



**DEPARTMENT OF PSYCHOLOGY**

**GRADUATE STUDENT HANDBOOK**  
**FOR PH.D. STUDENTS**

**2025-2026**

**Revised May 2025**

**WELCOME TO THE DEPARTMENT OF PSYCHOLOGY**

**LETTER FROM THE DEPARTMENT CHAIR, DR. JUDITH BRYANT**

Dear Colleagues,

To all new students, welcome! We are so pleased to have you join our department. To all returning students, welcome back!

You are an integral part of our community of scholars. Over more than 60 years, the department has grown to include 47 faculty members. We have three thriving doctoral areas: Clinical Psychology; Cognition, Neuroscience, and Social Psychology; and Industrial-Organizational Psychology. We represent campuses in Tampa, St. Petersburg, and Sarasota-Manatee.

By virtue of your doctoral curriculum, you will have the opportunity to broaden your knowledge and expand your skill sets. Explore the rich variety of courses in and outside the department. Attend research talks by students, faculty, and others. Become a student member of professional organizations and present your work at conferences. Take advantage of intellectual experiences that may expand your research and career directions in ways you do not currently anticipate.

At the same time, take an active role in the social life of the department, university, and community. As students of psychology, you know the importance of work-life balance and relationships to your well-being.

I challenge you to work hard, maintain the highest level of integrity in all your endeavors, and stay healthy and happy. Never hesitate to reach out to me, our staff, and our faculty for advice and assistance. Your success is key to our department's success.

Best wishes for a great year!

Sincerely,

A handwritten signature in cursive script that reads "Judith B. Bryant".

Judith B. Bryant, Ph.D.  
Professor and Chair

### Mission Statement

The Department of Psychology is a Community of Scholars dedicated to the creation and dissemination of knowledge. The department is committed to furthering our understanding of the mind and behavior by the methods of science, as well as to the development of applications of the science of psychology to better the human condition and that of individual persons. In keeping with the mission of the University of South Florida, the department is committed to helping its students to acquire knowledge of psychological theories, research findings, and the methods used by both basic and applied psychologists. The department sees as its mission serving the general student body, its majors and its graduate students by providing these students with an understanding of the importance of the scientific approach in addressing issues of human behavior. The department also sees as its mission the training of graduate students as independent scholars who will dedicate themselves to the pursuit of knowledge, even as they are using their training as scientist-practitioners or as clinical scientists to contribute substantially to the solution of pressing human problems. We see it as an important part of our mission to ensure that our students internalize the canons of ethics of the discipline and profession of Psychology.

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## **A NOTE ABOUT POSITION TITLES FOR THE 2025-26 ACADEMIC YEAR**

**“Graduate Program Coordinator” refers to Brittany Vojnovic**

**“Graduate Program Director” refers to Joe Vandello**

## **1. Introduction to this Handbook**

### **1.1 What it is**

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

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

### **1.2 What it is not**

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

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

### **1.3 Responsible conduct of research**

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

### **1.4 Path through the program**

Students applying for admission to the Psychology Department apply to only one doctoral area. Upon matriculation, graduate students become affiliated with that area. Current areas are Clinical; Cognition, Neuroscience, and Social; and Industrial-Organizational. Individual areas within the Psychology Department graduate program have specific program requirements, covered in the Area Specific portion of this handbook. However, all students follow a common path to earning a Ph.D., which include shared key elements.

#### **1.4.1 Coursework**

Each area has specific courses that must be taken consisting of foundational content, basic and advanced analytics and methods, and specialization content requirements. Details of these specific requirements are described later in the Handbook in the general University, Department, and Area sections. As students

progress through their program, formal coursework becomes a smaller part of the program and research (and practice, depending on the area) becomes more prominent (reflected in hours registered for Thesis, Directed Research, Dissertation, and Practicum).

#### **1.4.2 Master's thesis**

A master's thesis project is required for students in all three areas. Formally obtaining a master's degree in pursuit of the Ph.D. degree is only a program requirement in the Clinical area and for students who will be an instructor of record for a course. Therefore, it would behoove all students to obtain their master's degree formally along the way to the Ph.D.

#### **1.4.3 Comprehensive Exam/Major Area Paper**

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

#### **1.4.4 Dissertation**

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

## **2. General Academic Program Requirements**

**It is the student's responsibility to be aware of and satisfy all departmental requirements and deadlines.** In addition, you are responsible for obtaining all necessary signatures. Likewise, it is your responsibility to check the Graduate Catalog for all University requirements and the website of the Office of Graduate Studies for additional deadlines. Finally, you should read all official USF emails originating from the department, Graduate Studies, Student Health, and other offices on campus.

### **2.1 Enrollment & Credit Hours**

#### **2.1.1 General**

Students admitted to the doctoral program are required to pursue their studies full time. All graduate degree-seeking students must be continuously enrolled. Prior to advancement to candidacy, continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every 3 continuous semesters. After advancement to candidacy, a student must be enrolled in two dissertation credit hours per semester for continuous enrollment. Courses in which students receive a "W" grade do not fulfill continuous enrollment requirements. A graduate student who is not continuously enrolled is automatically placed in non-degree seeking (i.e., inactive) status. Students must be readmitted to the program to continue their studies. Readmission is at the discretion of the doctoral area and is not guaranteed.

After the first week of classes (past the online drop/add deadline), students may not change their courses themselves online through Student Self Service. Students must instead submit an Office of Graduate Studies Petition form (see Graduate Studies website) and select the relevant action required, along with a brief letter of justification. Students should complete the form, sign on the student

signature line, and obtain the signature of the instructor(s), preferably using DocuSign. International students should also obtain the approval and signature of the International Services advisor. The petition form along with the justification letter should be submitted the Graduate Program Coordinator, who will obtain necessary signatures and forward them to the College. Be careful to maintain the minimum total enrollment credit hours required for tuition waiver purposes.

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

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

### ***2.1.2 Students with Tuition Waivers***

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

1. First-year students should typically register for 9 hours in the fall and spring semesters. Some areas may require additional hours. If a student wishes to enroll in more than the standard graduate hours, a Request for Approval of Greater than 9 Credits form (on the department's website) is needed to explain why the additional hours are required prior to enrolling in them.
2. Students with a summer assistantship should register for 6 hours to obtain a waiver.
3. Doctoral Candidates with an assistantship in their last semester (when the dissertation is submitted and approved) are only required to enroll in 2 credit hours (and must register for graduation) to receive the waiver. Note that clinical students may only graduate after internship is complete. Ideally, they will submit their dissertations prior to going on internship. (See section 3.1.7.)

### ***2.1.3 Students without Tuition Waivers***

1. Prior to admission to doctoral candidacy, students should register for 9 hours fall and spring. Summer hours are not required. This also applies to pre-candidates on local half-time internships or other local off-campus placements. However, pre-candidates who are on out-of-town internships or placements and who are not using University resources should register for 2 hours each semester (fall/spring/summer).
2. Doctoral candidates should register for a minimum of 2 hours each semester (fall, spring, and summer). This also applies to candidates on local half- or full-time internships or other local off-campus placements.
3. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) may request that the Graduate Program Coordinator provide the course reference

number so they may enroll in IDS 6940 Cooperative Internship (fall/spring/summer). This will allow them to have student status for purposes of the Registrar's office and for any previous student loans. However, if new student loans are desired, then students must register for at least 5 credits per semester or whatever current federal student loan requirements state. Students cannot use the IDS 6940 zero-credit option for the semester in which they defend or submit their dissertation to ETD; they must be enrolled in at least two dissertation credits during the semester the dissertation is defended **and** the semester in which it is submitted and approved.

### **2.1.4 Course Waivers and Credit Transfers**

If you have taken graduate courses that are equivalent to those required in our program, you may not need to retake them if you successfully petition for a course waiver **no later than the end of your first semester**. Courses used to waive graduate degree requirements can be no more than 10 years old at the time the Ph.D. degree is conferred. A course waiver is not the same as a credit transfer, you must obtain a course waiver **before** requesting a credit transfer. If a course waiver is granted, you may also petition for a transfer of credit toward the 72-credit minimum needed for the Ph.D. degree. (Note, however, that most students will exceed the 72-credit minimum for the doctoral degree.) Previously completed research master's theses must undergo a separate review process that can be initiated in consultation with your major professor.

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

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

Requests to waive core requirements necessitate special approval from the Dean of Graduate Studies. Please consult the Graduate Program Director before completing any course waiver paperwork.

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

The course(s) used to waive a required USF course must have the same number of credits (or more) to fully satisfy the USF requirement. The course waiver form (with the attached documentation) requires electronic signatures of the USF instructor of the course to be waived, the student's major professor, and the Area Director. You must use DocuSign to assist in requesting the signatures. Once the signatures are obtained, the form and supporting documentation should be submitted to the Graduate Program Coordinator who will route it to the Graduate Program Committee.

### **2.1.5 Credit Transfers**

Students who receive course waivers for required courses may request credit transfers. If approved, the credits would apply to the 72 (minimum) needed for the doctoral degree. To apply for credit transfers, the student must complete the Transfer of Credit Form available on the Graduate Studies website and submit it to the Graduate Program Coordinator to route to the Graduate Program Committee. Once approved by the department, the form will be forwarded to the College and the Office of Graduate Studies for approval.

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

With rare exceptions, students may transfer up to 15 credits toward the USF 72-credit doctoral degree minimum. (Students obtaining approval to waive courses totaling more than 15 credits in USF's doctoral program should contact the Graduate Program Coordinator to determine if additional transfer options may apply.) If a student entering with a master's degree wants to earn the USF Psychology master's degree, the student must earn a minimum of 30 credits at USF in the Psychology doctoral program (including completion of a master's thesis at USF), regardless of the number of credits transferred.

### **2.1.6 Leaves of Absence and Time Limit Extensions**

According to the graduate catalog, if a student is unable to meet the mandatory continuous enrollment requirement and unable to make continuous progress toward completion of degree requirements due to an exceptional and unavoidable situation, the student should submit in advance a Leave of Absence (LOA) Request Form available on the Office of Graduate Studies website. An LOA may be approved for up to two years. It must be submitted by the student's major professor to the Graduate Program Coordinator who will route it to the Graduate Program Director, the Dean of the College, and the Dean of the Office of Graduate Studies. If the leave is granted, the university does not count time absent against the student's time limit to obtain the degree. During the leave period, it is expected that students are literally taking a leave from the program. They should not be working in labs and may not be paid until they officially return.

Students in their first semester should request for their admission to be deferred if they are unable to complete the term. Students who have not completed one semester of enrollment should NOT submit an LOA request.

Students need to be enrolled the first semester after the LOA expires or earlier if they so choose. To return to USF and register for classes, students on an LOA must email the Registrar's Office ([asktheregistrar@usf.edu](mailto:asktheregistrar@usf.edu)) no less than two months prior to their returning semester. The email should indicate that you have been on an approved leave of absence, and you would like to be reactivated. Include your name and USF ID#. Indicate the semester that you would like to return and request a registration appointment.

Under rare circumstances, the Office of Graduate Studies may approve a Time Limit Extension (TLE). However, students are allowed only one TLE during their graduate training. Any TLE request must contain a comprehensive work action plan showing benchmarks that will be completed during the

extension. The TLE form (available on the Graduate Studies website) and benchmarks must be submitted at least one semester prior to the end of the time limit for the student's course of study or degree requirements. Note that this form is also required for students seeking to be reinstated to the program for failure to maintain continuous enrollment. Please see the Graduate Program Catalog for full details on LOAs and TLEs.

### **2.1.7 Grade Requirements**

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

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

Students must maintain an overall minimum cumulative GPA of 3.0 in the program.

### **2.1.8 Committees**

#### **2.1.8.1 Master's Thesis Committee**

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

The thesis committee must consist of at least three tenured or tenure-earning faculty members or pre-approved instructional faculty from the Department of Psychology. At least one member must be from within the student's area, and at least one member must be selected from another area in the department. CNS students must have one member from their CNS concentration (i.e., cognition, neuroscience, or social) and one member either from outside the student's CNS concentration or from the other doctoral areas (Clinical or I-O). To determine to which concentration CNS faculty belong, contact the CNS Area Director.

Scholars who have obtained Affiliate Graduate Faculty status may serve as a committee member from outside the area or outside the Psychology Department. Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the area and are eligible to co-direct with Psychology faculty at the discretion of the Graduate Program Committee. Lists of eligible Affiliate Graduate Faculty and External Graduate Co-Advisors can be found on the department's Faculty web page. Consult your Area Director about the procedure for gaining approval for a scholar not on these lists.

