- Consult the Faculty for Enrollment in Prerequisite Course Work Before registering for first-semester classes**, including possible prerequisites, new students should consult the faculty for advice. Prerequisites will be determined on an individual basis in direct consultation with TESLA faculty.
- Explore Health Insurance Options**
For more information see Student Health Services (<http://www.shs.usf.edu/>). Graduate Assistants are eligible to receive a subsidy from the University to help offset part of the cost of health insurance, making it more affordable to participate in the USF Student Health Insurance Plan. Please review the “Frequently Asked Questions” (FAQ) on the Human Resources website:
<http://www.shs.usf.edu/insurance.aspx>
- Submit Immunization Information**
For more information and applicable forms see Student Health Services. According to Florida Administrative Code Rule 6C-6.001(5) “Each student accepted for admissions shall, prior to registration, submit on a form provided by the institution a medical history signed by the student.” As a prerequisite to matriculation or registration, the State University System of Florida requires all students born after 1956 to present documented proof of immunity to MEASLES (Rubeola) and RUBELLA (German Measles).
- Talk with Program Faculty about Graduate Teaching Assistant/Research Assistant Appointments** (if applicable)
- Register for Classes**
Students will be advised by the temporary TESLA Faculty Advisor regarding which courses they should enroll in. Students register online using OASIS (<http://usfonline.admin.usf.edu/>). Students must enroll for the term to which they have been admitted to validate their admission. Students who cannot enroll for the admitted term must request a Deferment of Admission directly from the TESLA program. (See USF Graduate Catalog, Deferment of Admission/Update Request section.)
- Obtain Student Identification Card**
Identification cards can be obtained from the USF Card Center in the Marshall Center (<http://it.usf.edu/services/usfcard>). A USF ID card is required to activate your USF Net ID (so you can access University online services).

- ❑ **Obtain Campus E-mail Account and USF Net ID**

All students who are currently registered for classes can obtain a USF E-mail account. To do so, go to <https://una.acomp.usf.edu/> and click on “Activate Your Official USF E-mail Account.” To access myUSF, a USF NetID is required. Your USF NetID allows you to activate University online services. To activate and/or manage your USF NetID, go to (<https://una.acomp.usf.edu/>) and click on “Activate Your NetID.”

- ❑ **Open a Bank Account**

Students may open accounts with any bank; they may wish to apply for an account with the USF Credit Union located on campus (<http://www.creditunion.usf.edu/>).

- ❑ **Secure Living Accommodations/Apartment**

Graduate student housing is available on campus (Magnolia Apartments) as well as other apartment complexes in the vicinity of campus. Check the Housing & Residential Education website for information on campus housing (<http://www.housing.usf.edu/>).

International Students:

- ❑ **Consult the Faculty for Enrollment in Prerequisite Coursework**
Before registering for first-semester classes, including possible prerequisites, new students should consult the initial TESLA Faculty Advisor. Prerequisites will be determined on an individual basis in direct consultation with TESLA faculty.
- ❑ **Verify Personal Information**
Verify your personal information with International Services on email notification of admission.
- ❑ **Submit Medical History/Immunization Information***
ALL applicants who are accepted into the University must submit a completed medical history form, with proof of immunization against measles and rubella to Student Health Services (<http://shsweb.shs.usf.edu>). The necessary forms will be included in the admissions packet and may also be downloaded from the Student Health Services web site. **Florida state law also requires that all international students have medical insurance while attending USF.** Medical insurance is available through Student Health Services (see International Student Health Insurance Requirements <http://www.shs.usf.edu/insurance.aspx> for complete information). Graduate Assistants are eligible to receive a subsidy from the University to help offset part of the cost of health insurance, making it more affordable to participate in the USF Student Health Insurance Plan. Please review the “Frequently Asked Questions” (FAQ) on the Human Resources website: <http://www.shs.usf.edu/insurance.aspx>.
- ❑ **Plan to Attend International Student Orientation**
The International Student and Scholar Services Office sponsors an orientation program for international students at the beginning of both Fall and Spring semesters. During orientation you will receive valuable information about campus life. For more information go to <http://global.usf.edu/iss/index.php>.
- ❑ **Check-in with International Services**
- ❑ **Talk with Program Faculty about Graduate Teaching Assistant/Research Assistant Appointments** (if applicable)
- ❑ **Speaking Proficiency**
All graduate students whose native language is not English and who are appointed to a Teaching Assistantship must submit a minimum score of 26 on the speaking section of the TOEFL IBT Test prior to accepting the position.
- ❑ **Plan to Attend the International Teaching Assistants Workshop** (<http://atle.usf.edu/services/> and click on “Special Programs”)

- ❑ **Register for Classes**

Students will be advised by the initial TESLA Faculty Advisor regarding which courses they should enroll in. Students register online using OASIS (<http://usfonline.admin.usf.edu/>). Students must enroll for the term to which they have been admitted to validate their admission. Students who cannot enroll for the admitted term must request a Deferment of Admission directly from the TESLA program. (See USF Graduate Catalog, Deferment of Admission/Update Request section.)
- ❑ **Obtain Student Identification Card**

Identification cards can be obtained from the USF Card Center in the Marshall Center (<http://it.usf.edu/services/usfcard>).
- ❑ **Obtain Campus E-mail Account**

All students who are currently registered for classes can obtain a USF e-mail account. To do so, go to <https://una.acomp.usf.edu/> and click on “Activate Your Official USF E-mail Account.” To access myUSF, a USF NetID is required. Your USF NetID allows you to activate University online services. To activate and/or manage your USF NetID, go to (<https://una.acomp.usf.edu/>) and click on “Activate Your NetID.”
- ❑ **Open a Bank Account**

Upon arrival in the U.S., you should open a bank account, preferably in a bank that has an international banking department. You may then wire money from your bank in your home country directly to your bank account in the United States. The University of South Florida has a Credit Union with many services, including a variety of checking and savings accounts, loans, and foreign currency exchange. For more information, contact the USF Credit Union at (813) 569-2000 or visit <http://www.creditunion.usf.edu>
- ❑ **Secure Living Accommodations/Apartments**

Graduate student housing is available on campus (Magnolia Apartments) as well as in other apartment complexes in the vicinity of campus. Check the Housing & Residential Education website for information on campus housing (<http://www.housing.usf.edu/>). For information on off-campus housing, please call the Off-Campus Housing Office at 813-974-7613 or send an email to usfaskabull@yahoo.com.

Student Organization – SLAQ

The Second Language AcQquisition graduate student organization was established to serve as an additional support system for TESLA students and to provide students with opportunities for social interactions with peers and scholars in the field. The organization has elected officers, faculty advisors, and a constitution officially approved by the USF Student Government.

Meetings are normally scheduled several times during the semester, each time highlighting a special topic of interest. Students may “do a dry run” of their dissertation proposal defense at a scheduled SLAQ meeting or they may gather to discuss issues in the field or brief each other after attending a professional conference.

SLAQ has its own website, which is maintained by a SLAQ officer: <http://www.coedu.usf.edu/slaq>. Potential TESLA students may join the organization as associate members under special circumstances before they are officially accepted into the program. The students may also join the organization on Facebook: <https://www.facebook.com/groups/SlaqGroupUSF/>.

TESLA-Listserv

Students have the opportunity to share experiences and seek input from their peers and advisors via the listserv. Potential TESLA students may join the listserv as provisional members under special circumstances before they are officially accepted into the program. Students wishing to subscribe to the listserv should submit an e-mail request to infoslait@usf.edu, and the request will be forwarded to the listserv moderator.

FINANCIAL ASSISTANCE

Internal fellowships, grants, and scholarships may be available to current USF students or incoming students. More information may be obtained by locating the appropriate websites:

Fellowships

Presidential Doctoral Fellowships:

<http://www.grad.usf.edu/grants.asp>

The **Leslie C. Robins Dean's Excellence Awards** for Outstanding Doctoral Students (through the College of Education): www.coedu.usf.edu/main/administration/ExcellenceAwards.html

University Graduate Fellowships

Information on the University Graduate Fellowship application/nomination process is available in the academic departments and the Office of the COEDU Coordinator of Graduate Studies (EDU 106, 974-5264). The COEDU USF Graduate School (EDU 106) and the USF Graduate School (BEH 301) both circulate information listing current sources of financial support for graduate students.

Limited funds are also available in the USF Graduate School to assist graduate students in special circumstances. Typically, these funds are used to support travel for students who have papers accepted at conferences, to provide research support for out of the ordinary expenses related to the thesis/dissertation, and emergency tuition assistance. For travel and research costs, the USF Graduate School requests students to first approach their department or college for assistance. The USF Graduate School will then attempt to match the amounts. Please contact the USF Graduate School (BEH 301) for additional information and application forms.

College Graduate Assistantships

Usually, graduate assistantships are available through the Department of Teaching and Learning in the College of Education. The form to apply for graduate assistantships can be found on the College of Education (COEDU) website. **[NOTE: All forms referred to in this document can be found on the COEDU website,**

<http://www.coedu.usf.edu/main/downloads/AdvDoctoralForms.html>.]

