Department of Communication Sciences and Disorders

Ph. D. STUDENT HANDBOOK

2022 - 2023

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GENERAL INFORMATION

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

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

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

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

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

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

- **Canvas – http://my.usf.edu** – The "Communication Sciences and Disorders" Canvas organization (from Canvas, select click on "Courses," then scroll to "ORG00963: BCS Graduate Students") is often the first place to visit in your efforts to find things. For example, you can find this document there along with departmental rules, regulations, and forms.

- **Department Box drive - With** your CSD computer account (once activated, the account is connected to your NetID and password), you may log into your computer in the PhD room and/or any non-restricted destop computer on campus. Upon logging in, you will have access to the Box drive that houses a fold for "PhD students." Here you will find fast access to many of the same documents posted on Canvas (forms, etc.) to help you find your way.

DEPARTMENT MISSION

Humans use language to communicate, and this communication can take many forms: speech and hearing, reading and writing, signing, cueing, and augmentative/alternative forms of communication. At the Department of Communication Sciences and Disorders, our mission is to foster human communication by:

- **Conducting research** that increases the scientific understanding of communication in both typically-developing and communication-disordered populations.
- **Educating and mentoring** scientists, clinicians, and interpreters who work according to best practices.
- **Operating teaching clinics** that provide high quality diagnostic and treatment services to diverse populations.
- **Advocating** for and raising awareness of the communication needs and the rights of Deaf people and of those with speech, language, and hearing disorders.

PROGRAM OVERVIEW

The Ph.D. program in Communication Sciences and Disorders prepares research scientists capable of addressing both theoretical and applied issues in laboratory, clinical, and classroom settings. Academic preparation emphasizes extensive research preparation. The overall aim of the doctoral program is to produce graduates who excel in meeting the rigorous demands of an academic research career.

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

DEGREE SPECIALIZATIONS

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

Language and Speech Science

- Language and literacy learning
- Response to intervention
- Speech perception and production, foreign accent
- Speech perception in normal hearing and hearing loss
- Voice

Neuro-communicative Science

- Aphasia and dementia
- Cognitive/linguistic processing in normal aging and adults with neurological disorders
- Neurogenic communication disorders, cognitive science and rehabilitation

Hearing Science

- Audiological (re)habilitation
- Auditory processing disorder
- Speech perception and sensorineural hearing loss
- Speech perception in reverberation and noise
- Sensory aids
- Temporal processing

FACULTY RESEARCH INTERESTS

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

Supraja Anand – Assistant Professor, Ph.D., CCC-SLP; University of Florida, 2013

Dr. Anand's research develops novel quantitative methods that improve diagnostic and outcomes assessments for people with voice, speech-motor control, and related disorders. She studies dysphonic voice quality perception across the lifespan and the interactions between cognition and speech production in people with Parkinson's disease.

Michelle Arnold – Assistant Professor, AuD., Ph.D., CCC-A; University of South Florida, 2018

Dr. Arnold is an ASHA-certified audiologist with license to practice in the state of Florida. She completed her PhD in Aging Sciences with a concentration in Health Policy and Long-Term Services and Supports. Her research focuses on accessibility of hearing health education materials, Hispanic/Latino hearing health, and provision of best practices hearing intervention as an approach to mediate the trajectory of dementia. Dr. Arnold engages in a variety of community-based participatory and co-design methods to enhance transparency and visibility of hearing health research, particularly within the Hispanic/Latino communities of Tampa and the surrounding areas. Her long-term goals are to improve accessibility and utilization of hearing health care services through targeted intervention efforts designed to address clinical, organizational, and structural barriers to care.

Ruth Huntley Bahr – Professor, Ph.D., CCC-SLP; University of Florida, 1987

Dr. Bahr's clinical interests include assessment of individuals with phonological and vocal disorders. Dr. Bahr's research focuses in three areas: phonological representations and spelling in bilingual and bidialectal children, word learning, and speaker variation in speech/voice production.

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

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

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

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

hardware systems for hearing enhancement including hearing aids and assistive listening systems.