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

### **2.1.8.2 Ph.D. Committee**

(See the current Graduate Catalog for College requirements.)

Students should form their Ph.D. committee shortly after completion of the master's thesis. The Ph.D. committee may evaluate the student's Comprehensive Exam or Major Area Paper (see area requirements) and will evaluate the Dissertation Proposal and the Dissertation Defense. The Dissertation Committee Form (available on the department's website) and the college's Graduate Student Supervisory Committee Appointment Form (available on both the department and college's websites) must be submitted to the department's Graduate Program Coordinator via DocuSign. Please submit the department's form first or both forms at the same time. Committees are selected by the student and major professor and approved by the Area Director and the Graduate Program Committee.

The Department of Psychology requires that the selection of faculty for membership on the student's Ph.D. supervisory committee be consistent with both the depth of expertise and breadth of scholarship that are traditionally associated with the doctoral degree. It is expected that the Ph.D. committee will represent the competence and qualifications necessary to evaluate the doctoral dissertation, signified by active scholarship and the possession of an appropriate terminal degree. The department faculty member serving as major professor must be an active scholar and have at least one refereed publication in the prior three years. If the major professor is not an active faculty member of the Psychology Department, a co-major professor from the Department must be appointed.

The Ph.D. supervisory committee must consist of at least five full-time tenured or tenure-earning faculty members, or pre-approved instructional faculty.

- Three members must be full-time faculty within the Department of Psychology.
- Three members must be in the student's departmental concentration area. These members can be from outside the Department if they have pre-approved status.
- At least one member must be a full-time faculty member from within the Department of Psychology, but outside the student's departmental concentration. For CNS students, this member can be outside the student's CNS focus area (e.g., a C or N faculty for an S student; consult the CNS Area Director as needed).
- One member must be from outside the Department of Psychology. This outside member represents Graduate Studies.

Scholars who have obtained Affiliate Graduate Faculty status may serve as a committee member from outside the area or outside the Psychology Department. Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the area and are eligible to co-direct with Psychology faculty at the discretion of the Graduate Program Committee. Lists of the Affiliate Graduate Faculty and the External Graduate Co-Advisor faculty are on the department's Faculty website. Their appointment process, terms, rights, and responsibilities can be found on the department's Resources>Faculty Policies and Procedures website. If justified, a sixth member of the Ph.D. Committee may be requested.

Changes to the Ph.D. committee must also be approved by the major professor and by the Graduate

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

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

### **2.1.8.3 Changes to Master's or Ph.D. Committees**

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

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

## **2.2 Master's Requirements**

### **2.2.1 Overview**

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

### **2.2.2 Master's Coursework**

Students must complete at least 30 credit hours in graduate-level psychology courses including core content and basic methods courses, attaining a minimum of a B- in all courses and a minimum overall GPA of 3.0, prior to the submission of the thesis. Individual areas may require more than 30 hours for accreditation. At least 16 hours of the 30 hours must be at the 6000 level or above; the remaining hours must be at the 5000 level or above. At least 20 hours must be in formal, regularly scheduled, structured course work. Lower-level undergraduate courses may not be used to satisfy master's course requirements but may be taken to meet specific prerequisites.

Students seeking a formal master's degree option also must register for PSY 6971: Thesis (minimum 4 thesis credits, 2 of which are required during the semester in which the master's degree is granted).

Students not planning to obtain a formal M.A. degree should register for at least six hours of PSY 6917 Directed Research credit. With the approval of the Graduate Program Committee, students who decide to seek a formal master's degree can petition to count 2 Directed Research hours towards the required thesis hour requirement (see the department website for the "Petition to Substitute Directed Research for Thesis/Dissertation Hours").

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

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

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

### **2.2.3 Master's Thesis**

#### **2.2.3.1 Review of Thesis Completed in Another Graduate Program**

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

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

Prior to beginning the master's thesis, students must submit a written proposal to the committee for approval. The thesis proposal should set forth a research plan that would advance the state of knowledge in a student's chosen area. The design should permit reasonable explanations even for null results. Once the thesis advisor has approved the proposal, a defense meeting is scheduled. Typically, a copy of the thesis proposal is distributed to the committee at least 2 weeks prior to the proposal meeting. A thesis proposal consists, at a minimum, of a literature review, method, proposed analyses, predicted results, references, and (if applicable) appendices. During the proposal meeting, the thesis proposal is discussed and suggestions for improvement are made. It is recommended that students obtain committee approval of the thesis proposal prior to submitting their research proposal for IRB

approval. Following this meeting, the student must complete and obtain the thesis committee members' signatures through DocuSign on the "Certification that the Masters Qualifying Examination /Thesis Proposal Defense Has Been Passed" form found on the department website. The signed form should be submitted to the Graduate Program Coordinator.

### **2.2.3.3 Completion of the Thesis**

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

### **2.2.3.4 Thesis Oral Examination**

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

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

### **2.2.3.5 Submission of Final Thesis Manuscript**

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

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

#### **2.2.4 Master's Degree Application**

Early in the semester in which the thesis will be defended, the student who is interested in attaining a formal master's degree must submit a degree application and graduation survey. There are two steps: (1) the online degree application and survey through Student Self Service and then (2) the M.A. document packet. Both must be submitted by the department deadline to graduate in a particular semester. If either one is submitted past the deadline, one's name will not appear in the commencement program. To begin, login to Student Self Service and follow the instructions there to apply for the master's degree.

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

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

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

### **2.3 Ph.D. Degree Requirements**

#### **2.3.1 Overview**

A minimum of 72 post-bachelor's hours are required for the Ph.D.: 30 for the master's plus 42 post-master's degree (note: these are minimums; specific concentration requirements may exceed these minimums) with a minimum overall GPA of 3.00.

The Graduate School requires that doctoral degrees be completed within 7 years of admission. Typically, a student will reach doctoral candidacy within 4 years, but this may vary by area. All courses applied to the doctoral degree must be completed within 10 years, including: (1) courses taken prior to admission to the USF doctoral program, (2) courses taken as a non-degree seeking student, and (3) courses waived or transferred from other institutions. There is no time limitation for USF courses that

were part of a completed master's degree used toward a doctoral degree. (Please see Section 2.1.6 for information about time limit extensions.)

The PhD requires:

- Successful completion of required course work with grades of B- or better and a cumulative 3.0 GPA pre- and post-master's, detailed below and in the Area Specific program descriptions
- Successful defense of a master's thesis
- Successful completion of the Comprehensive Exam or Major Area Paper, at which point the student is advanced to candidacy
- Completion and successful defense of the Dissertation

### **2.3.2 Doctoral Coursework**

#### **2.3.2.1 Tools of Research Requirement**

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

Unless choosing from the Area-specific lists of pre-approved Tools courses, students should receive written approval before starting tools coursework. Students must submit a detailed description of the proposed tools courses to their primary major professor and area director. This proposal will contain descriptions of courses planned, an explanation of the relationship of the proposed courses to the primary course of study, and a realistic timeline for completion of the courses. A copy of the approved course of study must then be submitted via DocuSign to the department's Graduate Program Coordinator for routing to the Graduate Program Committee or applicable Area Director for review and approval. The Tools of Research Form is available on the Department's web site.

#### **2.3.2.2 Credit Hours including Dissertation and Directed Research**

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

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

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

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

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

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

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

### ***2.3.3 Ph.D. Comprehensive Qualifying Examination***

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

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

### ***2.3.4 Requirements for Admission to Doctoral Candidacy***

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

- Completion of M.A. requirements
- Approval of dissertation committee **prior to** submission of application
- Completion of area course requirements for admission to candidacy
- Successful completion of comprehensive examination or major area paper
- Receipt of no 'M' or 'I' grades
- Receipt of an overall GPA of at least 3.00 and no grades lower than B-

- Completion of all enrollment requirements
- Enrollment in at least two graduate credits in the semester that the Admission to Doctoral Candidacy form is submitted
- Submission of application for doctoral candidacy (see Graduate Studies website). The Admission to Doctoral Candidacy form should be submitted for approval using DocuSign no later than the semester following the successful completion of the comprehensive exam or major area paper.

### **2.3.5 Dissertation**

A student must be Admitted to Candidacy before proposing the Dissertation.

Dissertation Requirements Order of Operations:

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

#### **2.3.5.1 Dissertation Hours**

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

#### **2.3.5.2 Dissertation Proposal and Proposal Meeting**

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

their research proposal for IRB approval.

### **2.3.5.3 Completion of the Dissertation**

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

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

### **2.3.5.4 Dissertation Defense/Final Oral Examination**

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

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

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

This meeting is the student's defense of the written dissertation before the committee. It meets the examination requirements of the University. The oral examination may cover any appropriate material. Anyone may attend the examination, but only committee members may vote on the oral defense. It is desirable for all members of the final oral examination committee to be present during the entire

examination. The Committee has three options for a defense format: face to face, online, or a hybrid model. A minimum of three members, including the Major Professor and Doctoral Dissertation Defense Chair, are required to proceed with the defense. The other members, interested faculty and student may attend either in person or virtually. If an unforeseeable situation arises, that would prevent compliance with this requirement, the Major Professor or Doctoral Dissertation Defense Chair should contact the Office of Graduate Studies for guidance and approval to proceed with the defense.

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

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

#### **2.3.5.5 Submission of Final Dissertation Manuscript**

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

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

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

### 3. Area Specific Requirements

#### 3.1 Clinical

##### 3.1.1 APA Residency Requirement

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

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

Research in the Clinical area involves a process of inquiry, not just outcomes, and it is required that students fully engage in the research process and in their research labs beyond the stated required products below.

##### 3.1.2 Clinical Mentorship

The major professor is the primary mentor for clinical psychology students for their thesis/dissertation. If the major professor is outside of the area, a clinical faculty member must serve as co-mentor. Clinical students may also receive mentorship from faculty and mentors who are outside the department. If they have not already been approved by department faculty (see list on the department's website), these outside faculty and mentors may seek appropriate appointments outlined in the department's bylaws. Any formal research or clinical supervision of students requires clinical faculty approval.

##### 3.1.3 Clinical Timeline

Milestone	Optimal Goal	Deadline to Avoid Probation	Final Termination Deadline
Propose M.A. thesis	Fall, Second year	Fall, Third year	Spring, Third year
Defend final M.A. thesis	Fall, Third year	Fall, Fourth year	Spring, Fourth year
Pass Comps	Spring, Third year	Spring, Fourth year	Fall, Fifth Year
Propose dissertation	Fall, Fourth year	Fall, Fifth year	Fall, Sixth Year
Apply for internship	Fall, Fifth year	Fall, Sixth year	Fall, Seventh Year
Defend dissertation	Spring, Fifth year	Fall, Seventh year	Spring, Seventh Year
Attend/complete internship	Sixth year	Seventh year	Eighth Year

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

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

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

deficiency and the required remedy. Failure to meet the terms of probation will be grounds to recommend dismissal of the student from the major.

In extraordinary circumstances (e.g., student's serious health problem, massive problems with data collection such as HIPAA-type regulations that are not the fault of the student), the clinical faculty can allow a student to exceed these established deadlines without penalty. See section 2.1.6 regarding Leaves of Absence and Time Limit Extensions.

### **3.1.4 Clinical Master's Requirements**

#### **3.1.4.1 Profession-Wide Competencies**

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

##### History & Systems and Diversity/Multicultural Psychology (1 course):

**PSY 6065: Introduction to Advanced Psychology** (Clinical Psychology: History of Psychology, Scientific/Conceptual Foundations, and Multicultural Competency; **3 credits**). This course is typically taken in the fall semester of the first year. It introduces students to the major ideas in the discipline of psychology and clinical science, as well cultural and diversity issues in the field. Although cultural diversity and history and systems are infused into other clinical core courses, these topics are covered in a more systematic fashion in this course. Finally, developmental perspectives, professional development and clinical science values and controversies are covered.

##### Assessment (2 courses):

**CLP 6438: Psychological Assessment: Theory and Research** (Assessment & Human Development; **3 credits**) and **CLP 6435: Evidence-Based Assessment (3 credits)** include behavioral, IQ, cognitive, clinical assessment, and foundational developmental theories and integration of lifespan development literatures. These courses are typically taken in the spring semester of the first year. Students engage in limited supervised hands-on training with clients during the summer after their first year to prepare them for work with clients. Thus, students should expect to be in the area for most of the summer.