Availability of graduate and teaching assistantships is contingent upon and subject to program and/or department needs as well as the availability of funds. As long as a student has a combined .50 FTE appointment, s/he will be eligible for student health insurance.

Tuition Payment Eligibility

The Graduate School does not encourage providing tuition payment beyond the number of hours required for the degree program. For more details, see “Graduate Assistantship Guidelines and Policies Handbook” on the Graduate School website (link already provided above). Please go to the following webpage for up-to-date information from the Graduate School on this topic: <http://www.grad.usf.edu/tuition-payment-eligibility.asp>.

Partial Tuition Waiver

Tuition waiver of in-state and out-of-state matriculation fees up to twelve (12) semester hours may be available for graduate students who are appointed as Graduate Assistants for at least .25 FTE (10 hours of service per week). Graduate Assistants must obtain approval for their tuition waivers from the department that hires them. Tuition waivers for graduate assistantships offered on a grant or in a unit outside of the College of Education must be provided by the employing grant, college or unit. Tuition waivers are awarded for a specified academic term. Graduate tuition waivers may not be applied to courses at the 4000 level or lower. **Tuition waivers will be revoked or reduced for dropping below the number of hours waived or failure to work the required number of hours.** Tuition waivers are considered a resource in the awarding of need-based financial aid (see the graduate school policy on graduate assistantships for more details and specific guidelines (<http://www.grad.usf.edu/>)).

POLICIES AND PROCEDURES

The degree of Doctor of Philosophy is a research degree. It is granted on the basis of evidence of proficiency and distinctive achievement in a specified field and demonstration of the ability to do original, independent research.

Student Responsibilities and Conduct²

Student Responsibilities

The University, its Colleges, and degree programs have established certain academic requirements that must be met before a degree is granted. While advisors, directors, department chairpersons, and deans are available to assist the student meet these requirements, **it is ultimately the responsibility of the student to be acquainted with all policies and regulations and be responsible for completing requirements.** All TESLA students are expected to make sufficient, timely, and consistent academic progress to degree. If requirements for graduation have not been satisfied, the degree will *not* be granted.

Student Conduct

Members of the University community support high standards of individual conduct and human relations. Responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. **Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code.** These are described in detail on the Student Affairs website: <http://www.sa.usf.edu/srr/page.asp?id=88>.

Time Limits³

For students admitted to their doctoral degree program in Fall 2007 and before Fall 2011:

² Taken from the online USF Graduate Catalog 2014-2015, Section 7 (Academic Policies)

³ Only ONE time limit extension request will be granted by the Graduate School – no exceptions!

1. All coursework taken after admission to the Ph.D. program and before admission to candidacy must be completed within four (4) academic years for those entering with a Master's degree.
2. After admission to candidacy, the student has four (4) academic years to obtain the doctoral degree.

For students admitted Fall 2011 and thereafter, doctoral degrees must be completed within 7 years from the student's original date of admission for doctoral study. There is no longer a specific time limit within this period by which students must reach admission to candidacy.

Academic Residency

The purpose of the Ph.D. program in the College of Education is to prepare aspiring individuals to become producers of knowledge as researchers/university faculty members. This requires that research training and theory exploration be major components in the education of the doctoral student. It is during the residency that much of this training occurs, although not necessarily in formal coursework. To facilitate this focus on training, the Ph.D. student must spend at least one academic year of residence on the Tampa campus. An academic year's residency will be defined as a minimum of 9 credit hours of graduate work per semester in 2 semesters within a 12-month period. Full-time status requires enrollment in a minimum of nine semester hours each semester. The student should be engaged in no more than half-time employment outside the Ph.D. program during this period. Reduction of full-time job responsibilities will allow the student to take advantage of the opportunities for learning which are available in the University community during regular daytime hours, to participate in research projects with faculty, and to teach courses at the University level as appropriate for program needs.

Students are primarily responsible for declaring semesters of academic residency on the Program of Study form. Any change in these dates must be approved by the student's Doctoral Committee and submitted in writing to the COEDU Coordinator of Graduate Studies at least one semester before the residency is to occur. It will be the responsibility of the Coordinator of Graduate Studies to certify, at the time of application for graduation, that the requirement for academic residency has been met.

Establishing Residency in Florida

Go to the Graduate School website (<http://www.grad.usf.edu/>) and click on Residency Policy for the current policy.

Full-Time Status

Full-time students must be enrolled in a minimum of nine semester hours per semester (Fall and Spring) and six semester hours (Summer). During the summer semester, students may achieve full-time status by enrolling in more than one session, (i.e., A, B, C sessions) if class schedules do not conflict.

Continuous Enrollment

Pre-Candidacy is defined as beginning at the time of enrollment and ending at the time that students are formally admitted to candidacy. During this "pre-candidacy" period, students must be continuously enrolled for a minimum of 6 hours of graduate credit every three continuous semesters (i.e., 2/2/2/ OR 3/0/3 OR 6/0/0 OR 1/5/0, etc.). Students must be enrolled for a

minimum of 2 hours of graduate credit during the semester they take the qualifying exams **AS WELL AS** 2 hours of graduate credit in the semester of admission to doctoral candidacy.

Post-Candidacy is defined as the time **AFTER** students are formally admitted to candidacy. During this “post-candidacy” period, students must enroll for a minimum of 2 dissertation hours every semester (including summer), **starting with the semester following admission to doctoral candidacy** and including the semester that the dissertation is submitted for approval as well as the semester of graduation.

Language Requirement

In addition to proficiency in their native language, students must also demonstrate proficiency in another world language (L2). The proficiency in the **L2 must be at least at the advanced level, as described in Oral Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): <http://www.actfl.org>**. Documentation of proficiency must assume one of the forms described below:

Possible Forms of Documentation: L2 Proficiency

- Degree in the language or teaching thereof
- Teaching certificate in the language
- Certificate of intensive language instruction from a recognized institution (US or foreign)
- Teaching position at a community college or university
- Schooling in which the L2 is the language of instruction over a significant period of time
- Evidence of in-country employment requiring functional proficiency in the L2
- Standardized language proficiency test results at the Advanced level, such as ACTFL Oral Proficiency Interview (OPI)
- College-level coursework in the L2 at the intermediate level or equivalent (i.e., departmental language placement exam)
- TOEFL score of no less than 250 and TSE score of no less than 55 for non-native speakers of English.

Development of the Student’s Program of Study (PoS) Form

Upon admission to the TESLA doctoral program, students are required to register for *SLA 7911, SLA Research Lab*. An important purpose of this class is to prepare students for their doctoral studies and introduce them to the Program of Study Form and identify necessary courses. The TESLA faculty advisor will help identify appropriate courses and recommend other courses in addition to those listed on the Program of Study (<http://www.coedu.usf.edu/slait/forms.htm>). The PoS must be completed by the end of the Research Lab. The PoS must be updated if **any change** is made to the original PoS. This must be done by submitting a Course Substitution Form signed by the student’s major professor. The form is available on the Advanced Graduate Forms webpage (accessible from the College of Education homepage, under Important Info/Links for

Students, Faculty, & Staff), <http://www.coedu.usf.edu/main/downloads/AdvDoctoralForms.html>. Before a student takes the qualifying exam, the PoS must be completed, with changes updated.

Three-Year Schedule of Graduate Courses. A multi-year schedule of advanced graduate course offerings in the TESLA program is available to facilitate program planning. The schedule is available online at the TESLA website, <http://www.coedu.usf.edu/slait/threeyear.htm>, or may be obtained from the student's major professor or the TESLA Office. Students should contact their major professor or advisor for updates to the schedule.

Ph.D. Program Structure

Cohorts

Each fall, a cohort of new doctoral students enters the TESLA program. Ideally, they proceed through their core coursework together. While such an arrangement may vary according to circumstances, students must at least try to advance through the coursework together as a cohort. Courses are designed to promote greater interaction and collaboration between students and faculty, to initiate students into the culture of professional collaboration, and to allow them to experience its rich array of benefits. Among these benefits are memberships in a unique and supportive community of peers, direct and frequent access to critical information about program requirements, policies, and resources, and stronger commitment to one's own academic goals and clarification of the strategies available to meet them.

Curriculum

This program's curriculum consists of **67 total** credit hours – 40 credit hours of core courses (SLA – 15, IT – 9, and Research – 16 hours) with electives comprising 18 credit hours and a dissertation requiring 9 credit hours. The following curriculum list is not intended to be exclusive of other courses that may be desirable to include in a student's program of study. Students will have the opportunity to add or replace some courses with other courses that address their professional goals, after consultation with their program advisor and approval from their doctoral committee. All students are required to complete the research courses before taking the qualifying examination.

CORE COURSES (44 hours chosen from the following areas)

A. Second Language Acquisition (15 hours)

SLA 7911 SLA Research Lab- 3 hours, concurrent with the SLA and FLE advanced readings courses.

