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Dear Colleagues,

Welcome to the Department of Psychology at the University of South Florida. We are delighted that you joined our graduate training program.

Over 40 years ago, the department started with just a few faculty members. Since then, we have grown to include about 38 faculty members in the three Areas of Clinical Psychology; Industrial/Organizational Psychology; and Cognition, Neuroscience, and Social Psychology. Today, our commitment toward graduate students and psychological sciences has been highly regarded among educational and scientific colleagues. This is exemplified by the Department of the Year Award in 2003 and the Culture of Service Award in 2009 from the American Psychological Association.

Every year, approximately 120 graduate students are trained in the department. They are bright and hardworking people whose accomplishments include presentations at national and international meetings, excellent publication records in scientific journals, and prestigious fellowships and awards. For instance, between 2010 and 2012, 139 graduate students were authors of more than 150 different articles in leading journals. After graduating, many of them pursued professional careers in academia, as well as medical clinics and the business world.

You are now our students,

list is moderated for content and subscription membership. ~~Also~~ ~~and~~ update your email address to the listserv through <http://mailman.acomp.usf.edu/mailman/listinfo/psygrads>

The second critical departmental listserv is the one for your area concentration:

CL Psych <http://mailman.acomp.usf.edu/mailman/listinfo/clpsych>

CNS Psych <http://mailman.acomp.usf.edu/mailman/listinfo/cnspsych>

Florida Residency for Tuition Purposes Florida School Code (SB 20) Section 1009.21 Florida Statutes
(<http://www.leg.state.fl.us>) universities to confirm that a student's residency in Florida during the twelve
month qualifying period was for the purpose of making a bona fide domicile rather than for maintaining a
mere temporary residence or abode incidental to enrollment. Therefore, it is important to understand that
living in or attending college in Florida is not tantamount to establishing a legal residence for tuition
purposes. Effective July 1, 2009, non-residents students who come to Florida and enroll in a Florida post
secondary educational institution will not be considered residents for tuition purposes.

the Satisfactory Academic Progress (SAP) policy for financial aid recipients, adding new restrictions (see http://usfweb2.usf.edu/finaid/other/satisfactory_progress.aspx).

Transfer of Credit

With the approval of the graduate degree program, students may transfer graduate level structured coursework from regionally accredited institutions; this includes USF System Institutions. Transfer of credit is not guaranteed. Only courses which students received grades of B or better are eligible for transfer.

THESIS/M.A. REQUIREMENTS

Overview

All students are required to complete a thesis research project as described below. Students may choose to submit the Thesis to the Office of Graduate Studies where they can be awarded a formal master's degree (M.A.).

However, a formal M.A. degree is not a requirement for the PhD and students may continue with their doctoral program as soon as they have completed the Thesis requirement. An area may choose to require its students to complete the formal M.A. degree. Please see program requirements by area. Students are free to choose the formal M.A. option at any point in time prior to completion of the PhD. In which case they will have to follow the process established by the Office of Graduate Studies.

Students should note that the USF System requires a graduate teaching assistant to hold a master's degree in order 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 hold at least a master's degree in any area and have completed at least 18 graduate credit hours in the teaching discipline.

Thesis/M.A. Committee

Students must complete 30 credit hours in graduate level psychology courses including quantitative and basic methods courses prior to the submission of the Thesis.

The Department of Psychology requires that the selection of faculty for membership on the student's thesis committee be consistent with both the depth of expertise and breadth of scholarship that are traditionally associated with a master's degree. It is expected that the thesis committee will 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 a member of the Psychology Department, a major professor from the Department must be appointed.

The thesis committee must consist of at least three tenured or tenure earning faculty members from the Department of Psychology. At least one member must be from within the student's program area, and at least one member must be selected from another program area in the department. CNS students must have one member from the student's CNS concentration and one member either from outside the student's CNS concentration or from the other doctoral programs (Clinical). For the purpose of determining to which concentration CNS faculty belong, please refer to the Department's webpage listing of CNS faculty concentrations or to the CNS Area Director.

Several USF faculty outside the Department are eligible to serve in place of the Psychology faculty. A list of these eligible faculty can be obtained from the Graduate Student Services Program Assistant.

The department's Master's Thesis Committee Form (available on the department's website) must be submitted at least a week before the thesis proposal date to the Graduate Program Committee via Laura Pierce in PCD 114A (degree seekers also see College form in M.A. Degree section).

Laura Pierce in PCD 4114 for routing (degree seekers also see College form in M.A. Degree section)

M.A. Degree

The master's degree must be completed within five years (end of fall semester of year 4 forward) from the date of admission.

In addition to the thesis research requirement described above, students who wish to pursue the formal M.A. degree from the Office of Graduate Studies must also comply with the following guidelines. Note that the M.A. degree is required for the clinical but not other areas, but an M.A. degree is required for any student to serve as a course instructor. It is highly recommended that all CNS students obtain a master's degree.

Students who plan to seek a formal M.A. degree must file prior to the appointment of the Thesis Committee the university's Graduate Student Supervisory Committee Appointment Form. This form is available at the College of Arts and Sciences website (<http://www.cas.usf.edu/gus/data/CommitteeForm>). Although this form is required by the College and not by the department, students are advised to submit it in order to keep open the option of applying for the degree subsequently. Also see the department committee form and justification mentioned in Thesis/M.A. Committee section that should be submitted to Laura Pierce, along with the signed College form.

Students must register for a minimum of two (2) hours of thesis credit (grades are Z continuing registration) during the semester in which the thesis is submitted and approved by the Office of Graduate Studies (grades are S 'satisfactory'). In addition, students must be enrolled for a minimum of two (2) graduate hours during the semester of graduation.