##### Intervention and Consultation/Supervision (2 courses + Supervision):

**CLP 7188: Clinical Psychology Interventions–Theory and Research (3 credits)** covers theories of intervention, cultural and developmental considerations, and research methods and empirical evidence for various aspects of intervention. This course is typically taken in the fall semester of the second year.

**PSY 6946.001: Intervention Skills** (Clinical Skills for Psychological Intervention; **3 credits**): is an introduction to working with clients, including a focus on micro-skills, professional values, culture and clinical practice, and consultation and supervision models. This course, taught by the director of the Clinic, is typically taken in the fall semester of the second year.

**PSY 6946: Practicum and Internship in Clinical Psychology (credit hours vary)**. During the second year, students are required to complete 4 assessment cases and maintain an additional caseload of 3 therapy cases at a time through the Psychological Services Center (PSC). Second year students will receive their clinical training at the PSC (and in research labs if applicable) and not at externship/placement sites.

During the third, fourth, and fifth years (i.e., second+ years of clinical training), students are required to maintain a caseload of 2 therapy clients in the PSC. Students beyond their fifth year have the option of carrying cases in the PSC. Students must accumulate a minimum of 9 credits for the doctorate including 2 for the master’s degree.

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

Psychopathology (1 course):

**CLP 6166: Psychopathology (3 credits)** covers psychopathology theories and research, research methods in psychopathology, and developmental considerations.

Ethics (1 course):

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

**3.1.4.2 Suggested Curriculum Plan for Years I and II (Bolded Courses Must Be Taken at the Noted Time)**

**YEAR I**

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

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

## YEAR II

Fall Semester			Spring Semester		
Clinical Psych Interventions	CLP 7188	(3)	Psychometrics	PSY 6305C	(4)
Clinical Skills	PSY 6946.001	(2)	Choice of DSK courses		(3)
Multivariate Stats		(3)	Thesis	PSY 6971	(2)
Clinical Practicum**	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
<b>Milestones: Propose Thesis</b>					
Total Credits		9	Total Credits		10

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

### 3.1.4.3 First year project

All first-year students develop a first-year project. Possible “products” of the project include a poster or paper presentation for a conference, publication, grant proposal, thesis proposal, preliminary data, or other ways to show the initial outcome of research in which the student has become involved at USF. **First year students are required to present a poster describing their first-year project at the end of Spring semester.**

### 3.1.4.4 Thesis

Students are required to obtain a formal master’s degree in this area. See section 2.2.3.

### 3.1.4.5 In-House Clinical Practicum: Psychological Services Center (PSC)

All students are required to train in the PSC across their 2<sup>nd</sup> to 5<sup>th</sup> years in the program.

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

### 3.1.5 Clinical Area Meetings (CAM)

Attendance and Community Building: CAM are held on Friday afternoons from 12-1 pm. Students are expected to attend every scheduled CAM (with infrequent exceptions in the case of illness or conference travel). Sign-in sheets are available at each meeting to check attendance. Students can also register for course credit, specifically by registering for CLP 7379- Clinical Science Seminar (1 credit).

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

Presentations on evidence-based interventions or research-practice integration efforts are also welcome.

### **3.1.6 PhD**

#### **3.1.6.1 Curriculum**

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

For all courses, students who receive a “C+” or lower in any of these courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of “C+” or lower in the same course, the student must petition the clinical faculty to retake the course a third time. That is, a grade of “B-” or above in these courses is considered a passing grade.

Foundational Content Courses. All clinical students are required to take four foundational content courses in psychology. Advanced integrative knowledge of foundational DSK content is infused across several of the following courses (e.g., Social Psychology, Emotion) and is a required competency in preparation for the comprehensive exams (see below).

Students must take one course in each of the following areas.

##### Biological aspects of behavior

**PSB 6056 Physiological Psychology**

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

##### Social aspects of behavior

**SOP 6068 Personality and Social Psychology**

##### Cognitive aspects of behavior

**EXP 6608 Cognitive Psychology**

##### Affective aspects of behavior

**EXP 6066 The Nature of Emotion**

**CLP 6167 Emotion and its Disorders**

#### **Research and Quantitative Methods and Psychometrics**

Clinical students are required to take four graduate methods courses across four categories. Six credits fulfill the Tools of Research requirement for the doctorate.

- 1. Regression plus lab** (4 credits): PSY 6206C: Regression and Generalized Linear Models
- 2. Multivariate Statistics:** either EDF 7484: Statistical Analysis for Educational Research III or GEY 6403: Multivariate Statistical Analysis for Aging Research
- 3. Psychometrics:** either PSY 6305C: Psychometrics (4 credits) or EDF 7437: Advanced Educational Measurement I (3 credits)
- 4. Plus ONE** additional methods course (3 credits). Students may choose from the list of approved courses below or take a second course in Multivariate Statistics or Psychometrics from the list

above. Students wishing to fulfill this methods requirement with any course not listed here must submit a request to the clinical faculty PRIOR to taking the course.

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

**PSY 6270: Meta-Analysis**

**PSY 6208: Experimental Design and ANOVA**

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

**PSY 6220: Presentation and Data Visualization**

**PSY 7223: Open Science Practices in Psychological Science**

**EDF 7412: Structural Equations in Education**

**EDF 7437: Advanced Educational Measurement I**

**EDF 7474: Applied Multilevel Modeling in Education**

**EDF 7484: Statistical Analysis for Educational Research III**

**GEY 6403: Multivariate Statistical Analysis for Aging Research**

**Clinical Specialization Courses (3 courses; 9 credit hours minimum):**

Three advanced seminar clinical courses are required. Two of the 3 courses must be fulfilled by taking courses from the approved list of advanced clinical seminars. Students can petition the clinical faculty to recognize a third clinical specialization course, which can be taken either inside or outside of clinical in the Psychology Department or outside of the Psychology Department. Alternatively, students can petition the clinical faculty to have their third course be another methods/quantitative course relevant to clinical psychology that is not being used to fulfill the Methods requirement (no double dipping).

A clinical specialization course should be designed such that it provides students with a comprehensive understanding of the scientific principles and methods that underlie the mechanisms of psychopathology and/or evidence-based practice in clinical psychology. This course should cover various topics, such as psychopathology, assessment and diagnosis, evidence-based interventions, and/or cultural and ethical considerations in research and clinical practice. A clinical specialization course emphasizes the integration of research and clinical implications and/or practice and promotes critical thinking and reflection on the clinical science model. Courses that are focused solely on the acquisition and application of clinical skills/techniques are unlikely to fulfill the spirit of a clinical specialization course.

The following are courses are approved as clinical specialization seminars:

Emotion and its Disorders (CLP 6167)

Health Psychology (CLP 7317)

Veterans and Their Families (CLP 7186)

Working with Families of Infants and Toddlers (CLP 6462)

Cultural Competence (SOP 6739)

Typical and Atypical Development (PSY 6607)

And course topics listed under **CLP 7379: Graduate Seminars in Clinical-Community Psychology** or **CLP 6937: Topics in Clinical Psychology:**

Neuropsychological Assessment

Dialectical Behavior Therapy

Advanced Psychological Intervention Seminar/Specialized Treatments

Advanced Psychological Assessment Seminar

### 3.1.6.2 Suggested Curriculum Plan for Years III-V.

#### YEAR III

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

#### YEAR IV

<u>Fall Semester</u>			<u>Spring Semester</u>		
Choice of DSK courses		(3)			
Choice of Clinical Specialization		(3)	Choice of Clinical Specialization		(3)
Directed Research		(2)	Dissertation***	PSY 7980	(4)
<b>Clinical Practicum</b>	<b>PSY 6946</b>	<b>(1)</b>	<b>Clinical Practicum</b>	<b>PSY 6946</b>	<b>(2)</b>
<b>Milestones: Pass Comps and Propose Dissertation</b>					
Total Credits		9	Total Credits		9

#### YEAR V

<u>Fall Semester</u>			<u>Spring Semester</u>		
Dissertation	PSY 7980	(4)	Dissertation	PSY 7980	(8)
Choice of Elective or Additional Dissertation Hours		(3)			
<b>Clinical Practicum</b>	<b>PSY 6946</b>	<b>(1)</b>	<b>Clinical Practicum</b>	<b>PSY 6946</b>	<b>(1)</b>
<b>Milestones: Apply for Internship and Defend Dissertation</b>					
Total Credits		9	Total Credits		9

\*\*\* a minimum of 12 dissertation hours are required

In years 3-5, a caseload of three therapy clients and one assessment in the PSC is required, unless otherwise indicated by formal program communication from the Director of Clinical Training and/or the Clinic Director.

### 3.1.6.3 External Placements/Externships

*In our program, paid positions are referred to as “placements” and volunteer positions are referred to as “externships.”*

Starting in their 3<sup>rd</sup> year, students can apply for external clinical training at approved sites, concurrently with the required case load at the PSC. These experiences are optional. Because of the importance of appropriate clinical training, a Clinical Placement Committee monitors placement and externship activities of clinical graduate students. The committee ensures that all placements/externships are consistent with the program’s philosophy and vets new placement/externship sites. Each year, students receive information on placement policies, and these are posted on the clinical website (Clinical

Placements Policy and Procedures). Students should read this information carefully on an annual basis. Students are required to discuss and get approval from their major professors before applying for unpaid externships (see Clinical Placement Application Approval form). Faculty mentors monitor the number of placements and hours of work students are applying to. Note that paid or unpaid clinical work that is part of research being conducted by a faculty member who is not the student's major professor is considered an externship that must be vetted by the Clinical Placement Committee. Paid and unpaid research positions not involving direct clinical services (e.g., data analyst, literature reviewing) do not fall under the purview of the Clinical Placement committee, although they do count toward the number of hours students are working across positions. (See section 4.2.1.1 on workloads and the department's Paid Extra Employment Application Form and Unpaid Extra Employment Application Form.)

#### **3.1.6.4 Comprehensive Qualifying Examination**

Students can satisfy the comprehensive qualifying exam requirement through one of two options: exam or major area paper (MAP; note: at the committee's discretion, the MAP may be structured as a grant application). This is the last requirement before one can advance to candidacy.

Clinical students must complete the following requirements to be able to take comps: 3 DSK courses, 3 methodology courses, all core clinical courses, 1 clinical specialization course, and the master's thesis. One of these required courses may be in progress the semester comps are being taken.

Students also must have successfully defended their master's thesis two weeks prior to the first day of the exam and be approved by their major professor to take the exam. Please note that this does not mean that students must have the final revisions of the thesis completed and accepted by the Office of Graduate Studies. However, if considerable changes are required by the thesis committee, the major professor has the option of requiring that all revisions be completed prior to granting approval to take the comprehensive exam. Please see the Request to Sit for Ph.D. Qualifying Examination in Clinical Psychology form, available on the department website. Note: If students defend their master's thesis and pass comprehensive exams in the same semester, they must wait until the following semester to apply for doctoral candidacy.

Note that the same timelines apply for the successful completion of the comprehensive exams and successful defense of the MAP. Students are allowed to propose their dissertation and begin collecting dissertation data before the successful completion of the comprehensive exam or final completion of the MAP, but students must complete comps or defend their MAP before they are admitted into doctoral candidacy, which is required before the defense of the dissertation.

The spirit of the Comprehensive Exam is that students provide a high-quality product that reflects their integrative clinical science thinking and demonstrates their readiness to proceed to candidacy. Comprehensive Exams (G/I) and Major Area Paper (MAP) will be evaluated using similar, parallel criteria (provided below).

As noted below, three clinical faculty members will evaluate student responses to G/I or MAP. On the first submission scores of 1 = pass, 2 = revise and resubmit. An average score of 1.4 or lower will be considered passing and average scores greater than 1.4 a revise and resubmit. On the second submission (i.e., revise and resubmit) scores of 1 = pass, 2 = fail, with an average score of 1.4 or lower considered passing, and average scores greater than 1.4 failing.

Students are required to pass one of comprehensive exam formats: G/I comprehensive examinations or MAP. Students are given a total of two opportunities to successfully pass a comps format. If a student is unable to pass on their first attempt, they are allowed a second and final opportunity to retake the same or a different comprehensive format. Students are only permitted to switch formats between attempts. It is important to note that failing twice, regardless of comps format, may result in dismissal from the program.

**Exam Option.** The comprehensive exam consists of a take-home exam with two questions that are general and integrative in nature. These general/integrative (GI) questions may draw from such content areas as psychometrics, assessment, psychopathology, ethics, therapy/interventions, clinical research methods, diversity, development, and history and systems. One of the questions will assess issues in research methods. The other question will require that students integrate knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to the field of clinical science. Thus, students are expected to gain knowledge in these domains and demonstrate competency by developing a passing comprehensive exam response. Sample questions from previous years can be found in the CL Comprehensive Exam folder on Box (\Box\PSY Clinical\CL Comprehensive Exams), along with additional detailed instructions about the G/I exam option.