SLA 7938 Advanced Seminar in SLA - 3 hours—PR or CI: Applied Linguistics, SLA at Master's level, offered on a 2-yr schedule

SLA 7939 Advanced Seminar in FLE - 3 hours—PR or CI: Current Trends in FLE at Master's level, offered on a 2-yr schedule

FLE 7367 Sociocultural Theory in SLA - 3 hours, offered on a 2-yr schedule or LIN 6601 Sociolinguistics - 3 hours

FLE ##### Applications of Technology to SLA/FLE - 3 hours, offered on a 2-yr schedule

B. Instructional Technology (9 hours)

EDF 6284 Problems in Instructional Design - 3 hours
EME 7938 Computer-Augmented Instructional Paradigms - 3 hours

and one of the following:

EME 6208 Interactive Media - 3 hours
EME 6613 Development of Technology-Based Instruction - 3 hours
EME 7939 Research Methods in Technology-Based Education - 3 hours

C. Statistics/Measurement/Research Design (16 hours)

EDF 6407 Statistical Analysis of Education I - 4 hours
EDF 7477 Qualitative Research I - 4 hours

and two of the following:

EDF 7408 Statistical Analysis of Education II - 4 hours
EDF 7478 Qualitative Research II - 4 hours
EDF 7410 Design for Systematic Studies in Education - 4 hours

Other relevant research course(s) as needed.

D. Electives (18 hours)

Courses are selected with the approval of the student's graduate program advisor or committee with a minimum of nine (9) hours completed in the area of Second Language Acquisition. Elective coursework must be taken at the graduate and/or advanced graduate level.

Examples

A. Second Language Acquisition

EDG 6931 Heritage Language Teaching & Learning – 3 hours
FLE 6932 Cultural Norms and Practices from Around the World – 3 hours
FLE 6932 Emerging Technologies and Multimedia Software in Education – 3 hours
FLE 6932 Dual Language in Education - 3 hours
FLE 6639 Second Language Reading and Literacy - 3 hours

* Other special topics course(s) as needed

B. Instructional Technology

EME 6053 Internet in Education - 3 hours
EME 6055 Current Trends in Instructional Technology - 3 hours
EME 6207 Web Design - 3 hours
EME 6208 Interactive Media - 3 hours
EME 6902 Digital Video - 3 hours
EME 6215 Instructional Graphics - 3 hours

EME 6613 Development of Technology-Based Instruction - 3 hours
EME 6930 Web Programming I - 3 hours
EME 7458 Research in Distance Learning - 3 hours
EME 7615 Instructional Game Design for e-books - 3 hours
EME 7631 Research in Technology Project Management - 3 hours
EME 7939 Research Methods in Technology-Based Education - 3 hours

* Other course(s) as needed

C. Education and Psychology

EXP 6643 Psychology of Language - 3 hours
EDF 7145 Educational Psychology - 3 hours
EDF 6883 Issues in Multicultural Education - 4 hours
EDF 7586 Classics in Educational Research - 4 hours
EEX 7743 Philosophies of Inquiry - 3 hours
EDF 7934 Seminar in Social Foundations of Education - 4 hours
EDG 7692 Issues in Curriculum and Instruction - 3 hours
EDG 7931 Curriculum Frameworks in Teacher Education - 3 hours
EDF 7926 Supervised Experience in College Teaching - 3 hours

* Other course(s) as needed

D. Dissertation (9 hours)

SLA 7980 Dissertation - 9 hours minimum

Completion and Filing of Program of Study Form

The original and two copies of the completed Ph.D. Program of Study form, available online at the TESLA website at <http://www.coedu.usf.edu/slait/forms.htm>, signed by the Initial Supervisory Committee (which should be distinguished from the Doctoral Committee) and the Department Chairperson and Program Director, must be forwarded to the TESLA Program Director. The original is kept on file in the COEDU GSO office; a copy is kept in the TESLA office and the Dean's Office of CAS. *Students are expected to keep copies of all important documents for their own files and future reference!*

The Program of Study form must be on file by the end of Research Lab. If changes are made in the student's program, the student will complete a course substitution form available online at the COEDU website and forward it to the Program Director for approval. The form will then be filed by the Program Director in the student's file. (See above section on the PoS.)

Transfer of Credit

Go to the Graduate School website (<http://www.grad.usf.edu/>) and click on Policies and Procedures for the current policy. Transfer credits from other institutions and "special" student credits must be evaluated and approved by the student's major professor/advisor, the program director, and the COEDU Coordinator of Graduate Studies. Transfer credits to be used as

substitutions against College requirements must have the written support of the Chairperson of the department in which the USF course(s) would be offered. Students may transfer up to twelve (12) semester hours from another institution or non-degree status.

Initial Doctoral Supervisory Committee

Establishing an Initial Doctoral Supervisory Committee

The faculty advisor of the student will assist the student in completing the doctoral committee appointment forms, and will secure signatures of the student's major professor, other committee members, and the Chair of Department of Teaching and Learning (COEDU). After all signatures have been obtained, the TESLA Director submits the form, along with accompanying vitae of non-COEDU member(s) (if applicable), to the COEDU Associate Dean for Academic Affairs. The COEDU Associate Dean for Academic Affairs approves and signs the form if it is complete and all committee members are appropriately credentialed. The Associate Dean for Academic Affairs sends copies to the supervisory committee chair, the student, the COEDU GSO, the TESLA Office, and CAS.

It is in the student's best interest to complete the Program of Study form and the Doctoral Supervisory Committee Form during SLA 7911 (SLA Research Lab). All signatures must be submitted and approved by the end of Lab B.

Dissertation Committee

See Section 5

Advising

Annual Meeting

Every spring, faculty of the TESLA doctoral program meet with every member of every cohort on an individual basis to review the students' progress in the program and to discuss concerns or aspirations related to their assistantships and research interests. Students are required to attend the annual meeting and will be notified by the program coordinator to schedule a suitable date and time.

Mentoring

Students have numerous opportunities to be mentored by a TESLA faculty member. In the first years of the doctoral program, the mentoring relationship often develops as a result of the student's graduate assistantship. For example, a second-year or third-year TESLA student whose assignment entails assisting a professor with the design or administration of a grant can naturally expect more frequent access to the professor. While research assistantships *per se* are less common in our program, students may nevertheless informally partner with a faculty member on research topics of mutual interest. The SLA Research Lab course also provide opportunities for mentoring. Depending on their availability and interest, faculty members may work closely with students to design their research projects, and share responsibility for preparing a presentation of the findings in a professional forum. Thereafter, the mentoring options typically involve team-

teaching a university course with one of the TESLA faculty, collaborating with faculty on research, or shadowing an educational administrator or supervisor at USF or in the community.

Faculty Advising

In addition to the annual meeting between each individual student and the TESLA faculty, students are encouraged to meet with faculty during their office hours or by scheduling an appointment. Faculty of course welcome students to their offices at other times, but students should be aware that there may be other research and service obligations that may not permit lengthy conversations if the visit is unexpected or unscheduled.

Academic Standards & Grades

Grade Point Average Requirement

The TESLA Ph.D. student must maintain a minimum overall grade point average of 3.0 (B). Grades below “C” will not be accepted toward a Ph.D. degree, but all grades will be computed in the overall average. There is **no** grade forgiveness policy in effect for graduate courses. Students may repeat a course to improve the grade, but all grades earned in repeated courses will be computed in the GPA. (See academic standards below for procedures to be followed when the GPA minimum is not met).

Go to the Graduate School website (<http://www.grad.usf.edu/>) and click on Policies and Procedures for details about the grading system.

Academic Standards

Any graduate student who is not in good standing at the end of the semester, including summer semester, shall be placed on probation. The COEDU Coordinator of Graduate Studies will notify the Department Chairperson and/or the program advisors of the student’s probationary status following notification from the Registrar’s Office. Notification of probation shall then be made to the student in writing by the Program Director, with copies to the COEDU Associate Dean for Academic Affairs, the COEDU Coordinator of Graduate Studies, and the USF Dean of Graduate Studies. The letter shall include:

- (1) A listing of the specific deficiencies that must be corrected in order for the student to be removed from probation,
- (2) The time frame within which this must occur (normally by the end of the probationary semester), and
- (3) A statement that the student is subject to academic dismissal if the deadline is not met.

At the end of the probationary period, the Program director shall recommend to the COEDU Associate Dean for Academic Affairs in writing, with a copy to the COEDU Coordinator of Graduate Studies and to the Dean of Graduate Studies, either that the student be removed from probation (if the conditions have been met) or that the student be dismissed. In the latter case, the memorandum to the COEDU Associate Dean shall (1) refer to the date of the probation notification letter to the student, (2) state the conditions that have not been met, and (3) recommend academic dismissal. The Coordinator of Graduate Studies initiates the appropriate paper work and shall file an *Official Notification of*

Dismissal form with the Dean of Graduate Studies. The College Dean will notify the student, in writing, of the dismissal decision with copies to the Dean of Graduate Studies, the Department Chairperson, the Program director, the Associate Dean for Academic Affairs in the College of Education, and the Coordinator of Graduate Studies. For more details, please go to http://www.coedu.usf.edu/main/downloads/downloads_graduates.html and click on “Academic Probation.”