Please note that upon successful completion of all M.A. degree requirements except for thesis, the College of

- email to Laura thesis defense announcement

<http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx>

- thesis defense
- final manuscript submission* (by deadline)
- department pdf files of thesis and vita
- commencement

*degree-seeking students only

General University Requirements

The semester prior to final manuscript submission, the student is required to register for and attend a Office of Graduate Studies ETD Workshop (not to be confused with ETD Registration). Early in the semester in which the thesis will be defended, the student should submit a degree application and graduation survey before the deadline. These are available through OASIS, click on the Student menu and select Apply for Graduation. Prior to students applying for Master's degrees, you must first email Lisa Mirabal (mirabal@usf.edu) your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral program. The student should submit the online ETD Registration (not to be confused with ETD Workshop) prior to the Final Manuscript deadline. The student should also create a new account on the USF ProQuest website.

An electronic copy of the final manuscript is required by the Office of Graduate Studies (<http://www.grad.usf.edu/ETD/main.php>). Prior to submission, the student should review University format requirements, forms, and deadlines as specified at the same url. Students who are planning to receive their M.A. degree should take the Successful Defense form (Master's Thesis) and the Certificate of Approval Form for Theses and Dissertations to their defense site and all of the committee members' signatures. The 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. After completion of the master's degree, students should no longer register for thesis credits.

Departmental Requirements. Students must meet all University requirements for the M.A. degree as described in the Graduate Catalog. A total of 30 credit hours in graduate level psychology courses are required, including core content and basic methods courses. A research thesis is required (as described above), with a minimum of six (6) hours of thesis credit (PSY6971) that count toward the required 30. With the approval of the Graduate Program Committee, students can petition to count up to three (3)

master's courses from the previous institution will have to be approved by the major professor, the area director, and importantly the instructor of record for the USF course. An advisory committee (usually including the major professor and two other faculty) will determine advanced status of a master's student based on equivalency of course work and the research thesis completed at another institution, 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 decisions, including a copy of the master's thesis. Ideally, these materials will be submitted to the student's Area Director prior to the start of the first semester at USF. Acceptance of transferred theses should be documented and submitted to Laura Pierce for the student's department file. There is a form that must be completed for this transfer to occur. Students should complete a Transfer of Courses form at http://www.grad.usf.edu/inc/linked-files/transfer_course.pdf and submit it to the Graduate Program Committee, via Laura Pierce in PCD 4114A, with supporting documentation. This should include a copy of the transcript showing the course and grade received, a syllabus or course description, and a list of the readings if not contained in the syllabus. The form and documentation should be submitted as early as possible in the student's first year.

PH.D. DEGREE REQUIREMENTS

The program of study and training beyond the M.A. level is determined both by departmental and area requirements and by the student's Ph.D. advisor and committee.

General University Requirements

See current Graduate Catalog. Note that the catalog indicates students have seven (7) years (six years for I-O) from the date of admission to complete all required coursework, pass the qualifying examination (comprehensive examination or major area paper), be admitted to doctoral candidacy, complete the dissertation, and complete the internship (if required). Thus, the total time allowed for completion of the doctoral degree is seven years (4.0-4.6(f)--1.7(y)6).

Ph.D. Committee

General University Regulations. See current Graduate Catalog.

Departmental Regulations.

Requirements for Admission to Doctoral Candidacy

Students typically reach candidacy within four years of admission.

- x Completion of M.A. requirements
- x Approval of Ph.D. committee forms prior to submission of application
- x

submitted to the Graduate Program Committee (via Laura Pierce in ~~PCD~~) for its review and
appr

The Dissertation Defense (or Final Oral Examination) shall be presided by a Defense Chair who is a senior and distinguished scholar from outside the department (possibly in possession of an appropriate terminal degree, preferably a full professor or having appropriate experience) and an active scholar having at least one refereed publication in the prior three years) nominated by the Major Professor. If the Defense Chair is from another institution, this individual should have the equivalent qualifications necessary to chair a dissertation defense in the subject area at the University of South Florida. Note that the Major Professor may not serve as the "Defense Chair" and cannot be a member of the dissertation committee. This individual represents the university at the defense. He or she is selected by the student and the Ph.D. advisor with approval of the Associate Dean of the College. See the Request for the Dissertation Defense form (available at <http://www.cas.usf.edu/gus/data/RequestDissertationDef.doc>). Prepare a public Announcement of the defense (<http://psychology.usf.edu/policies/forms/DissertationDefenseAnnouncementTemplate.docx>) and Successful Defense form (<http://www.cas.usf.edu/gus/data/SuccessfulDefenseForm.doc>), which are also

- department

3. Students with summer tuition waivers should register for 6 hours

*These guidelines are subject to change as dictated by Office of Graduate Studies. Students will

not registered as fulltime students. Finally, to maintain student status according to USF, students must

are Clinical; Cognition, Neuroscience, and Social; and Industrial/Organizational). Movement from one area to another by a graduate student requires a formal change of Program Application to the new area (see below). Faculty can be formally affiliated with one or two areas. For committee composition, a faculty member is considered to be inside the student's area if either of his or her formal affiliations matches that of the student. If neither affiliation matches that of the student, then the faculty member is considered outside the area.

Should a student wish to transfer to another program area within the department, he or she will be required to follow normal application procedures required of all prospective students. Graduate School Program Applications (http://www.grad.usf.edu/inc/linked-files/GRADUATE_SCHOOL_Chg_of_Program_Application.pdf) will be considered along with all other applications for admission into a program area, and students will be notified on the decision made by the program area. Except in special cases as determined by the program area, transfer students will be admitted in the fall. In no case will students not in good academic standing in their current program be considered for transfer to another area.