The G/I Comprehensive Exam will be offered for the Clinical concentration twice a year: Fall G/I comps will be given on the first Friday of October and Spring G/I comps will be given on the Friday of spring break. All students will be given the G/I questions at the same time (Friday at 4:00 pm with a deadline of Monday at 9:00 am) for that particular semester.

**Evaluation.** The three clinical faculty members will evaluate student responses to the comprehensive exam questions. Their approach and evaluative responses should be consistent with other comprehensive exam options with a scoring of 1 or 2 (see below for more details).

<b>G/I Exam Scoring Criteria</b>	<b>Score of 1</b> (Adequate Response with Minor to Moderate Weaknesses)	<b>Score of 2</b> (Incomplete Response with Fundamental Flaws)
<b>Content Completeness</b>	The student adequately addresses all components of the question/MAP/grant (e.g., aims, hypotheses, justification, method).	The student addresses only a subset of all essential components of the question/MAP/grant, or significant portions are left unattended.
<b>Depth of Analysis</b>	The response/product demonstrates a good understanding of the subject matter, with relevant examples and clear, linear reasoning.	The response/product lacks depth and may resort to surface-level descriptions and justification for research. Critical analysis is missing, and the student may rely heavily on general statements without backing them up with relevant examples or clear reasoning.

<b>Clarity</b>	The response/product is well-structured and logically organized. Transitions between ideas are smooth.	The response/product may be disjointed or lack a logical flow; challenging to follow the narrative of the answer.
<b>Evidence- Based</b>	Where relevant, the student cites appropriate research, including foundational studies, experimental research, and theoretical work.	The student rarely cites other work, or the work they cite is not relevant to the question/MAP/Grant.
<b>Weaknesses</b>	The response/product only has minor or moderate weaknesses, if any, in responses to the four areas above (scores of one check all the “boxes”). There might be areas where further elaboration would improve the response/product. Some minor details might be missing or not fully explored, but these omissions do not fundamentally undermine the overall quality of the response/product.	There are fundamental misunderstandings or misinterpretations of the question or topic in the MAP/grant. The response/product may include glaring inaccuracies, stray off-topic (i.e., filler), or miss important details. There’s a clear and pressing need for further elaboration, correction, and depth that undermines the overall quality of the response/product (scores fail to check all the “boxes”).

**Major Area Paper Option:** As an alternative to the G/I exam, students may choose to write a Major Area Paper (MAP). Students who opt to complete a MAP are expected to demonstrate integration of knowledge across two or more foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to content concentration in clinical psychology. At the committee’s discretion, the MAP may be structured and formatted either as a review paper or as a grant application.

**Approval.** A minimum of three clinical faculty on the doctoral committee (including the major professor) must grant approval for this option. The major professor should first contact the clinical faculty on the student’s doctoral committee to discuss whether the student is an appropriate candidate for the MAP option. If so, the student will provide the three clinical faculty on the doctoral committee with a one-page written proposal for the MAP, which should include a brief rationale and specific aims for the MAP. This written proposal will be discussed with the clinical faculty on the doctoral committee. The three clinical faculty members on the doctoral committee will then help the student develop a plan to complete the MAP. Students may only discuss conceptual issues related to the MAP with their major professors and any other faculty. Faculty may not discuss or coach students on issues surrounding the actual writing of the paper. The major professor should not see a written product until it is submitted to the committee; however, students may consult with the major professor on the outline of the paper. Once students complete the MAP, they should submit it to the three clinical faculty members on their dissertation committee.

**Scope and Goals of the MAP.** The MAP should represent a critical review of at least one area of psychology that has not been reviewed in the last three years. A sophisticated, critical analysis of the literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant areas, and establish implications for the field. At least one section of the MAP should integrate knowledge across at least two foundational content areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this

integration to the topic area of the MAP. The manuscript should reflect a synthesis – not merely a list or description of studies, but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is legitimate and may be a desirable option. The manuscript should demonstrate the student’s expertise, involving an advanced awareness of the pertinent theoretical and methodological issues. Students should closely examine various high quality review journals (e.g., Psychological Bulletin, Clinical Psychology Review, Clinical Psychology Science and Practice) for examples of successful papers. Students should also ask committee members for good examples of review papers written by other students in the program.

The timeline for the MAP option is as follows:

- 1) Student submits 1 page proposal that is reviewed by and discussed with committee prior to project approval. Supplemental materials detailing methods and procedures are allowed.
- 2) Student schedules a final MAP submission date with their committee (to ensure timely review). This date must be a **Monday**.
- 3) Faculty have 10 days to review and provide feedback on the MAP.
- 4) If revision is deemed necessary, the resubmission date determined by committee based on the extent of feedback.
- 5) The revised MAP will be submitted on a **Monday** of the student and committee’s choosing and faculty have 10 days to review the final MAP submission.

**Evaluation.** The three clinical faculty members on the doctoral committee should evaluate the MAP. Their approach and evaluative responses should be consistent with other comprehensive exam options with a scoring of 1 or 2 (see below for more details).

Note that the successful completion of the MAP is similar to the Grant Application or comprehensive G/I exams, so the same timelines apply. For example, students are allowed to propose their dissertation and begin collecting dissertation data before the final completion of the grant application (or successful completion of MAP or G/I comps), but students must complete their MAP before they are admitted into candidacy, which is required before the defense of the dissertation.

**Student Choice.** The MAP option is an excellent, highly recommended choice for select students who want the opportunity to pursue an in-depth analysis of a particular topic of interest. **Note: The MAP is not expected to be ready for formal submission for publication, but rather a solid draft to be used in evaluating student competencies consistent with the comprehensive exam process.**

MAP Scoring Criteria	Score of 1 (Adequate Response with Minor to Moderate Weaknesses)	Score of 2 (Incomplete Response with Fundamental Flaws)
<b>Introduction</b>	The student adequately addresses all components of the MAP Introduction, including, but not necessarily limited to: <ul style="list-style-type: none"> <li>• Brief summary of severity and prevalence of a problem (1-2 paragraphs at most)</li> </ul>	The student addresses only a subset of all essential components of the MAP Introduction, or significant portions are left unattended with the student rarely citing other work or the work they cite is not relevant to the MAP.

	<ul style="list-style-type: none"> <li>• Justification for the study with adequate citing of prior research and theory</li> <li>• Description of the originality, creativity, and/or innovation of the topic</li> <li>• Aims, hypotheses (only for systematic reviews/meta-analyses)</li> <li>• Justified moderators (only for systematic reviews/meta-analyses)]</li> </ul> <p>MAP is justified by more than lack of a prior meta-analysis/systematic review/position paper, but by the attempt to answer a question/issue that is unknown or has prior conflicting findings/positions.</p> <p>The Introduction includes an integration of knowledge across at least two foundational content areas in psychology (i.e., biological, affective, cognitive, developmental, and social).</p> <p>The student should clearly define the boundaries of the type of MAP they are attempting.</p>	
<b>Method</b>	<p>The student adequately addresses all components of the MAP Method, including, but not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• Search strategy</li> <li>• Inclusion/exclusion criteria</li> <li>• Detailing of studies/sources excluded for each exclusion criteria</li> <li>• Interrater reliability</li> <li>• Coding procedures</li> <li>• Effect size determination and analyses planned (only for meta-analyses)</li> <li>• Potential moderator analyses (only for meta-analyses)</li> <li>• Publication bias analyses</li> </ul> <p>Proposed analyses match hypotheses.</p> <p>PRISMA guidelines are followed.</p>	<p>The student addresses only a subset of all essential components of the MAP Method, or significant portions are left unattended with the student rarely providing sufficient detail to allow replication of the MAP.</p>
<b>Results</b>	<p>The student adequately addresses all components of the MAP Results, including, but not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• Summary/table of included study characteristics</li> </ul>	<p>The student addresses only a subset of all essential components of the MAP Results, or significant portions are left unattended with the student rarely providing sufficient information on what was</p>

	<ul style="list-style-type: none"> <li>• Effect sizes (only for meta-analyses) and sample size per study</li> <li>• Overall effect size estimates with confidence intervals (only for meta-analyses)</li> <li>• Some narrative synthesis of combined results or subsets of results from included studies – could describe patterns/trends/direction/inconsistency of findings across studies (for systematic review)</li> <li>• Tests of bias</li> <li>• Tests of cross-study variability (only for meta-analyses)</li> <li>• Moderation analyses (only for meta-analyses)</li> </ul>	found, or analyses conducted do not match hypotheses.
<b>Depth of Discussion</b>	<p>The Discussion includes, but is not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• Demonstration of a good understanding of the subject matter with an emphasis on discussing multiple possible explanations for the most important findings first, with relevant examples from the literature (research and/or theory) being compared or contrasted with the MAP's findings</li> <li>• Discussion of implications for improving/changing theory, future research, and clinical application</li> <li>• Demonstration of significant critical thinking, novel insights, and a strong ability to evaluate literature from multiple perspectives</li> <li>• A critical analysis of limitations (e.g., of the studies/methodology/etc.)</li> <li>• Integration of the 2+ foundational areas of psychology (i.e., biological, affective, cognitive, developmental, and social) that were described in the Introduction</li> </ul>	The student addresses only a subset of all essential components of the MAP Discussion. The discussion lacks depth and may resort to surface-level descriptions and restating/summarizing of results in a haphazard order. Critical analysis of results is missing, and the student may rely heavily on general statements without backing them up with connection to existing literature or theory or clear reasoning or specific ideas/suggestions. Discussion likely severely lacking in citations and addressing of implications of findings. There is limited or no integration of 2+ foundational areas of psychology.
<b>Overall Effectiveness</b>  This category is used to evaluate the quality of the writing and	The response/product is well-structured and logically organized. Transitions between ideas are smooth. The MAP incorporates high-quality sources, including primary research articles and seminal theoretical work in the field. The argument and conclusions are clearly written and well-supported. The response is free from	The response/product may be disjointed or lack a logical flow; challenging to follow the narrative of the product. The argument and conclusions are not convincingly described. The manuscript may include some citations, but is

overall effectiveness of the product, including organization, effective communication, and argument structure.	grammatical errors and typographical issues, uses headings effectively to organize content, and adheres to citation style guidelines (e.g., APA).	missing major seminal references from the field, does not provide sufficient literature to support their claims, and/or the work cited is not relevant to the MAP or is from primarily lower-quality sources. The MAP includes extraneous information that does not directly support the argument or conclusions.
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**MAP Formatted as Grant Application Option.** Students may choose to structure and format their MAP as a grant application/proposal. Recommended grant mechanisms include F31, F32, and all K awards, as these tend to be the most universally applicable for graduate students; however, other mechanisms will be considered when appropriate, as long as they meet the following criteria:

1. The selected grant mechanism must include standard grant sections—such as Specific Aims, Significance, Innovation, and Approach—and demonstrate how their proposed research advances current knowledge, in addition to a References section. The final written grant application should be 5-6 pages, single-spaced, with one inch margins.
2. Applications must be integrative across two or more psychology domains: cognition, affect, biology, development, and/or social. Note that this integration should be included in the conceptualization of the problem regardless of grant mechanism chosen (significance and/or innovation) and may or may not be included in the primary aims/research design.

**Approval.** A minimum of three clinical faculty members on the doctoral committee (including your major professor) must approve this option. Your major professor should first contact the other clinical faculty on the doctoral committee (before you do) to discuss whether you would be an appropriate candidate for the Grant option. You will provide the three clinical faculty members on the doctoral committee with a written proposal for the Grant Application, which often takes the form of a specific aims page (note: this is considered a working draft that may evolve over the course of writing the application). This written proposal will be discussed with the three clinical faculty on the doctoral committee. The three clinical faculty members on the doctoral committee will then help you develop a plan of action to complete the Grant Application. You may discuss with your major professor and any other faculty only conceptual issues related to the project. Your major professor and other faculty members may not discuss or coach you on issues related to actual writing of the application. Your major professor should not see a written product until submitted to the committee; however, you may consult with your major professor on the outline of the application. Once the student completes the grant application, the student should submit it to the three clinical faculty members on their dissertation committee.