Qualifying Exam Guidelines

The Nature and Purpose of the Qualifying Exam

The qualifying examination (QE) for the Ph.D. program in TESLA reflects the guiding principles set forth in 2006 by the College of Education. In particular, it emphasizes the College’s position that the exam “...represents a terminal performance where students demonstrate a level of scholastic mastery that allows them to begin the task of independent research.” As the College of Education guiding principles themselves remind us, “The QE represents an experience that is greater than the sum of the coursework that precedes it.” The focus of this evaluation is not on testing the student’s accumulated content-specific knowledge, but on determining if he or she has the requisite skills to produce a successful dissertation. The program-specific qualifying examination for the Ph.D. program in TESLA takes its direction from the program’s core values of (1) interdisciplinarity (i.e., integration of SLA and IT), (2) collaborative professional development, (3) state-of-the-art scholarship, and (4) principled pedagogical application. Tasks drawing on these elements will allow program faculty to assess examinees’ foundational knowledge, critical thinking skill, academic written and oral expression, and understanding of research design.

Description of Learner Outcomes

As TESLA is an interdisciplinary doctoral program bringing together the fields of Second Language Acquisition and Instructional Technology and administered by the College of Education, the ability to integrate information from different disciplines constitutes a key competency of the successful TESLA doctoral student. In these disparate fields, we expect students to demonstrate knowledge of the major theories of language learning, best instructional practices, and the contexts and underpinnings of foreign and second language education.

We also look for the articulation of a critical position regarding select aspects of the field, and such a stance should be carefully and convincingly integrated into the discussion of the professional knowledge base. Related to an understanding of the relative merits of one concept or construct vis-à-vis another is the ability to apply theory to practice.

Likewise, our exam places high priority on the conceptualization of research in action and operationalizing of the various steps involved in carrying out an effective study. Not only do we expect students to describe the components of a viable plan but to offer a cogent rationale for their inclusion.

Another essential learner outcome concerns control over the conventions of written academic discourse. This competency reaches beyond linguistic facility and organization of the text needed to

communicate in this special genre. The examinee's ability to accurately and ethically present and defend an argument in a written scholarly context is crucial as well.

Finally, the doctoral committee will have the opportunity to engage the examinee in an organized face-to-face feedback session. Its purpose is to provide the candidate with dynamic and productive feedback. The meeting shall be between the candidate and his/her committee chair. It shall be the **candidate's responsibility** to arrange the meeting date and time.

Procedures for the Qualifying Exam

The student will meet with his or her assigned doctoral committee chairperson at least one semester prior to taking the qualifying exam. The purpose of this meeting will be to identify subject areas of expertise and interest within the following three concentrations: (1) second language acquisition, (2) instructional technology, and (3) teacher education. The doctoral committee and student may modify the student's suggested topics if the members of the doctoral committee find them to be inappropriate for the exam.

The "Application to Take Doctoral Qualifying Examination" form will be completed and submitted to the COEDU GSO by the deadline stated on the College website. **It is the student's responsibility to make sure that all the courses on the planned Program of Study are completed or in progress by the semester of taking the QE.** All earlier changes to the planned Program of Study should be reflected on the course substitution form with the appropriate required signatures (go to: <http://www.coedu.usf.edu/main/downloads/AdvDoctoralForms.html>). Otherwise, the application may be disapproved. Students may not sit for the qualifying exam without **written approval** from the GSO.

The doctoral committee will prepare three task prompts based on the areas of expertise and interest suggested by the student.

The qualifying examination will be scheduled for a 3-week period beginning on the same date as the officially posted College of Education (i.e., college-wide) exam period begins. The TESLA exam period will end 3 weeks later at 5:00 pm. (e.g., exam begins Monday, October 4 and ends Monday, October 25—note that these dates are an example). Qualifying exams may not be scheduled during the summer unless all members of the student's doctoral committee agree to participate during summer session.

The exam questions will be sent to the student via email attachment. As the exam will not be proctored, the examinee's work must be completed independently. There is to be no discussion of the substance of the qualifying exam with the members of the doctoral committee during this period, although at the outset of the process, the chair of the doctoral committee may provide procedural clarification. Examinees may not seek assistance from peers or faculty at USF or any other institution, and are strongly urged to review the online plagiarism tutorial created by the Center for 21st Century Teaching Excellence, which can be found at:

<http://fyc.usf.edu/SitePages/Understanding%20and%20Avoiding%20Plagiarism.aspx>

On the final day of the examination period, the student will submit his or her written responses via email attachment to all members of the doctoral committee.

Within two weeks after the end of the written exam period, each member of the doctoral committee will submit the three task evaluations for each candidate to the chair of the doctoral committee. Lack of consensus among committee members will be collaboratively resolved through discussion led by the committee chair.

Students who fail any of the tasks on the written exam must sit for a different written exam no sooner than ten weeks after the end of the initial exam period. A review session with the doctoral committee and student will be convened within two weeks of the committee's decision to review areas of the exam that exhibited substantial weakness. A student may retake the written exam only once. Failing the exam a second time will result in dismissal from the program.

Students who pass all three tasks on the written exam must schedule the feedback session with their committee chair.

Following the feedback session, and for administrative purposes, the committee chair notifies the College of Education and the TESLA Director of the results.

Before students can be admitted to candidacy, Supervisory Committee members must complete the "Verification of Doctoral Qualifying Examination Results" form and submit it to the COEDU Graduate Studies Office (GSO) (EDU 106). Original signatures are required.

After the feedback session, students who pass the QE must submit application for candidacy to the COEDU GSO and, upon approval, may proceed to the preparation of the dissertation proposal.

QE Written Format and Evaluation

The examinees will be given three distinct tasks. Each task will integrate the topics identified by the student and his or her doctoral committee chairperson from the general fields of Second Language Acquisition, Foreign Language Education, and Instructional Technology. Required sections for each task will be discussed specifically in the written exam prompt.

The format described below will be used for the preparation of the qualifying exam responses. Students are expected to put forth a scholarly effort. This effort should demonstrate the breadth and depth of the student's knowledge of the designated topic and address its significance to the broader fields of Second Language Acquisition and Instructional Technology. The written document should provide the exam committee with sufficient evidence to judge the student's intellectual potential to be an independent researcher.

APA format should be followed for all aspects of the written responses. Each task response (3 total) should consist of a **minimum of 20 and a maximum of 25 double-spaced pages**, excluding pages designated for works cited but including figures and tables. (If at all possible, such figures/tables should be placed at appropriate places within the text.) Text should appear in Times New Roman size 12 font with margins of 1 inch on all sides.

The doctoral committee will evaluate the student using the following rubric for each of the three tasks.

	Evaluation Criteria for Written Exam	Yes/No
Foundational Knowledge	Candidate demonstrates expert or near expert knowledge of relevant theories of language learning, best instructional practices, and the contexts/underpinnings of foreign and second language education	
Critical Thinking	Candidate clearly articulates and defends a critical position which is successfully integrated into discussion of the foundational knowledge base	
Application of Theory to Practice	Candidate skillfully applies theoretical constructs to practical settings	
Research Design	Candidate insightfully and thoroughly conceptualizes a research plan based on a topic of his or her interest	
Written Expression	Candidate exhibits a high degree of control over the conventions of written academic discourse and argumentation*	
OVERALL TASK	Candidate passes task	

* No bulleting of points, use of excessive quotes to advance an argument, or use of excerpts from work previously submitted or published by the student is permitted.

QE Face-to-Face Feedback Session

Upon receiving notification from the doctoral committee chairperson that he/she has successfully passed the three written exams, the student will have a face-to-face feedback session with his/her committee chair. The chair of the committee will discuss with the student all the written reports/critiques submitted by each member of the committee. Should the chair deem it necessary that the full committee participate in the feedback session, he/she will notify those concerned, and a meeting will take place. The meeting itself usually lasts about an hour to ninety minutes.

Admission to Candidacy

The student is formally admitted to candidacy when:

1. All coursework on the planned program of study has been completed;
2. The qualifying examination has been successfully completed; and
3. The faculty advisor and program director have ensured that all requirements for candidacy have been met.

The TESLA office will send the *Admission for Candidacy* form to the COEDU GSO for final review and a recommendation to the COEDU Associate Dean for Academic Affairs. The COEDU Associate Dean will recommend approval and forward the form to the Graduate School with a copy of the student's unofficial transcript. The USF Office of Graduate Studies will notify the major professor, the student, and the program director of the student's official admission to candidacy. A copy of the official letter is placed into the student's file in TESLA, COEDU GSO, COEDU Associate Dean, and CAS Associate Dean.

NOTE: The student may not enroll in dissertation hours until the semester following the semester of formal admission to candidacy by the USF Dean of Graduate Studies.

College Responsibilities

The following serves as an overview of the procedural responsibilities in the College of Education.

