



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

Ph.D. in Health Sciences Student Handbook

2019-2020

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WELCOME

Welcome to the University of South Dakota School of Health Sciences. This Handbook provides the resources that will enable you to be an informed and active participant in your education, and help to ensure your ability to complete the Ph.D. in Health Sciences program of study within an appropriate timeframe. This handbook is intended to supplement the University Graduate Catalog, and policies, rules, and regulations available from the Graduate School and South Dakota Board of Regents.

All students are responsible for understanding and adhering to the contents of the most current Health Sciences Ph.D. Student Handbook. Students are expected to read this Handbook carefully and adhere to its policies and the various deadlines publicized by the Program, School of Health Sciences, Graduate School, and University. It is important to remember that the attitudes and actions of students in the program are a direct reflection on the program, the university, and health- and human-service related professions. Consequently, we expect students to act in a professional manner at all times.

Student Responsibilities in the Teaching/Learning Process

Graduate student responsibilities and deadlines can be reviewed on the Graduate School website and on the Graduate School page on the USD Portal. All students are expected to be familiar with the general policies of the University, and those of the Graduate School and Ph.D. in Health Sciences Program. Students are held individually responsible for complying with all of the requirements of the rules and regulations set forth by The University and the SD Board of Regents. Refer to the online USD Student Handbook and Graduate Catalog for complete policies.

Handbook Acknowledgment Agreement

Students are asked to sign the *Handbook Acknowledgment Agreement* indicating their understanding and willingness to abide by the policies contained in the Handbook. Please *sign and return the acknowledgement form to the Program Secretary* by the date specified on the form or in email instruction.

HANDBOOK ACKNOWLEDGMENT

I have received and read my copy of the University of South Dakota Ph.D. in Health Sciences Student Handbook. I understand that the policies and rules described in it are subject to change at any time.

I understand that I am expected to keep this handbook, become familiar with its contents, and follow the policies and procedures included or referenced within the most current Handbook.

I understand that I may withdraw from the program at any time by submitting a request in writing to the program director and completing the Application for Complete Withdrawal from the University, available on the registrar's website.

I understand that I may be dismissed from the program because of any infraction of any established policy, to include professional behavior/conduct, academic honesty issues, and failure to achieve minimum academic performance requirements.

I have received contact information for the Office of Disability Services. I understand that I must initiate the registration process with Disability Services in order to receive consideration regarding accommodations.

I further understand that my signature below indicates that:

- a. I have received a copy of this Ph.D. in Health Sciences Student Handbook
- b. I understand the above statements
- c. I have read the material contained within the Ph.D. in Health Sciences Student Handbook
- d. I agree to abide by the policies of the program, department, school, and university

Name: _____
(Please Print)

Signature: _____

Date: _____

Please return this signed form to Johanna Gregoire, School of Health Sciences Department Office by **September 9, 2019, at Johanna.Gregoire@usd.edu.**

Thank you.

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SECTION 1: PROGRAM OVERVIEW

1.1 Important Information

- Check your USD email regularly. Your University assigned e-mail address and myUSD Portal announcements will be the official and only means of communicating with faculty and staff. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Should students elect to redirect (auto-forward) e-mail sent to their University e-mail to another address, they do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email account.
- Each semester you will be required to complete and submit a *Ph.D. in Health Sciences Advising Form*, an Excel document with 3 tabs described below:
 1. Overview – includes contact information, timeline, committee members and advisor summary. Committee members should only be identified once approved by potential members and dissertation chair
 2. Program of Study – includes required and elective courses completed and planned, within each of the 5 threads of the curriculum
 3. Research Summary – students' summary of current progress toward dissertation research
- Graduate education is under the auspices of the Graduate School. The Graduate Catalog (<http://catalog.usd.edu/>) and Graduate School (<http://www.usd.edu/graduate-school/student-resources>) contain the rules and regulations applicable to your matriculation and graduation from the University of South Dakota. **It is the student's responsibility to maintain compliance with the rules and regulations of the Graduate School.**
- Furthermore, the USD Online Student Handbook (<http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx>), USD Online (<http://www.usd.edu/usd-online>) website and SD Board of Regents (<https://www.sdbor.edu/policy/Pages/Policy-Manual.aspx>) each contain information applicable to students engaged in online learning at USD.
- Are you prepared for online education? The Ph.D. in Health Sciences online curriculum is designed to provide a high-quality research doctoral education with the convenience of anytime/anywhere learning for students worldwide. Coursework is intended to as closely resemble a face-to-face experience insofar as the technology and modality allows, and while doing so in an asynchronous, yet structured manner. The Online Learning Readiness Check is a guide that may help you determine if you are ready for online learning. <https://www.psychdata.com/s.asp?SID=146780&source=web>

1.2 Background

The US Department of Labor, Bureau of Labor Statistics projects a 17% increase in the need for postsecondary educators in health and human service professions between 2010 and 2020 (<http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>). One of the challenges to meeting this shortage is that most professionals are not prepared at the doctoral level.

Approximately 1,200 faculty teaching in health-science related programs at public and private colleges and universities in the region (SD, MN, NE, IA, and ND) do not hold a doctoral degree. Many health care practitioners enter academia after years of clinical experience without holding a terminal degree. In addition, terminal degree expectations and accreditation standards have shifted in recent year to frequently require an advanced practice or research doctorate. A Ph.D. with four emphases: teaching, scholarship, leadership, and advanced practice; provides the diversity and flexibility needed in post-professional education of health science practitioners. This diversity enables learners to seek or advance their careers in academia, research, administration, leadership and policy development.

1.3 Introduction

The Ph.D. in Health Sciences is an interprofessional degree program designed to prepare practicing health care professionals to assume leadership roles in academia, research, and/or clinical practice settings. Designed for working professionals, features of the proposed program include:

- Minimum of 75 credits beyond the baccalaureate degree;
- Core curriculum comprised of four content threads: teaching, leadership, advanced practice, and scholarship;
- Ability to tailor learning to meet individual career aspirations and research interests through elective coursework, projects completed within courses, and the dissertation;
- Online course delivery with limited expectations for face-to-face contact. Resident experiences include an initial orientation, a one-week *Dissertation Boot Camp*, and defense of the dissertation;
- In most cases, and with advisor approval, dissertation research can be completed off-campus.
- The program will meet the state and national shortage of doctorally-prepared faculty and leaders in health sciences by preparing graduates as qualified teachers, high-caliber researchers, and administrators in health and human service. The interdisciplinary skills of program graduates will prepare them to address complex problems in healthcare and human service and to contribute to interdisciplinary evidence-based practice and research. The program will also expand the capacity of faculty to compete for extramural research dollars.

The curriculum reflects the role of an academic, with curricular threads in teaching, leadership, practice and scholarship. Students are required to complete a minimum of 15 credits in teaching, 15 credits in leadership, 15 credits in discipline-specific practice coursework, and 30 credits in scholarship (including 15 credits in research coursework and 15 credits of Dissertation). The total number of credits required is 75 beyond the baccalaureate degree. Up to 30 credits (36 from USD) from a previous master's or professional doctorate may be applied toward the discipline-specific coursework requirement and supporting courses outlined in the curriculum. These are subject to advisor and Graduate Committee approval.

The online delivery of the program, with limited residency requirements, makes the program highly accessible to non-traditional working professionals.

1.4 Organizational Structure

The Ph.D. in Health Sciences Program is an Academic Department within the School of Health Sciences and the Graduate School of The University of South Dakota.

The University of South Dakota

The University of South Dakota was authorized by the first territorial legislature in 1862. The University is managed by the State of South Dakota and is supported by appropriations from the state government, student tuition and fees, research grants, gifts from alumni and friends, and federal assistance.

The University is divided into the following colleges and schools: Graduate School, College of Arts & Sciences, School of Business, College of Fine Arts, School of Education, School of Law, School of Medicine, and School of Health Sciences.

Health Affairs

Health Affairs includes the Sanford School of Medicine and the School of Health Sciences. Dr. Mary Nettleman is Vice-President of Health Affairs and Dean of the School of Medicine.

School of Health Sciences

There are ten academic departments within the School of Health Sciences, including Addiction Counseling and Prevention, Dental Hygiene, Nursing, Master of Public Health, Medical Laboratory Science, Physical Therapy, Physician Assistant Studies, Social Work, the Health Sciences Undergraduate Major, and the Ph.D. in Health Sciences. In addition to entry-level degrees at the baccalaureate, master's or professional doctorate in these fields, the school also offers three post-professional doctoral degrees – the post-professional Doctor of Occupational Therapy, the transitional Doctor of Physical Therapy and the Ph.D. in Health Sciences. Dr. Haifa AbouSamra is Dean of the School of Health Sciences.

The Graduate School

The Graduate School of The University of South Dakota awards the Ph.D. in Health Sciences. Students admitted to the program must meet and maintain criteria established by the Ph.D. in Health Sciences Steering Committee and the Graduate School for successful completion of the degree requirements.

Within the standards and guidelines established by the graduate school, the responsibility for the development and implementation of the individual graduate programs resides with the graduate faculty of the individual academic disciplines. A student admitted to the graduate school is expected to demonstrate intellectual maturity and independence in the pursuit of advanced knowledge and understanding. Devotion to the exacting demands of advanced learning while utilizing a variety of intellectual skills is expected of the graduate student. A graduate degree does not represent merely the accumulation of hours and credits in specific competencies within a major field. The student will be judged at all stages on the above grounds, and regardless of grades in courses, may be dropped from the graduate program if progress, behavior, or attitudes are found to be unsatisfactory. Students are encouraged to review the *Graduate School* catalog carefully, specifically the policies related to academic performance.

The *Graduate Catalog* is the official source of the university's academic programs and courses. The catalog should be used as a guide, in collaboration with an academic advisor, in planning a course of study and in meeting requirements for graduation. The definite source for most current University of South Dakota policies may be accessed at: [University Policies](#). The University of South Dakota is governed by the laws, regulations, and policies of the South Dakota Board of Regents (SDBOR) and the State of South Dakota. SDBOR policies may be accessed at: [Policy Manual](#). Other important communication avenues are your academic department, the Graduate School website (www.usd.edu/graduate-school), and periodic communications primarily by newsletters. If you seek information that is unavailable from these resources, please do not hesitate to contact our office directly at 605-658-6140 or by e-mail at grad@usd.edu.

See catalog.usd.edu. Select *Graduate Catalog* for the current Graduate Catalog.

1.5 Governance Structure of the Ph.D. in Health Sciences Program

1.5.1 Ph.D. in Health Sciences Program Director

The Ph.D. in Health Sciences Program Director serves as the primary point of contact for this interdisciplinary program. In addition to coordinating all administrative support for the program, the Program Director is responsible for programmatic oversight of the Ph.D. in Health Sciences program.

1.5.2 Ph.D. in Health Sciences Program Steering Committee

The Steering Committee is comprised of the Ph.D. Program Director and leadership/faculty representatives from the School of Health Sciences and related programs. The Program Director will appoint faculty committee members and committee chairs, with approval from the faculty member's respective department, and review them annually. The Steering Committee will oversee the admission criteria and procedures, the core curriculum and elective offerings, and identification of specializations. This committee will ensure that decisions support the mission and strategic goals of the program.

1.5.3 Ph.D. in Health Sciences Curriculum Committee

The Curriculum Committee will meet at least once per semester with additional meetings as necessary to ensure timely decision-making. All meeting minutes will be kept on the Ph.D. in Health Sciences shared drive, with access by the Ph.D. in Health Sciences Steering Committee. The committee will be responsible for drafting any new or revised curricular requests and presenting them to the Steering Committee for review and approval.

1.5.4 Ph.D. in Health Sciences Admissions Committee

The Admissions Committee will meet at least quarterly with additional meetings as necessary, especially during the admission review cycle. The Admissions Committee will be responsible for developing and/or revising admission criteria and procedures and presenting them to the Steering Committee for review and approval.

1.5.6 Ph.D. in Health Sciences Program External Advisory Council

The Ph.D. in Health Sciences External Advisory Council will meet at least once a year to discuss linkages between academia and practice.

1.6 Mission of the Ph.D. in Health Sciences Program

Mission:

The University of South Dakota Ph.D. in Health Sciences is an interprofessional degree program designed to prepare practicing health care professionals to assume leadership roles in academia, research, and/or clinical practice settings.

Vision:

The Ph.D. in Health Sciences program will meet the state and national shortage of doctorally-prepared faculty and leaders in health sciences, preparing graduates as qualified teachers, high-caliber researchers, and administrators in health and human services.

Core Values:

The Ph.D. in Health Sciences program embraces the educational philosophy and values of the University of South Dakota and the School of Health Sciences. It is committed to the following core values.

Process

Rigor – curricula that demand a concerted and sustained effort to meet high standards, including systematic, critical reasoning in a scholarly fashion

Interprofessional Education and Collaboration – professional exchange between programs emphasizing a team approach, ensuring collaboration, respectful communication and client safety

Relationships – state of being interrelated in a professional, collaborative, respectful and personal manner

Innovation – the act of introducing something new that is creative or technologically advanced; supporting new ideas; cutting edge

Inclusivity – incorporating the needs and viewpoints of diverse communities and creating an environment that feels welcoming to everyone, where each individual feels they are valued.

Outcomes

Professionalism – conduct adhering to core values of a profession, characterized by ethical integrity, skill, competence, lifelong learning, and respectful communication

Service – contribution to the welfare of others through civic and professional engagement, especially serving the underserved

Evidence – an outward sign of scholarly practice and application, emphasizing research and best practices

Leadership – demonstrating positive influence on others, as an advocate, change agent and role model

Relationship-Centered – stresses the importance of partnerships and how professionals relate to each other and their community; consideration of a person's individuality and perspective, while being responsive to the needs of both the individual and his/her family; shared decision-making

1.7 Student Learning Objectives and Competencies

The Ph.D. in Health Sciences curriculum includes 5 threads - Teaching, Leadership and Healthcare Issues, Discipline-Specific Thread, Research and Dissertation - with a minimum of 15 credits required in each thread. The Ph.D. in Health Sciences Program Outcomes reflect knowledge and competence in each of these threads.