**Scope and Goals of the Grant Application.** Similar to the review paper MAP option, and specified by most grant mechanisms, the application must be a novel conceptualization of the literature and advance the field’s understanding of the topic. A sophisticated critical analysis of literature is expected as part of the problem conceptualization (significance and innovation). The application should integrate information from within the specific subject area, incorporate material from other relevant areas, and establish implications for the field. At least one section of the application should integrate knowledge across at least two areas of foundational content in psychology (i.e., biological, affective, cognitive,

developmental, and social) and then apply this integration to the problem conceptualization and/or proposed research project. The grant application should reflect a synthesis—not merely a list or description of studies, but a perspective that is both significant and innovative. The written application should demonstrate the student’s expertise, involving an advanced awareness of the pertinent theoretical and methodological issues. Students should also ask committee members for relevant examples of grant applications written by other students in the major.

The timeline for the Grant Application option is as follows:

- 1) Student submits 1 page specific aims that is reviewed by and discussed with committee prior to project approval.
- 2) Student schedules a final Grant Application submission date with their committee (to ensure timely review). This date must be a **Monday**.
- 3) Faculty have 10 days to review and provide feedback on the Grant Application.
- 4) If revision is deemed necessary, the resubmission date determined by committee based on the extent of feedback.
- 5) The revised Grant Application will be submitted on a **Monday** of the student and committee’s choosing and faculty have 10 days to review the final MAP submission.

**Evaluation.** The three clinical faculty members on the doctoral committee should evaluate the grant application. Their approach and evaluative responses should be consistent with other comprehensive exam options with a scoring of 1 or 2 (see below for more details).

Note that the successful completion of the Grant Application is similar to the MAP or comprehensive G/I exams, so the same timelines apply. For example, students are allowed to propose their dissertation and begin collecting dissertation data before the final completion of the grant application (or successful completion of MAP or G/I comps), but students must defend their grant application (or complete comps) before they are admitted into candidacy, which is required before the defense of the dissertation.

**Student Choice.** The grant application option is an excellent and highly recommended choice for select students who are interested in pursuing research-focused careers and want the opportunity to pursue an in-depth analysis of a particular topic of interest, including designing innovative studies to address gaps in literature. **Note: The application is not expected to be ready for formal submission to a grant funding agency, but rather a solid draft to be used in evaluating student competencies consistent with the comprehensive exam process.**

Grant Scoring Criteria	Score of 1 (Adequate Response with Minor to Moderate Weaknesses)	Score of 2 (Incomplete Response with Fundamental Flaws)
<b>Specific Aims &amp; Hypotheses</b>	<ul style="list-style-type: none"> <li>• Presents a clear, concise statement of the research problem and its importance to the field.</li> <li>• Aims are testable and logically derived; hypotheses are well-justified based on research and theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed aims are unclear, too broad, and/or insufficiently justified.</li> <li>• Hypotheses are vague, not clearly connected to relevant literature/theory, and/or untestable.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates a novel angle or direction, going beyond merely replicating existing studies.</li> <li>• Aims should focus on what will be learned from doing the research.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to articulate how the proposal offers a meaningful contribution to the literature.</li> <li>• Proposed aims or hypotheses overemphasize addressing gaps in the literature.</li> </ul>
<b>Significance &amp; Innovation</b>	<ul style="list-style-type: none"> <li>• Provides a critical analysis of existing literature and explains contradictions or unmet needs. Identifies what's at stake by <i>not</i> conducting the research.</li> <li>• Clearly describes why the proposed work is important to the field (e.g., theoretical, clinical, methodological, or policy implications).</li> <li>• Demonstrates innovation by showing how the proposal moves beyond other research.</li> <li>• Integrates at least two foundational areas of psychology (biological, affective, cognitive, developmental, social) in conceptualizing the problem and proposed investigation, where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Significance section lacks a thorough literature review and/or fails to highlight the unique contribution of the proposed work.</li> <li>• Innovation of the proposal is missing or weak; the project appears redundant with other studies.</li> <li>• Integration across foundational content areas is absent or superficial.</li> <li>• Fails to convey a compelling reason for why this project matters.</li> </ul>
<b>Approach (Methodological Rigor &amp; Feasibility)</b>	<ul style="list-style-type: none"> <li>• Presents a well-structured plan detailing design, participants, inclusion/exclusion criteria, measures, data collection procedures, and analyses.</li> <li>• Clearly explains feasibility of the project, including timelines and any available pilot/preliminary data (if relevant for grant mechanism).</li> <li>• Addresses potential pitfalls, alternative approaches, and contingency plans.</li> <li>• Methodology aligns logically with proposed Specific Aims and leads directly to evaluation of stated hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>• Methodological details are unclear, incomplete, and/or do not follow logically from the aims.</li> <li>• Feasibility considerations (timeline, resources, potential difficulties, statistical power) are missing or insufficiently discussed.</li> <li>• The study design fails to match or adequately test the proposal's questions.</li> <li>• No mention of how study challenges will be addressed.</li> </ul>
<b>Overall Effectiveness</b>  This category is used to evaluate the quality of the writing and overall	The proposal is well-structured and logically organized. There is a clear narrative. Transitions between ideas are smooth and sections adhere to common grant standards (e.g., NIH formatting, APA style). The grant incorporates high-	The grant may be disjointed or lack a logical flow, with key sections either missing or inadequately identified/emphasized. The style and/or structure deviate extensively from typical grant standards. It is

effectiveness of the product, including organization, effective communication, and argument structure.	quality sources, including primary research articles and seminal theoretical work in the field. The argument and conclusions are clearly written and well-supported. The response is free from grammatical errors and typographical issues and uses headings effectively to organize content.	challenging to follow the narrative of the grant. Major or frequent writing errors impede understanding. The rationale is not convincingly described. The grant may include some citations, but is missing major seminal references from the field, does not provide sufficient literature to support their claims, and/or the work cited is not relevant to the project or is from primarily lower-quality sources. The grant includes extraneous information that does not directly support the proposal.
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### 3.1.6.5 Dissertation

See Sections 2.3.5, 2.3.6, and below.

### 3.1.7 Internship Requirements

Each student in the Clinical program is required to complete a one-year, full-time, APA- or CPA-approved internship in a training facility approved by the clinical program. Application materials and information on internship sites can be found at <http://www.appic.org>.

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

Students on internship are allowed to enroll in the IDS 6940 Cooperative Internship (spring/summer/fall), which will allow them to be considered in student status for purposes of the registrar's office and for any previous student loans. However, if new student loans are desired, then students must register for the number of credits per semester based on current federal student loan requirements. International students must enroll in PSY 6946 – Practicum and Internship in Clinical Psychology for 1 credit hour per semester while on internship. Students may not be eligible for an in-school deferment unless enrolled at least half- time, but they may be eligible for forbearance on the loan(s) while working on internship (see <https://studentaid.ed.gov>). For more information, contact loan servicers directly.

Students must be enrolled in at least two dissertation course credits in the semester they defend and in the semester in which they submit the dissertation to ETD. Please review the ETD submission schedule for semester-specific deadlines.

Students on internship should follow one of two timelines, depending on when they are ready to defend their dissertation:

#### Dissertation defended PRIOR to leaving for internship

1. Defend dissertation (registered for dissertation hours due to continuous enrollment requirements)
2. Submit dissertation to ETD (registered for dissertation hours the semester of submission)
3. Go on internship (registered for 0 hour IDS 6940 or 1 hour course if international, with DCT listed as the faculty instructor)
4. Apply for graduation through Student Self Service and contact the Graduate Program Coordinator to confirm that all paperwork is complete
5. At the start of the semester in which you plan to attend commencement (which is not required), register for commencement and email the Dean of Graduate Studies so your name will appear in the program.

#### Dissertation defended WHILE on internship

1. Go on internship (registered for 0 hour IDS 6940, or 1 hour course if international, with DCT listed as the faculty instructor) for all internship semesters that do not include the dissertation defense or dissertation submission.
2. Defend dissertation (register for dissertation hours the semester you are defending) **Note: Students must pay for these dissertation hours themselves.**
3. Submit dissertation to ETD (registered for dissertation hours the semester of submission) **Note: Students must pay for these dissertation hours themselves**
4. Apply for graduation through Student Self Service, contact the Graduate Program Coordinator to confirm that all paperwork is complete, register for commencement (if desired).

### 3.2 CNS

#### **3.2.1 Major Professor**

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

#### **3.2.2 Program Milestones and Probation Deadlines**

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

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

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

### **3.2.3 Evaluations**

USF is an AAU research institution, and the CNS program sets research expectations for its students consistent with that status. The program meets regularly to evaluate each student and ensure they are on track to meet its standards for research engagement and progress in the program. Every spring, CNS students are required to submit a current CV and a report of their scholarly activities, teaching, and service. This material forms the basis for students' annual review by faculty. A secondary review will take place in December to ensure that students are making timely progress.

First year review. In addition to yearly evaluations conducted each spring, the CNS faculty will meet to discuss each first-year student's progress in research at the end of the Fall semester. Each student's major professor will report on their student's overall level of research activity and the degree to which the student is meeting expectations in the research domain. Under discussion will be aspects of a student's research development including:

- The student's scientific mindedness (uses evidence to support assertions and applies scientific knowledge and skills to solutions of problems)
- Their ability to conceptualize research problems (as measured by their evaluation of current research, recognizing principal strengths and limitations of specific empirical studies, and effectively understanding independent and dependent variables and other basics of research methodology)
- Research-related productivity (as measured by sufficient progress towards the acquisition of critical research tools and methods, and engagement in data collection and data analysis where appropriate)
- Openness to research advising and training (displays appropriate interpersonal communication with major professor and other faculty and openness/ responsiveness to feedback)

Given that the research expectations of each major professor will vary, this evaluation of research progress will be significantly influenced by the major professor.

The outcome of this research progress evaluation will be either a judgement of (A) *the student is making satisfactory progress in developing the necessary research competencies* or (B) *the student is not making satisfactory progress*.

Research Progress Watch. If it is deemed by the faculty that the student is not making satisfactory progress, then they will be placed on *Progress Watch*. A student on Progress Watch will be given a set of clear, concrete, and overtly demonstrable goals that they will need to meet by the end of the Spring semester of their first year. The measurable expectations/objectives that the student will need to meet will be provided in writing. The Progress Watch document will explain how the student should correct their performance and include any resources the major professor will provide, such as training, mentoring or regular meetings with their major professor. At the end of the Spring semester, a judgement will be made by the full CNS faculty as to whether the expectations laid out have been met sufficiently. The outcome of this second research progress evaluation will again be either a judgement of (A) *the student is making satisfactory progress in developing the necessary research competencies*, (B) *the student is not making satisfactory progress, but is showing enough promise or improvement that the faculty wish to give the student more time to improve*, or (C) *the student's progress is so far below expectations that termination from the program is necessary*.

Research-Related Probation. If the degree of research performance is characterized as being at level B, as stated above, then the student will be placed on probation and, again, given a performance improvement plan (in writing) outlining specific clear, concrete, and overtly demonstrable goals that the student will need to meet by the end of the following Fall semester (the Fall semester of their second year).

At the end of this probationary period (at the end of the Fall semester of the 2<sup>nd</sup> year) a judgement will be made of either (A) *the student is making satisfactory progress in developing the necessary research competencies* or (B) *the student's progress continues to be below expectations*. If the faculty decide that the student's research performance warrants a B in this third judgement, then the program will move to terminate the student from the PhD program.

Post-master's Evaluation. Following the completion of all master's related milestones (see section 2.2.3 Master's thesis), all CNS graduate students will undergo an evaluation by the full CNS faculty to determine if the student is qualified and prepared to pursue the required steps for a Ph.D. (including subsequent coursework, the Ph.D. comprehensive qualifying examination or major area paper, and the dissertation). This evaluation will specifically occur at the end of the semester in which the final thesis manuscript is successfully submitted (as discussed in 2.2.3.5 Submission of Final Thesis Manuscript). Because the Master's process is the most effective test of a student's capacity to successfully complete the independent scholarship and research required for successful completion of the Ph.D., this is the appropriate time for the faculty to either (A) reaffirm their support of a student's candidacy or (B) to make the decision that a student does not meet department and/or program standards and will likely be unsuccessful if allowed to continue in the graduate program. In this way, this evaluative step is an additional and summative opportunity for the CNS faculty to judge if the student is in good standing with the program. If a majority of CNS faculty vote for continuation in the program, then the student will next begin work on the steps required to complete the Ph.D. comprehensive qualifying examination or major area paper. Alternatively, if the majority of the CNS faculty decide that the student's performance does not meet department and/or program standards and will likely be unsuccessful if allowed to continue in the graduate program, then the student will be awarded the master's degree that they have completed, and the program will ask the student to submit a change of Major form (see *Change of Graduate Major Form* as provided by the USF Office of Graduate Studies). Once that form is approved, the student will move out of the PhD program and to the Master's level graduate program, allowing them to graduate with a terminal Master's degree.