Howard Goldstein – Professor, Ph.D.; Vanderbilt University, 1980

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

Nate Higgins – Research Assistant Professor, Ph.D.; University of Connecticut, 2012

Dr. Higgins is an auditory neuroscientist with specialties in electrophysiology, auditory scene analysis, and neuroimaging. His work has spanned both human and animal models. Current research includes binaural modeling, understanding the cognitive processes responsible for auditory stream selection, and the relationship between hearing and head-movement.

Hana Kim - Assistant Professor, Ph.D.; East Carolina University, 2020

Dr. Kim's research has centered on identifying changes in discourse processing in adults with and without acquired neurogenic communication disorders. She is also focused on investigating brain activation patterns related to recovery in individuals with stroke using functional near-infrared spectroscopy.

Jean C. Krause – Associate Professor, Ph.D.; Massachusetts Institute of Technology, 2001

Dr. Krause's research is concerned with speech perception by normal hearing listeners and listeners with hearing loss, as well as the perception of American Sign Language and other visual communication systems used in the education of the deaf. Long-term goals of this work include improving hearing aids, cochlear implants, interpreting/transliterating services, and literacy levels of deaf children.

Jungmee Lee – Research Associate Professor, Ph.D.; University of Florida, 1994

Dr. Lee's research focus has been on perception mechanisms of time-varying signals like speech and music (auditory temporal processing) in both normal and impaired hearing system. Recently her research has been expanded to combine knowledge of physiological measure (i.e., otoacoustic emissions) and psychoacoustics to better understand the auditory system.

Jennifer J. Lister – Professor, Ph.D., CCC-A; University of South Alabama, 1999

Dr. Lister's research interests include the assessment and treatment of auditory temporal processing disorders across the lifespan, the role of auditory temporal processing in speech perception, and the use of behavioral and electrophysiological

methods to assess auditory processing before and after treatment.

Bob Lutfi – Professor, Ph.D., Loyola University of Chicago, 1980

Dr. Lutfi's research focuses on human auditory perception. He is particularly interested in how one's ability to detect and recognize complex sounds is affected by both lawful and random variation in sound, as occurs in nature. A goal of his research is the development of mathematical models for predicting detection and recognition performance under various conditions of signal uncertainty.

Nathan Maxfield – Associate Professor, Ph.D., CCC-SLP; Graduate School of the City University of New York, 2005

Dr. Maxfield's research centers on the cognitive neuroscience of speech and language, with emphasis on the application of event-related potentials to study language processing in stuttering. Another line of research examines the oral comprehension of imperfect and degraded sentences. Dr. Maxfield has also collaborated on projects with central auditory processing, addiction, aging, reading, or bilingualism themes.

Erol J. Ozmeral – Research Associate Professor, Ph.D., University of North Carolina at Chapel Hill, 2013

Dr. Ozmeral uses perceptual and electrophysiological measures to study the impact of aging and hearing loss on central and peripheral auditory processing. He is also actively working towards improving hearing devices via state-of-the-art methodologies in live listening environments with head and eye tracking as well as field-based studies with real-time ecological momentary assessments.

Jisook Park - Assistant Professor, Ph.D.; Pennsylvania State University, 2014

Dr. Park's research interests include child language disorders with an emphasis on cognition and bilingualism. Her current research aims to uncover the internal and external factors that influence typical and atypical language development in monolingual and bilingual children to ultimately improve the diagnostic accuracy of developmental language disorder in a linguistically diverse environment.

Catherine L. Rogers – Associate Professor, Ph.D.; Indiana University, 1997

Dr. Rogers's research focuses on the perception and production of speech by bilinguals and second language learners and on the perception of accented speech by native listeners.

Joseph P. Walton – Professor, Ph.D., CCC-A; University of Florida, 1984

Dr. Walton's clinical interests include electrophysiological assessment of hearing in infants and adults. Dr. Walton's research focuses in three areas: neural substrates of auditory processing using multi-electrode arrays in normal and disease states, neural bases of age-related hearing loss and central auditory system plasticity following peripheral insult.

ACADEMIC PROGRAM REQUIREMENTS

COURSEWORK

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

Coursework for the Ph.D. program for students with a graduate degree consists of a minimum of 42 credit hours.