GARs	<ul style="list-style-type: none">• GARs go to COEDU• COEDU sends GARs to TESLA Program Assistant. GAR is signed by both Associate Dean in COEDU. A copy is retained in office (COEDU GSO). The TESLA Program Assistant will keep a copy in TESLA files, and return the original to the Graduate School for final action.
Supervisory Committees	TESLA director initials committee form, signed off by Department of Teaching and Learning chair, and then by COEDU Associate Dean. Copies go to TESLA office's student file, student, supervisory committee chair, and the COEDU GSO .
Program of Studies (PoS)	TESLA program faculty: <ul style="list-style-type: none">• will guide TESLA students in completing the PoS.• send the PoS to the TESLA office for Program Director signature.• The TESLA Program Graduate Assistant will take the original and 3 copies to COEDU GSO for review and COEDU-level approval. Upon approval of the PoS, COEDU GSO will keep the original for COEDU GSO files, send a copy to the student, and the TESLA Office. TESLA will keep one copy for the student file.
Qualifying Exams	<ul style="list-style-type: none">• The student must apply to the COEDU GSO for clearance to take the Qualifying Exam, in accordance with COEDU regulations.• The major professor will meet with the student to ensure that all eligibility criteria have been met prior to submitting the application to take the Qualifying Exam to COEDU GSO and student's taking the program-specific exam (See "TESLA Handbook.")• The COEDU GSO will clear the student for admission to the Qualifying Examination, transmitting that clearance to the student, the major professor, and the TESLA office.• The exam will be scheduled for a 3-week period beginning on the same date as the officially posted COEDU college-wide exam.• Supervisory Committee members will complete a <i>Verification of Doctoral Qualifying Examination Results</i> form, and submit it with original signatures to the COEDU GSO. The TESLA program will keep a file copy of the form indicating that the student has passed the exam.

Admission to Candidacy	<ul style="list-style-type: none"> • The major professor/faculty advisor and TESLA program director will review student’s file and recommend eligibility for candidacy. • “Admission to Candidacy” form will be sent to the COEDU GSO for final review and a recommendation to the COEDU Associate Dean for Academic Affairs. The COEDU Associate Dean will recommend approval and forward the form to the Graduate School with a copy of the student’s unofficial transcript. • The Graduate School will notify the major professor, the student, and the Program Director of the student’s official admission to candidacy. • A copy of the official letter is placed into the student’s files in: TESLA, COEDU GSO, and Associate Dean COEDU.
Proposal Defense	Proposal defense process will follow procedures of the COEDU. The COEDU Dean’s Office will select the outside chair for the defense.
Final Defense	The “Request for Dissertation Defense” form will be sent to the TESLA director for initialing, followed by the signature of each of the following: the chair of Teaching and Learning, and thereupon to the COEDU Associate Dean. The Successful Defense form will also be sent to the COEDU GSO, with copies to the TESLA Program Office.
Graduation	<ul style="list-style-type: none"> • The major professor/faculty advisor and TESLA program director will review the student’s file and recommend to COEDU GSO readiness for graduation. COEDU GSO will certify students officially for graduation if appropriate.
Probation/Grievance/Dismissal	<ul style="list-style-type: none"> • For student-initiated grievances, the procedures for a given faculty member’s home college will govern the steps to be taken. • For matters of student probation or dismissal that are initiated by the TESLA faculty, COEDU procedures will be followed.
Tuition Waiver	<ul style="list-style-type: none"> • If a student is on a grant or assignment in the COEDU, COEDU will pick up the tuition waiver. • If the student is on a grant or assignment in another department, that department will pick up the tuition waiver.
Handbook	The program has created its own handbook of procedures based on the COEDU’s new advanced graduate handbook. The handbook is available on the TESLA website (see Program Address below).
Program Address	<p>TESLA Program Office Department of Teaching and Learning, EDU 302-P Tel: 813-974-3563 (TESLA Office) Main Office Telephone: 813-974-3533; Fax: 813-974-3837 URL: http://www.coedu.usf.edu/slait/</p>
Contact Information	TESLA Program Office Assistant, 813-974-3563

DISSERTATION POLICIES & PROCEDURES

Students are advised that the following policies and procedures may change and should consult their major professor, program coordinator(s), and the Graduate Catalog for any changes that may occur during the dissertation process. Again, this is the student's responsibility.

Enrollment Dissertation Hours

The student must be admitted to candidacy before he/she is permitted to enroll in dissertation hours. Students may not register for dissertation hours until the semester immediately **following** the semester of formal admission to candidacy. This requirement is strictly enforced at USF.

(a) If a student has incomplete or missing grade(s) or is completing coursework during the semester in which he/she successfully completes the doctoral qualifying examinations, the student's admission to candidacy will not occur until the following semester. Thus, the student may not enroll in dissertation hours until the semester immediately following the semester of admission to candidacy. During the semester following the qualifying examination, while the student is awaiting official notification of admission to candidacy, he/she may enroll in up to 9 hours of Directed Research (SLA 7910).⁴ These Directed Research hours, upon request by the major professor to the COEDU Coordinator of Graduate Studies, may be applied toward the dissertation credit hour requirements.

(b) If a student has completed all coursework prior to the semester in which he/she sits and successfully completes the doctoral qualifying examination, the student's admission to candidacy

⁴ Upon the major professor's formal written request to the COEDU Coordinator of Graduate Studies (EDU 106), up to 50% of directed research hours may be applied toward the minimum 9 hours of dissertation credit required. The COEDU Graduate Coordinator will notify the major professor and the student via email if the request has been approved. (*NOTE: No more than 4 hours of directed research credit may be applied to the dissertation hour requirement. Also, directed research hours taken during a semester when coursework is being completed may not be applied toward dissertation hours.*)

will most likely occur during the same semester in which the qualifying examination is completed, **if and only if** the deadline for reporting the successful completion of the doctoral examination is met by the major professor and other members of the Doctoral Supervisory Committee. If this condition is met, the student may enroll in up to 9 hours of Directed Research (SLA 7910) in the semester in which the qualifying examination is being taken, if he/she will also be working on the dissertation proposal during the semester and approval is recommended by the major professor to the COEDU Coordinator of Graduate Studies. These Directed Research hours, upon request by the major professor, may be applied toward the dissertation credit hour requirement¹.

A minimum of 9 hours is needed to satisfy the dissertation credit hour requirement. Beginning with the semester immediately following the semester of formal admission to candidacy, a doctoral student must be enrolled for a minimum of two (2) dissertation hours each semester, **including the summer semester**. However, it is to the student's advantage to complete the 9-hour dissertation hour requirement within two years after reaching candidacy in order to finish the doctoral program in a timely manner. If the dissertation has not been completed by the time the 9 dissertation credit hours have been accrued, the student must continue to enroll, **including the summer semester**, for a minimum of 2 dissertation hours per semester until graduation. (This includes the semester during which the dissertation is defended and the semester in which final submission of the dissertation is made to the USF Graduate School, BEH 304).

Exceptions to the continuous enrollment policy may be approved if the major professor writes a letter of petition to the COEDU Associate Dean for Academic Affairs, indicating specifically the nature and duration of the exception and the justification for it. **Unless an exception has been approved, failure to enroll as specified may result in dismissal of the student from the program**, or students may be required to register retroactively for hours that were not taken. To be readmitted, the student must secure permission from the major professor and write a letter of petition, co-signed by the major professor, to the COEDU Associate Dean for Academic Affairs outlining in detail a timeline for completing the dissertation. The Associate Dean for Academic Affairs will approve or deny the petition. This process will be independent of, and will not replace, any procedures required by the University or the USF Graduate School for readmission. Students who were admitted to candidacy but who have dropped out of the program, must petition for reinstatement to candidacy in addition to readmission to the program.

Dissertation Committee

Composition of the Committee

Upon successful completion of the qualifying exam, the Ph.D. candidate may select members for the dissertation committee. The Dissertation Committee is comprised of at least four members¹ (a minimum of three members in addition to the major professor). Major professors from the College of Education must be credentialed in the College. See "Credentialed Faculty" list at http://www.coedu.usf.edu/main/downloads/credential_fac.html. **At least three members of the doctoral committee must come from the academic area in which the major work for the degree will be done**². **One of the committee members should represent the cognate area that is a part of the student's program of study.**

Role of the Major Professor

The role of the major professor is to serve as an academic mentor, an advocate for the student, and a representative of the academic institution. As chairperson of the Dissertation Committee, the major professor is the executive and accountable officer of that group. In that capacity, he or she has the responsibility and authority to make decisions on academic, logistical, technical, and interpersonal issues that may surface during the life of the committee.

The major professor is responsible for:

- Assisting in the selection of dissertation committee members
- Supervising the preparation and presentation of the proposal and dissertation
- Conducting the affairs of the dissertation committee consistent with College and University policies.

The major professor is not responsible for proof-reading drafts of the student's work. Proofing and editing should be completed by the student or by a consultant before submitting work to the major professor.