In making this post-master's evaluation, the faculty will consider the following kinds of indicators to determine if a student is qualified and prepared to continue in the Ph.D. program:

- Is the student currently in good standing with the program or are they currently on probation? Please note that a student can be on probation due to a failure to meet program milestones in a timely manner (as discussed in 3.2.2 Program Milestones and Probation Deadlines), because of poor course grades (as discussed in 2.1.7 Grade Requirements), or because of poor performance in one's GTA duties (referred to as "Teaching Probation"). While the implications for future graduate success might seem clearer for the first two instances of probation listed here, faculty may also consider significant instances of problems with TA duties because an inability to perform TA duties is certainly indicative of a general inability to successfully complete a Ph.D.
- Has the student been on probation (of any kind, as discussed above) at one or more times during their graduate training?
- Has the student completed all coursework effectively?
- Was the master's thesis work completed in a way that indicates that the student has the necessary skills to be successful in completing a dissertation? These skills include evidence of the ability to conceptualize research problems, effectively and independently.
- Is there evidence of appropriate research-related productivity (as measured by the acquisition of critical research tools and methods, and effective, timely, and independent data collection and data analysis)?
- Is there evidence of openness to research advising and training (displays appropriate interpersonal communication with major professor and other faculty and openness/ responsiveness to feedback)?
- Is the student's Major Professor willing to continue to train the student or do they have a new Major Professor who is willing to support and train the student in the subsequent milestones need for successful completion of the Ph.D.?

Because this evaluative step in the PhD program can result in moving a student to the terminal Master's level to graduate, which would be a final academic action, the student has the right to grieve the decision by providing evidence that the decision violated USF University policies. Therefore, the student may file an academic grievance, as per USF Academic Affairs policy number 10-002 (*Academic Grievance Procedure for Students*). This grievance must be filed, and the grievance process must be completed before the student files the change of major form, as discussed above.

### **3.2.4 CNS Research Colloquia (CNSC)**

The CNS area holds regular informal research presentations, typically on Fridays at 1:15. The purpose of CNSC is for members of the area (and department) to learn about current research conducted by CNS graduate students and faculty. It also provides graduate students with an opportunity to hone their professional and intellectual skills. CNS graduate students are expected to attend regularly, actively participate by asking questions, and strive to present their research annually. At a minimum, students are expected to present three times during their graduate experience, typically aligning with their first-year project, master's thesis, and dissertation. Presenting at the colloquia is an essential component of the professional expectations for graduate training.

### **3.2.5 Masters Requirements**

#### **3.2.5.1 First-year Project**

All first-year students develop a first-year project. Possible “products” of the project include a poster or paper presentation for a conference, publication, grant proposal, thesis proposal, preliminary data, or other ways to show the initial outcome of research in which the student has become involved at USF. First year students are required to present their first-year project at the CNS research colloquia at the end of Spring semester.

#### **3.2.5.2 Course Work & Research Credits**

- Two of the following core content courses: Cognitive Psychology (EXP 6608), Physiological Psychology (PSB 6056), or Social Psychology (SOP 6068). Students may be allowed to substitute an advanced three-hour course for one or both courses with the written permission of the CNS Area Director.
- Two core methods courses: Regression and Generalized Linear Models (PSY 6206C) and Experimental Design and ANOVA (PSY 6217).
- Two semesters (or 3 credits) of Introduction to Advanced Psychology in CNS (PSY 6065).
- A minimum of three seminars or advanced courses in cognition, neuroscience, or social psychology. The purpose of the seminars is to give students breadth and depth within their general area of study. Students may use one of the ‘core content’ courses NOT used to fulfill the Core requirement towards the Seminar requirement. Students may petition their major professor and Area Director for approval of seminars taught by faculty outside the CNS area and outside the department.
- Master’s thesis research (minimum 4 thesis hours).
- Total of at least 30 graduate credit hours including at least one credit of Directed Research (PSY 6917), Independent Study (PSY 6907).

#### **3.2.5.3 Thesis**

See the General Program Requirements in Section 2.

### **3.2.6 PhD Requirements**

#### **3.2.6.1 PhD Coursework and Research Credits**

- Seminars: Completion of at least three additional seminars or advanced courses that are relevant to the student’s area of research specialization. Combined with the three seminars required for the master’s, this totals six courses. Of the six courses, at least three must be offered in the Psychology Department. Students may substitute the third core course (Cognitive, Physiological, or Social) for one of the six with the written permission of the CNS Area Director.
- Specialization: At least two of the six courses must be outside the student’s area of concentration and will fulfill the specialization requirement. A specialization supports the goals of the student’s training. It is designed to complement the primary area of research. It should represent a focused area of enhanced training that broadens or deepens specific skills or knowledge (e.g., computer science, pharmacology, statistics, engineering, biochemistry, linguistics). Approval of specialization courses is the responsibility of the student’s major professor, area director, and Graduate Program Committee (see form on department website). If practical, approval should be sought prior to the

completion of this coursework. Only courses in which students earn grades of at least “B-” may count towards the specialization.

- Courses that are pre-approved to fulfill the seminar or specialization requirements and do not require written approval from the GPC. (Note that some of these courses may not be offered on a regular basis.)
  - EXP 6608 Cognitive Psychology **Credit Hours: 3**
  - PSB 6056 Physiological Psychology **Credit Hours: 3**
  - SOP 6068 Personality and Social Psychology **Credit Hours: 3**
  - EXP 6606 The Nature of Emotion **Credit Hours: 3**
  - PPE 6058 Personality **Credit Hours: 3**
  - PSY 6220 Presentation and Data Visualization **Credit Hours: 3**
  - PSY 6222 Writing and Reviewing **Credit Hours: 3**
  - PSY 6607 Typical and Atypical Development **Credit Hours: 3**
  - SOP 6939 The Self in Social Psychology **Credit Hours: 3**
  - EXP 7415 Stereotypes and Prejudice **Credit Hours: 3**
  - EXP 7505 Interpersonal Relationships **Credit Hours: 3**
  - EXP 7217 Eye Tracking Research **Credit Hours: 3**
  - EXP 7575 Judgment and Decision Making **Credit Hours: 3**
  - PSY 7821 Stress and Coping **Credit Hours: 3**
  - EXP 7099 Graduate Seminar in Experimental Psychology **Credit Hours: 1-3**
    - Taken, for example, as:
      - *Memory (3 Credit Hours)*
      - *Topics in Neuroscience (3 Credit Hours)*
- Tools of Research: Completion of at least three additional advanced methods courses (a minimum of 9 credit hours). These fulfill the tools of research requirement and must be approved by the Graduate Program Committee. These are in addition to the six seminars (including two specialization seminars) required for admission to doctoral candidacy. Course may not be used to fulfill both the seminar and tools requirements, they can only fulfil one or the other. (See “Tools of Research Requirement” earlier in this handbook.) Methods courses are those that deal primarily with research design, data collection techniques, quantitative or qualitative analytic methods, or instrumentation.
  - **Courses that are pre-approved for the Tools of Research Requirement in CNS.** These courses do not require written approval from the GPC. (Note that some of these courses may not be offered on a regular basis.)
    - Psychometrics (PSY 6305C)
    - Meta-Analysis (PSY 6270)
    - Advanced Educational Measurement I (EDF 7437)
    - Statistical Analysis for Educational Research III (EDF 7484)
    - Multivariate Statistical Analysis for Aging Research (GEY 6403)
    - Psychophysiology of Stress and Coping (PSY 7821)
    - Presentation and Data Visualization (PSY 6220)
    - Writing and Reviewing (PSY 6222)
    - Eye-Tracking Research (EXP 7217)
    - Stress and Coping (PSY 7821)
    - Computational Modeling (INP 7937)
    - Structural Equation Modeling (PSY 6217)
    - Open Science Practices in Psychological Science (PSY 7223)

- Graduate Seminar in Experimental Psychology (EXP 7099) taken as:
  - Cognitive Modeling
  - Bayesian Statistics I
  - Programming with Data
  - Grant-Writing
  - Qualitative Methods

### **3.2.6.2 Admission to Doctoral Candidacy**

#### **3.2.6.2.1 Comprehensive Qualifying Examination**

Students can satisfy the comprehensive qualifying exam requirement through one of two options: exam or major area paper. This is the last requirement before one can advance to doctoral candidacy.

Note that the same timelines apply for the successful completion of the comprehensive exams and successful defense of the MAP. Students are allowed to propose their dissertation and begin collecting dissertation data before the successful completion of comps or final completion of the MAP, but students must complete comps or defend their MAP before they are admitted into doctoral candidacy, which is required before the defense of the dissertation.

The comprehensive exam covers material related to the student's area of research. Its purpose is to prepare the student for the dissertation and help define the student as a scholar. Reading for the exam is a process that should start as soon as the student begins graduate school. The grading committee will typically consist of the doctoral committee. However, the grading committees can comprise four faculty members, at least three of whom should be CNS faculty members (preferably within the student's concentration). Communication with the committee prior to developing a formal reading list is strongly encouraged; the committee should be formed and approved as soon as the exam areas are conceptualized. To prepare for the exam, the student will submit a description of the scope of the exam, descriptions of the specific areas of focus, and a reading list to the major professor. Exams typically include a methodological and statistical section and three content areas, with three hours devoted to each. The major professor amends the list and then submits it to the student's committee for further revision and eventual approval. This process can be accomplished through electronic communication or in a meeting of the committee. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website.

Copies of previous students' reading lists are available on the CNS Psychology Graduate Students organization site (ORG 00681) on Canvas. Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

The exam is a total of 12 hours. The exam is typically administered in four sections, one section for each of the content areas, with two questions in each section. Students have 3 hours to answer the 2 questions in each section. Typically, the exams are administered over four days, three hours per day, but other schedules are permissible. Students should make their own reservation for a room (see the Department web page for Room Reservation Request Online Form) to take the exam on campus.

The comprehensive exam is closed book. Students are not allowed to receive any assistance on the exam, human or electronic. Time limits are strictly enforced. Violations of the exam conditions may

result in exam failure and/or an academic integrity violation, potentially resulting in program dismissal.

Under the supervision of the major professor, the student's committee writes the exam questions, and at least three committee members grade each question. A student may be judged to have passed the entire exam, be required to revise or retake a portion of the exam or be judged to have failed the exam and be required to retake it at a later date. Failure to pass the comprehensive exam after a second try is grounds for dismissal from the program. Successful completion of the comprehensive exam must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students should pass the comprehensive exam no later than the fall of their 4<sup>th</sup> year in time to apply for and be admitted to doctoral candidacy.

### 3.2.6.2.2 Major Area Paper (MAP)

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

**Organizing and Proposing the MAP.** Students interested in this alternative must obtain approval from their major professor and MAP committee (which must comprise at least 4 faculty members, at least 3 of whom should be CNS faculty members). The committee should be formed and approved as soon as the MAP is conceptualized. The committee must review a written proposal for the paper that includes an outline, discussion of the scope and depth of the paper, and a preliminary list of references. This document must be discussed at a proposal meeting at which the student gives an oral presentation, and the committee asks questions. The committee may modify the scope of the project and the list of references. In consultation with the student, the committee will also help the student develop a plan and timeline for the completion of the paper. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' major area plans and papers are available on the CNS Psychology Graduate Students organization site (ORG 00681) on Canvas. Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

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

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

*Step 1:* Students submit their MAP to the committee.

*Step 2:* Students schedule an oral presentation to occur after the committee has had sufficient time to read the document.

*Step 3:* The student gives an oral presentation of the MAP, followed by discussion with the committee.

*Step 4:* Each committee member evaluates the MAP and provides timely, constructive feedback necessary for the student to produce an acceptable product.

*Step 5:* The major professor will note any areas of consensus among evaluators that need to be addressed and will make a judgment, along with the committee, about whether the paper (or sections of the paper) should be rewritten.

The committee may recommend that the student rewrite and resubmit the MAP after a considerable interval of renewed effort. Alternatively, the committee may recommend that the student take a comprehensive exam. (If the MAP is not passed on the second try, the student will be allowed a final attempt to complete the MAP or to take the comprehensive exam.)

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

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

### **3.2.6.3      *Dissertation***

See the General Program Requirements in Section 2. A minimum of 12 dissertation hours is required for the doctorate.