TEACHING EXPERIENCE

Teaching experience is not a departmental requirement, but may be required by the student's departmental program area. Teaching experience for students planning academic careers is strongly recommended. In order to serve as a primary instructor for a course, students must have earned a M.A. degree 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 Instruction Methods). They should consult Dr. Jane Noll for the appropriate number of hours. Opportunities for enhancing teaching skills are available through the department's teaching workshops and the Academy for Teaching and Learning Experience (ATLE)

RESEARCH REQUIREMENT

The minimal research requirements in the Department are represented by the thesis and dissertation. A minimum of six (6) thesis hours (or PSY6917 Directed Research hours if not planning to obtain a master's degree) and twelve (12) dissertation hours are required (PSY 6971 and PSY 7980, respectively). Students are expected to be involved in research activities and projects beyond these formal minimal requirements, including participating in area brown bags, attending departmental colloquia, presenting papers at conferences, and submitting papers to journals.

Graduate students must collect their own data on M.A. and Ph.D. projects when data collection is called for by the research design. With their committee members' approval, these 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.

In all cases, graduate students are responsible for completing their own statistical analyses. Beyond the usual free consultative services available to students on this campus, students are forbidden to use paid statistical or research design consultants to analyze and interpret the results of M.A. or Ph.D. data. Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

Responsible Conduct of Research (RCR) is a critical element in training for scholarship. USF has information about RCR available online at: www.grad.usf.edu/rcr.php. Effective Spring 2013, the Office of Graduate Studies requires all new doctoral students to have basic RCR training by completing the Collaborative Institutional Training Initiative (CITI) module ~~st~~ relevant to the student's program of study. The CITI modules have been designed to introduce researchers to various elements of research conduct ranging from research misconduct to data management to mentoring. As this is a minimum requirement, specific doctoral programs may require training that goes beyond the basic components introduced in this module. Graduate Programs that have received Office of Graduate Studies approval for rigorous RCR training consistent with disciplinary standards and practices ~~may~~ exempt their students from the CITI requirement. **Students must complete the module, or provide evidence of previous qualified RCR training to their Program Director and Office of Graduate Studies, in the first semester enrolled in a doctoral program.** Previous RCR training should have been completed within the past year. Students will be unable to register for courses in a future semester until successful fulfillment of this RCR requirement. Once the training is completed, the Registration hold ~~will be~~

STUDENT EVALUATION

General University Requirements. See current Graduate Catalog.

Departmental Policy

The preparation of high quality scholarship requires close monitoring of academic and professional competence to insure that students are ~~pre~~ 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~~ (but 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 brown bags 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 a student's program's core requirements and methods requirements with at least a "B" ~~in~~ each course. Students are also required to maintain at least a "B" (3.0) average overall in their course work. Failure to maintain a GPA of at least 3.0 will result in the student being placed on academic probation. That student will have one semester (not counting summer) to raise the GPA to at least 3.0. Students on probation may only enroll in graduate ~~courses~~ (5000-7000 level) that are part of the approved degree program requirements as specified in the Graduate Catalog.

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

Students are expected to adhere to APA ethical principles regardless of whether they are members of APA. Violations of ethical principles ~~or~~ other program policies are grounds for termination from the graduate program.

Students have the right to appeal decisions of probationary status or recommendations for termination given the department's Policy on Student Grievances, available on the department website.

PROGRAM AREA REQUIREMENTS

REQUIRED STUDY FOR THE PH.D. IN CLINICAL PSYCHOLOGY

I. Discipline-Specific Curriculum

Graduate Breadth Requirements: All clinical students are required to take three breadth/foundation courses in psychology. 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. Note that a grade of "B" or above in these courses is considered a "passing" grade.

Students must take one course in each of the three Breadth areas: Biological Aspects of Behavior, Social Aspects of Behavior, and Cognitive/Affective Aspects of Behavior. The courses listed below are approved options for meeting the Breadth requirements. Students may petition the clinical faculty (with the approval of their major professor) if they wish to have other courses count as a Breadth requirement.

Biological aspects of behavior

- Human Neuropsychology
- Physiological Psychology
- Health Psychology
- Behavioral Pharmacology
- Pediatric Psychopharmacology
- Psychophysiology
- Survey of Neuroscience
- Neuropharmacology (GMS 6735; in the Medical School)
- Psychoneuroimmunology (NGR 7932; in the College of Nursing)

Social aspects of behavior

- Social
- Psychology of Gender
- Stress and Coping
- Organizational Psychology
- Social and Personality Development
- Social Psychology of Interpersonal Relationships
- Stereotypes
- Work/Family
- The Self

Cognitive and affective aspects of behavior

- Cognitive
- Memory
- Emotion
- Emotion and its Disorders
- Mood Disorders
- Image and Mind
- Cognitive Neuroscience of Perception

Courses cannot be “double counted” to meet two different requirements. For example, Psychopharmacology could serve for the Biological Aspects of Behavior requirement, but it could not then be counted as serving another requirement.

Graduate Research Methods Requirements All clinical students are required to take a total of four graduate research methods courses. Students who receive a “C-” or lower in any of these Research Methods 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 Graduate Program Committee to retake the course a third time. Note that a grade of “B-” or above in these courses is considered a “passing” grade.