Role of the Committee Members

Other members of the dissertation committee are responsible for:

- Providing input into the preparation of the proposal and dissertation
- Offering feedback on the written drafts of the proposal and dissertation
- Participating in the defense of the proposal and dissertation

Notes:

¹*For a four-member committee, at least **two** members (the major professor and one other member) must be credentialed at the Full level in the College of Education.*

²*A faculty member from one of the foundational areas (Psychological and Social Foundations, Educational Measurement & Research, or Curriculum and Instruction) may be counted toward the 3-member minimum requirement for the academic area in which the major work of the degree will be done.*

Change of Committee Membership after Qualifying Exams

Change of Committee Member(s): The major professor is responsible for negotiating the replacement of a committee member if, in the joint opinion of the major professor and the student, the continuation of that member on the committee is counter-productive to the progress and/or completion of the doctoral program.

Change of Major Professor: In the event that the student should wish to replace the major professor, the student must apply to the COEDU Associate Dean for Academic Affairs.

Change of Committee Form: If there is a change made to the Doctoral Supervisory Committee, a Change of Graduate Student Supervisory Committee Form, available on the COEDU website, should be completed and submitted by the doctoral student to the Office of the COEDU

Associate Dean for Academic Affairs (EDU 105E). Committee members leaving the Committee or being added to the Committee should be listed and the form signed by the original Major/Co-Major professor(s) and new Committee members. If the major professor leaves USF but remains on the committee, s/he becomes co-major professor and a USF faculty member must serve as co-major with him/her. The form must also be signed by the Department Chair of Teaching and Learning and by the TESLA Program Director. **No changes may be made to the Doctoral Committee within six weeks of the final dissertation defense.**

At time of the Doctoral Qualifying Examinations, the proposal defense, and the final oral defense, a current approved Doctoral Supervisory form must be on file in the Office of the COEDU Associate Dean for Academic Affairs in order for the student to be cleared for the qualifying examination or defenses.

Concept Paper

It is strongly recommended that the candidate prepare a concept paper (2-3 pages) that will serve as an early communication device between the candidate and the major professor about the proposed research. Typically, the concept paper presents an overview of the proposed research problem, its context, and a way to study it. After the major professor approves the concept paper, the candidate will distribute it to the committee members for feedback. The candidate works primarily with his/her major professor during the proposal preparation phase (see Appendix A for *Do's and Taboos* in writing a dissertation).

Dissertation Proposal

Purposes

The purposes of the dissertation proposal are to:

- Identify the research problem
- Survey and evaluate the relevant literature
- Describe the plan for conducting the research.

The proposal is a contract between the candidate and the Doctoral Committee as to the research that will be conducted. It is, therefore, important that the details of the research plan be specified and approved in the proposal before the data are collected (see Appendix B for a sample list of questions to consider in developing a Dissertation research proposal).

Institutional Review Board (IRB)

For both ethical and legal reasons, USF requires all researchers (including students) who conduct studies involving participation of human beings to have their projects reviewed and approved by an Institutional Review Board (IRB) for the Protection of Human Subjects prior to the start of their studies. Virtually all doctoral studies in the TESLA program will require approval by the IRB as these studies involve the use of human subjects. Doctoral students must, therefore, submit an application for approval of their study to the IRB. Please go to the USF IRB website for the detailed information: <http://www.research.usf.edu/dric/hrpp/>

At the proposal defense, the Outside Chairperson will record the status of the IRB review. A copy of the Certificate of Completion of Training in Human Subjects Protection must accompany the proposal when it is submitted to the COEDU Associate Dean's Office. The Certificate of Completion and evidence of annual re-certification must be presented with the dissertation when submitting the Request for Final Oral defense.

Format

In writing the proposal, the candidate should follow the format review process instructions specified in the USF Thesis and Dissertation Handbook or dissertation format instructions available online at the USF Graduate School website at <http://www.grad.usf.edu/ETD-res-main.php> and the Publication Manual of the American Psychological Association (6th edition), available at the USF Bookstore, or if appropriate, a style manual approved by the major professor, the COEDU Associate Dean for Academic Affairs, and the USF Graduate School. When the proposal is submitted to the Associate Dean for Academic Affairs as ready to defend, it must be accompanied by a *Request for Ph.D. Proposal Defense* form (available on the COEDU website) signed by all members of the Doctoral Supervisory Committee indicating that they have read the proposal and that it is suitable for defense. The proposal document must contain a completed title page, a Table of Contents, a List of References, and a copy of the Certificate of Completion of an approved program in the Protection of Human Subjects. The title-page template may be found at <http://www.coedu.usf.edu/main/downloads/AdvDoctoralForms.html>.

Proposal Defense

The purpose of the proposal defense is to elicit professional input and insight related to the research problem and proposed method of inquiry. The major professor may recommend that a proposal pre-defense meeting be held, at which time the Doctoral Committee can discuss with the candidate any major changes necessary before the proposal is ready for the formal defense. The date, time, and place of the formal proposal defense should be decided at the pre-defense meeting.

Committee members should not be asked to sign the Request for Proposal Defense form until they have had time to read the dissertation proposal and are satisfied that it is ready for defense. It is recommended that the candidate provide each committee member a copy of the dissertation proposal at least two (2) weeks prior to the pre-defense meeting, or five (5) weeks prior to the formal defense (if a pre-defense meeting is not held). Candidates are required to provide all committee members time to read the dissertation proposal (a minimum of 2 weeks) before requesting their sign-off on the *Request for Proposal Defense* form. **Faculty are strongly urged not to sign the *Request for Proposal Defense* form until they have read the dissertation proposal and are satisfied that it is ready for defense.**

Suggested changes to the proposal should be made prior to its submission to the COEDU Associate Dean's Office. After the necessary changes are made, the candidate will distribute one copy of the proposal to be defended to each Doctoral Committee member and secure his/her signature on the *Request for Proposal Defense* form. The candidate will submit the completed *Request for Proposal Defense* form and two copies of the dissertation proposal to the COEDU Associate Dean for Academic Affairs **at least 3 weeks prior to the date scheduled for the**

proposal defense⁵. Upon approval of *the Request for Proposal Defense* by the COEDU Associate Dean, notification of the defense will be made to the College community.

Outside Chairperson: The COEDU Associate Dean for Academic Affairs will appoint a fully credentialed faculty member from the College of Education outside of the student's academic department to serve as the Chairperson of the dissertation proposal defense. The Associate Dean for Academic Affairs will forward one copy of the proposal to the Outside Chairperson and retain one copy in the Dean's Office for examination by interested faculty. The Outside Chairperson will be responsible for reading the dissertation proposal and presiding over the proposal defense by the doctoral candidate.

He/she completes the *Outline of Chairperson's Report* form recording the status of the IRB review, attaching a list of recommended changes to the proposal prepared by the major professor, and sends both form and attachment to the COEDU Associate Dean for Academic Affairs.

The major professor prepares and sends the list of recommended changes to the proposal to the student, the committee members, and the Outside Chairperson. These changes will be incorporated in a revised proposal. When all committee members have signed the title page of the revised proposal, it will be submitted to the COEDU Associate Dean for Academic Affairs.

NOTE: Candidates may not defend their proposals and their final dissertations within the same semester or within a 3-month time period across semesters. Exceptions to this policy may be approved if the major professor provides the COEDU Associate Dean for Academic Affairs with a written explanation and negotiates a different time frame at the time the proposal is submitted.

Writing the Dissertation

After the proposal is approved, the candidate will meet regularly with the major professor (and other members of the doctoral supervisory committee, as needed) to review the progress of the study. The dissertation must be completed consistent with the format specified in the Publication Manual of the American Psychological Association (6th edition) and the USF Graduate School Thesis and Dissertation format requirements available online at <http://www.grad.usf.edu/ETD-res-main.php>. The candidate is required to submit a draft of the dissertation manuscript to the USF Manuscript Editor (BEH 301) for format review and approval 7 to 8 weeks before the last day of classes in the semester that the candidate anticipates graduating from the doctoral program. Information on the Format Check Requirements, the documents that should be submitted, and the deadline for format check are available on the USF Graduate School website at <http://www.grad.usf.edu>. The draft of the dissertation manuscript and other required documentation must be received in the USF Graduate School by the deadline posted for the given semester. Questions regarding the format check should be directed to the Manuscript Editor, USF Graduate School, at (813) 974-2846 or 974-5220.

⁵ In the event that the advisor requests revisions, the defense date will have to be rescheduled in order to allow for the revisions to be completed.

Oral Dissertation Defense

The candidate must be enrolled in **at least 2 credit hours** of dissertation in the semester in which the oral dissertation defense is held and the semester in which the final copies of the dissertation are submitted to, and officially accepted by, the USF Graduate School.

Scheduling the Oral dissertation Defense

The major professor may recommend that a pre-defense meeting be held, at which time the Doctoral Committee can discuss any major changes necessary before the dissertation is ready for the formal oral defense. The date, time, and place of the defense should be decided at the pre-defense meeting. The dissertation defense must be held **at least three weeks prior to the end of term in which the candidate wishes to graduate**. The *Request for Dissertation Defense* form should be signed by each member of the Doctoral Committee at the pre-defense meeting, if the committee agrees that the document is ready for defense.