### **3.2.7 *Internships***

As more CNS students are targeting industry positions after graduation, internships can serve as valuable complements to their training. Students always have the opportunity to secure internships during the summer. Since graduate assistantships are 9-month contracts, students may choose to decline a summer appointment in favor of an internship. Similarly, if a student has a partial summer appointment (e.g., Summer A), they are free to pursue other work for the remainder of the summer. In some cases, an internship during the academic year may also make sense. Students may work up to 9 hours a week alongside their (.50 FTE) USF appointment (teaching or research assistantships) with approval from their major professor, the CNS area head and Chair of the Graduate Program Committee. For some students, a more structured and time-intensive internship may be approved as an alternative funding source—

replacing a teaching or research assistantship—for one or two semesters. To maintain student status and retain tuition waivers and health insurance, students can pair this arrangement with a .25 assistantship. This arrangement must be approved by the student's major professor, the CNS area head, and the GPC Chair. As a reminder, all outside employment must be disclosed through the USF Edisclose system.

### **3.3 I-O**

Please consult the current Industrial-Organizational Psychology Area Graduate Student Handbook for more details.

#### **3.3.1 Major Professor**

Each entering graduate student will be assigned an initial major professor from the I-O faculty. Students are free to change major professors with the agreement of the faculty member chosen. When possible, initial advisors will be chosen to match student research interests. Students must notify the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status on a continuous basis throughout their training. During the first year, the major professor will review the student's academic background, assist the student in planning a first-year program, and make recommendations regarding course requirements to be waived, if applicable. The major professor will also be responsible for monitoring the student's academic progress. In subsequent years the major professor will continue to assist in planning the academic program, monitoring progress, and typically chairing the student's thesis and dissertation committees. It is not unusual, however, for a student to have different advisors during the program. Students may also participate in ongoing research in other faculty members' labs.

#### **3.3.2 MA**

##### **3.3.2.1 Master's Coursework**

See section 2.2.2.

##### **Core Requirements – 7 hours**

PSY 6206C (4 credits) Regression and Generalized Linear Models

PSY 6065 (3 credits) Introduction to Advanced Psychology (register for the section taught by an I-O faculty member)

##### **I-O Area Requirements – 19 hours minimum**

***The following four courses are required for the I-O area. Two additional I-O seminars, or alternative graduate courses selected in consultation with the major professor and with written permission of the I-O Area Director, should be completed to fulfill 19 credit hours.***

INP 6072 (3 credits) Organizational Research Methods

INP 6935 (3 credits) Topics in I-O: Personnel Psychology

INP 6935 (3 credits) Topics in I-O: Organizational Psychology

PSY 6305C (4 credits) Research Methods and Measurement: Psychometrics

## **Thesis – 4 hours minimum**

Thesis (PSY 6971) – 4 hours minimum

### **3.3.2.2 Master's Thesis**

See section 2.2.3. For I-O students, two members of the thesis committee must be from the I-O faculty and the third member must be from outside of the I-O area.

### **3.3.3 PhD**

#### **3.3.3.1 Doctoral Coursework.**

**A minimum of 50 credit hours must be taken beyond the master's coursework described above.**

#### **I-O Area Requirements – 21 hours**

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

INP 6316 (3 credits) Occupational Health Psychology  
INP 6395 (3 credits) Work and Family  
INP 6087 (3 credits) Organizational Career Development  
INP 7387 (3 credits) Team Effectiveness  
INP 7236 (3 credits) Learning in Organizations  
INP 7937 (3 credits) Graduate Seminar in I-O Psychology – taken as:  
    Employee Selection  
    Computational Modeling  
    Human Factors  
    Performance Measurement  
    Job Attitudes

#### **I-O Tools of Research Requirements – 6 hours**

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

PSY 6270 (3 credits) Meta-Analysis  
PSY 6217 (3 credits) Research Methods and Measurement (Bayesian Statistics I)  
PSY 6208 (3 credits) Experimental Design & ANOVA  
INP 7937 (3 credits) Computational Modeling  
EDF 7437 (3 credits) Advanced Educational Measurement I  
EDF 7484 (3 credits) Statistical Analysis for Educational Research III  
GEY 6403 (3 credits) Multivariate Statistical Analyses for Aging Research

#### **I-O Electives – 3 hours**

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

PSY 6907 (0-3 credits) Independent Study

PSY 7908 (0-3 credits) Directed Readings in Psychology PSY 7918 0-3 Directed Research

### **Additional Courses – 8 hours**

Additional Tools of Research or Elective courses may count toward this requirement.

### **3.3.3.2 I-O Comprehensive Qualifying Examination**

As noted in section 2.3.3, the comprehensive qualifying exam is the last requirement before one can advance to doctoral candidacy.

To take the exam, students must have completed their required coursework and have no more than one substantive course remaining; the remaining substantive course may be taken during the semester in which the exam is taken. The written exam is offered every fall and spring. For a detailed description of comprehensive exam policies and procedures, please see the I-O Graduate Student Handbook.

### **3.3.3.3 Doctoral Dissertation**

Dissertation (PSY 7980) – 12 hours minimum

Once the master's thesis and comps requirements are met, a Ph.D. supervisory committee can be formed. See section 2.1.8.2. The student then applies for admission to doctoral candidacy.

## 4. Appendices

### 4.1 Finances

#### 4.1.1 Residency

Residency refers to whether you are a Florida or out-of-state resident as defined by Florida state statute Section 1009.21. Official, up-to-date information about residency can be found on the Graduate Admissions and Registrar's Office residency websites. Graduate students with at least 0.25 FTE assistantship appointments will not be charged tuition. Thus, residency will not impact them for tuition purposes.

#### 4.1.2 Expenses

##### 4.1.2.1 Tuition & Tuition Waivers

It is the University's policy to provide full tuition waivers for graduate students appointed to USF departmental assistantships (job codes 9181, 9182, 9183, 9184, 9185, 9550) or who receive certain fellowships. See the Office of Graduate Studies' Graduate Assistant Policies and Guidelines Handbook. The specific number of hours covered by the waiver may vary by year in the program, area, and semester. Waiver applications are typically processed during the first weeks of August, December, and May. Students must submit their final class schedule to the department's Office Manager and sign the Tuition Payment Application form. The university's tuition waiver policies may change from semester to semester, so it is important to remain up-to-date on those policies. Audited courses are not covered by tuition waivers (and most likely not by Financial Aid), so students will be responsible for tuition for these courses.

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

##### 4.1.2.2 Financial Aid

For financial aid/loan purposes (see USF's financial aid website), the maximum number of credits for graduate students is set by degree level, not degree program. Credits attempted at any school prior to and while enrolled at USF regardless of whether one received financial aid at the time one attempted them will be counted in the maximum hour limit. One must earn one's graduate degree within the maximum hours listed below:

- MA - 70 attempted hours
- PhD - 135 attempted hours (including hours at the MA level)

Once you have attempted the maximum credits for your graduate degree, you are no longer eligible for financial aid (including federal student loans). There is no additional eligibility for changing graduate programs at the same degree level (master's, doctorate). All attempted credits from all graduate programs count against the limit. Similarly, if you have earned one graduate degree, there is no additional eligibility for a second graduate degree at that degree level.

### **4.1.2.3 Fees**

Graduate students are responsible for paying all academic fees each semester by the university controller's cashiers office's posted deadlines. The fee amount varies according to the number of hours taken and, in some cases, whether one is a Florida resident. The University will cancel the registration of a student whose fees have not been paid in full by the deadline. To be reinstated one must pay the full amount of tuition and fees for the term one was cancelled plus any prior or current term charges that are past due by the reinstatement deadline. If one does not pay by the reinstatement deadline one must petition for reinstatement (see Petitioning for Reinstatement form) and pay late payment and late registration fees. Re-registration is then necessary. All cancelled students should receive a cancellation notice by mail or email that includes the amount of their tuition and fee charges for the cancelled term. Payment may be made online or at the Cashier's Office.

## **4.2 Support**

### **4.2.1 General Policies**

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

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

#### **4.2.1.1 Hours Per Week**

The philosophy of the Office of Graduate Studies and of the Department of Psychology is that graduate assistants with a full-time course load should not pursue outside employment. However, we recognize that there may be circumstances in which minimal additional employment is beneficial to students and may not interfere with their progress in the program.

##### **4.2.1.1.1 Additional Paid Hours**

Any additional paid employment, regardless of setting, must be approved by the department and university by means of the Paid Extra Employment Application Form, found on the department website. This form applies to students who receive any type of financial support through USF and who wish to take on additional paid employment during the term of their appointment. Such employment includes both short- and longer-term jobs, hourly and salaried jobs, jobs both inside USF and outside in the community and at other institutions, and psychology and non-psychology positions. [Clinical students seeking approval for additional unpaid hours should complete the Unpaid Extra Employment Application Form found on the department website.]

The aim of this approval process is to protect time for graduate student research and progress in the program, aid the equitable distribution of department resources for as many graduate students as possible, make certain that our undergraduate students receive the quality education they deserve, and maintain compliance with university rules and regulations and the Collective Bargaining Agreement between USF and GAU. Failure to receive written permission for additional paid employment may result

in termination of USF employment (and thus tuition waivers and insurance), lower priority for future financial support from USF, and loss of good standing in the program.

#### **4.2.1.1.2 Additional Unpaid Hours**

Extra hours associated with one's research lab or associated with informal research collaborations across laboratories do not require reporting. Similarly, extra hours by clinical students involving extra activities at the department's Psychological Services Clinic for up to 4 hours (e.g., PSC 4-hour externship) and those on formal internship (e.g., Clinical Internship) do not require reporting. However, other unpaid clinical externships must be approved (see Clinical Area policies and forms including the Unpaid Extra Employment Application Form on the department website).

#### **4.2.1.2 Conflict of Interest**

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

### **4.3 Types of Support**

#### **4.3.1 Overview**

The department hires students to conduct research (as Graduate Research Assistants or Associates), teach (as Graduate Teaching Assistants or Associates), and help with other non-research, non-teaching tasks such as program assessment (as Graduate Assistants). Students who receive department assistantships are expected to live in Florida even if their assignments are for remote work. Regardless of type of assistantship and specific assignment, students typically receive the same stipend when working within the department. Some students who receive fellowships may have different, fellowship-specific stipends.

#### **4.3.2 Teaching Assistant and Course Assistant**

Many students, especially those in their first year, are hired as teaching assistants. They are responsible for such tasks as running labs, holding office hours, and assisting the course instructor with proctoring and grading.

Course assistants typically take on more responsibilities than teaching assistants. It is anticipated that they will eventually teach their own section of the course for which they are assisting.

Before being appointed to any teaching assistantship, international students from countries where

English is not the predominant language must demonstrate proficiency in the English Language demonstrated by a minimum TOEFL IBT score of 26 or a TOEIC spoken portion score of 160 (see the USF Graduate Assistantships Resource Center web page for details).

Graduate Teaching Assistants and Associates must maintain good academic standing and full-time enrollment during the appointment period.

#### **4.3.2.1. Fellowship Supplement Policy**

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

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

#### **4.3.3 Course Instructor**

The USF System requires a master's degree to be an instructor of record for undergraduate courses. The instructor must hold a master's degree in the teaching discipline (i.e., Psychology) or have completed at least 18 graduate credit hours in the teaching discipline. Typically, incoming students who enter with a master's degree must fulfill all the requirements for USF's master's degree to be eligible to be the instructor of record for an undergraduate course. Graduate student instructors are required to submit a Certification of Teaching Credentials Form (found on the department's website) and an updated vita to the Undergraduate Program Coordinator.

Students are required to register for at least 1 credit of Graduate Instructional Methods (PSY 6947) during the semester in which they are instructors of record for the first time. More experienced instructors are encouraged to take this course again to hone their skills further.

All Online instructors must take the OIC (Online Instructors Course) prior to teaching an online course at USF (see the registration link on USF's Innovative Education website). For online courses that have at least 80 students, course instructors can request online TA support by contacting the Undergraduate Program Coordinator.

#### **4.3.4 Research Assistant**

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

#### **4.3.5 Fellowships, Awards, Scholarships, and Research Grants**

Note: this is not an exhaustive list. There are other sources of funding available. For example, the USF College of Arts and Sciences and Office of Graduate Studies provide lists of research award opportunities for graduate students. USF's Division of Sponsored Research also knows of other funding programs for which graduate students may be eligible. The American Psychological Association, Association for Psychological Science, and the National Science Foundation provide funding announcements from federal agencies for support of research and training. See <https://www.apa.org/research/funding/>, <https://www.psychologicalscience.org/index.php/members/grants-awards-and-symposia>, and <https://www.nsf.gov/>. In all cases, including those below, interested students should contact the relevant offices and individuals for more specific information on eligibility requirements. It is important to do so early to meet any application dates. Be sure to contact the Psychology Unit Research Administrator (see the USF CAS Research and Scholarship Find Your URA web page for the department's current URA) as early as possible in the application process to ensure full administrative compliance; failure to do so can delay the award process.