Core coursework in the department (9 cr):

SPA 7802 Critical Analysis of Literature in CSD (3)
SPA 7807 Critical Synthesis of Literature in CSD (3)
SPA 7497 Proseminar in CSD (1)
SPA 7497 Proseminar in CSD (1)
SPA 6505 Practicum in Teaching Foundations (1)

Tools of research: 3 courses (9 cr minimum)

Directed Research (12 cr minimum)

Dissertation (12 cr minimum)

Students pursuing the Ph.D. without previous graduate study require 30 additional hours of graduate course work (minimum total of 72 credits required for Ph.D. degree).

ADDITIONAL REQUIREMENTS

Students in the Ph.D. program must demonstrate the research skills necessary to pursue an independent research career. In addition to course requirements, Ph.D. students complete the following research-related activities.

1. Pre-dissertation research project: A completed research project that demonstrates understanding of the research enterprise must be completed before applying for candidacy. This research is typically completed as part of the directed research activities with the student's primary mentor. Students with documented previous research experience, such as a publication, Master's thesis, or Audiology Doctoral Project may petition to have this requirement waived.
2. Qualifying exam: To advance to dissertation candidacy, the student completes a qualifying exam. The qualifying exam consists of a written grant proposal and an oral presentation/defense. The nature and format of the proposal is determined by the student and prospective dissertation committee.
3. Dissertation: The dissertation consists of a written research document describing a novel program of research and an oral defense. In the Department of Communication Disorders, the dissertation may follow a traditional chapter format or a multiple-article

format. The research plan and format of the dissertation is determined by the student and dissertation committee. Doctoral students should consult the USF Graduate School for additional requirements for the dissertation and graduation with a doctoral degree (http://www.grad.usf.edu/etd-res-main.php).

ACADEMIC STANDING

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

Departmental policy further specifies that:

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

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

INCOMPLETE GRADES

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

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

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

See the USF Graduate Catalog for a complete description of University policy regarding "I" grades.

Assignment of Academic Advisor

Upon admission into the doctoral program, each student will be assigned an academic advisor. The academic advisor is responsible for approving the student's course of study during the initial advising meeting, prior to the student's enrollment in classes. The Ph.D. Program Director, as well as the Chair of the Department of Communication Sciences and Disorders, must also approve this course of study by signing the student's Advising Form (available for download on Canvas) after the initial advising meeting.

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

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

TIMELINE

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

ORDER OF COMPLETION

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

- Coursework (including directed research)
- Pre-dissertation project (while completing coursework)
- Preparation for qualifying examination (while completing coursework)
- Doctoral Committee selection, submit committee form to College *at least one semester prior to Qualifying Exam*
- Qualifying Exam
    - With Committee, choose topic, timeline, submit "Plan" portion of Qualifying Exam form to Ph.D. Program Director *at least 30 days before exam start date*
    - Take qualification examination (grant proposal and oral defense), submit "Results" portion of Qualifying Exam form to Ph.D. Program Director
    - When exam is successfully completed, apply for candidacy, submit Candidacy form to Graduate School
- Dissertation proposal
    - Final draft of proposal to Committee at least 2 weeks before proposal date
    - Proposal defense, submit Proposal defense form to Ph.D. Program Director
- Dissertation
    - Complete dissertation work
    - ETD registration (one semester before graduation)
    - Set dissertation defense date with Committee, reserve defense room
    - Recruit chair for defense (the chair is a graduate faculty member from another department that supervises the defense proceedings)
    - Final draft to Committee at least 4 weeks before defense date
    - Complete and submit defense forms at least 2 weeks before defense date
    - Dissertation defense
    - Final manuscript submission (ETD, by deadline) https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/
- Commencement

SAMPLE COURSE SEQUENCE

The sample course sequence below is presented for illustrative purposes only. However, students should note eligibility requirements for the qualifying examination and admission into Doctoral Candidacy in planning their course of study. In this example, the student completes the requirements for Doctoral Candidacy in the fall of the second year. This sample course of study is full-time and assumes that the student has had other graduate coursework (i.e., a Master's degree) in the field. The sample course of study exceeds the minimum requirements for the Ph.D., reflecting the fact that each student's path to advanced scholarship is different. Students interested in obtaining clinical certification in Audiology must apply to the Doctor of Audiology (Au.D.) program.