Committee members should not be asked to sign the *Request for Dissertation Defense* form until they have been given time to read the dissertation and are satisfied that it is ready for defense. It is recommended that the candidate provide each committee member a copy of the dissertation **at least two weeks prior to the pre-defense, or five weeks prior to the formal defense (if a pre-defense is not held)**. Candidates are required to provide all committee members time to read the dissertation (a minimum of two weeks) before they request their sign-off on the *Request for the Dissertation Defense* form. **Faculty are strongly urged not to sign the *Request for Dissertation Defense* form until they have read the dissertation and are satisfied that it is ready for defense.**

The candidate and the major professor will select a Dissertation Defense Chairperson, who must be credentialed as a full member of the graduate faculty of the College of Education or College of Arts & Sciences and must be from outside the student's academic department. If the faculty member is willing to serve, his/her name is written on the request form (as the "outside" defense chairperson).

At least two weeks before the scheduled defense date, the following completed forms must be submitted to the office of the COEDU Associate Dean for Academic Affairs:

- *Request for Dissertation Defense* form;
- two copies of the dissertation;
- completed title page;
- an abstract;
- *Certificate of Approval* form;
- a copy of the *Certificate of Completion of Program in Human Subjects Protection*;
- evidence of completion of required annual re-certification; and
- the *Successful Defense of the Ph.D. Dissertation* form.

Upon approval of the dissertation defense request by the Associate Dean, a written notice to the faculty announcing the time and place of the final oral examination will be posted.

Deadlines: Specific deadlines for format editing by the USF Graduate Studies Manuscript Editor, the final oral defense, and the final submission of the dissertation to the USF Graduate Studies are distributed by the COEDU Dean's Office to all departments in a written notice early

in each semester. **The USF Graduate Studies deadlines are also available at its website at <http://www.grad.usf.edu/ETD-res-main.php>.** If activities can be completed earlier than the published deadlines in a given semester, students are strongly encouraged to do so to avoid a last minute rush. **Students must meet all deadlines set by Graduate School.**

Traditionally, the deadlines follow a pattern. **Students are urged to check the above-cited web site for the latest iteration of the deadlines. Below is the pattern that is followed. Again, the deadlines that are in force are those on the website, and are not those given below—which are for informational purposes only.**

1. Eight weeks before the last day of classes - (Suggested)
 - Distribute final draft of dissertation to Doctoral Committee members.
 - Schedule a pre-defense meeting and schedule the final oral defense.
 - Select the Outside Chairperson in consultation with major professor.

2. Seven to eight weeks before the last day of classes - (Required)

Submit one copy of the dissertation draft to the USF Graduate Studies' Manuscript Editor for format check. Consult the USF Graduate Studies website at <http://www.grad.usf.edu> for instructions and the deadline for submitting the draft of the dissertation to the Manuscript Editor for format check to comply with university requirements.

3. Six weeks before the last day of classes - (Required)

Last day for the major professor/faculty advisor and TESLA program director to deliver the following to the COEDU GSO:

 - *Request for Dissertation Defense* form;
 - Two copies of the dissertation;
 - Completed title page;
 - An abstract;
 - *Certificate of Approval* form; and
 - *Successful Defense of the Ph.D./Ed.D. Dissertation* form.

One copy of the dissertation will be kept in the Dean's Office for review by faculty or others who are interested. The second copy will be forwarded by the Associate Dean's Office to the Dissertation Defense Chairperson.

4. Four weeks before the last day of classes - (Required)

Last day to hold the final dissertation defense.

5. Two weeks before the last day of classes - (Required)
 - Submit final copies of dissertation to the USF Graduate Studies by the published deadline.
 - Distribute approved copies of the dissertation as specified in "Distribution of Copies of Dissertation" below.

NOTE: *The student must be enrolled for at least two credit hours of dissertation in the semester in which the final copies of the dissertation are submitted to, and officially accepted by the USF Graduate School.*

Role of Dissertation Defense Outside Chairperson

The role of the Dissertation Defense Chairperson at the final defense consists of conducting the final defense meeting, recording the final vote, and, when applicable, noting any changes in the dissertation required by the Doctoral Committee. The University Graduate Council has provided the following guidelines for the Chairperson:

The function of the Dissertation Defense Chairperson is to preside over all functions, including introduction of the candidate and questioning procedures. The meeting for the dissertation defense must include all members of the committee. In addition, other interested faculty members and students are encouraged to attend.

The examination period should begin with a summary presentation by the candidate of his/her dissertation research. Following this presentation, the Chairperson should open the floor to questions from the members of the dissertation committee in rotation, including himself/herself. Normally, each examiner should attempt to limit questioning time on this initial round. If desired, a short break may be taken prior to the next round. Finally, questions from other attending faculty should be requested. The scope of the questioning can be narrow (i.e., limited solely to the dissertation) or broad (i.e., including tangential issues), but it should be specified in advance to the student.

Following the completion of these proceedings, the student will be asked to leave the room, and the Chairperson will preside over the deliberation and voting of the committee. The voting is to be limited to pass and fail votes, and the examination Chairperson shall not participate in the voting. The Chairperson has the responsibility of tallying the votes and of informing the candidate of the final decision, and what changes, if any are to be made to the document.

On successful completion of the final oral examination, the dissertation chairperson will ask the doctoral committee members to sign the *Successful Defense of the Ph.D. Dissertation* form and will also sign the form. (The *Successful Defense of the Ph.D. Dissertation* form will be sent to the outside Chairperson by the COEDU Associate Dean for Academic Affairs prior to the dissertation defense date.)

The Examination Chairperson submits the signed original of the *Successful Defense* form to the Office of the COEDU Associate Dean for Academic Affairs, who forwards copies to the TESLA Office, the COEDU GSO.

Once all required changes are made to the dissertation, and the *Certificate of Approval* form (must be on required paper) is signed by all members of the Doctoral Supervisory Committee, the doctoral candidate will submit two *Certificate of Approval* forms with original signatures of Committee members to the Office of the COEDU Associate Dean for his/her signature. The doctoral candidate will pick up the signed *Certificate of Approval* forms from the COEDU Associate Dean's Office and submit them with the final dissertation document to the USF Graduate School by the published deadline.

Submission of Dissertation to the USF Office

Students must attend an ETD Workshop or complete an online ETD tutorial the semester *prior to graduation*. Go to the Graduate School website (<http://www.grad.usf.edu/>) and click on Students and select Thesis and Dissertation for detailed information about the ETD workshops.

Students admitted to doctoral programs effective Fall semester 2002 and thereafter will be required to submit their final dissertation document electronically. Questions regarding requirements for submitting the final dissertation manuscript may be directed to the USF Manuscript Editor at (813) 974-5220 or 974-2846, or the COEDU Associate Dean for Academic Affairs (EDU 105) at (813) 974-3400. Candidates may also consult the website of the USF Graduate School at <http://www.grad.usf.edu/>.

In order to meet graduation requirements for a given semester, students must submit the final copies of the dissertation to the USF Graduate School (ALN 226), along with all forms and fees required, by the published date for final submission of dissertation to that office. Deadlines are available in the Department, Office of the COEDU Associate Dean for Academic Affairs (EDU 105, telephone 974-3400), or on the USF Graduate School website at <http://www.grad.usf.edu/>. In addition, a Graduate Degree Graduation Application form must have been filed for that semester by the appropriate deadline.

NOTE: The student must be enrolled for at least two credit hours of dissertation in the semester in which the final copies of the dissertation are submitted to, and officially accepted by the USF Graduate School.

Distribution of Copies of Dissertation

The candidate will also distribute copies of the final dissertation document as follows: (a) one bound copy to each member of the Doctoral Committee (unless they request an electronic copy), and (b) one bound copy to the Chairperson of the Dissertation Defense (the candidate should ask the Chairperson if he/she desires a copy before making it). It is not necessary to submit a bound copy to the College of Education Dean's Office.

Application to Graduate/Graduation

Students must apply to graduate during the semester in which they plan to complete degree requirements. A Graduate Degree Graduation Application form must be submitted to the Office of the Registrar by the deadline noted in the Academic Calendar for the semester in which the student expects to graduate. The deadline for submission is usually within the first four weeks of classes and is firm. The deadline is published in the current year's Graduate Catalog, the Schedule of Classes, and on the website of the USF Graduate School. It is recommended that students do not submit their Graduate Degree Graduation Application form until they have consulted with their major professor and Program Director and will have completed all degree requirements, including successful defense of the dissertation and submission of the dissertation to the USF Graduate School by the published deadline. Students must be registered for a minimum of two (2) dissertation credit hours in the semester in which they plan to graduate.

The Program Director will review the student's file and recommend to the COEDU GSO readiness for graduation. The COEDU GSO will certify TESLA students officially for graduation.

NOTE: Students will not be certified to graduate from a degree program until they have completed all requirements for the degree. The process of filing an application for degree or participating in the graduation ceremony does not assure certification for the degree. Students must be found to have completed all degree requirements by the deadlines established to be certified for the degree in a given semester.