PSY 6217 ANOVA/Regression plus lab (4 credits)

SOP 7265 Multivariate Statistics or equivalent outside of department

(e.g.,

GEY 6934 Research Methods II or GEY 6403 Multivariate in the School of Aging; 3 credits

PSY 6217/SOP 6266 Clinical Psychometrics or equivalent outside of department

(e.g., EDF 7484—Statistical Analysis in Education Research III in the

Education/Measurement Department; 4 credits; EDF 7437 in Education Measurement)

Plus ONE additional research methods course (3 credits). Students may choose from the list of approved courses below. Students wishing to fulfill this methods requirement with any course not listed below must submit a request to the clinical faculty.

Factor Analysis

Clinical Research Methods

present for the equivalent of one hour in a clinical brown bag meeting. To get this credit, the student must register for CLP 7379- Clinical Science Seminar by contacting Laura Pierce the semester they intend to complete the requirement. Grades are on a Pass/Fail basis.]

**Sample Curriculum Plan
(Bolded Courses Must Be Taken at the Noted Time)**

YEAR I

Semester 1			Semester 2		
Regression/ANOVA and lab	PSY 6217	(4)	Multivariate or Structural Equation Modeling	e.g., GEY 6403 or SOP 6266	(3)
Psychopathology	CLP 6166	(3)	Psychological Assessment	CLP 6438	(3)
Intro to Clinical Psychology	CLP 6937	(3)	Ethics	PSY 7931	(2)
Directed Research	PSY 6917	(2)	Thesis	PSY 6971	(3)
		12			11

During the summer after the first year, students will be observing and facilitating clinical assessments at the PSC (no registration for credit required). Students can work on their master's thesis during their first summer. All students are expected to spend each summer in residence.

YEAR II

Interventions	CLP 7188	(3)	Choice of Breadth (either in Fall or Spring)		(3)
Psychometrics	e.g., PSY 6217 or EDF7484	(4)	Choice of Clinical Didactic		(3)
Intervention Skills	PSY 6946	(2)	Clinical Practicum	PSY 6946	(1)
Clinical Practicum	PSY 6946	(1)	Thesis	PSY 6971	(2)
		10			9

YEAR III

Choice of Breadth		(3)	Choice of Methods		(3)
Choice of Clinical Didactic		(3)	Choice of Clinical Didactic		(3)
Thesis	PSY 6971	(2)	Thesis or Dissertation credits		(2)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
		9			9

Please see the Request to Sit for Ph.D. Qualifying Examination in Clinical Psychology form, available on the department website.

Comprehensive Exams will be given for the Clinical area twice a year: Fall General/Integrative comps will be given on the first Friday of October and Spring General/Integrative 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 4:00pm with a deadline of Monday at 9:00am) for that particular semester. The RAS section can be given anytime within six months of the G/I section for that particular semester.

Major Area Paper Option Students who are in good standing in the program have the option of requesting to write a Major Area Paper (MAP) in lieu of the Comprehensive Examination.

Approval A minimum of three clinical faculty on the doctoral committee (including your major professor) must grant approval for this option. Your major professor should first contact other clinical faculty on the doctoral committee (before you do) to discuss whether you would be an appropriate candidate for the MAP option. You will provide the three clinical faculty on the doctoral committee with a written proposal for the Major Area Paper (including an outline, elaboration on the scope and depth of the paper, and list of references). This written proposal will be discussed in a proposal meeting with the three clinical faculty on the doctoral committee. The three clinical faculty on the doctoral committee will then help you develop a plan of action to complete the Major Area Paper.

You may discuss with your major professor and any other faculty only conceptual issues related to the major area paper. Your major professor and other faculty may not discuss or coach you on issues surrounding the actual writing of the paper. 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 paper. Once students complete the major area paper, they should submit it to the three clinical faculty members on their dissertation committee and arrange a meeting during which they can defend the paper. Thus, students will have at least two meetings (a proposal meeting and a final defense meeting) regarding their major area paper.

Scope and Goals of the MAP The MAP should represent a critical review of one or more areas of psychology that has not been reviewed in the last three years. It must fill a gap in the literature. 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

comprehensive 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 MAP (or successful completion of comps), but students must defend their MAP (or complete comps) 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. Students must realize that more than one proposal meeting to incorporate faculty recommendations is possible.

VI. Clinical Student External Placements/Externships

Because of the importance of appropriate clinical training, a Clinical Placement Committee exists to monitor the paid and volunteer clinical, research, and teaching ~~assistant~~ clinical graduate students. Paid positions are referred to as placements and volunteer positions are referred to as externships. Each year, students receive a document that reviews the placement policies in depth. Students should read this document carefully. **Students are required to discuss and get approval from their major professors before taking on unpaid externships above their paid placement (e.g., TA, research assistantship).** The faculty are asked to monitor the number of placements and hours of work students are applying to.

Second year students will receive their clinical training at the PSC (and in research, if applicable) and not at externship/placement sites.

Note that work funded by a mentor's grant is not considered a "placement" for the purposes of this policy.

VII. Working Extra Hours

Students are discouraged from working more than 16 hours per week across paid or unpaid positions, and require approval to do so (e.g., from major professor for unpaid externship above paid activities). Any extra work above 16 hours per week that the student undertakes outside of the official externship/placement process) requires the Outside Work / Extra Hours Request Form (*new form as of Spring 2015). This form goes to the DCT, who then discusses and seeks approval of the clinical faculty. The decision to approve such requests is made by the whole clinical faculty, not just the DCT or major professor, and is *made based on the specific case of the student progress and training goals.*

The Psychology Department does not approve any paid work above 30 hours per week, and they require approval for paid work at USF that goes above 20 hours per week (including a combination of positions in the USF system). Students can use the Outside Work / Extra Hours Request Form to obtain first approval from the clinical faculty and then to seek departmental approval for paid work over 20 hours per week.