Upon completion of the Ph.D. program, graduates will be prepared to:

1. Critically synthesize and integrate knowledge from the health sciences and the student's professional discipline.
2. Conduct original research and scholarly work that contributes to the generation and dissemination of new knowledge relevant to healthcare and interprofessional education.
3. Serve as experts within an area of inquiry important to healthcare.
4. Provide leadership in education, research, health care, and health policy.
5. Apply and contribute to current educational research and theory in health science professional education.
6. Integrate basic principles of ethics and inclusivity within all interpersonal and professional activities.

1.8 Student Accountability

Before a degree is granted, the student must meet all the requirements of the Ph.D. in Health Sciences Program and the Graduate School. Students should note that graduate studies represent advanced work and research in a discipline or interdisciplinary area and should be more than a compilation of course work. Students are responsible for conforming to all published academic policies and degree requirements. They are likewise responsible for the regulations concerning the degree they plan to obtain and any special requirements within the program or academic unit. In addition, it is the student's responsibility to conform to University policies regarding the standard of work necessary to maintain enrollment in the Graduate School.

The University makes every effort to provide accurate advising information. However, it is the student's responsibility to make certain that he/she has fulfilled all graduation requirements.

Graduate students are expected to maintain at least a 3.0 ("B") cumulative grade point average for all courses in the graduate plan of study. Students who encounter academic difficulty will be warned by the Graduate School and may be discontinued from their degree program or from the University when academic standards are not maintained.

Furthermore, students are expected to meet professional standards which includes professionalism, timely communication with the advisor/dissertation chair, and meeting deadlines for program requirements as identified by the program office and graduate school.

SECTION 2: ADMISSIONS

2.1 Admission Criteria

2.1.1 Full Standing

Successful completion of a baccalaureate degree or an equivalent degree from an institution with full regional accreditation for that degree.

- Completion of a Master's or higher degree in a health or human services related field from an institution with full regional accreditation for that degree.
- A minimum undergraduate cumulative GPA of 3.4 or better on the conferred degree, based on a 4.0 scale.
- The program may admit students on conditional or provisional status per university policy.
- Complete the graduate school application along with the \$35 application fee.
- Most students will enter with a license to practice in a health-related field and/or an entry-level degree in health- or human services related field.
- Completion of the Supplemental Application at: www.usd.edu/usd-online/online-programs/doctor-of-philosophy-in-health-sciences
- Three letters of recommendation are required.
- Successful completion of a criminal background check upon acceptance.

Those students who meet all of the admission requirements and who submit their application along with all required materials (including transcripts, Letters of References, personal statements etc.) by the firm March 1st deadline, will move to Phase 2 of the application process, which includes a writing sample. Instructions will be sent to the applicant via email approximately one week after the deadline date.

The selection process is competitive. A limited number of seats are available annually based on the availability of faculty to serve as dissertation mentors in the area of the applicants' interests.

Up to 36 credits from a master's or professional doctorate from USD may be applied toward the degree, subject to approval by the advisor and Ph.D. Steering Committee. Up to 30 credits may be applied from a regionally-accredited program other than USD.

SECTION 3: CURRICULUM

3.1 Program of Study & Course Rotation

Prefix	Num	Course Title	Credit Hours	Semester Offering
Teaching				
AHED	701	Adult Education	3	FA
AHED	751	College Curriculum	3	SP
HSC	795	Practicum: Teaching Practicum in Health Sciences	3	SU
Choose 6 credits:				
AHED	735	Instructional Strategies for Adult Education	3	FA
AHED	740	Continuing Education	3	SP
AHED	752	Organization & Administration in Higher Education	3	SP
AHED	765	Distance Learning	3	SP Even
AHED	780	Advanced Instructional Design	3	No pattern
AHED	882	Seminar in College Teaching (I2f)	3	SU Even
OCTH	770	The Health Professional as Academic & Clinical Educator	3	FA
PHTH	708	Teaching & Mentorship for the Health Professional	2	FA (odd)
Approved Elective				
Subtotal			15	
Leadership & Healthcare Issues				
HSC	700	Globalization and Health	3	FA
Choose One:				
MAIS	710	Ethical Leadership	3	SP/FA
OCTH	760	Leadership in Healthcare	3	FA
PHTH	711	Leadership & Management for the Health Professional	2	SP Even
Choose 9-10 credits:				
ADS	754	Public Policy & Addiction	3	FA Even
HSAD	560	Long Term Care Administration	3	SP
HSAD	710	U.S.W. Health Services System	3	FA
HSAD	740	International Health Systems	3	FA
HSAD	770	Managing Health Services Resources	3	SP
OCTH	733	Promotion of Health & Prevention of Disability	3	SP
OCTH	759	Trauma-Informed Care: Pediatrics	3	SU
OCTH	792	Topics: The Home Environment	3	SU
PHTH	713	Professionalism, Service & Ethics in the Health Professions	3	SP (even)
POLS	715	Nonprofit Administration	3	SP
PUBH	740	Introduction to Health Systems and Policy	3	FA
PUBH	750	Social & Behavioral Sciences in Public Health	3	FA
PUBH	760	Public Health & Native American Communities	3	SP
SOCW	600	Social Policy Analysis	3	SP
SOCW	640	Diversity and Social Justice in Rural and Urban Communities	3	SU
SOCW	700	Advanced Social Policy	3	SP
SOCW	742	Practice with Organizations, Administration & Supervision	3	SP
Approved Elective				
Subtotal			15	
Discipline-Related Thread				
Approved Elective			3	
Approved Elective			3	
Approved Elective			3	
Approved Elective			3	
Approved Elective			3	
Subtotal			15	
Research				
CPHD	700	Grant Writing and Grantmanship	3	
HSC	890	Seminar: Ph.D. & Scholarly Forum (taken 3x for 1 cr each)	1 (3x)	SP/FA/SP
EDER	761	Graduate Research & Design	3	SP/SU/FA
PUBH	701	Biostatistics for Public Health	3	FA/SP
Choose 3 credits:				
HSC	763	Qualitative Research Methods in Health Sciences	3	SU
OCTH	783	Applying Evidence Based Practice in Occupational Therapy	3	FA
PHTH	785	Independent Clinical Project in Physical Therapy	2	FA
PUBH	710	Epidemiology	3	FA/SP
Approved Elective				
Subtotal			15	
Dissertation				
HSC	898D	Dissertation Research – Boot Camp	3	SU
HSC	898D	Dissertation Research	3-9	FA/SP/SU
HSC	898D	Dissertation Research	3-9	FA/SP/SU
Subtotal			15	
Total for Degree			75	

3.2 Orientation to the Program

The fall on-campus Orientation is one of three required visits to campus during the program. The 2-day Orientation will provide newly matriculated students with essential advice from faculty and staff from the Ph.D. Program, and information about important university services. Students will meet one-on-one with their advisor to draft their program of study and determine transfer credits, and spend time with fellow students.

3.3 Transfer Credits

The USD Ph.D. in Health Sciences Program of Study includes required courses as well as a list of courses the student can choose from in each of the 5 threads. The program of study is designed in collaboration with the dissertation advisor. Students may request to apply up to 36 credits of prior graduate work completed at USD or 30 credits completed at a regionally accredited institution other than USD IF those credits are relevant and appropriate for the Ph.D. in Health Sciences Program of Study. Typically, students will request to apply previously completed credits in their respective discipline to the *Discipline-Related Thread*.

In addition to considering the appropriateness of the transfer request to a student's program of study, transfer credits must meet the following criteria (per University policy – see USD Graduate Catalog):

- be from a regionally accredited institution of higher education at the graduate level;
- taken fewer than seven years prior to conferment of the USD Graduate Degree;
- grades earned must be “B” or 3.0 or better;
- no more than 3 credits with grades of “N”, “P”, “S” or similar designations;
- no more than 12 credits earned as a non-degree seeking student; All credits completed prior to matriculation are considered transferred credits (includes USD credits taken prior to matriculation)
- No thesis or dissertation credits may be transferred in
- Coursework in the research thread is typically not transferred in, and will be determined on a case by case basis

The student initiates the request for transfer by consulting with the student's permanent academic advisor, and then completing a Transfer of Credit Approval form and submitting it, along with an email cover letter, to the Ph.D. in Health Sciences Program Director. Transfer requests must also be accompanied by an official transcript (if one is not on file with the University) and should be accompanied by both the catalog description and course syllabus for the courses the student is petitioning to transfer. There are 3 types of courses considered for transfer:

1. **Discipline-Related Courses:** Typically students will transfer 15 credits into this thread, including those that do not meet the seven-year requirement identified above.
2. **Equivalency courses:** These are courses found to be equivalent to courses in the Program of Study, typically in the “choose from” options within each thread. Credits in the research thread are typically not transferred. The student must provide the syllabus and written rationale with his or request for transfer to the advisor. If approved by the academic advisor, the advisor must submit a letter of rationale along with the syllabus to the Ph.D. in Health Sciences Program Director. If approved, the program office will submit the request to the Graduate Dean. Exceptions to the seven-year requirement may be considered when strong rationale is provided.
3. **Elective courses:** These are courses that may be transferred as an alternative course in the “choose from” options of the teaching or leadership thread, assuming it aligns with the intent of the thread. The student must provide the syllabus and written rationale with his or request for transfer to the advisor. If approved by the academic advisor, the advisor must submit a letter of rationale and syllabus to the Ph.D. in Health Sciences Program Director. If approved, the program office will submit the request to the Graduate Dean. Exceptions to the seven-year requirement may be considered when strong rationale is provided.

The request to transfer credits is subject to advisor, Ph.D. in Health Sciences Program Director, and Graduate School approval. The Graduate School will notify the student and program office of their decision regarding courses approved for transfer by email. At the time the degree is conferred, the transferred credits will be coded to your transcript. They will not appear on your transcript prior degree conferral.

3.4 Sample Course Schedule

YEAR 1 FALL	Cr.	YEAR 2 FALL	Cr.	YEAR 3 FALL	Cr.	YEAR 4 FALL	Cr.	YEAR 5 FALL	Cr.
Onsite Orientation (Aug-Sept)									
Permanent Advisor Identified		<i>Discuss dissertation format with advisor</i>		<i>Establish dissertation committee (no later)</i>					
Submit Plan of Study & Transfer of Credit form to advisor	Transfer (varies) 15	Update Plan of Study (submit to advisor)		Update Plan of Study (submit to advisor)		Update Plan of Study (submit to advisor)		<i>Submit Graduation Forms</i>	
Enroll in 6 credits	6	Enroll in 6 credits	6	Enroll in 6 credits	6	HSC 898D	3	HSC 898D	3
				HSC 890 Seminar 2	1	<i>Proposal Defense early during this term</i>		<i>Dissertation Defense (on campus)</i>	
Earned Semester Cr	6	Earned Semester Cr	6	Earned Semester Cr	7	Earned Semester Cr	3	Earned Semester Cr	3
CUM CR	21	CUM CR	37	CUM CR	53	CUM CR	66	CUM CR	75
								GRADUATION	
YEAR 1 SPRING	Cr.	YEAR 2 SPRING	Cr.	YEAR 3 SPRING	Cr.	YEAR 4 SPRING	Cr.	YEAR 5 SPRING	Cr.
Enroll in 6 credits	6	Enroll in 6 credits	6	Enroll in 3-6 credits	3-6	HSC 898D	3		
HSC 890 Seminar 1	1			HSC 890 Seminar 3	1	<i>Final Program of Study due</i>			
				<i>Comprehensive Exam (min 54 cr completed)</i>					
Earned Semester Cr	7	Earned Semester Cr	6	Earned Semester Cr	7	Earned Semester Cr	3		
CUM CR	28	CUM CR	43	CUM CR	60	CUM CR	69		
								COMMENCEMENT	
YEAR 1 SUMMER	Cr.	YEAR 2 SUMMER	Cr.	YEAR 3 SUMMER	Cr.				
Enroll in 3-6 credits	3-6	Enroll in 3-6 credits	3-6	HSC 898D Dissertation Boot Camp (on campus)	3	HSC 898D	3		
Earned Semester Cr	3	Earned Semester Cr	3	Earned Semester Cr	3	Earned Semester Cr	3		
CUMULATIVE CR	31	CUMULATIVE CR	46	CUMULATIVE CR	63	CUMULATIVE CR	72		

Please note the following with regard to the Program of study:

- No more than 50% of the program of study may be at 500 level.
- Must have a 3.0 in the program of study to graduate.
- Must have 54 credits completed to be eligible to sit for the Comprehensive Exam

Refer to the Graduate School page on USD Portal for Graduation Forms and Deadlines

<https://my.usd.edu/uPortal/p/graduate-school.ctf1/max/render.uP?tab=79051-graduate-student-responsibilities>

3.5 Course Sequencing

Students will be expected to come to the USD campus in Vermillion, SD three times during their course of study: 1) Orientation, typically the first week of September, 2) Dissertation Boot Camp, typically the last week of the full summer session August, typically in Year 3, and 3) Dissertation Defense, the final semester of the student's program of study. Given that most students are working professionals, they typically enroll in two courses, or 6 credits, per semester. A full-time student may enroll in 9 credits per semester; however Dissertation Boot Camp (3 credits) is only offered in the summer and can only be completed once the student has passed the Comprehensive Exam.

Students enroll in HSC 890 Seminar (1 credit each) for three semesters, Spring Year 1 and Fall and Spring of the year the student plans to sit for the Comprehensive Exam (typically Year 2 or 3). The HSC 890 Seminar series provides a format for students to develop and articulate their research focus through participation in seminar discussions in the area of their dissertation research interest. Furthermore, students will explore and formulate strategies to promote their success as a student and facilitate their professional growth to become an Interprofessional scholar and a future leader working with Interprofessional teams and stakeholders in complex healthcare systems, academia, and other entities.

During the last semester of didactic coursework, typically the spring of Year 3, the student will sit for the Comprehensive Exam. In the summer following completion of all didactic coursework and the Comprehensive Exam, students will enroll in Dissertation HSC 898D for 3 credits for the 12 week summer session. Students will engage in significant pre-work online to prepare for the one-week Dissertation Boot Camp. During this week, the student will have class meetings (lecture and discussion) 1-2 hours each morning with the student cohort and faculty instructor, and will spend the rest of the day meeting with the student's dissertation advisor and committee members, and writing the dissertation proposal. It is anticipated that the Dissertation Proposal will be complete by the end of the summer session for review and approval by the Dissertation committee. At this time, the faculty committee will schedule the student's Defense of the Dissertation Proposal, early in the semester following completion of the proposal, typically the fall of Year 3 or 4. The student may enroll concurrently for 3-9 credits of dissertation per semester, upon approval of the advisor. The student will continue to enroll in dissertation credits until the dissertation is successfully defended.