Year 1

Fall		**Spring**		**Summer**	
EDF 6407 Statistics I	**4**	**EDF 7408** Statistics II	**4**	**SPA 6910** Directed Research	**6**
SPA 7802 Critical Analysis of Literature in CSD	**3**	**SPA 7807** Critical Synthesis of Literature in CSD	**3**		
SPA 7497 Proseminar	**1**	**SPA 7497** Proseminar	**1**		
SPA 6505 Practicum in Teaching Foundations	**1**	**SPA 6910** Directed Research	**1**		
Credits/Semester	**9**		**9**		**6**

Total credits 24

Year 2

Fall		**Spring**		**Summer**	
SPA 6910 Directed Research	**6**	**SPA 7980** Dissertation	**3**	**SPA 7980** Dissertation	**3**
SPA 7931 Advanced Research Design	**3**				
Credits/Semester	**9**		**3**		**3**

Total credits 39

Year 3

Fall		**Spring**		**Summer**	
SPA 7980 Dissertation	**3**	**SPA 7980** Dissertation	**3**		
Credits/Semester	**3**		**3**		

Credits 45

Sample Research Tools: Statistics and Methods courses

EDF 6407 Stat Analysis Ed Res I (Chen, online)
EDF 7408 Stat Analysis Ed Res II (Kim, online)

EDF 7484 Stat Analysis Ed Res III (Ferron)
EDF 7437 Adv Ed Measurement I (Dedrick)

GEY 6402 Statistical Methods in Aging Research (Meng)
GEY 6403 Multivariate Stat Aging Res (Small)
GEY 7404 Grantwriting (Small)

EXP 7099 Bayesian Stats (Psychology)
EXP 7099 Data Science and Visualization (Wiernik)

SPA 7931 Advanced Research Methods (Single Subject Design; Goldstein)
SPA 7931 Seminar in Computational Methods (Ozmerol)

PHC 6053 Categorical Data Analysis, (Wu, online)
PHC 6193 Qualitative Methods in Community Health Research (Tyson)
PHC 7198 Advanced Qualitative Research (Tyson)

RESEARCH PREPARATION: PRE-DISSERTATION PROJECT

As described in the Graduate Catalog, students are required to complete a pre-dissertation research project before applying for candidacy. The pre-dissertation project is designed to provide students with research experience before embarking on the dissertation project.

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

1. The pre-dissertation project is completed as part of the directed research courses. The grade assigned to a directed research course is either Satisfactory (S) or Unsatisfactory (U). To earn a grade of Satisfactory, all goals must be successfully accomplished by the proposed completion date. Failure to do so will result in a grade of Unsatisfactory.

2. The **PRE-DISSERTATION PROJECT FORM**, available for download on Canvas, is required to document the planned/required work for satisfactory completion of the project. It must be signed by the student, academic advisor, project supervisor (who may be the same as the academic advisor), and Ph.D. Program Director.

3. The project supervisor will sign the **PRE-DISSERTATION PROJECT FORM** a second time when the work has been satisfactorily completed.

DOCTORAL COMMITTEE COMPOSITION

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

2. The Doctoral Committee will

    - approve the student's course of study and topic area
    - grade the written and oral qualifying examination
    - supervise the dissertation research
    - read and approve the dissertation
    - evaluate the candidate's knowledge at the dissertation defense.

3. The Committee shall be comprised of at least four members.

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

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

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

QUALIFYING EXAMINATION

DESCRIPTION AND POLICIES

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

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

Typically, students begin to define their dissertation topic in the first year, and most students will have completed all required course work prior to taking the qualifying examination. At minimum, the Department requires that the student 1) has no more than 9 credits of required course work remaining (not including required dissertation credits), and 2) is expected to finish the remaining credits no later than the semester following the qualifying examination.