VIII. Outside Work Requests

Students have to inform the clinical faculty regarding any work or appointment to which they intend to apply outside of the department or not sponsored by the area (i.e., not part of our externship/placement system) including during the summer. The faculty have vetted the supervisors and placement sites that are currently sponsored by the program, to ensure the best possible training for students consistent with our clinical scientist values. When new opportunities come up for students, please submit information to the faculty for review before you apply for these or commit to them. You can do this in one of two ways:

- x If students hear about potential paid placements, they should have the supervisor at the potential placement submit information to the placement committee. Specifically, a new placement/externship site (not in our placement system), and the site directors are interested recruiting students from our program, the prospective supervisor or site must complete the Placement Information form online (http://psychology.usf.edu/grad/clinical/job_placement.aspx)
The placement committee will review and consult with the placement director.

Goals are meant to keep students on track, but sometimes students and their major professors intentionally exceed the suggested deadlines in order to maximize the students' academic training while at USF (e.g., to enhance their CVs with additional publications before they go on the job market, to master a new research methodology).

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).

Probation ("progress watch") deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline

REQUIRED STUDY FOR THE PH.D. IN COGNITION, NEUROSCIENCE, AND SOCIAL PSYCHOLOGY

Our goal is to educate scientists who will successfully compete for academic and applied positions and who will contribute meaningful research in their chosen fields. Students specializing in CNS are expected to become involved in research activities upon entry into the program. They should maintain a continual high level of involvement in research throughout graduate training. Students should present papers at professional meetings and publish their work in order to establish a track record for themselves and increase their opportunities for academic employment.

The faculty advisor will serve as a student's primary research supervisor. However, we encourage students to broaden their backgrounds by participating in research activities in conjunction with other faculty and students. 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 NS&C faculty to serve as a co-advisor. Credit hours for thesis and dissertation should be distributed between the 2 advisors proportionately to their involvement in the research.

We recommend the following as **minimum** requirements:

Work Prior to the Comprehensive Examination

- x At least a "B-" in a minimum of two of the following core content courses: Cognitive Psychology (EXP 6608) Physiological Psychology (PSB 6056) or Social Psychology (SOP 6266). Students may be allowed to substitute an advanced elective course for one or both of these courses with the written permission of the CNS Area Director.
- x Two core methods courses with grades of at least "B": Analysis of Variance and Regression (PSY 6217) and ANOVA/Research Design and Analysis (PSY 6217). Two semesters of Introduction to CNS.
- x A minimum of two seminars or advanced courses in cognition, neuroscience, or social psychology from CNS faculty or, with written permission of the Area Director, related disciplines with grades of at least "B-".
- x Master's thesis research (minimum 6 thesis or directed research credits— see information earlier in this handbook regarding the master's degree). It is recommended that students take thesis credits in order to retain the option of applying for a master's degree.

Major Area Paper. 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*. Although it is not required, ideally this paper will be submitted to a journal to be reviewed in the usual manner. The paper must be a 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 particular 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 precise than the sum of its parts. Use of 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.

Students interested in this alternative must obtain approval from their advisors and doctoral committee. The doctoral committee should be formed and approved as soon as the MAP is conceptualized. [Note that, if the topic of the dissertation changes during the MAP process, the Ph.D. committee may be revised.] The Ph.D. 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 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 Canvas under Courses and Groups within the CNS Psychology Graduate Students organization site (ORG 00681). Information about access to this material via Canvas will follow.) Students are required to submit electronic copies of approved plans and reading lists to the Area Director for this archive.

Following committee approval, the student must write the MAP independently as a single-authored work. 20.9a. t2, the

professional and intellectual skills. All CNS graduate students are required to attend brown bags and, following their first year, present annually.

Checklist of Forms for CNS Graduate Students

(See <http://psychology.usf.edu/policies/studentforms/> links to these and other forms and policies.)

Transfer of Credit and Course Waivers

Graduate Transfer Course (Office of Graduate Studies website)
Course Waiver Form

Courses

Minor Form
Tools of Research Form

Master's Thesis

Master's Thesis Committee Form
New Master's Thesis/Dissertation Committee Form
Change to Committee form (department and college)
Petition to Substitute Directed Research Hours/Thesis/Dissertation Hours
Graduate Application for Degree and Graduation Survey through OASIS – note that this is required only if a student wishes to obtain the optional master's degree
Thesis Defense Announcement
Successful Defense form (Master's Thesis)
Certificate of Approval Form for Theses and Dissertation, and
ProQuest/UMI Agreement form (Office of Graduate Studies final manuscript submission website –note that these are required only if a student wishes to obtain the optional master's degree)

Comprehensive Exam/ Major Area Paper

Approval of the Plan for the CNS Comprehensive Exam/Major Area Paper Form
Certification that the CNS Comprehensive Exam/Major Area Paper Has Been Passed
Admission to Doctoral Candidacy form

Dissertation

Dissertation Committee Form
New Master's Th

	<p><u>Courses</u> ANOVA/Regression Core: Physio or Social Seminar 1 or Core 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p>semester research celebration</p> <p><u>Courses</u> ANOVA Cognitive or Seminar Seminar 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Courses</u> Advanced methods course and others if possible</p> <p><u>Placements</u> Teaching or research assistantship</p>
2	<p><u>Research</u> Prepare and defend thesis proposal, conduct pilot work, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 1 Seminar 3 Core 2 if needed</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Conduct thesis study, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 2 Seminar 4 Seminar 5</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p>Research</p>

Thesis, Comps, and Dissertation Dates

	Tasks	Goals	Specific Goals Given Fall 2015 Admission
M.A. Degree Dates	Submit Master's Thesis Committee Forms	End of first year	Spring/Summer 2016