Students who do not graduate in the semester in which they had originally applied to graduate must reapply to graduate in the semester in which they will complete all degree requirements. They must submit a new Graduate Degree Graduation Application form to the Registrar's Office by the application deadline in the semester in which the degree requirements will be met and must be registered for a minimum of two (2) dissertation credit hours in that semester.

Dissertation Change of Grade

Graduate Studies will notify the registrar of the change in dissertation grade from "Z" to "S" once the final manuscript has been received, reviewed, and certified for permanent filing in the University Library.

Commencement

Graduate students should not participate in commencement exercises until all requirements for the degree sought have been fulfilled (see USF Graduate Catalog at <http://www.grad.usf.edu/catalog.php>).



FORMS

All forms referred to in this handbook are on the College of Education website at:

<http://www.coedu.usf.edu/main/downloads/ADvDoctoralForms.html>

OR

on the Graduate School website at:

<http://www.grad.usf.edu/student-forms.asp>

Appendix A. Protocol Issues

Do's

- Consult with your major professor (i.e., dissertation chair) before scheduling meetings with other members of the dissertation committee.
- Make sure you follow the APA style sheet to the letter.
- Determine the composition of your dissertation committee in consultation with your major professor (i.e., dissertation chair). Allow him or her to decide if you need a co-chair.
- Seek approval from your major professor (i.e., dissertation chair) for all drafts of the proposal or dissertation before distributing them to committee members. Your major professor must give you a green light before you ask others to comment on the manuscript.
- Be mindful of the ethics, traditions, and standards of the academic community. They are in place to protect the academy and its members and to uphold the highest standards.
- Respect the contributions of your major professor toward the development of your dissertation. Often graduates will co-author an article from the dissertation with the major professor.
- Bear in mind that the proposal and dissertation process is iterative and reflective. Be open to redirections, changes, and multiple re-writes.
- Know that each faculty member has your best interest in mind and wants you to produce a high-quality dissertation that reflects well on you, him/her, and the institution.
- Submit only proofread (and revised) proposal and dissertation drafts to your major professor. Remember that s/he is not your editor. Non-native speakers of English may need to get proofreading assistance from a native speaker.

Taboos

- Don't forget the old adage, "Lack of planning on your part does not constitute an emergency on mine."
- Don't ask your committee members to tell you what questions they will ask at your defense.
- Don't proceed as if you are embarked on an independent research project. Your major professor (i.e., dissertation chair) has final authority over the direction of your dissertation.
- Don't disregard suggestions, recommendations, or concerns expressed by your major professor and/or committee members. Speech acts (e.g., directives) may be buried in indirect language (e.g., "you might...", "perhaps you should...", "I think it would be better if...")
- Don't lose sight of the fact that faculty members have a multitude of major professional responsibilities. Never expect a quick turnaround when you send an e-mail or submit a draft.
- Don't make changes to the proposal or dissertation between the time your major professor approves the manuscript and the defense. You are expected to defend what you have stated in your manuscript.
- Don't set your defense date until your major professor (i.e., dissertation chair) feels comfortable with your study and manuscript.
- Don't expect faculty to work with you on your proposal or dissertation over the summer. The bulk of your collaboration with them should occur during Fall and Spring.
- Don't send drafts or final versions of your dissertation (in part or complete) to your chair or committee members as e-mail attachments. Print out anything more than 1 page long and send or deliver the hard copy.

- Clear any changes suggested by other dissertation committee members with your major professor.
- Take notes during meetings with your major professor and committee members, and e-mail a summary of the proposed revisions back to them for verification.
- Consult your major professor about the proper procedures to follow with regard to interaction with him/her and with other committee members during the proposal and dissertation writing process.
- Don't assume that approval to defend your proposal means that the document will not be open to further revision.
- The dissertation defense is a formal academic event. Don't feel obligated to provide food for the attendees. As a courtesy to the committee, you may provide bottled water and/or coffee.
- Don't plagiarize– EVER!
- Don't allow significant time to lapse without contact with your major professor.

Appendix B. Questions to Consider in Developing a Dissertation Proposal

1. Problem and its Context	5. Procedure - Method (Conduct of Study)
<p>1.1. Describe context of problem.</p> <p>1.2. Has problem been stated clearly?</p> <p>1.3. Has the problem been tied to a theoretical rationale or empirical base?</p> <p>1.4. Is there a clearly articulated conceptual framework that drives the study?</p> <p>1.5. Does the problem have sufficient value to justify the study?</p> <p>1.6. Has problem been delimited (cut to size)?</p>	<p>5.1. What type of study? - Experimental - survey, ethnographic, etc.</p> <p>5.2. Describe the design - How does it minimize threats to internal validity (if applicable)? Symbolize the design, if applicable.</p> <p>5.3. Data gathering</p> <p>5.3.1. <i>Methods</i> Instruments Validity Reliability Observation (Participant Observer Bias) Interview (Field Test) Available records (Internal-External Criticism)</p> <p>5.3.2. <i>Sampling procedures</i> Description of population and sample Description of sampling plans - random, stratified - non-comparable Note selection and assignment How does sampling affect External Validity and Generalizability of findings?</p> <p>5.4. Data Analysis</p> <p>5.4.1. Appropriate technique</p> <p>5.4.2. Identify the model symbolically (if appropriate)</p> <p>5.4.3. Note assumptions underlying statistical technique</p> <p>5.4.4. Processing Model</p>
2. Hypotheses or Research Questions	
<p>2.1. What are the hypotheses or research questions?</p> <p>2.2. If hypotheses are being used, are they stated as directional research hypotheses? Are they consistent with theory or empirical evidence?</p>	
3. Definitions and Assumptions	
<p>3.1. Have unique terms been defined theoretically and operationally as used in the study?</p> <p>3.2. Have relevant assumptions been stated?</p> <p>3.3. Have the variables of interest been defined?</p>	
4. Review of Literature	6. References
<p>4.1. Is the reviewed literature related to all aspects of the study?</p> <p>4.2. Have relevant, important studies been synthesized? (Watch for non-relevant fillers.)</p> <p>4.3. Has attention been given to agreements - disagreements, consistency of findings, major approaches to studying the problem, main positions?</p> <p>4.4. Does review of literature support need for the study?</p> <p>4.5. Is it possible to identify a theoretical rationale for the study?</p> <p>4.6. Is the review comprehensive?</p> <p>4.7. Does the hypothesis rise from the literature and is it consistent with the literature?</p>	<p>Books</p> <p>Journals</p> <p>Periodicals</p> <p>Primary sources</p> <p>Reports</p> <p>Secondary sources</p>

Appendix C. Dissertation Chronological Timeline

(Adapted from the Graduate Office website. Please check that website for any updates and changes from time to time.)

The following represents a typical order for the various steps toward successful completion of the program. In the left column, enter the date of completion of the task for your records.

1.	Student enters Degree Program.
2.	Student takes courses, does research.
3.	Program selects Major professor and forms Supervisory Committee.
4.	Program completes and submits forms (Program of Study and Supervisory Committee).
5.	Student takes the Qualifying/Comprehensive Exam after submitting the request form.
6.	Student is Admitted to Candidacy provided successful completion of exam and approval of committee and Graduate Studies (see Graduate Catalog for more information).
7.	Student works with executive committee to select Dissertation Area and Major professor.
8.	Student learns about format requirements for dissertation. http://www.grad.usf.edu/ETD-res-main.php
9.	Student enrolls in Dissertation hours (see Graduate Catalog for requirements).
10.	Student defends Dissertation Proposal to the Committee after working with Major professor.
11.	Student writes the Dissertation following the format guidelines with guidance of Major professor.
12.	Student registers for and attends a Graduate School ETD Workshop or completes the ETD Online Tutorial in the semester prior to graduation.
13.	Student applies for the degree (in the semester of graduation) by the University deadline.
14.	Student requests and defends the Dissertation.
15.	Student prepares the Dissertation files for final submission to Graduate Studies.
16.	Student obtains signatures from all Committee members and the College Associate Dean or Program Director on the Certificate of Approval form.
17.	Student works with the major professor to submit the dissertation to a plagiarism check, via Canvas (TurnItIn). Once the major professor reviews the results, they should provide the student with a copy of the plagiarism summary. The first page of the summary results should be included with the Certificate of Approval form.
18.	Student completes the online Graduate School (GS) Exit Survey and online NORC Survey and prints out the approval pages for both surveys.
19.	Student submits Certificate of Approval with the first page of the Plagiarism Summary, GS Exit Survey printout and NORC Survey printout to Graduate School by the graduate school deadline.
20.	Student completes GS ETD Registration
21.	Student submits the dissertation in PDF format to the USF ProQuest site for review and approval by the USF Graduate School ETD Office.
22.	Graduate School reviews/approves ETD.
23.	Student receives approval of the ETD, or complete the revisions specified by the Graduate School, resubmit the ETD and receive approval by the final clearance deadline.
24.	Student submits the dissertation to ProQuest.
25.	Student graduates (provided all degree requirements have been met).