3.6 Time to Degree Completion

The course schedule described above is designed for the working professional. Students are encouraged to enroll in 6-7 credits per semester to ensure timely completion of the degree. Enrolling in fewer than 6 credits each semester or intermittent enrollment may cause the student to exceed the time limits discussed for degree completion. See 3.7 below. For the doctor of philosophy, all requirements must be completed within ten calendar years from the date of first matriculation to the current degree being pursued. The student, with support from the program, may petition the Graduate Dean to extend the time due to extenuating circumstances.

Graduate credits earned more than ten years prior to the date of intended graduation must be validated. The method of validation is to be recommended by the student's advisory committee and approved by the Graduate Dean. Normally, validation may include repeating of the course, satisfactorily completing a final examination for the course, demonstrating relevant professional experience, or successfully answering specific additional questions on the comprehensive examination. The program office has developed a sample letter to guide the dissertation advisor.

3.7 Leave of Absence

A leave of absence may be requested by students who are officially accepted to and have enrolled in a graduate program at the University of South Dakota and wish to temporarily take an absence from that program. A student may request a leave of absence for up to three consecutive terms (one calendar year) if the leave is initiated in the fall or spring semester. If the student initiates a leave of absence in the summer, the student is eligible for a leave of absence up to 4 consecutive terms (summer, fall, spring, and the following summer), enrolling by Fall one year later. The student's leave of absence request will be reviewed by their graduate program and the Graduate School. If approved, the Graduate School will place the student on leave; the student will maintain their active status and is not required to reapply to resume enrollment at the University. Students not approved for a leave of absence or those who are not continually enrolled and do not apply for a leave of absence will be inactivated and will need to reapply to re-enter the Graduate School. A leave of absence does not

stop the time for degree completion and students will be subject to the time limits discussed previously.

3.8 HSC 890 Seminar Course Series

The course will provide a format for students to develop and articulate their research focus through participation in seminar discussions in the area of their dissertation research interest. This will include application of research conceptualization, methods, and synthesis of knowledge for course work and experiences. Furthermore, students will explore and formulate strategies to promote their success as a student and facilitate their professional growth to become an Interprofessional scholar and a future leader working with Interprofessional teams and stakeholders in complex healthcare systems, academia, and other entities. Students will develop an understanding of their scholarly role including discovery, application, integration, and teaching.

In the application process, students were asked to identify a research topic of interest. The student was matched with a dissertation advisor upon admission to the program based on the topic proposed. Candidates may modify their area of research interest only with the consent of their dissertation advisor. In that process, they are encouraged to keep a running list of possible dissertation research questions as they proceed in the program, and a record of discussions with the dissertation mentor and other committee members. Many candidates become anxious because they do not have a research question clearly articulated, but this anxiety is not unusual, and almost every candidate goes through this search process. Candidates may also experience one or more false starts that result in the search for novel research questions that contribute to the development of new knowledge in the field, This is a normal part of the process and should be expected. Resources for dissertation samples may be found at <http://www.dissertation.com>, the USD Graduate School page in the USD portal, and by searching “dissertation” in the Google search engine. The student is expected to record a summary of research progress on the Advising Form submitted to the program each semester.

It is important for candidates to communicate regularly with their dissertation advisor via e-mail, phone and virtual appointments. Remember that faculty are available to talk with candidates, and candidates should take advantage of every opportunity to meet with faculty.

SECTION 4: DISSERTATION COMMITTEE

4.1 Dissertation Committee Composition

The formation of the dissertation committee is one of the most important steps in the dissertation process. The committee must be identified and approved by November 15 of the semester preceding the comprehensive exam in the spring. See Appendix A for the Dissertation Committee Approval Form.

The Dissertation Advisor/Committee Chair must be approved by the Program Director. Working in consultation with the dissertation committee chair, the Ph.D. candidate is responsible for identifying and securing the Dissertation Committee before scheduling the Comprehensive Exam, preferably following HSC 890 Seminar 2. A dialogue between the PhD student and potential committee members is recommended. These individuals may request that the student provide a preliminary idea paper for their review prior to committing to serve on the candidate’s committee. It is important that a mutually satisfactory fit (topic area or methodology) exists between the student’s proposed research topic and the interest and expertise of the committee member. Committee members should be selected with care because it is the intent that these individuals will serve through to completion of the final dissertation. A good working relationship is necessary as the candidate and committee chairperson will make many decisions together. The candidate should not be discouraged if a faculty member declines a request to be a committee member. Faculty members have varying workloads, and some are already committed to a number of dissertation committees. Also, a faculty member may feel that she or he may not be the best person to meet the student’s needs.

All committee members, including the chair, must be approved by the Program Director. If the student requests approval for a committee member who is external to USD, the candidate must submit that individual’s CV to the dissertation advisor. If the advisor approves, the CV is forwarded directly to the Program Director, along with a statement that describes the expertise of the proposed committee member and a description of the role of that committee member in

the dissertation process. Once the Program Director receives the CV, which includes the committee member's volunteer position with USD as a dissertation committee member in the School of Health Sciences, the Program Director will submit a request for graduate faculty approval by the Graduate Dean.

Committee members must be approved by the dissertation chair, PhD in Health Sciences Program Director, and Graduate Dean. The composition of the committee must adhere to the requirements outlined in the USD Graduate Catalog (2018) as described below:

The doctoral committee is comprised of at least three graduate faculty members, including one faculty member from outside of the School of Health Sciences. The dissertation advisor must have regular, tenure/tenure-track, graduate faculty status within the School of Health Sciences; exceptions must be approved by the Graduate Dean. Committee members from outside the university may serve on a student's committee for their specific expertise if they are nominated for and receive graduate faculty status.

The dissertation committee chair shall submit the Dissertation Committee Approval Form to the Program Secretary by November 15 preceding the comprehensive exam. Approval by the Ph.D. Program Director and Graduate Dean must be obtained prior to scheduling the Comprehensive Exam.

Program qualifications for the committee chair include the following:

- Earned dissertation research doctorate
- Expertise in area of research or methodology

Program qualifications for the second committee member include the following:

- Earned doctorate – research or clinical
- Expertise in area of research topic or methodology

Program qualifications for the committee member outside the SHS:

- Rationale for selecting this committee member
- Curriculum vitae (CV) of the potential third committee member
- Letters of agreement will be sent to committee members as appropriate per program guidelines. The letter and agreement form will be sent by the PhD Program Director.

After selecting his or her committee and receiving approval for the outside member from the chair of the committee and PhD Program Director, the student must complete the **Dissertation Committee Approval Form**. Any request for changes in the committee composition must be made in writing and approved by the student's chairperson, PhD Program Director, and Graduate School Dean. An honorarium is typically not provided to committee members, except in rare circumstances.

4.2 Dissertation Committee Major Responsibilities

The first responsibility of the Dissertation Committee for the USD PhD in Health Sciences is to write and evaluate the students Comprehensive Exam. For this reason, the committee must be approved by November 15 of the semester preceding the comprehensive exam.

As stated in Joyner, Rouse & Glatthorn (2013) *Writing the Winning Thesis or Dissertation*,

Members of your dissertation committee are responsible for giving you the direction and assistance you need to complete the dissertation, but that responsibility does not mean that they are supposed to do any of the work for you. It does mean, however, that they should be available to you, within the limits of their other responsibilities. As members of the faculty, they are also responsible to the university to uphold the academic standards of that institution. This means that they cannot accept careless work just to enable you to finish your degree. As researchers and educators, they also feel a responsibility to the larger profession, to ensure that the dissertation makes a significant contribution to professional knowledge. (p. 17).

This text is a required text of the program. It will be used extensively during Dissertation Boot Camp, however, it is

recommended that you purchase it at the beginning of your program.

The USD Graduate Catalog states:

On behalf of the advisory committee, the student's advisor will approve the student's program of study, administer the written and/or oral examinations, approve the thesis or dissertation where applicable, and certify to the Graduate School that the candidate has satisfactorily met all requirements for an advanced degree. The student works closely with his/her advisor in determining who will serve on their advisory committee. While students may request committee members, such choices are subject to approval by their program head and the Graduate Dean. All committee members must have graduate faculty status and must be identified on the student's Program of Study form. In order for a student to be eligible for graduation, all committee members must sign the student's Graduation Approval form. See Timelines from Admission to Graduation for more information regarding the submission of these forms.

In unusual situations, the Graduate Dean and the Chair of the Department may concur that there is a need and adequate justification for an alternate committee. The Department Chair and the Graduate Dean will also concur on the selection of committee members. A content expert, whether external or internal to the University, must be involved in the evaluation of the thesis or dissertation. The content expert may or may not serve as a member of the committee. All degree requirements remain intact when an alternate committee is invoked.

SECTION 5: CANDIDACY

5.1 Comprehensive Examination

The comprehensive examination is a critical element in certifying that Ph.D. students have doctoral-level expertise in their field of study. Students must successfully pass the comprehensive examination demonstrating broad expertise in the field as well as expertise in their area of scholarly focus. The comprehensive exam will be a written exam developed and evaluated by the student's dissertation committee and is typically administered in the spring semester preceding summer enrollment in HSC 898 Dissertation Boot Camp (See 6.2 & 6.3). Passing the comprehensive examination is an essential step in moving to the dissertation phase of the doctoral course of study; it serves to move a Ph.D. student to "Ph.D. Candidate" status. The comprehensive examination may be taken only after successful completion of 54 hours credit hours in the Program of Study, including all required courses. Students must be enrolled in, and successfully progressing in, the six additional credits required for the 60 credit minimum to progress to Candidacy Status. No student will be allowed to sit for the exam if they are on academic probation.

The purpose of the comprehensive exam is to ascertain that the student has learned, analyzed, synthesized and evaluated the material she/he has studied. The exam will consist of three integrative questions designed to demonstrate that the student is able to integrate and apply knowledge developed in the areas of a) teaching, b) leadership and issues in healthcare and c) methods of inquiry. The comprehensive exam committee, comprised of the student's doctoral dissertation committee, will develop the student's comprehensive exam based on the synthesis and bibliography prepared by the student. The committee may also consult with course instructors to gain guidance on writing questions for the exam. ***The exam questions must remain confidential. Sharing the contents of the examination with your peers or others is considered academic misconduct.***

If the student has finished all coursework and is not enrolled in the spring semester of comprehensive exams, the student must apply for a leave of absence. The student is still eligible to sit for the comprehensive exam even while on a leave of absence. Whenever the student is not enrolled in coursework but is continuing in the program, the student must apply for a leave of absence.

5.1.1 Preparation for the Comprehensive Examination – Synthesis and Bibliography

Upon matriculation into the program, the student should keep a running bibliography, in APA format, of materials from courses and additional resources relevant to the three threads of the curriculum, as it relates to the student's area of special focus. At the beginning of the last semester of the student's regular coursework, the student will prepare the following for his or her dissertation committee:

- A well-conceived and professionally presented synthesis for each of the following 1) Teaching, 2) Leadership and Issues

in Healthcare, and 3) Methods of Inquiry. This is a **conceptual synthesis** of what you have learned from your doctoral studies in each area. It demonstrates the student's ability to synthesize, organize, express, and demonstrate mastery of doctoral level scholarship needed to move into dissertation work.

- The Methods of Inquiry synthesis should focus on the methods and designs utilized by other scholars working in the field of the writer's inquiry.
- Each synthesis shall be approximately 5 pages long and will include references cited in the synthesis. Additional references should be provided in a bibliography titled "Works not Cited." While the list is intended to be very comprehensive, not every work read throughout the PhD course of study will need to be cited on the bibliography. The student is responsible for identifying and including those references which are relevant and inform his or her dissertation work.
- The bibliography must conform to APA Guidelines.
- A list of coursework completed with the instructor's name.

The student distributes copies of these materials to members of his/her comprehensive exam committee **at least 3 weeks prior to the scheduled comprehensive exam**. Students may be asked to prepare more and/or re-write contents to better prepare them for the comprehensive examination. The bibliography, written syntheses and list of the student's academic coursework form the basis for the committee's development of the exam. The committee may consult with course instructors to gain guidance on writing questions for the exam.

5.1.2 Comprehensive Exam Format

The exams will be offered in Spring semester (April-May) of every year (as needed) at a time agreed upon between the student and his or her dissertation committee. Students must email the academic/dissertation advisor within the first two weeks of the semester about their plan to take comprehensive exams. The written exams are "take-home," essay in format, and will cover a broad range of issues related to the student's area of scholarly interests.

On the date and time of the scheduled exam, the committee chair sends the questions to the student with a due date and time. Once the questions are sent, the student has 72 hours in which to research, formulate and write answers to the questions presented. It is anticipated that the student will spend approximately one day to write each question. The committee will pose three specific integrative questions, one derived from each thread.

- Teaching and Learning
- Leadership and Issues in Healthcare/Human Services
- Research/Methods of Inquiry

The response to each question is limited to 1250-2000 body words, excluding references. The student returns the typed, APA-formatted exam to the committee chair via email by the specified date and time. The members of the comprehensive exam committee review the exam and evaluate it based upon the criteria below.

5.1.3 Criteria for Evaluating Performance

The student's response to each question will be evaluated using the following criteria, each weighted equally.

- Organization. Evidence of a logical, coherent and meaningful consistency in the structure of the response to the exam; evidence of a planned presentation of major and minor points with a clear flow from beginning, through the middle, to the conclusion.
- Completeness. Evidence of having covered all parts of the examination questions in the response.
- Relevance. Maintenance of pointed and clear relationships in the response to the exam: avoidance of digression from main points of exam; avoidance of *boiler plate* or *filler material*; avoidance of redundant matter.
- Cogency. Depth of insight and understanding exhibited in response; power of the performance, penetration of thought and argument stated; precision of facts and knowledge displayed; strength of logic or positions or propositions.
- Documentation. Evidence of reliance on a broad base of knowledge and experience pertinent to the question, which comes from pertinent and scholarly inquiry and the accumulated experience of others as well as that of the respondent. Citation of scholarly resources, as appropriate.