EXAMINATION CONTENT

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

After the student and Doctoral Committee have agreed upon the nature and format of the grant proposal and the proposal due date, the "plan" portion of the QUALIFYING EXAMINATION FORM is required to document the agreement. This form is available for download from Canvas

and must be submitted to the Ph.D. Program Director at least 30 days prior to the proposal due date.

ASSESSMENT PROCEDURES

1. Upon receiving the written grant proposal, the Major professor will review the document for plagiarism using plagiarism-detection software provided by the University.

2. The Committee will evaluate the written proposal using the rubric described below. Any deficiencies in the proposal will be discussed by the committee and the student may be required to make revisions. If revisions are required, the committee will meet with the student to provide feedback. Once the written document has been satisfactorily revised, an oral presentation will be conducted. If the student is assigned a fail rating, the Committee will discuss with the Ph.D. program director and the Department Chair on whether the student should be dismissed from the program or given the opportunity to re-take the qualifying examination (i.e. submit another grant proposal).

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

4. The grading rubric is as follows:

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

    - REVISE: The student's written work or oral presentation demonstrates substantial, but incomplete or superficial understanding of the issues raised by the question. The student will be expected to address errors and/or omissions in a revised document or presentation. In addition, revisions may require improvements in organization and/or clarity.

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

5. Using the grading rubric, faculty members will assign a single rating (PASS, REVISE, FAIL). The committee members will then meet to assign a consensus rating. On rare occasions, the committee members may not be able to reach consensus. In this case, the Chair of the Doctoral Committee, in consultation with the PhD Program Director and Department Chair, will make the final determination.

REVISIONS

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

2. The Doctoral Committee will review the revised grant proposal or presentation using the same grading rubric outlined above. The revised examination may be passed, require revisions, or failed. However, the Doctoral Committee is strongly encouraged to provide feedback that will advance the process to a final resolution.

UPON COMPLETION

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

2. A student may appeal a final FAIL rating assigned the examination but should first consult with the Doctoral Committee to discuss the appeal. If an agreement cannot be reached between the Committee and the student, the appeal should be taken to the Ph.D. Program Director. If the Ph.D. Program Director is on the Doctoral Committee, the Associate Chair or Chair of the Department can be consulted instead.

ADMISSION INTO DOCTORAL CANDIDACY

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

2. To be admitted into doctoral candidacy, students must also meet the following course requirements:

    a. Completion of the "substantial majority" of required coursework (no more than 9 credits remaining, and it is anticipated that those 9 credits will be completed the first semester that the student is admitted to candidacy)

    b. Attainment of an overall and degree program Grade Point Average (GPA) of 3.00 at USF at the time of candidacy (All "I" and "M" grades, including "IF" and "MF", must be cleared before candidacy may be finalized.)

3. When all conditions have been met, the student should submit the **ADMISSION TO DOCTORAL CANDIDACY** form, available for download from the Graduate School website, to the Graduate School

    a. The Admission to Doctoral Candidacy form should be submitted for approval no later than the semester following the successful completion of the qualifying examination.

    b. The form will be approved by the Dean of the College and forwarded to the Dean of Graduate studies for final approval.

    c. Doctoral Candidacy is effective as of the day that Graduate Studies approves of the request and changes the student's status.

    d. As long as the Candidacy request is received between the first and last day of class during a semester, the Candidacy will be effective as of that semester. The student may then enroll in dissertation hours the following semester. In addition, directed research hours during that semester may be considered as dissertation hours for purposes of satisfying the dissertation hours requirement.

DISSERTATION

ENROLLMENT REQUIREMENTS

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

PROPOSAL DEFENSE

1. Before dissertation research may be undertaken, the Candidate must successfully defend his or her dissertation proposal. The purpose of the proposal defense is to ensure that the proposed project

    a. is sufficient in scope for a doctoral dissertation

    b. represents a material and significant contribution to the knowledge base in the student's area of specialization

    c. has an appropriate design to allow for a valid interpretation of all possible results

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

2. In the traditional dissertation format, the proposal document consists of a minimum of two chapters (i.e., Introduction and Method). These chapters must describe:

    a. A conceptual rationale for the proposed research.

    b. A careful presentation of the prior research that provides the justification for the proposed research (i.e. a thorough literature review).

    c. The hypotheses, predictions, or questions that will guide the proposed research.

    d. A detailed description of the methods, including the data analyses, to be employed.