Take Dissertation Hours	Beginning of 5 th Year	Fall 2019
Attend ETD Workshop	Beginning of 5 th Year	Fall 2019
Take Dissertation Hours	Spring of 5 th Year	Spring 2020
Apply for Degree and Graduation Survey	Before 4 th Week in Final Semester	Spring 2020
Submit Format Check to Grad Studies	Before 4 th Week in Final Semester	Spring 2020
ETD Registration	Before 4 th Week in Final Semester	Spring 2020
Defend Dissertation	Before 14 th Week of Spring Semester, 5 th year	Spring 2020
Submit Required Forms to Office of Graduate Studies	By 14 th Week of Spring Semester, 5 th year	Spring 2020
Submit ETD to ProQuest	By 14 th Week of Spring Semester, 5 th year	Spring 2020
[If You Graduate the Semester Following Dissertation Submission, Take <u>≥</u> 2 credits the Semester You Graduate]		

Annual Evaluation

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.

DEVELOPMENTAL PSYCHOLOGY SPECIALIZATION

Interdisciplinary training in developmental psychology is available to students in Psychology. The developmental specialization consists of a program of research and coursework. It is a way to fulfill CNS requirements for students who wish to specialize in development.

Research

Research mentors and collaborators may be found in Psychology as well as other Departments at USF. Within Psychology, faculty with developmental research foci include

- Core CNS faculty who can serve as major professors
 - Tiina Ojanen –social development during early and late adolescence and emerging adulthood
<http://psychology.usf.edu/faculty/tojanen/>
 - Judy Bryant –language development, language socialization
<http://psychology.usf.edu/faculty/jbryant/>
 - Doug Rohrer –learning and memory, pedagogical techniques that help students
<http://psychology.usf.edu/faculty/drohrer/>
- Clinical faculty who conduct research with children and youth include
 - Marina Bornovalova, Mark Goldman, Marc Karver, Vicky Phares, Kevin Thompson

- Faculty in other departments who conduct research on children, youth, or aging include Psychological and Social Foundations of Education faculty
<http://www.coedu.usf.edu/main/departments/psf/psf.html>
Sarah Kiefer, Darlene DeMarie, Lisa Lopez

students entering with a recent master's or doctoral degree in Speech Language Pathology or Audiology.)

C. Methodology Instrumentation, and Tools of Research

The basic research methods sequence required of all students in the CNS Program and Directed Research or Research Rotation in Communication Sciences and Disorders. For the tools of research, at least three core advanced methods courses.

D. Master's Thesis and Doctoral Dissertation

Harassment

Sexual: According to the University, Sexual violence including rape, sexual assault, sexual battery and sexual coercion, means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. For additional information state of Florida definitions, refer to Florida Statutes Chapter 794, which includes the definition of sexual battery as the "oral, anal or vaginal penetration by, or union with the sexual organ of another or the anal or vaginal penetration of another by any other object" without the person's consent. 1 A summary of general information regarding the terms and the conduct that constitute Sexual Battery/Rape may be accessed on the DEO website at (<http://usfweb2.usf.edu/eqa>) and is recreated on page 19 below for reference. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational experience; b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual; or c. Such conduct is sufficiently severe or pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual's work or academic performance by creating an intimidating, hostile, or offensive working or educational environment. Sexual harassment does not include verbal expression, written, or other mtt dtie4.6(e)9.2(r)-4(f)-3.9(e)9.2(2(l)6.3(eu2ns)5141 T (')17(s2(p)2(t)-.81(o)15.9

activities of the other. The APA code of ethics specifically prohibits these “multiple relationships” (see <http://www.apa.org/ethics/index.aspx>). Participants should terminate either the personal or professional aspect of their relationship. People who are unable or unwilling to do this will be at considerable professional risk. Further, even if the relationship is terminated, the potential for negative consequences for the participants remains.

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

Academic Dishonesty

In her letter to you ending this handbook, Dr. Gwen Campbell wr

Procedures for Filing a Grievance

All members of the University community are expected to observe high standards of professional conduct and ethical behavior in education and in the supervision of student research and teaching. In a large and heterogeneous scholarly community, however, problems may arise.

The purpose of the department Policy and Procedures on Grievances by Undergraduate and Graduate Students (<http://psychology.usf.edu/policies/forms/grievancepolicy.pdf>) is to protect the interests of students in the Department of Psychology by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a departmental policy. Any student in the Department of Psychology may informally pursue or formally file a grievance when he or she believes that a decision or behavior adversely affects his or her status as a student. See the department's website for a copy of the grievance policy, which also includes procedures for considering complaints about capricious grading.

RESEARCH

COMPUTER SERVICES FOR GRADUATE STUDENTS IN PSYCHOLOGY

Critical aspects of the research enterprise are, of course, data analyzing and word processing. This section describes facilities available on the Tampa campus.