All of the answers submitted by the student should be cogent, polished, free of spelling and grammatical errors, and properly cited using APA method. In short, the answers should represent the student's best work – not only in demonstrating one's expertise in the focus area, but also in effectively communicating in writing, mastery of the field.

Faculty committee members will independently evaluate the comprehensive exam and may consult content experts (i.e., course instructors) as outside reviewers as needed. The committee will score the exam as "Pass," "Conditional," or "No Pass." "Conditional" indicates that the committee does not feel the student is ready to progress but has the potential to continue. Conditions set by the committee may include asking the student to revise and resubmit the exam, complete additional coursework, or other as determined by the committee. If the student's response to just one of the questions is not adequate, the committee has the option to ask the student to rewrite only that question. Students are allowed to revise and resubmit only once in no more than two areas of the comprehensive exam.

The committee will notify the student within 10 business days whether or not he or she passed the exam. If the student passes the exam, the student's status is changed to Ph.D. candidate.

SECTION 6: Dissertation Research, Writing and Defense

Successful completion of a doctoral dissertation is the final academic step in the School's Ph.D. program. Successful completion requires that a candidate pass a formal defense of the dissertation proposal, and then a subsequent formal defense of the final dissertation. During the HSC 800 Seminar course series, students will explore potential dissertation topics and discuss these ideas with members of their cohort, the Seminar instructor, and their dissertation advisor. To begin the formal dissertation research and writing phase of the Ph.D. program, students must:

- Successfully pass the comprehensive examination (see above).
- Have an approved Dissertation Committee. The dissertation chair will submit the Dissertation Committee form letter to the Ph.D. Program Director. The program office will submit it to the Graduate School for final approval.
- Have approval from the dissertation chair to register for the first 3 credits of HSC 898 Dissertation Research.

6.1 Operation of the Dissertation Committee in the Dissertation Process

After the committee has been formed, it shall operate under the leadership of the dissertation chair, who has the primary responsibility for advising and guiding the candidate. The chair will keep the committee informed about the candidate's progress and will ensure that the committee provides guidance, evaluation, and consultation. The candidate must avoid taking or assuming direction from a committee member who might result in a change in approach or direction of the research without first coordinating with the advisor/chair. Each committee member will be required to indicate the approval of the formal dissertation proposal as well as the final dissertation report by his or her signature.

6.1.1 Committee and Candidate's Responsibilities

6.1.1.1 Chair of the Committee

- Serves as the candidate's research advisor
- Assumes primary responsibility for supervising the candidate, including the following:
 - Helps candidate and other members define their roles;
 - Helps candidate to narrow topic into a feasible and appropriate dissertation study;
 - Helps assure research is meaningful and will add to the body of knowledge and reflect the mission and educational outcomes of the program;
 - Collaborates with the candidate regarding the timeline the candidate has developed to facilitate continued progress on the dissertation;
 - Gives substantive feedback about the candidate's research process (proposal, implementation, analysis, and report);
 - Has the final word in areas of disagreement among members and/or between members and the candidate;
 - Conducts the candidate's oral defense; and
 - Will be the approving authority (for the dissertation committee) of the final dissertation report prior to

submissions and binding.

6.1.1.2 Members of the Committee

Members serve on the candidate's dissertation committee in which they offer expertise in methodology or topic area in the following roles:

- Give substantive and organizational recommendations for sections or areas of their expertise (or strong interest).
- Participate in the dissertation proposal development and approval process; participate in the dissertation report development and approval process.
- Participate in the committee's decision-making process.
- Participates in the defenses (proposal and dissertation report) and approves both documents for those programs that require oral defense.

6.1.1.3 The Candidate's Responsibilities

- Thoughtfully seeks out appropriate faculty for her/his committee.
- Takes responsibility to develop and adhere to a feasible timeline for the dissertation milestones.
- Is responsible for timely and accurate communication with the chair and committee members through all phases of the dissertation process.
- Relies on the committee chair as the primary mentor and approving authority on all aspects of the dissertation process.
- Works closely with the committee chair throughout the dissertation process and works with the committee chair and members to develop a feasible and relevant dissertation proposal.
- Submits dissertation research to IRB for approval soon after proposal is approved by committee.
- Seeks outside editorial and statistical/methodological assistance as needed.
- Checks with chairperson and committee members before making any changes in process or analysis.
- Submits drafts of chapters for feedback.
- Prepares for a successful oral defense (proposal and written dissertation).
- Is responsible for writing at a scholarly level.
- Works independently on all dissertation documents, including the proposal and dissertation report (complete and sign the Certification of Authorship form, See Appendix B. B) and is responsible for giving appropriate credit for all word content, ideas, and thoughts where it is due.
- Secures copy editing through a professional editor as per program guidelines at his/her expense.

6.1.2 Governance of Serving on Doctoral Committees

In some instances, a change in the composition of the committee may be needed due to unforeseen circumstances. If a change of advisor/chair is required, the Program Director must be notified, and the process described previously regarding agreement to serve as Dissertation Advisor must be followed. If there is no change of advisor, the process described previously for committee formation must be followed.

If during the dissertation process, the candidate perceives that a committee member, including the chair, may be hindering the progress of the dissertation, the candidate must communicate the concerns directly with the Program Director. It is then the responsibility of the Program Director to communicate with all parties involved to remediate the situation. In cases in which remediation is not possible with current committee members, the Program Director will advise the candidate about alternatives. In the event that a committee member, including the chair, is unable to serve, the Program Director will advise alternatives as well.

6.2 Dissertation Course

The candidate is considered a PhD Candidate after successfully completing the qualifying/comprehensive examination

process. The candidate will enroll in 3 credits of HSC 898 Dissertation Boot Camp during the summer following the comprehensive exam, and continues to enroll in dissertation for each term until the written dissertation is complete. The candidate must fulfill the credits within the term the candidate is enrolled. The PhD program recommends that the committee chair require the candidate to develop an agreed upon set of objectives to be completed at the beginning of each upcoming term. The candidate will report to the chair his/her progress or status by the end of each term and a summary is reported on the advising form each fall and spring semester. Regular communication between the chair and candidate is ensured by this dissertation process.

It is critical that the candidate realize that **any research initiated or completed prior to enrolling in dissertation credits cannot count toward the dissertation.**

6.2.1 Developing a Timeline for the Dissertation Research

After the dissertation topic has been approved, the candidate will provide an estimated timeline to her/his committee for the following milestones: complete draft proposal submission, proposal defense, institutional review board (IRB) protocol approval, study implementation date (includes advertising/recruiting subjects), data analyses, completion of the dissertation report, dissertation defense, and graduation. Note that the candidate will not be held accountable to meeting milestone dates, but the timeline can be useful as a guide for the committee chair and the candidate in planning the dissertation phases. The timeline also has realistic target dates for the candidate and chair. Timelines can be adjusted or revised during the proposal and study phases, and agreed upon objectives and tasks for each upcoming term should also be documented.

6.3 Dissertation Boot Camp and Dissertation Proposal

The student typically enrolls in the first 3 credits of HSC 898 Dissertation Research during the summer of Year 2 or 3 after completing the third enrollment in HSC 890 Seminar and the comprehensive exam. This course spans the full 12-week summer session and culminates in a one-week Dissertation Boot Camp. In addition to work with the course instructor, students will work collaboratively with their dissertation advisor prior to and during the onsite week of boot camp. It is expected that the student will have a completed, or nearly completed, proposal at the end of this course. Students will have completed a number of activities prior to coming on campus for the dissertation boot camp, including the following:

- Completion of IRB orientation and CITI training
- Completion of the literature review
- A feasibly measured or investigated question
- A proposed timeline/schedule for the completion of the dissertation
- Completion of the dissertation proposal - the format of the proposal is determined by the final dissertation format – either the 3-manuscript model or the traditional dissertation. Refer to 6.94 and 6.95 below.

6.3.1 Dissertation Proposal Format and Defense Process

The dissertation proposal (see format in this document) is the first *formal* aspect of the dissertation, which is brought before the entire doctoral dissertation committee for its approval. The candidate works closely with her/his committee chair, who will instruct the candidate about when to distribute copies to the other committee members for their review and comments. If suggested modifications from a committee member are in conflict with those of the chair, there should be a committee discussion to clarify and resolve the conflicts, preferably with the candidate. However, the chair has the final say. The chair should discuss any unresolved conflicts with the PhD Program Director, who may assist with a resolution.

The framework within which research will be conducted shows evidence of the candidate's qualifications to pursue the research. Concepts and theories underlying the study are articulated; the problem is clearly stated; a specific, measurable goal is specified; a thorough literature review is presented; the methods for conducting the research are delineated; and a strategy to achieve the goal is given. The proposal is written in the present and future tenses and indicates the outcome the candidate will accomplish in executing the investigation. An effectively formulated dissertation proposal becomes a blueprint for developing the final dissertation report.

Generally, the formal dissertation proposal is evaluated on the basis of the content and clarity of the introduction, literature review, procedures, and the effectiveness with which the document is organized and planned. Factors affecting the evaluation

process include the purpose, significance of the investigation, and the appropriateness of procedures chosen to meet the goal.

The candidate's committee chair will perform an in-depth analysis of the proposal, and at the appropriate time, the committee chair will instruct the candidate to distribute copies to the committee members for their review and comments. The candidate's committee members will make all instructions and requests for modifications directly to the candidate with a copy to the committee chair. If those modifications conflict with suggestions made by the chair, the candidate will contact her/his chair, who has the final say.

Candidates will use the most current edition of APA format for all proposals and reports for dissertation research, including typeface, spacing, headings, reference and citation style, and so forth. Suggested *minimum* length of the proposal is 40 pages, which does **not** include references and appendices. However, the committee chair can decide on other limits.

Note: Candidates must complete and sign a Certification of Authorship form (see Appendix B) with the initial complete draft dissertation proposal for review and with the final dissertation proposal. Signed Certification of Authorship will be maintained in the candidate's file.

The dissertation proposal defense serves to verify for both the candidate and the committee that the research project that grounds the dissertation, and the candidate's academic preparation and expertise, are sufficient to meet the rigors and standards of a doctoral dissertation. This gives confidence to both candidate and committee that the research to be engaged in is worthwhile and likely to pass a final defense. To aid in this process, the following two guides provide general advice regarding development of the proposal:

Becker, H. (1986). *Writing for social scientists: How to start and finish your thesis, book or article*. Chicago, IL: University of Chicago Press.

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks: Corwin Publications.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). *Proposals that work: A guide to planning dissertations and grants proposals* (4th ed.). Thousand Oaks, CA: Sage Publications.

Mauch, J. E., & Park, N. (2003). *Guide to the successful thesis and dissertation* (5th ed.). New York, NY: Marcel Dekker, Inc.

Rudenstam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Terrell S.R. (2016). *Writing a proposal for your dissertation: guidelines and examples*. New York, NY: The Guilford Press.

Thomas, R. M., & Brubaker, D. L. (2000). *Theses and dissertations: A guide to planning, research, and writing*. Westport, MA: Bergin & Garvey.

Wentz, E. A. (2013). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks: Sage Publications.

6.3.1.1 Proposal Format (See 6.8.1 for further description regarding dissertation format-

Traditional Method (See Appendix C for Quantitative Studies and Appendix D for Qualitative Studies):

1. An introduction that clearly presents the research question(s), and explains its significance for the discipline.
2. A substantial survey of the literature which describes the research that has been done on this topic to date, and explains how the proposed dissertation contributes to that literature. A developed and comprehensive literature review should be included.
3. A clearly stated set of hypotheses to be tested (if appropriate given the methodological approach), or purpose statements.
4. A well-developed description of the methodological approach(es) being proposed to answer the research question(s).

Three Article Dissertation Model

The first 3 chapters described under the Traditional Method above will comprise the dissertation proposal for the Three-Article format.

6.3.1.2 Proposal Defense

Timeline for Proposal Defense

Upon completion of the first 3 credits of HSC 898 (summer boot camp), the student will have prepared the written dissertation proposal. The candidate should plan to defend the proposal before the candidate's dissertation committee within the first month of fall enrollment in HSD 898 (approximately September 20).

The Proposal Defense is typically an open public defense, though it may be completed over videoconference with the student in his or her home location. The Dissertation Chair and student will make the final determination. It is the responsibility of the Ph.D. candidate to coordinate the logistics of the proposal defense, informing and reminding the committee members, and arranging for any audiovisual materials needed for the defense. The dissertation advisor with the help of School of Health Sciences staff can assist the candidate with the coordination of the defense logistics, including the location. The length of the proposal defense is generally about 2 hours, though the room should be reserved for 3 hours to ensure plenty of time for deliberations and consultations.

If open to the public, the proposal defense will follow this general process:

1. Welcome, acknowledgement of candidate and committee by dissertation committee chair.
2. Review of rules and format by the committee chair.
3. Introduction of candidate by committee chair.
4. Formal presentation by the candidate.
5. Committee discussion and questions.
6. Committee evaluation session (candidate is asked to leave the room).
7. Reconvene with candidate and discuss committee's decision.
8. Conclusion and completion of Dissertation Proposal Defense Approval Form

6.3.2 Evaluation of the Proposal Defense

To pass the proposal defense, a majority of the committee must agree and sign their name on the approval form. As explained above, in order to pass a defense the dissertation chair must also affirm that: 1) the proposal and dissertation meet the criteria outlined in this handbook; 2) the committee composition is consistent with the requirements described in this handbook (verified by signed Dissertation Committee Approval Form); and 3) the defense scheduling, public notice, and defense process has been carried out in compliance with the procedures described in this handbook.

The following dissertation proposal defense outcomes are possible:

1. **Pass without further comment**- the committee approves the proposal as is.
2. **Pass with minor modifications**- the committee authorizes the dissertation chair to verify the candidate has completed all modifications the defense committee has required. The defense does not need to be repeated.
3. **Pass with major modifications**- the committee requires the candidate to resubmit in writing to all of the members of the committee all of the modifications to the manuscript required. All of the members must approve in writing the modifications made. The proposal defense does not need to be repeated.
4. **No pass / resubmit**- the committee determines the defense did not illustrate fulfillment of the rigors and standards of a doctoral dissertation proposal, but the committee feels that with effort the candidate could improve the manuscript and fine-tune the research. The defense must be repeated with the improved product.
5. **No pass**- the committee determines the defense did not illustrate fulfillment of the rigors and standards of a doctoral dissertation proposal.