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

3. The oral proposal defense can only be scheduled after the Candidate has completed

    a. all course requirements (other than dissertation credits) required for the degree.

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

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

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

6. The **PROPOSAL DEFENSE** form is required to document the Doctoral Committee's approval. This form is available for download from Canvas.

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

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

DISSERTATION FORMAT OPTIONS

The Department of Communication Sciences and Disorders offers the option of a traditional format or a multiple article format for the dissertation. The **traditional** form of a dissertation is a series of chapters that summarize the literature and the nature of the topic to be addressed, detail the research methods used, present results of the research, and summarize into a coherent whole. Many students have written this traditional type of dissertation and students are encouraged to examine successfully defended dissertations as examples of formatting.

Students may also choose the option of collating multiple original manuscripts with a unifying introduction and discussion. In the event that a student chooses to pursue the **multiple-paper** approach to the dissertation, the following steps are required:

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

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

3. *At least two of the papers must be based on research activities completed after the defense of the proposal.* The Doctoral Committee must approve the plan for these two papers during the proposal defense.

4. If three or more papers are required, the Doctoral Committee may allow some papers to be based on data collected before the proposal (e.g., research conducted as part of the pre-dissertation project or other directed research).

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

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

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

8. *Per standard procedure for the dissertation defense, a final draft of the dissertation document must be distributed to the Doctoral Committee at least one month* before the desired date of the Dissertation Defense. If the Committee determines that further

revisions are required, the Dissertation Defense will be delayed until the revisions are completed and approved by the Committee.

9. In order to obtain final approval for the dissertation document, all components of the dissertation must be judged satisfactory by the Doctoral Committee. In addition, the required papers must be judged by the Doctoral Committee to be publishable.

NOTES ON AUTHORSHIP AND FORMATTING

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

2. When sent out for publication, each paper should include a notation that it was completed in partial fulfillment of the requirements of the doctoral degree offered through the Department of Communication Sciences and Disorders, University of South Florida. *Students should be aware that publishing a paper in a journal will in most cases lead to copyright being assigned to the journal. This may create copyright issues, if one or more of the dissertation articles is published prior to submission of the completed dissertation after the defense.* Because all USF dissertations are required to be entered in the Proquest database, permission to allow entry of the manuscript into the Proquest data base should be obtained from the journal. The journal may request that certain restrictions be applied to dissertation access through Proquest.

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

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

DISSERTATION DEFENSE

1. The semester prior to graduation, the student is required to register for and attend a Graduate School ETD Workshop (see http://www.grad.usf.edu/etd-res-main.php)
2. *Per standard procedure for the dissertation defense, a final draft of the dissertation document must be distributed to the Doctoral Committee at least one month* before the desired date of the Dissertation Defense, so that the Committee may determine if it is suitable for presentation. If the Committee determines that further revisions are

required, the Dissertation Defense will thus be delayed until the revisions are completed and approved by the Committee.

3. After the Doctoral Committee has determined that the final draft of the dissertation is suitable for presentation, the Committee will request the scheduling and announcement of the Dissertation Defense (also called Final Oral Examination or Oral Defense.) The **REQUEST FOR DISSERTATION FORM** is required to document this request. The form is available for download from the College website and must be completed *at least two weeks prior to the dissertation defense date*.

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

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

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

OTHER UNIVERSITY REQUIREMENTS

CONTINUOUS ENROLLMENT FOR ALL GRADUATE STUDENTS

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every three continuous semesters. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave.

READMISSION FOLLOWING NON-ENROLLMENT

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

Fellowship and Financial Aid Opportunities for Graduate Students

VA Predoctoral Audiology and Speech-Language Pathology Fellowship

Audiology and Speech Pathology Service VAMC-Bay Pines, FL

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

University of South Florida Awards and Fellowships

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

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

Departmental funding

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

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