Psychology's Open Use Computer Lab

There is an open use computer lab for the department's graduate students located in PCD 4116. This lab requires a key and (after normal business hours) a keypad code. Students should request PCD building lab keys and building card swipe access via the Psychology Building and Computer Access Form <http://psychology.usf.edu/forms/PSYaccess.aspx>. You will need to activate your USF NetID before filling out this form. You will receive an email or postcard from the Key Shop PPC110B when your keys are ready to pick up, and you must present a USF ID. In the Comments section, please enter 'I need an

- Free software downloads and USF Application Gateway <http://www.usf.edu/it/classprep/downloads.aspx>
- Parking and Transportation Services (Tampa)

To Activate Your NetID

1. Go to <https://netid.usf.edu>
2. Click on the link which says 'Activate your USF NetID'
3. Enter the following in the fields provided:
 - a. Your First and Last Names
 - b. USF ID # (Your USF ID# looks similar to U12345678)
 - c. Enter your Birthday (month and day)
 - d. Enter your last 4 digits of your SSN
4. Click on 'Activate NetID'
5. Read the USF Computer and Network Access Agreement; click on 'I agree'
6. Select a Net ID from the drop down menu. The NetID you select will be used as the prefix for

Virus Information

For current information on real viruses and hoaxes, see
http://www.symantec.com/security_response/landing/risks/hoaxes.jsp

RESEARCH PARTICIPANTS

Ethical treatment of participants in research is of paramount concern in psychology. Please attend to USF's most recent policies regarding the ethical conduct of research by consulting the Division of Research Compliance's website <http://www.research.usf.edu/drc>. Also, consult the ethical principles set forth by the American Psychological Association <http://www.apa.org/ethics/> regarding research with humans and nonhuman animals. Other professional groups offer additional guidelines.

Gaining Approval for Research

participant in such discussions of personal problems and deal with them effectively. Many undergraduate research assistants are not capable of this task. Those who have had training in telephone counseling, for example, would be.

We make a completely different recommendation with respect to indications of suicidal intent, such as is measured by item 9 of the Beck Depression Inventory. If group or individual testing in the laboratory give clear evidence of high suicidal intent, if possible, that individual should be contacted as soon as possible by a clinical faculty member or a clinically trained graduate student under supervision of a faculty member to discuss the finding directly and to make any appropriate referrals. In general, participants who have indicated high suicidal intent should not be used in the study unless participation will not exacerbate their disturbance and will not delay discussion and a referral. Note that the researchers are responsible for checking responses to any assessment device that picks up on suicidal intent even if it is not a purpose of the study.

For anonymous data or other situations that prohibit contacting individual participants, it is recommended that all participants be informed of the university counseling services (including phone number). Participants should be told that this information is provided to them "in case completing these questionnaires has made them aware that they are not feeling emotionally as they would like" or something to that effect.

USE OF USE ONLINE PARTICIPANT POOL

The department uses an internet-based program (Sona Systems) to manage our participant pool online. The Sona software has a variety of components including fully interactive tutorials, and the company offers technical support. The program provides for both lab appointment setting and online data collection.

Requesting Use of the Pool

Researchers who wish to use the participant pool must first create a researcher account by contacting the Sona administrator. To find the Sona administrator, go to the logon page of [Sona://usf.sona.systems.com](http://usf.sona.systems.com). The administrator's email can be found at the bottom of this page. Once this has been done, researchers will need to submit a copy of their IRB approval letter to the Sona administrator before making their studies available to participants in the pool.

How Undergraduates Access the Pool

When undergraduate students log onto the website, they will set up their profiles by choosing their Sona login ID and password and completing a set of prescreening questions (see "Prescreening" below). Next, all students complete a Mass Testing Survey (see "Mass Testing" below). Upon completion of the mass testing surveys, students will be presented with options to sign up for studies for which they qualify. Students qualify for research studies according to the criteria set by the researchers' utilization of responses to the prescreening questions. Studies are named using a generic convention: lab studies are named LAB### and online studies are named NET### to avoid competition among studies. After the student signs up to participate in a particular study, the program will automatically email a confirmation of her/his appointment and will also send a reminder the day before s/he is scheduled to attend the session. Students can see their record of participation points and indicate how they wish their points to be dispersed across their classes.

Researchers can provide a brief description of their study that students can see before they choose to sign up. These descriptions can contain only information directly relevant to the student being prepared to

participate once they arrive (e.g., “wear loose fitting clothing” or “no hair braids” for psychophysiological studies, or “this is a two-part study requiring two visits” if the study requires that participants come back for a later session) Again, this avoids competition between researchers for participants. Researchers post and modify research projects online with appointment times available for signing up. The program will keep track of who has signed up and will automatically award points for participation unless a student indicates that a student did not show up for the research session.

Recruitment

Recruitment of participants for Sona studies - 2.6 (o) 12.9(a) 12.912.3((s-2(p)2(a)11.2(r)-1.9(t)8-6(t)-2w -5.902 -

statement in their laboratory informed consent stating that the data will be used for mass testing responses using the participant's Sona ID. The mass testing questionnaire is updated before the start of each semester, so questions must be submitted to the Sona administrator before the start of each semester. Researchers can then request the responses to their questions from the Sona administrator throughout the semester. Mass Testing questions cannot be added, modified, or deleted once the participant pool opens for a semester.

Point System

Students participating in psychological research will receive course credit points in exchange for their participation. It is the instructor's prerogative whether to accept such points. If credit points are being used as extra credit, they should be added to students' cumulative scores after the cutoffs for final grades have been established on the distribution. Students whose scores exceed an established cutoff after the addition of the experimental points will receive a higher letter grade.

In most instances, students are awarded points on a basis of time spent participating. They receive one (1.0) point for each 30 minutes of participation for lab studies and 0.5 points for each 30 minutes of participation in web-based studies. (Researchers who wish to award points on some other basis must indicate this when submitting the study's registration form. In most cases, deviation from this point structure will not be allowed.) If a student decides, after showing up for the study and hearing a description of the study, that s/he does not wish to participate, s/he receives 1 point for showing up. The program will keep track of who shows up.

FINANCIAL SUPPORT, EQUIPMENT, SPACE, AND OTHER RESEARCH-RELATED RESOURCES

The research enterprise obviously involves more than faculty, students, participants, and computer resources. There are also matters of financial support, equipment, literature sources and space. This section deals with these aspects.