The candidate and each committee member will sign the proposal, which becomes the "contract" for dissertation study. Any

variance from the proposal must be amended, and all amendments must be approved by the dissertation committee and the IRB. The committee must ensure that all procedures from recruiting subjects to data analyses are adequately detailed and defined to meet requirements and assumptions of those procedures. The dissertation proposal defense presentation must enable replication of the candidate's research by other researchers. If other researchers were to obtain results that do not agree with a candidate's findings, doubt would be cast on the integrity of his/her research.

6.4 Institutional Review Board (IRB)

The Graduate School adheres to the policies and procedures of the University of South Dakota Office of Human Subjects Protection and Institutional Review Board (IRB). All research must be performed in full compliance with all federal, state, and local regulations regarding research. This includes, but is not limited to, research involving human subjects, laboratory animals, and select chemicals and infectious agents. All students must complete CITI training; certification is required prior to submitting the IRB application. The committee chairperson's signature on the Graduation Approval form certifies that the study followed all necessary policies and procedures. The faculty advisor is listed as the Principle Investigator (PI) on all IRB applications. The PhD student writes the IRB application and identifies himself or herself as the student researcher. Please refer to the USD Research page on the portal for directions and timelines: <https://www.usd.edu/research>.

6.4.1 CITI Training

All individuals involved in research with human subjects, including investigators (principal and co-) and members of the research team, must complete the CITI: Course in the Protection of Human Subjects. The CITI training has specific modules; your dissertation advisor will advise you regarding the appropriate modules to complete. Please visit the CITI program (www.citiprogram.org) to register and complete the requisite modules. Please note that the CITI program must be completed **prior** to submitting to the IRB for initial review of a protocol or for continuing review or revision of a previously approved protocol. The CITI certificate is valid for 3 years. Candidates need to make sure they maintain valid CITI certification throughout the dissertation. Investigators are encouraged to consult with the IRB office if they have any questions regarding CITI training.

Note: No data collection can occur prior to the approval from IRB.

6.5 Continued Enrollment in Dissertation

South Dakota Board of Regents Policy 2-29 states, *“[The BOR] recognizes that graduate education is an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses.”* Candidates should enroll in dissertation credits reflective of their intended effort and the faculty mentorship available during that semester. It is essential that candidates fulfill the credits within the term they are enrolled. Students should expect to invest a minimum of 3 hours per week for every credit enrolled.

In order to continue enrolling in HSC 898 Dissertation Research, and to retain active status in the Ph.D. program, candidates must provide evidence of substantive progress on their dissertation project each semester to the dissertation committee chair. The USD Graduate Catalog (2018-2019) states:

Progress on the dissertation or thesis must be evident to retain active status and to allow future enrollment in dissertation and thesis sustaining courses. The student is responsible for submitting, in writing, such evidence to his/her committee chairperson each term and the committee chairperson will determine whether sufficient progress has been made to permit continued active status and continued enrollment in dissertation and thesis sustaining courses. If sufficient student progress has not been made, the committee chairperson will consult with the graduate program director. In turn, the graduate program will formally notify the student of his/her pending inactivation due to lack of progress; the graduate program will provide the student an opportunity to meet with the program director by a given date to state his/her case to continue in the program. After the meeting with the student or if the student does not respond by the response deadline, the graduate program director must make a decision. If the director's decision is to inactivate the student due to lack of progress, the action is managed like a dismissal. The program director sends the student a letter of dismissal and provides the student his/her appeal rights under SDBOR policy 2.9. The Graduate School is copied on all formal communication with the student. If the student, once dismissed, wishes to return to the program,

he/she would need to reapply.

6.6 Committee Document Review

Once the candidate's committee and IRB have approved the proposed research, the researcher will be allowed to implement the study and recruit participants. The dissertation committee should be allowed a **minimum of 10 working days** for review of all study-related document drafts. **Fifteen working days** should be allowed for a full dissertation. Candidates should consider and respect the schedules of all committee members involved. Candidates should build considerable flextime into the completion schedule to allow sufficient cushion of time before an absolute deadline.

Note: The candidate should be aware that there may be multiple revisions of the dissertation documents as the candidate moves through the process.

6.7 Final Dissertation Report

First tell them what you are going to tell them. Tell them. Then, tell them what you told them.

The final dissertation report is a coherent, detailed, accurate, and comprehensive scholarly account of the candidate's investigation to answer a specific research question and to report new knowledge from the dissertation study findings. The report is written mostly in the past tense as it describes the research the candidate proposed to do, did, and the results the candidate found. The candidate should refer to him/herself as "the investigator" and refer to his/her study as the "dissertation study" to be clear in distinguishing the dissertation study from studies in the literature used to support points made.

Candidates are responsible for a scholarly level of writing and careful editing. A professional editor may be recommended prior to and in addition to the required final copy editing as per specific program recommendations.

Note: The candidates must complete and sign a Certification of Authorship form (Appendix B) with her/his completed draft of the dissertation report and with his/her final dissertation report. Please refer to Appendix E, F & G for the Final Dissertation Format, as well as the Thesis and Dissertation Guide posted on the Graduate School page on the USD portal.

The USD Graduate School published guidelines and regulations the preparation of the dissertation: <https://my.usd.edu/uPortal/p/graduate-school.ctf1/max/render.uP?tab=21025-graduate-thesis-guide>. **Failure to comply with these guidelines may result in a delay of graduation.**

There are two dissertation formats possible in the Ph.D. in Health Sciences program. The nature of the research and the preference of the candidate and dissertation committee are considered when determining which format is most appropriate. The dissertation committee must approve the dissertation format, preferably during, or just following, the third enrollment in HSC 890 Seminar. Please refer to Appendix E: Final Dissertation Report, Traditional/Chapter Format; Appendix F: Final Dissertation Report, Traditional Format, Qualitative Study; and Appendix G: Final Dissertation Report: Three-Chapter Format.

6.7.1 Dissertation Format

Traditional Dissertation Format (See Appendix E and F)

1. Chapter I should clearly present the research question(s) and describes its significance to the discipline.
2. Chapter II should comprehensively review the literature related to this research question, explain how this dissertation research contributes to that literature, and conclude with a clear statement of the hypotheses that were tested (if appropriate given the methodological approach), or problems that were addressed.
3. Chapter III should clearly outline the methodology used to test the hypotheses (if appropriate) and/or answer the research question(s).
4. Chapter IV should present the findings and analysis of data (as appropriate) resulting from the dissertation research.
5. Chapter V should review the conclusions to be drawn from this research, its limitations, direction for future

research, as well as other relevant information and/or implications about the project.

Modifications to this outline are allowed as some research lends itself to different formats. However, such modifications can take place only after consultation with and approval from the dissertation committee chair.

Three Article Dissertation Model (See Appendix G)

The guidelines outlined below were adapted from those published by a number of institutions, most notably, North Carolina State University (<https://cnr.ncsu.edu/prtm/wp-content/uploads/sites/4/2014/04/PRTMarticle-styledissertationguidelinesFinal.pdf>), the University of North Carolina (<https://graduateschool.uncc.edu/sites/graduateschool.uncc.edu/files/media/Thesis-Dissertation-Misc/TDF-Three-Article-Dissertation-Guidelines.pdf>), Harvard University (<https://www.hsph.harvard.edu/registrar/dissertation-guidelines/#body>) and Oregon State University (<http://health.oregonstate.edu/sites/health.oregonstate.edu/files/degrees/graduate/pdf/Ph.D.-public-health-handbook-2014-2015.pdf>).

A departure from the traditional dissertation project, the three-article dissertation entails special preparation and formatting considerations. It also comes with its own set of requirements. Students should decide as early as possible, in concert with their dissertation chair, whether to pursue the three-article format.

The three-article dissertation is not the ideal format for all students and is not suitable for all disciplines. There must be coherence between the articles that make up the dissertation, and the rationale for grouping the three articles together must be clear. Students may find it difficult to manage their time between writing the dissertation and the publishing “revise and resubmit” cycle. The three-article format may entail more work or a greater time investment than the traditional dissertation. Copyright issues must also be addressed, as the dissertation cannot be published in ProQuest if necessary permissions are not obtained, and the student’s graduation could thus be delayed.

Under the Three Article Dissertation Model, the dissertation consists of three separate, publishable, papers of normal journal article length (5,000-10,000 words, depending upon the journal proposed for submission). (Three is the minimum number of articles. Students may need to include more in order to achieve coherence.) The three papers should be free standing – each can be read and understood independently but should be related on themes. The three papers are normally preceded by an introduction to the overall topic, which includes essential background information, followed by a conclusion that serves to integrate the three papers.

The suggested layout for the Three Article Dissertation is as follows: Typically, the Three Article Dissertation Model (TADM) consists of an abstract and 5 chapters, and is approximately 150-300 pages.

1. Abstract- overall abstract providing a concise summary of the research
2. Introduction and background to the general topic area – describes the overall theme, theoretical foundation, and purpose of the research. It describes the research questions and how the questions are addressed in the three specific papers. The Three Article Dissertation Model often does not include an in-depth, lengthy literature review chapter, as is typical in the traditional format since each of the three papers will include a brief review of the relevant literature.
3. Article I – can be a complete empirical article or a foundational article that includes a synthesis of the literature and/or a theoretical paper with a critical review of the literature and/or relevant theories.
4. Article II – complete empirical article – including introduction, literature review, methods, results and conclusions – based on qualitative or quantitative research design as appropriate to the research question(s)
5. Article III - complete empirical article – including introduction, literature review, methods, results and conclusions – based on qualitative or quantitative research design as appropriate to the research question(s)
6. Conclusion – should include a general discussion, and a synthesis of conclusions, applications and implications for further research from the three articles.

Please note:

- The nature of the study should determine the dissertation format. The student and advisor with guidance from the dissertation committee will make the final determination.
- The papers in the Three Article Dissertation Model do not have to be published, but they do have to be *publishable* in a refereed journal, and preferably are submitted for publication prior to the defense of the dissertation. The student's dissertation committee decides whether the articles meet this standard.
- The student should research and propose which journal is most appropriate for each publication and write the article to meet the formatting requirements for that journal.
- Students must be first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results. Co-authors must be identified and approved at the student's proposal defense. The article and the role of the co-authors must be presented to and approved by all members of the dissertation committee. Any changes in co-authorship must be approved by the student's committee.
- If the individual papers require different reference/bibliographic styles, then it is not necessary to change the reference style of one to match the other for the dissertation. Consistency within each reference section is most important. In the event of a discrepancy between style guides, the Graduate School's formatting standards will take precedence and comply with the requirements provided by ProQuest. Deadlines are the same for both three-article and traditional dissertations. Guidelines for submission of the final dissertation and graduation deadlines are published on the Graduate School page of the USD portal.

As with the traditional Ph.D. dissertation, appendices of unlimited length may be added, but these appendices are commonly appendices to each paper, rather than appendices to the dissertation as a whole.

6.8 Defense of the Dissertation Report

6.8.1 Committee Responsibilities in the Defense

The candidate's dissertation committee sits for the final defense. By approving the proceedings, the dissertation chair affirms that the proposal and/or final dissertation meet the format criteria outlined below.

- The dissertation committee composition is consistent with the requirements described above.
- The defense scheduling, public notice, and defense process has been carried out in compliance with the procedures described in this handbook.

6.8.2 Dissertation Defense Scheduling and Public Notice Requirements

Doctoral defenses are considered an important activity in the scholarly life of the Ph.D. candidate, the department, and the academic community as a whole. Therefore, the final defense is open to the public and must be announced. After consulting with the committee and dissertation chair to schedule a time for the defense, it is the responsibility of the Ph.D. candidate to coordinate the logistics of the defense informing and reminding the committee members, and arranging for any audiovisual materials needed for the defense. The dissertation advisor with the help of School of Health Sciences staff can assist the candidate with the coordination of the defense logistics, including the location. The length of the defense is generally about 2 hours, though the room should be reserved for 3 hours to ensure plenty of time for deliberations and consultations. Furthermore, prior to the scheduled defense date, the dissertation chair is responsible for public notice. The student is responsible for notifying the program secretary of the defense date one month in advance. The program secretary will make the room reservation and distribute the public notice

6.8.3 Final Dissertation Defense Process

The final defense of the dissertation is the final on campus requirement of the PhD program. The final defense serves to verify that the candidate has met the requirements for research outlined in the proposal defense, that the final product meets the rigors and standards of a doctoral dissertation, and that the candidate is qualified in this regard to receive the Ph.D. degree. It is the final academic requirement in the Ph.D. program.

Timeline for Defense of the Dissertation Defense

The Final Defense may be scheduled following the semester mid-term with approval from the dissertation committee. The timing should reflect the number of dissertation credits in which the student enrolled in the final semester. Candidates must attend to the deadlines published on the Graduate School page of the USD portal.

To schedule a final defense, a signed and approved Dissertation Proposal Defense Approval form must be on file with the Program Director, and all dissertation defense scheduling and public notice requirements must be met (see above). The manuscript must be complete and meet the criteria described earlier under either the Traditional or '3 Articles Model of the Final Dissertation Format (See 3.9.6)

The defense will follow this general process:

1. Welcome, acknowledgement of candidate, committee, and guests by dissertation committee chair.
2. Review of rules and format by dissertation committee chair.
3. Introduction of candidate by committee chair.
4. Formal presentation by the candidate.
5. Committee discussion and questions.
6. Comments and questions from guests (faculty and public)
7. Committee evaluation session (candidate and guests are asked to leave the room).
8. Reconvene with candidate and discuss committee's decision.
10. Conclusion and completion of Dissertation Final Defense Approval Form.

6.8.4 Evaluation of the Final Defense

To pass the final defense, a majority of the committee must agree and sign their name on the approval form. As explained above, in order to pass a defense, the dissertation chair must also affirm that: 1) the dissertation report meets the criteria outlined in this handbook; and 2) the defense scheduling, public notice, and defense process has been carried out in compliance with the procedures described in this handbook.