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

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

Stefanie and Adele Gilbert Award for Research on Women: This is an annual award given to a person who completes research on issues of relevance to women. Graduate students from all areas of psychology are eligible to apply.

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

The Stephen and Phillip Deibler Memorial Scholarship: The Deibler Scholarship is awarded annually to a graduating senior Psychology major at USF who plans to pursue graduate study in Clinical or Counseling Psychology or to a first-year graduate student in clinical psychology at USF.

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

Professor Paul E. Spector Endowed Award: This award is open to full-time graduate Ph.D. students studying Industrial-Organizational Psychology at USF. I-O faculty will select one or more accepted I-O graduate applicants to be offered this award if they enroll in the USF Ph.D. program within the I-O area. If there are no appropriate accepted applicants in the priority fields worthy of this award the I-O faculty may provide the award to accepted I-O applicants who are outside of the priority fields. I-O faculty will

make this selection based on the competitiveness of the applicant and priority fields of study including students conducting research applying psychological/organizational principles to study one of the following topics: job stress, occupational safety, occupational health, workplace violence/aggression, counterproductive work behavior, and organizational research methodology. In summary, the Professor Paul E. Spector Endowed Award will be used as an enhancement to make the admissions offer more competitive.

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

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

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

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

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

Clinical Psychology Graduate Student Fellowship: Two annual fellowships will be awarded to clinical psychology students who show promising clinical potential (one award) and strong research potential (one award). Information on the criteria for selection and the application procedures can be obtained from the Director of Clinical Training.

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

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

Department of Defense SMART Scholarship: The Science, Mathematics and Research for

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

Honor Society Fellowships: Students may be eligible to join societies that distribute awards for deserving students on a competitive basis. For example, Phi Kappa Phi, Sigma Xi, and Psi Chi offer research funding and other awards.

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

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

Council of Graduate Departments of Psychology Scholarship: The Psychology Department Awards Committee can nominate one to two students for Graduate Research Scholarships from the Council of Graduate Departments of Psychology (COGDOP). See <https://www.cogdop.org/scholarships/> and watch for announcements about internal deadlines for nomination requests.

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

#### **4.3.6 Travel Awards**

Check the websites of professional organizations regarding their student travel awards. Many professional organizations offer travel grants or opportunities for students to volunteer in exchange for free registration. For example, neuroscience students can apply for the Signature Interdisciplinary Program in Neuroscience (SIPIN) Student Travel Award Program to partially defray travel expenses for students to attend Neuroscience-related scientific meetings. The American Psychological Association and Association for Psychological Science also offer travel grants to support attendance at the annual convention.

Students who are presenting at a conference can request funding through the Conference Presentation Grant Program. This program is administered by Student Business Services.

- [Tampa Conference Presentation Grant Program Application](#)

Please email [sg-rmdtravel@usf.edu](mailto:sg-rmdtravel@usf.edu) with questions.

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

## **4.4 Information Technology**

### **4.4.1 NetID, e-mail, and MyUSF**

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

### **4.4.2 Multi-Factor Authentication (MFA)**

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

### **4.4.3 Virtual Private Network (VPN) – Global Protect**

Some web services are only available to computers on the USF network. If you wish to work remotely from off campus, you need to install the USF VPN Global Protect and log into it while accessing these services. Go to <https://usfjira.atlassian.net/wiki/spaces/UHID/pages/10934682250/VPN+-+Palo+Alto+GlobalProtect> to install and configure Global Protect.

### **4.4.4 Network Access: Eduroam**

<https://usfjira.atlassian.net/wiki/spaces/UHID/pages/10944154435/Wireless+Network>) will provide instructions for Eduroam and Guest Registration.

### **4.4.5 Canvas**

Canvas is the learning management system used at USF. Canvas is a single sign-on portal that gives you access to the courses you are taking, teaching, or TAing. Canvas allows you to complete class assignments, read course documents, post discussions, communicate with classmates, and check class email. You will also use Canvas when you teach. Virtually all instructors use Canvas for some aspect of their classes.

### **4.4.6 Student Self Service**

The Student Self Service system is the online access to your student information. You can view grades, tuition, fees, dates, and deadlines. In addition, Student Self Service is where you register for courses and pay tuition and fees via bank card or electronic check. Student Self Service is where you will use Schedule Planner to find which courses are offered in the semester; access your student record, financial aid award, account information, and class schedule; update your address; and complete other functions.

Review Student Self Service registration status for holds and other issues that can hold up registration.

### **4.4.7 OracleHR**

OracleHR is the USF employee on-line self-service site. Instructions for viewing your pay, direct deposit, deductions, change of address, W-4 information, and other OracleHR features are available on the Human Resources website. If your mailing address or banking institution change at any time during your graduate career, please submit a change of address and an updated W-4 Form or an updated Direct Deposit through the online OracleHR Self-Service system or go to the Payroll Office.

#### **4.4.8 Box**

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

#### **4.4.9 Office365 & Teams**

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

#### **4.4.10 DocuSign**

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

#### **4.4.11 Email Lists**

The Psychology Department maintains several email lists for the graduate students:

All Psychology Department PhD program graduate students: [cas-psyphdgrads@usf.edu](mailto:cas-psyphdgrads@usf.edu)

Psychology Department PhD program Clinical graduate students and faculty: [cas-psycl@usf.edu](mailto:cas-psycl@usf.edu)

Psychology Department PhD program Clinical graduate students and faculty including External Affiliated Faculty: [caspsyclgeneralGRP@usf.edu.onmicrosoft.com](mailto:caspsyclgeneralGRP@usf.edu.onmicrosoft.com)

Psychology Department PhD program CNS graduate students and faculty: [cas-psycns@usf.edu](mailto:cas-psycns@usf.edu)

Psychology Department PhD program I-O graduate students and faculty: [cas-psyio@usf.edu](mailto:cas-psyio@usf.edu)

Psychology PhD student relevant job listings: [cas-psyjobsGRP@usf.edu.onmicrosoft.com](mailto:cas-psyjobsGRP@usf.edu.onmicrosoft.com)

You don't need to take any action to join these email lists; you will be automatically added to the appropriate lists. If you believe you are not on a list that you should be on you can email the Department's User Application Specialist with a request to be added.

## **4.5 Professional Development**

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

It is expected that students spend most of their time in the PCD building. This will enable everyone to create and benefit from a scholarly environment.

### **4.5.1 Research**

#### **4.5.1.1 Research Funding**

Research funding is available internally (through departmental, college, and university grants and awards) and externally (through federal and private foundation research grants and fellowships). See section 4.3.4 above. Funding opportunities are always in flux. Part of securing funding is finding the most appropriate opportunity for the funding you seek. The USF College of Arts and Sciences and Office of Graduate Studies provide lists of research award opportunities for graduate students.

### **4.5.2 Dissemination**

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

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

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

### **4.5.3 Professional Societies**

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

### **4.5.4 Teaching**

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

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

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

For information about Teaching Assistant and Instruction opportunities in the department and requirements see the Support section. Watch for departmental emails announcing teaching opportunities.

### **4.5.5 Service**

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

### **4.5.6 Ethics**

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

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

Professionals have both personal and professional lives and must exercise care at the intersection of those lives. Co-mingling personal and professional lives carries the risk of overstepping ethical boundaries. Even the appearance of a conflict between personal and professional roles can raise ethical questions, and speech or action that might appear unethical is best avoided. If questions arise about whether an action is wise, your major professor and other faculty members are good resources to consult before acting.

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

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

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

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

would want to portray to the public.

It is students' responsibility to be informed and aware of university regulations regarding their behavior. Consequences for violations of university policy regarding ethical conduct can range from mandatory training to dismissal from the program.

#### **4.6 Assessment and Evaluation**

The preparation of high-quality scholars requires close monitoring of academic and professional competence to ensure that students are well prepared and competitive for a career in their chosen field. Students must show evidence of research competence; competence in any clinical, practicum, or teaching placements; and competence in the classroom. Evidence of research competence includes (but is not limited to) success in writing research proposals and conducting research (thesis, dissertation, additional projects with other students and faculty), acquiring grant support, participating in area research and departmental colloquia, submission and acceptance of meeting papers, and submission and acceptance of manuscripts. Evidence of clinical, practicum, and teaching competence includes (but is not limited to) written evaluations by supervisors, observations by faculty, and student evaluations. Evidence of competence in the classroom includes completion of the area's core requirements and methods requirements with at least a "B-" in each course and at least a "B" (3.0) average overall. (See section 2.1.7.)

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

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

##### **4.6.1 Clinical Student Assessment**

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

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

## **4.7. Where to Go for Help**

### **4.7.1 Department**

#### **4.7.1.1 Faculty**

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

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

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

#### **4.7.1.2 Staff**

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

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

Please note: Many requests can be made via forms on the department's web page. Look there before reaching out to staff. If a request can be made via a department web form, use a department web form.

#### **4.7.1.3 Department Web Pages**

The department's intention is to have all the department's regulatory documents, a great depth of explanatory information, and most necessary forms for academic progress available on the department's web pages, starting with the Home Page. If you have a question, need to make a request, or need a form, look to the appropriate page on the department's web site. Many college and graduate school forms are also linked there. Need to reserve a room or get a key or file for travel or make a lab purchase or contact the SONA administrator because a student in the section of Research Methods you're TAing has a question about their points? It's on the web page.

#### **4.7.1.4 Fellow Students**

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

#### **4.7.2 College/University**

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

##### **4.7.2.1 Office of Graduate Studies**

Policies and procedures relating to graduate study at USF university wide.

##### **4.7.2.2 IT Helpdesk**

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

##### **4.7.2.3 Ombuds Office**

Help with conflict resolution.

##### **4.7.2.4 Title IX Office**

Issues relating to discrimination of all forms.

##### **4.7.2.5 USF Graduate Assistants United**

Union representing graduate students in contract negotiations with USF and other matters.

#### **4.8. Records Archiving**

##### **4.8.1 Department**

Student records are kept confidentially while students are in residence. Upon graduation, student records are kept for a period of at least 10 years. Syllabi are usually kept for 10 years after courses are taught. Importantly, students should keep personal copies of all syllabi from classes taken at USF and other pertinent records (e.g., evaluations, feedback letters). We cannot guarantee that we will have the records past 10 years.

##### **4.8.2 Theses and Dissertations**

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

#### **4.8.3. Research Data**

The USF IRB requires that data be stored for a minimum of five (5) years after the study is closed in BullsIRB and six (6) years for studies that involve protected health information (PHI). Consult your major professor about how and where to store these data.

#### **4.8.4 Teaching Materials and Grades**

Course schedules, course outlines, syllabi, policies, plans, instructional materials, evaluation tools, development materials, and course recordings must be retained for 2 years after the end of course. Examinations and tests to facilitate measuring student's performance or level of acquired knowledge including, but not limited to, testing material, test questions, answer keys, student examination responses, and test administration instructions must be retained for 1 semester after expiration of appeal process. To be safe, these records should be retained for 2 semesters after the course has ended.

#### **4.9. Conclusion: Last Tasks to do Before Leaving USF**

- Please retrieve all personal items from your office and lab and arrange to dispose of items you do not wish to take. If you have items that need to be shredded, please label them and let staff know where they are kept.
- Clear out your department mailbox.
- If you have any exams/grade information/other course materials that must be kept for one year, please label them and let staff know where they are kept.
- Update your contact information with the Graduate Program Coordinator, the Post Office, professional organizations and journals, as well in Student Self Service and OracleHR. Sign up for your electronic W-2.
- Email the Graduate Program Coordinator with your Postdoc/Initial Employer and position title, as well as a copy of your final dissertation and updated vita files.
- Drop all university keys off at the Key Shop (Address: 4202 E. Fowler Avenue, OPM100, Tampa, FL 33620). Please let us know when you have done so we can deactivate your building access. The key shop is open from 8 am to 5 pm Monday through Friday. If you are unable to drop off your keys at the key shop, you may mail them to the above address.
- All USF off-campus properties need to be returned to your office. Please give staff a confirmation date when you will be finished checking and taking all your personal equipment. After that date, all equipment that is left in your office and lab will be repurposed or disposed of.