Financial Resources

Stephanie and Adele Gilbert Award for Research on Women: This annual award is given to a

years of the program, so the committee will give priority to rising second years on the basis of not established merit-based criteria. See <http://www.apa.org/apf/funding/cogdop.aspx>

APA Science Student Council, Awards, Honors and Research Funding Sources for Graduate Students and Post-docs: APA Student Travel Award, American Psychological Foundation/Council of Graduate Departments of Psychology Graduate Research Scholarships Dissertation Research Award, and Early Graduate Student Researcher Awards information can be found at this website <http://www.apa.org/about/awards/index.aspx>.

APA Psychological Science Agenda, Research Funding: Funding announcements from federal agencies

Associations

Honor Society Fellowships: Students may be eligible to join a number of societies that distribute awards for deserving students on a competitive basis. <http://involvement.usf.edu/orgs.htm> for more information. The local chapter of Phi Kappa Phi is at Eckerd College. For more information see <http://www.eckerd.edu/academics/pbk/index.php>.

Sigma Xi is a national scientific honor society for students in the sciences. Sigma Xi's funding program, Grants in Aid of Research Program, presents a number of awards to graduate students each year. For more information, see <http://www.sigmaxi.org/>

American Psychological Association, Association for Psychological Science, and National Science Foundation: APA, APS, and NSF award a number of research fellowships and scholarships to graduate students. See <http://www.apa.org/about/awards/index.aspx>, <http://www.psychologicalscience.org/index.php/members/grantsand-symposia> and <http://www.nsf.gov/>.

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

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

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

Sponsored Research: The Division of Sponsored Research knows of a number of other funding programs for which graduate students may be eligible. See <http://www.research.usf.edu/dsr/sponsored-research.aspx> <http://www.research.usf.edu/office/researchstudents.asp>. Interested students should contact that office for more specific information on eligibility requirements. Do so early so that you will meet any application cutoff dates.

Equipment

The Psychology Department at the University of South Florida has a fine tradition of producing research on the cutting edge of science. Much of this research is available to students through the Psychology Department's equipment fund.

Space

To obtain space to conduct your research, first contact your advisor. If space is unavailable in his or her lab, use the room reservation request form online, see <http://psychology.usf.edu/forms/RoomReservation.aspx>.

Departmental Theses and Dissertations

The main USF library houses theses and dissertation documents either in hard copy or electronically. The Scholar Commons website <http://scholarcommons.usf.edu/etd/> 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 available on a secured drive, please contact Laura Pierce for availability.

FACULTY

The most important resource in the Department of Psychology's research picture is its faculty. Note also that the University offers additional expertise in other colleges and departments as well as the Louis de la Parte Florida Mental Health Institute and H. Lee Moffitt Cancer Center and Research Institute. Please see the department's website regarding faculty members' research interests: (<http://psychology.usf.edu/faculty.aspx>)

DEPARTMENTAL ASSISTANTSHIPS

Types of Assistantships

The department hires students to conduct research (as Graduate Research Assistants or Associates), teach (as Graduate Teaching Assistants or Associates), and help with other research, not teaching tasks (as Graduate Assistants).

Stipends

Regardless of type of departmental assistantship and specific assignment, students typically receive the same stipend when working within the department, except students who receive fellowships greater than the amount of the typical stipend. Students who receive any type of financial support from USF and who wish to take on additional employment that will exceed 20 hours per week for one or more months must obtain written permission from their Advisor, Area Director and Chair of the Graduate Program Committee before taking on the additional work. Failure to obtain permission for additional employment may result in disciplinary action.

The department discourages students from working more than 20 hours per week (.50 FTE). This is consistent with existing USF policy (

Tuition Waivers

It is the University's policy to provide partial tuition waivers for graduate students appointed to departmental assistantships (job codes 9181, 9182, 9183, 9184, 9185, 9550) who receive certain fellowships. The Office of Graduate Studies Graduate Assistant Policies and Guidelines Handbook is available at <http://www.grad.usf.edu/inc/linkfiles/GA/GA-Handbook.pdf>. At this time, the number of hours waived varies by year in the program, program area, and semester. Waiver applications are typically processed during the first weeks of August, December, and May. Application materials will be emailed to the PSYGrads listserv and will also be placed on a shelf in the department mailroom during those weeks. Applications are due shortly after they are distributed. The university's tuition waiver policies may change dramatically from semester to semester, so it is critical to read materials carefully. It is important for students to read the section of this Handbook titled 'Florida Residency Requirements and Their Impact on Tuition Rates' and the cited websites for complete details. Audited courses are not covered by tuition waiver, and most likely not by Financial Aid. Students will be responsible to pay full cost of tuition if they choose to audit a course.

Tuition waivers for fall and spring semesters are provided for the number of hours students are required to

Appendix A letter from our former student on ethics and academic honesty

From: Dr. Gwendolyn Campbell

Dr. Levine [our former Chair] asked me, as a member of a graduate student committee convened to

Okay, you're saying to yourself, maybe I'll buy this song and dance about being extra careful with my own reputation that doesn't mean I have to go sticking my nose into others people's business, does it?

Unfortunately, your reputation can sometimes be influenced by the behaviors of other people. We are all connected by this University and this graduate program. The behavior of each individual student reflects back onto the reputation of the whole program and the reputation of the program in turn, influences each of our individual reputations. This can be a positive thing, as it is when your reputation is enhanced by graduating from a program with a good reputation. But it can also work against us if a program develops a reputation for tolerating dishonesty, then, fair or not, the reputation of every single graduate student who comes from this program will be slightly tarnished. And that means that any unethical

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