The following dissertation defense outcomes are possible:

- 1. Pass without further comment-** the committee approves the dissertation as is.
- 2. Pass with minor modifications-** the committee authorizes the dissertation chair to verify the candidate has completed all modifications the defense committee has required. The defense does not need to be repeated.
- 3. Pass with major modifications-** the committee requires the candidate to resubmit in writing to all of the members of the committee all of the modifications to the manuscript required. All of the members must approve in writing the modifications made. The defense does not need to be repeated.
- 4. No pass / resubmit-** the committee determines the defense did not illustrate fulfillment of the rigors and standards of a doctoral dissertation, but the committee feels that with effort the candidate could improve the manuscript and fine-tune the research. The defense must be repeated with the improved product.
- 5. No pass-** the committee determines the defense did not illustrate fulfillment of the rigors and standards of a doctoral dissertation.

6.8.5 Submission of Final Dissertation Manuscript

Once the candidate has successfully defended the final dissertation, the manuscript must be submitted to ProQuest at www.etsadmin.com/sdakota . Failure to submit the dissertation at the appropriate time may delay graduation. **A Guide to Preparing the Dissertation or Thesis and ProQuest Process documents are available on the Graduate School link in the in the myUSD.Portal.**

6.8.6 Commencement

Although attendance at commencement is not required, candidates are strongly encouraged to attend the commencement

exercises for the degree that is being sought. Degrees are conferred at the end of the summer semester, fall semester, and spring semester; however, there will only be one commencement ceremony for each academic year held at the end of the spring semester. Students have the option to request to attend a commencement prior to the one at which they will earn their degree or to “walk early.” In order to seek approval to walk early, graduate students must be within nine credit hours from actual completion of degree. Further information is provided on the Graduate School page of the USD portal.

6.8.7 Survey of Earned Doctorate

Authors of dissertations must also complete a doctoral survey form, available online. Please refer to the Graduate School link in the myUSD.Portal.

SECTION 7: ADVISING

7.1 The Teaching & Learning Process

As stated in Joyner, Rouse & Glatthorn (2013) *Writing the Winning Thesis or Dissertation*,

Members of your dissertation committee are responsible for giving you the direction and assistance you need to complete the dissertation, but that responsibility does not mean that they are supposed to do any of the work for you. It does mean, however, that they should be available to you, within the limits of their other responsibilities. As members of the faculty, they are also responsible to the university to uphold the academic standards of that institution. This means that they cannot accept careless work just to enable you to finish your degree. As researchers and educators, they also feel a responsibility to the larger profession, to ensure that the dissertation makes a significant contribution to professional knowledge. (p. 17).

7.1.1 Student Responsibilities in the Teaching/Learning Process

Graduate student responsibilities and deadlines can be reviewed on the Graduate School website:

<https://my.usd.edu/uPortal/p/graduate-school.ctf1/max/render.uP?tab=79051-graduate-student-responsibilities>.

All students are expected to be familiar with the general policies of the University, and those of the Graduate School and Ph.D. in Health Sciences Program. Students are held individually responsible for complying with all of the requirements of the rules and regulations set forth by The University and the SD Board of Regents. Refer to the online USD Student Handbook and Graduate Catalog for complete policies.

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

ADA Policy

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact: Ernetta L. Fox, Director, Disability Services; Room 119 Service Center; (605) 677-6389; disabilityservices@usd.edu.

7.1.2 Faculty Responsibilities in the Teaching/Learning Process

Program faculty members have three essential functions: 1) education of students for careers as practitioner-scholars, 2) research/scholarship that contributes to the advancement of knowledge, and 3) service to the profession, university, and society. Faculty members are granted academic freedom in pursuit of these functions but also have explicit responsibilities to students and to the institution. Faculty members create an atmosphere conducive to learning by:

- Providing a clear statement of course policy and requirements, including criteria for grading, attendance requirements, final examination date, and a description of assignments.
- Evaluating each student's academic performance impartially.
- Giving examinations in such a manner as to minimize the potential for academic dishonesty.
- Responding promptly and consistently to any concerns about, or allegations of, academic or professional misconduct

Instructors are fully responsible for the operation, management and conduct of their classes within the limits of policy as determined by the faculty and by program accreditation standards. The following policy was adopted by the University Senate on June 6, 1984, as amended on June 6, 2001:

Students are to receive, from the instructor, at the beginning of each course a written statement of course policy and requirements. These will include criteria for grading, attendance requirements, final examination date and student responsibilities related thereto, and any other special assignments, e.g., term paper or projects. The statement shall also include the office hours of the instructor which are regularly maintained during the academic term. A statement of course policy and requirements will be filed by each instructor with his/her department chair. (See 2018-2019 Student Handbook).

SECTION 8: ACADEMIC AND PROFESSIONAL BEHAVIOR

8.1 Academic Integrity

8.1.1 University Academic Integrity Philosophy

The University of South Dakota's academic integrity philosophy is described in the 2018-2019 USD Graduate Catalog under Graduate School Policies and Procedures as follows:

Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.

To this end, the University of South Dakota seeks to embrace promote and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement:

We are committed to honesty fairness, trust, respect, and taking responsibility for our actions.

Please refer to SD Board of Regents policy 2:33:

<https://www.sdbor.edu/policy/Documents/2-33.pdf> and the policy map:

https://www.sdbor.edu/policy/Documents/2016_0428MapPolicy2_33_StudentAcademicDishonesty.pdf

8.1.2 Academic Misconduct

Please refer to the [USD Student Handbook](#) and [Student Code of Conduct](#)). All students are expected to be familiar with Policy 2.33 Student Academic Misconduct, which defines cheating and plagiarism. We take these very seriously. We also wish to take this opportunity to notify students that all assignments and written materials submitted to the program are reviewed for plagiarism through TurnItIn, an online plagiarism tool and/or screened through other means.

A. Academic Dishonesty

1. **Cheating**, which is defined as, but not limited to the following:

- a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
- b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or

- c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. **Plagiarism**, which is defined as, but is not limited to, the following;
 - a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
 - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Types of Plagiarism: *This list does not comprehensively define plagiarism, which takes many forms and can evolve with changes in time and technology.*

- **Direct Plagiarism:** Copying another’s work directly with no attempt to acknowledge the source of the material.
- **“Patchwork-style” Plagiarism:** Copying and rearranging material from several writers without acknowledging the original sources.
- **Insufficient Citation of Partial Quotations:** Using partial sentences, phrases, or words stylistically or intellectually identified as the work of another, within a larger paraphrase, without appropriate citation.
- **Paraphrasing (or Summarizing) without Citing or Insufficient Citation:** Changing the words of an original source, but using the ideas of it without acknowledging the original source of those ideas or without adequate citation.
- **Plagiarism of Figures, Graphs, Charts, or Images:** Using images or figures without acknowledging the original source or the individual who developed the images.
- **Misinterpretation of Material as “Common Knowledge”:** Common knowledge refers to information that the average, educated reader would accept as reliable without having to look it up. Some sources say this may depend upon your audience. For example, a description of the symptoms of autism would need to be cited for a general audience but may not need one for graduate students in psychology; however, Harris Cooper, a writer for the APA Style Blog states, “If the idea has been around for a while, you can cite the original source, the most representative source, or the most recent source.” See: <https://blog.apastyle.org/apastyle/2016/05/avoiding-plagiarism.html>. When in doubt, cite.
- **Self-Plagiarism:** Submitting a substantial portion of one’s own previous work or ideas to meet requirements in different contexts, when it is prohibited. For example, a student submits a paper for one course, and then uses a substantial portion of that work for a paper in another course.

Plagiarism is not limited to written text, but also applies to other works such as ideas, graphics, designs, art, music, etc.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;
4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;
5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received;

B. Students are expected to comply with the following academic standards:

1. **Original Work:**

Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. At all times, students are expected to comply with APA Style (6th ed.) when formatting papers. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Any exceptions to this will be communicated to the student. Exceptions may apply in the 784 & 786 series of courses that requires building on previous work. If in doubt, ask.

2. **Referencing the Works of Another Author:**

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or rules of documentation provided by the instructor. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another are used.

3. **Tendering of Information:**

All academic work must be the original work of the student. Giving or allowing one’s work to be copied, giving out

exam questions or answers, or releasing or selling term papers is prohibited.

C. Violations of the Code of Conduct:

[SD Board of Regents Policy 3.4: Student Disciplinary Code](#)
[Map of BOR Policy 3.4: Student Conduct Code](#)

D. Reporting Violations

Initially, an individual who believes there may be a potential violation of the Code of Conduct may choose to contact that person to seek clarification. If there is reasonable cause to believe that the spirit or provisions of the Code of Conduct have been violated, it is the duty of that student to contact the Course Instructor or the Chair of the PhD in Health Sciences Program in a timely manner. It is the obligation of each student to report any Code of Conduct violation; failure to do so is itself a violation of the Code.

A faculty member who has reasonable cause to believe that the spirit or provisions of the Code of Conduct have been violated should contact the Chair of the Program.

The USD PhD in Health Sciences Program reserves the right to dismiss a student, based upon the severity of the academic transgression.

8.1.3 VAIL (Virtual Academic Integrity Laboratory) Tutor

- a. The completion of Vail Tutor is required during Orientation with a minimum score of 90%.
- b. The tutorial is available at <http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/index.cfm> the tutorial consists of 4 modules:
 - Module 1: Understanding Academic Integrity, Plagiarism, and Cheating
 - Module 2: Understanding How to Avoid Plagiarism: tips and Strategies
 - Module 3: Documentation Styles: When and How to Use them
 - Module 4: Plagiarism Policies
- c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the Program Secretary.

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or standards of documentation provided by the instructor.

8.1.4 Reporting Violations

Allegations of Academic Misconduct must be reported by the Faculty Member to the Student Conduct Officer. Furthermore, it is the obligation of each student to report any Code of Conduct violation; failure to do so is itself a violation of the Code. The Academic Misconduct Process outlined in Board of Regents Policy 2.33 or 3.4 will be followed.

A faculty member who has reasonable cause to believe that the spirit or provisions of the Code of Conduct have been violated should contact the Program Director.

The USD Ph.D. in Health Sciences Program reserves the right to dismiss a student, based upon the severity of the academic transgression.

8.2 Academic Standing

All students in the Ph.D. of Health Sciences program are required to make satisfactory academic progress in order to remain in the program. In accordance with Graduate School policy, students who fail to make satisfactory academic progress will be subject to academic probation and/or dismissal. Satisfactory academic progress is evidenced by a cumulative GPA of 3.0 or

higher, a final grade in each course of a B or higher, and completion of all program requirements. Students may not earn more than 6 credits of C in the Ph.D. Program of Study, and may not be on academic probation more than one semester. A student who receives a deficient (D) or failing (F) grade in any course is not eligible for promotion to the next phase of the program and thus is subject to immediate dismissal. Students are responsible for monitoring their academic progress using WebAdvisor. Courses taken outside of the Ph.D. Program of Study are not considered in making decisions about academic progress and standing.

8.2.1 Unsatisfactory Grades

A student must maintain a cumulative GPA of 3.0 in the approved Program of Study. The receipt of a grade below a B in a doctoral course is unacceptable and may be grounds for dismissal from the program. Students with a GPA below 3.0 will be placed on probation, and those who receive grades below a B may be dismissed from the Ph.D. program whether or not the cumulative GPA falls below a 3.0.

The grade of "I" (Incomplete) may be given in cases where the student is unable to complete the required course work through no fault of his or her own. A personal or medical emergency typically constitutes this condition. An incomplete may **not** be given when a student is performing unsatisfactorily or when a passing grade cannot be achieved after all the required work is completed. An incomplete will be changed to an earned grade upon a student's satisfactory completion of the course, within the time determined by the course instructor. The course instructor should convey the conditions for removal of the incomplete to the student at the time the incomplete is given. Course sequence and prerequisites may determine whether a student can progress to the next semester. Grades of I (incomplete) earned in courses taken as part of the Ph.D. program must be removed (completed) prior to comprehensive exams.

8.3 Professional Behavior Development

A graduate degree does not represent a mere accumulation of hours and credits in specific competencies within a major field. The student will be judged at all stages on the above grounds, and regardless of grades in courses, may be dropped from the graduate program if progress, behavior, or attitudes are found to be unsatisfactory. Consequently, students enrolled in the Ph.D. in Health Sciences Program are expected to develop and demonstrate behaviors and attitudes consistent with those of the practitioner-scholar. In addition to the [Student Code of Conduct](#) and the [Academic Integrity Code](#), which outline behavioral expectations of all students enrolled at USD, students in the Ph.D. in Health Sciences program are expected to demonstrate professionalism and timeliness in meeting all responsibilities of the program, and as outlined below.

8.3.1 Timeliness as a Professional Behavior

Meeting program deadlines and communicating in a timely manner is an important professional behavior and one that is expected of the Ph.D. in Health Sciences student. Tardiness and absenteeism in course activities will be reflected in student assessment and may result in reductions in course grades. Timely response to email requests, without repeated reminders, is also an example of professional behavior expected of students in the Program. Important Program announcements, updates, and requests for information are made primarily through email messages sent to students' USD email addresses, thus it is critical that you check these messages regularly. Repeated failure to respond in a timely fashion to program requests is unprofessional, and may result in probation or dismissal from the program.

8.4 Academic and Professional Behavior Probation and Dismissal

According to the Ph.D. in Health Sciences program policy, students are subject to academic probation and possible dismissal under any of the following conditions:

1. A grade below a B in any course in the program of study
2. A term GPA lower than 3.0, OR
3. A cumulative GPA below 3.0 in their program of study (see above)
4. Academic or Professional Misconduct

In any of these instances, the program may take any one of the following actions:

1. Place the student on academic probation with clear criteria for continued enrollment in the program
2. Dismiss the student from the program

8.4.1 Probation and Dismissal Process

The Graduate Catalog states:

If a student has more than one course of unsatisfactory work and/or has not maintained a 3.0 term or cumulative graduate GPA, the academic program places the student on warning, probation, or dismisses him/her from the program in keeping with department and Graduate School policies. Degree programs and the Graduate School review the academic standing of all graduate students each term, and program leaders notify students directly of academic warning, probation or dismissal. The Graduate School is copied on all student communication. A graduate student may be dismissed from the program at any time for failure to meet the academic performance and progress standards of the degree program's or Graduate School. The department is required to provide students a written notice of the issues and an opportunity to meet with the program head (face-to-face, teleconference, virtually) before dismissal action.

It is the policy of the Graduate School that any academic graduate department, through due process, may deny a graduate student continued enrollment in a program in accordance with department policies. The reasons for dismissal include: (1) academic performance that does not meet the standards of the department and the Graduate School, or (2) conduct in violation or unfavorable of the ethical or professional standards of the degree program or discipline involved. Academic appeals are handled through the Graduate Academic Appeal Policy (SDBOR Policy 2:9, see below) and/or the Student Code of Conduct Policy in the event of an allegation of misconduct (SDBOR 3:4; see below). In addition, general campus rules and policies relating to student conduct are found in the Student Handbook available in the myU.Portal at <https://www.usd.edu/~media/files/student-life/usdstudenthandbook> For further information, call the Graduate School 605-658-6140.

<http://catalog.usd.edu>

SECTION 9: STUDENT RIGHTS & RESPONSIBILITIES

9.1 Right to Appeal Academic Decisions

Students have the right to appeal decisions relating to their academic standing and/or progress in their program of study. These decisions include - but are not necessarily limited to - the assignment of course grades and decisions relating to academic warning, probation, and dismissal. Academic appeals are handled through the Graduate Academic Appeal Policy (See Graduate School webpage.)

Please see Board of Regents Policy 2.9 and/or Board of Regents Policy 3.4

SDBOR 3.4 policy refers to situations involving the Student Conduct Code. SDBOR 2.9 policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs. After the investigation, the Office of Student Rights & Responsibilities should provide confirmation to the Graduate School if misconduct occurred or if the charges were not valid.

9.2 Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

9.3 Students with Disabilities

Students with disabilities are entitled to be reasonably accommodated in their academic pursuits, as well as in their access to university events, resources, and facilities. If you have a disability for which you are or may be requesting an accommodation,

you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

9.4 Freedom from Discrimination

Students have a right to be free from discrimination, including all violations of rights guaranteed under federal, state, or local antidiscrimination laws and regulations. According to SO Board of Regents policy 1:18, this also includes the right to be free from discrimination that "includes any allegation that, because of a person's race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability, a person has been subject to disparate treatment in terms of conditions of employment, in the delivery of educational services, or with respect to the participation in the activities of officially recognized organizations" (SDBOR 1:18, section 3). Furthermore, "persons who bring complaints of discrimination and persons who assist in the investigation and disposition of such complaints shall not be subject to harassment, interference, intimidation, or retaliation" (SDBOR 1:18, section 7).

Students who believe that they have been subjected to discrimination by any faculty or staff member of the university community should contact the Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students who believe that they have been subjected to discrimination by another student in the university community should contact the Director of Student Rights and Responsibilities at srr@usd.edu, and Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students may also discuss such concerns with a trusted faculty member, who will then take responsibility for referring the matter to the Director of EEO/AA & Chief Title IX Coordinator for investigation. The full text of the SDBOR policy 1:18 outlining human rights complaint procedures can be found on the SO Board of Regents web page and the Graduate School webpage. Further information regarding student rights and responsibilities is found in the Student Conduct Code, SDBOR policy 3:4, <https://www.sdbor.edu/policy/documents/3-4.pdf>

9.5 Freedom from Sexual or Other Harassment

Students have a right to be free from harassment by any member of the University community, including harassment from faculty members, university administrators, staff, or other students. Whether it is sexual in nature – or directed at them as a result of their race, color, creed, religion, national origin, ancestry, citizenship, gender identify, transgender, sexual orientation, age, disability, genetic information or veteran status – harassment is strictly prohibited by SD Board of Regents and University policy.

Under SDBOR policy 1:17, sexual harassment, which can assume various forms, occurs when "an individual has been subjected to unwelcome sexual advances, requests for favors, or other verbal or physical conduct of a sexual nature." This includes situations in which:

- a. *Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's participation or use of an institutionally sponsored or approved activity, employment, or resource; or*
- b. *Submission to or rejection of such conduct by an individual is used as the basis for educational, employment, or similar decisions affecting an individual's ability to participate in or use an institutionally sponsored or approved activity, employment, or resource.*

Sexual harassment may also be established by showing participation in the creation of an intimidating, hostile, or demeaning environment.

Students who feel that they have been subjected to any harassment- sexual or otherwise- by a faculty, staff or student member of the university community are encouraged to report these instances to the University's Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students can find the full text of SDBOR policy 1:17 outlining USD's sexual harassment policy, and SDBOR policy 1:18 outlining human rights complaint procedures, on the SD Board of Regents web page.

9.6 Notice of Nondiscriminatory Policy

The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-- discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal

Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009).

SECTION 10: GRADUATE SCHOOL POLICIES, TIMELINES, AND FORMS

All graduate students are responsible for familiarizing themselves with the various Graduate School policies and timelines found in the USD Graduate Catalog. These include course registration, withdrawal, and refund dates, as well as other policies that affect their status and progress in the program. Students may find the Graduate Catalog by going to the USD website homepage, searching "graduate catalog," and then selecting the search result which leads to this link: <http://catalog.usd.edu/index.php>. Once at the catalog homepage, select the *2019-2020 Graduate Catalog* from the drop down menu in the upper right hand corner.

Additional resources can be found through the USD University Portal. From the USD website homepage, select the "MyUSD." link found at the top of the page. Current students can log in to the portal with their USD username and password. The Graduate School page in the portal can be accessed by selecting "Graduate School" under the dropdown menu for the "Academics" tab at the top of the page, and then selecting "Graduate School Home" from the list of available options. The information found there includes important deadlines for submitting graduation paperwork, and various forms used by graduate students.

Students are strongly advised- both upon admission and periodically during their time in the program - to look through the policies deadlines information and forms that are found at the Graduate School portal.

Documents required by the PhD in Health Sciences program and/or the Graduate School include:

- Handbook Form*
- VAIL Certificate
- Transfer of Credit Form*- if applicable
- Advising Form* - submitted each fall and spring semester
- Dissertation Committee Approval form* – must be submitted by November 15 of the semester preceding the spring comprehensive exams
- Syntheses in preparation for comprehensive exams
- CITI Certificate
- Dissertation Proposal
- IRB Application
- Program of Study/Application for Degree*
- Final Dissertation Report
- Certificate of Authorship form*
- Survey of Earned Doctorate

*Please obtain these directly from the PhD in Health Sciences program office.

SECTION 11: STUDENT SERVICES

Academic & Career Planning Center

Steve Ward, Director

Academic Commons, I.D. Weeks, first floor 605-677-5381

advising@usd.edu

The Academic and Career Planning Center (ACPC) provides general academic and career advisement for all USD students. In particular, the ACPC's staff advises new students that have declared a major in the College of Arts & Sciences, most of the majors in the Health Sciences, and individuals who have not declared a major. The Academic and Career Planning Center also acts as a clearinghouse for the declaration or changing of majors. Follow the link for more details

<http://catalog.usd.edu>

Disability Services

Service Center North, Room 199B

Phone: 605-677-6389

Fax: 605-677-3172

dservice@usd.edu

www.usd.edu/student---life/disability---services

Disability Services is an integral part of the University of South Dakota and is committed to ensuring that students with disabilities have equal access to all the programs, services and activities USD offers in accordance with Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the American with Disabilities Act Amendment Act (ADAAA) of 2008. To receive academic accommodations, students must contact and register with Disability Services as soon as possible after admittance to USD. Following registration with Disability Services, students are required to submit medical or other diagnostic documentation of their disability and their functional limitations. The student may also be asked to obtain additional evaluations prior to receiving requested accommodations. Students are responsible for making timely and appropriate disclosures, making timely and appropriate requests for accommodation, for keeping Disability Services informed about the implementation of accommodations, and for actively participating in the securing of his/her accommodations and auxiliary aids. Delay on the part of the student in registering with Disability Services, seeking accommodations, or in meeting required conditions, may result in limiting the ability of the University to provide appropriate and reasonable accommodations.

If you are a student with a disability please contact Disability Services as soon as possible to request academic accommodations. If you are a student who suspects you may have a disability, contact Disability Services. Disability Services may refer you to the appropriate agency or organization for evaluation.

Financial Aid

Enhanced job opportunities. Broadened global perspective. Unlimited possibilities. A college education is an investment in your future. The Office of Financial Aid works with students to explore the many resources available to help make your college education even more affordable.

Graduate School

<https://www.usd.edu/graduate-school/>

Help Desk

<http://www.usd.edu/technology/contact-the-help-desk>

Registrar's office

The Office of the Registrar serves as the institutional guardian for official academic information and records in supporting the faculty, staff and students of the University of South Dakota. <http://www.usd.edu/registrar>

Student Health Services

Sanford Vermillion Medical Center is pleased to be the provider for USD's Student Health Services. Sanford Clinic Vermillion is dedicated to the work of healing and has the vision to significantly improve the human condition through patient care, education and research. We are committed to healthcare excellence at an affordable cost to students. All currently enrolled USD students who pay the general activity fee each semester are eligible to use Student Health. Your Coyote Card must be presented as identification when using Student Health Services. Follow the link for more details <http://www.usd.edu/student-life/student-health>

USD Online

You need more tools, but also flexibility. That's why we're committed to bringing our knowledge to you. USD Online and Off-Campus Education offers accredited, high-quality academic programs and courses with the flexibility, convenience and affordability you desire. With more choices than ever, we have a program for you. <http://www.usd.edu/usd-online>

APPENDIX A

Dissertation Committee Approval Form

Please obtain original pdf fillable form from the program office. Adobe signatures rather than handwritten signatures should be used.

(see next page)



Date: [Redacted]

Ranjit Koodali, Dean
Graduate Education
USD Graduate School

Student ID: [Redacted]

RE: Dissertation Committee Approval

Dear Dean Koodali,

[Redacted]

This notice is to inform you that the dissertation advisory committee for

(Candidate)

- Committee Chair: [Redacted]
- Committee Member: [Redacted]
- Committee Member: [Redacted]
- Committee Member: [Redacted]
- Committee Member: [Redacted]

[Redacted]
Candidate: [Redacted]
[Redacted]
Committee Chair: [Redacted]
[Redacted]
Barb Brockevelt, PhD; PhD in Health Sciences Program Chair
[Redacted]
Ranjit Koodali, Dean, Graduate School

PhD in Health Sciences

APPENDIX B

Form for Certification of Authorship

University of South Dakota
Doctor of Philosophy in Health Sciences

CERTIFICATION OF AUTHORSHIP OF DISSERTATION WORK

Submitted to (Advisor's Name): _____

Student's Name: _____

Title of Submission: _____

Formal Dissertation Proposal

Final Dissertation Report

Certification of Authorship: I hereby certify that I am the author of this document and that any assistance I received in its preparation is fully acknowledged and disclosed in the document. I have also cited all sources from which I obtained data, ideas, or words that are copied directly or paraphrased in the document. Sources are properly credited, according to accepted standards for professional publications. I also certify that this paper was prepared by me for this purpose.

Student's Signature: _____

Date of Submission: _____

Appendix C

Dissertation Proposal: Traditional & Three-Manuscript

The following outline and instructions must be followed unless the proposal is of a **qualitative** nature, which requires a different format, which is described in Appendix D. The details for the front and back matter for the proposal are the same for quantitative and qualitative studies.

The candidate should refer to him/herself as “the investigator” and refer to his/her study as the “dissertation study” to be clear in distinguishing the dissertation study from studies in the literature used to support points made.

The dissertation proposal is composed of the first three of the five chapters that make up the final dissertation report. The outline for the formal dissertation proposal follows:

Front Matter

These pages are not numbered

1. Title Page.
2. Abstract
3. Table of Contents
4. List of Tables
5. List of Figures

Details of Front Matter

Title Page

The title page includes the exact title of the dissertation, date of submission, the candidate’s name, and name of the doctoral program. The title clearly states the subject of the dissertation, and reflects the scope and content of the investigation. The title is comprehensive and descriptive, yet succinct. Intricate and extremely long titles are not acceptable. APA recommends a title length of no more than 12 words. This is page i; however, no page number is placed on this page. No bold is used.

Abstract

The abstract is one or two pages (page ii or pages ii and iii) but the page numbers should not be printed. The abstract is a brief summary of the purpose and content of the dissertation proposal. The abstract includes the problem statement, a description of procedures or methodology, and an account of expectations. Follow the current APA *Publication Manual* for guidelines regarding the length of the abstract, and write it in future tense. The title “Abstract” is centered; it is the first line on the page, and it is not bolded. For an example of an abstract, please refer to APAstyle.org, the current APA *Publication Manual*.

Table of Contents

The table of contents follows the abstract. Like the abstract, the page is not numbered and “Table of Contents” is the first line on the page, and it is centered and not bolded. Unless otherwise instructed, level one and level two headings will be included with their page locations in Arabic numerals, starting with Chapter 1: Introduction on Page 1. The table of contents will be single-spaced in order to save space. Be sure the headings, the dot leaders, and the page numbers span from the left margin to the right margin. The indentation will be in increments of an inch. Any overflow of headings will be indented 0.25 inch. All the important words will be

capitalized. Do not capitalize articles, prepositions, or conjunctions unless they are the first word of the heading. The table of contents for this document is constructed with these principles. The abstract, list of tables, and list of figures (if any) will be listed before the chapter headings, using the Roman numerals for the page numbers they represent.

Table of Contents

Abstract iii
 List of Tables ix
 List of Figures x
 Chapter 1: Introduction 1
 Introduction to the Chapter 1
 Statement of the Problem 1
 Level Two Heading 3
 References 101
 Appendices 105
 Appendix A: Title of the Appendix 105
 Appendix B: Title of the Appendix 106
 Appendix C: Title of the Appendix 107
 (Notice the title “Appendices” appears in the table of contents but does not have its own page in the paper. The page number is the same as Appendix A.)

List of Tables

The list of tables will follow the table of contents. Like the table of contents, the page is not numbered, and “List of Tables” is the first line on the page, and it is centered and not bolded. The list of tables is formatted like the table of contents and lists by title each table included in the dissertation along with its page location. If all the titles of the tables will fit on the page if double-spaced, this format is preferred because it is easier to read. In order to save space, the list of tables may be single-spaced like the table of contents.

List of Tables

Table 1: Title of the Table 34
 Table 2: Title of the Table and if the Title of the Table Overflows to the Next Line, Use This Format 35

List of Figures

The list of figures will follow the list of figures. Like the list of tables, the page is not numbered and “List of Figures” is centered and not bolded. The list of figures is formatted like the table of contents and lists by title each figure included in the dissertation along with the page location. If all the titles of the figures will fit on the page if double-spaced, this format is preferred because it is easier to read.

List of Figures

Figure 1: Title of the Figure 36
 Figure 2: Title of the Figure and if the Title of the Figure Overflows to the Next Line, Use This Format 37

Body of Dissertation

The Text

Start the page numbering with the first page of Chapter 1, according to APA style. Each chapter starts on a new page.

Chapter 1: Introduction

[Guiding Comments regarding Chapter 1: Introduction (The chapter identifier is a level one heading.)]

This chapter includes the following topics, and the level one headings and subheadings for the chapter may be derived from the topics. The following headings are suggested headings for level one and level two. Make adjustments as needed to fit the candidate's study. Use the present tense. Use the past tense when referring to studies from the literature.

Introduction to the Chapter

Summary of the information to be presented.

Background to the Problem

Population statistics, provide the context, issues

Statement of the Problem

Issue to be investigated and goal to be achieved

Relevance

Significance, purpose, or need for the study

Elements

Theories

Research Questions

Hypotheses

Definitions of Terms

Use conceptual and operational definitions if appropriate as level two headings

1. Term one. Use paragraphs in a series to display information vertically.
2. Term two. Explanation and citations if appropriate follow the term.
3. Notice the format. This format is used for paragraphs in a series.

Description of Variables

Describe dependent, independent, and covariates

Rationale

Describe the rationale and need for the study

Assumptions

Describe the assumptions that you assume to be true but not necessarily verified

Summary of the Chapter

The summary is one or two paragraphs

Chapter 2: Review of the Literature

[Guiding Comments regarding Chapter 2: Review of the Literature]

This chapter includes the following topics. There are examples of possible level one and level two headings. Make adjustments as needed to fit the candidate's study.

Use the past tense when referring to studies from the literature. Remember the active voice is preferred. Be careful not to give a human quality to an inanimate object, which is anthropomorphism. Studies, findings, results, literature, research, theories, tables, or figure **cannot** explain, compare, deduce, explore, examine, assess, conclude, interpret, support, discuss, address, focus, highlight, provide, give, or determine anything. Objects have a limited vocabulary. They **can** find, show, indicate, demonstrate, and include. Only people or organizations can perform actions. Instead, have author doing the action, or use the passive voice. Remember to be clear when referring to the dissertation study and referring to studies that support the dissertation study.

Introduction to the Chapter

Summary of the information to be presented.

Historical Overview

Brief summary of relevant theory(ies) and research literature on topic.

The candidate will use his/her own subheadings for the following topics. Summarize and critique the known and unknown and describe how these are linked to the research. Critique of the validity of the theory(ies) and research in the literature, instruments (description, history, development, application in other studies, reliability, validity, trustworthiness), procedures (description, history, development, application), and so forth as applicable to the candidate's study

Relevant Theory

The candidate will use his/her own subheadings regarding what is known and unknown about the topic. Give a summary and critique of the known and unknown and a discussion of how these are linked connection to the candidate's research. Critique of validity of theory and research in the literature, instruments (description, history, development, application in other studies, reliability, validity, trustworthiness), procedures (description, history, development, application), and so forth as applicable to the candidate's study.

Relevant Concepts

Not covered under relevant theory

Relevant Contexts

Reflexivity, clinical experience, or issues if a qualitative study

Summary of Literature

(One or two paragraphs)

Chapter 3: Methodology

[Guiding Comments regarding Chapter 3: Methodology]

(This chapter includes the following topics. The level one headings (and other subheadings) for the chapter may be derived from the topics. Examples of level one and level two headings are listed. Make adjustments as needed to fit your study. Use present and future tenses.)

Introduction to the Chapter

Summary of the information to be presented.

Research Design and Methodology

Study Design

Rationale

If more than a few sentences, this section should go in Chapter 2

Threats

Describe how they will be addressed

Strengths and Weaknesses of Design

Specific Procedures

Subjects (Participants)

Power

Sample Size

Inclusion Criteria

Address how determined

Exclusion Criteria

Address how determined

Characteristics

Recruiting Procedures

Formats for Presenting Results

Resource Requirement

Reliability and Validity

Timeline

This information will not be part of the final dissertation

Ethical Considerations and Review

IRB, HIPPA, other

Funding

State the source of the funding, or state the study is unfunded

Study Setting

Instruments and Measures

If applicable, describe measures, data type/level, use or application procedures, reliability and validity of measures, and equipment needed

Pilot Study Summary

If applicable, describe the pilot study and how it is linked to study

Data Collection Procedures

(Remember, data is plural and takes plural verbs and pronouns)

Data Analyses

Describe management of data, all analyses, include rationale for use of analytical procedure for data type to answer research questions

Format for Presenting Results

Anticipated Limitations and Delimitations

As applied to the results and interpretation of the data**

Summary of the Chapter

**Anticipated limitations and delimitations of the study

Note: 1. *In the final dissertation report, this section will move to Chapter 5. Candidates will drop the word “anticipated” as the candidate will report, describe, and discuss the actual limitations and delimitations of the study.*

Note: 2. *A **limitation** is a factor that may affect the study but is not under your control. A **delimitation** is a factor that is under your control. Delimitations define the scope and boundaries of the study.*

Back Matter

1. References. (References must be cross-checked to ensure that all in-text citations were properly cited)

- and that all in-text citations have a corresponding entry in the reference list.).
2. Appendices.

Details of Back Matter

The contents of the back matter elements consist of the following:

Reference List

All works cited in the text of the dissertation proposal must appear in this section. Any entry in the reference list will have a corresponding in-text citation. References must be cross-checked to ensure that all in-text citations were properly cited. The reference list is presented in APA style.

Appendices

An appendix is used to present material that supplements the text or may be of interest to readers but is too detailed or distracting for inclusion in it. Surveys, evaluation instruments, original data, complicated mathematical tables, new computer programs, computer print-outs, and data collection forms are examples of materials that are most appropriately appended. Appendices help the reader replicate, assess, or understand the investigation. Each appendix is listed by letter and title in the table of contents for APA style, such as Appendix A.

Appendix D

Dissertation Proposal: Qualitative Study

The qualitative dissertation proposal is composed of the first three of the five chapters that make up the final dissertation report.

Front Matter

These pages are not numbered

1. Title Page.
2. Abstract
3. Table of Contents
4. List of Tables
5. List of Figures

The Text

Start the page numbering with the first page of Chapter 1, according to APA. **Each chapter starts on a new page.** The candidate should refer to himself/herself as “the investigator” and refer to his/her study as the “dissertation study” to be clear in distinguishing the dissertation study from studies in the literature used to support points made.

Chapter 1: Problem and Domain of Inquiry

[Guiding Comments regarding Chapter 1: Problem and Domain of Inquiry]

See the explanation for the suggested headings in this chapter. Differences between the proposal and the final paper will be noted.

There will be a paragraph here under the chapter identifier. Do not include an “Introduction” heading or subheading for this content. This paragraph’s position in the paper and the fact that it is introductory is understood. This paragraph (or two) will contain the introductory information that provides a background of the problem. This content may have statistical data that supports that a problem exists. This paragraph explains the details about the study, which should make a natural bridge to the problem statement. For Chapter 1, the tense is usually the same for the proposal and the final report. Use the present tense. Use the past tense when referring to studies from the literature. Use the present tense when discussing general information that was true in the past and is true in the present.

Problem Statement

The problem statement should not be more than a few sentences that are specific and to the point, which explains why the candidate’s study is important. The topic of interest, the population of interest, and the significance of the topic or how it is problematic are identified in this section. The problem statement is a natural bridge to the purpose of the study.

Purpose of the Study

The purpose should not be more than a few sentences. The purpose of qualitative research varies, depending on the research method and the associated assumptions. The study should be designed as an inquiry process to describe or interpret a social or human phenomenon studied in the natural environment. Rich, descriptive data obtained from using qualitative research methods helps to illuminate language, lived

experiences, essence, values, and culture through the use of multiple ways of knowing.

Research Questions

How the research questions are stated will depend on the research tradition used. For instance, ethnography always asks *how*; phenomenology asks *what*.

Research Question 1

Research Question 2

Add the research questions as appropriate to the study

Significance of the Study

Explain the expected contributions of the study to knowledge in the following arenas:

Education

Practice

Research

Public Policy

Philosophical Underpinnings

The basic assumptions of any given paradigm involve the following: ontology (the nature of reality), epistemology (the relationship between the inquirer and the known), and the methods (the methods of gaining the knowledge of the world). Positivism and post-positivism are the basis for quantitative research; constructivism, interpretation, and critical theory constitute the philosophical underpinnings of qualitative research. In general, all qualitative paradigms assume the relativist ontology (there are multiple realities that are socially and individually constructed) and transactional epistemology (the knower and the known are inextricably entwined) as well as dialogic/interpretive methodology.

Research Tradition

Whereas quantitative studies have a theoretical framework, the qualitative approach is founded on a research tradition. There is a wide variety of approaches, but the more commonly used include (a) ethnography wherein the domain is culture; (b) phenomenology and interpretive phenomenology (hermeneutics) wherein the domain is the lived experience (Giorgi, 1985; Moustakas, 1994; Smith, Flowers, & Larkin, 2009); (c) grounded theory leading to the development of theory (Charmaz, 2014; Corbin & Strauss, 2014; Glaser & Strauss, 1999); and d) historical research wherein the domain is past behavior, events, and conditions. Other types of qualitative research include case studies and narrative analysis. Information for this section comes from a resource that probably was written by the theorist. Give the historical development of the tradition, including the discipline from which it was derived and the domain which it addresses. Thoroughly describe the tradition and explain its application to the present study.

Definition of Terms

In this section, provide conceptual definitions or a concept analysis for key phenomena addressed in the study but indicate that the intent of the study will be (or was) to have the meaning of the concepts defined by those being studied. Do not include information that defines the population of interest as that will be included in Chapter 3.

Paragraphs in a series can be used for definitions of terms.

1. Term one. Use paragraphs in a series to display information vertically.
2. Term two. Explanation and citations if appropriate.
3. Notice the format. This format is used for paragraphs in a series.

Chapter Summary

The chapter summary is brief. Succinctly review the chapter in no more than two paragraphs.

Chapter 2: Review of the Literature

[Guiding Comments regarding Chapter 2: Review of the Literature]

Each chapter starts on a new page. In qualitative research, when the literature review is carried out, it is largely dependent on the research tradition chosen. This chapter provides the knowledge that is the context for the study. It is used to demonstrate the potential for complexity of the phenomenon. Historical context can include the tracing of the historical background of the study focus, the tracing of the conceptual threads of the study, and the disciplinary perspective of the focus. The candidate's personal knowledge or involvement with this topic is addressed by the experiential context.

Content headings will be dependent on the particular phenomenon being studied. The subheadings within the chapter should reflect a logical pattern of knowledge content surrounding the focus of the study.

Use the past tense when referring to studies from the literature. Remember the active voice is preferred. Be careful not to give a human quality to an inanimate object, which is anthropomorphism. Studies, findings, results, literature, research, theories, tables, or figures **cannot** explain, compare, deduce, explore, examine, assess, conclude, interpret, support, discuss, address, focus, highlight, provide, give, or determine anything. Objects have a limited vocabulary. They **can** find, show, indicate, demonstrate, and include. Only people or organizations can perform actions. Instead, have author doing the action, or use the passive voice. **Remember to be clear when referring to the dissertation study and referring to studies that support the dissertation study.**

Use levels of heads as appropriate to present the information from the literature. Use the same information for the proposal and the final report

Chapter Summary

Succinctly review the chapter in no more than two paragraphs.

Chapter 3: Methods

[Guiding Comments regarding Chapter 3: Methods]

Each chapter starts on a new page. Use the present and future tenses for the proposal. For the final report, use the past tense to discuss the process. The passive voice may be helpful here. Use the present tense to explain tables and figures.

Research Design

An emergent design is used for qualitative studies. The design can be either cross-sectional or longitudinal.

Research Assumptions

The research assumption is a statement that is presumed to be true without validation. By determining our assumptions, biases, understandings, and beliefs prior to the research, we are open to the possibilities. For example, the candidate assumes the following:

- People can reflect on and share their experiences of deeply personal issues.
- The investigator will maintain openness when interpreting new perspectives.
- Individuals will report accurately and truthfully about themselves.
- Reaching saturation validates the themes.

Setting

Data collection usually occurs in real-world, naturalistic settings with high potential for information richness. Clearly describe the setting from which the sample will be recruited and in which the data will be collected. Start large and then taper to the exact spot.

Sampling Plan

Purposive sampling methods are the sampling strategies for qualitative studies. There are several variations of purposive sampling, including maximum variation sampling, typical case, extreme (deviant), reputational case, critical case, criterion sampling, and others. Describe which type of purposive technique will be (or was) employed.

Participants

The demographic portion of the research instrument should have questions that will assure that individuals are eligible to be participants.

Inclusion Criteria

Exclusion Criteria

Sample Size

Sample size estimation is based on previous experience, pilot work, and methodology. Typically, data are collected until the candidate reaches the point of saturation, or in which no new information is noted in the responses. However, final sampling decisions take place during the data collection. Qualitative research samples typically do not exceed 50 participants. For example, ethnography has approximately 25 to 50 participants, phenomenology approximately 10 or less, and grounded theory approximately 20 to 30. In the IRB application, provide a sample range that the candidate anticipates.

Protection of Human Subjects

The IRB considers this section very carefully. Specify if the data will be confidential (not anonymous). The explanation must include how the candidate will protect the privacy of the participants and address any risks or benefits that might result from participation. The NSU IRB Web site provides clear instructions.

Risks and Benefits of Participation

If the candidate plans to give some sort of gift, it is an honorarium. It should be small so as not to be considered coercion. Under risks, include if there may be some sort of psychological discomfort related to the questions and/or responses and how the risks will be handled.

Data Storage

The IRB requires data be stored separately from any identifiers if the candidates have them. Data are saved in a locked file cabinet in the investigator's home and on the investigator's home computer that is

password protected for 3 years, and then, survey instruments are destroyed by shredding, computer files are erased, and computer storage (such as USB drives) are destroyed. Explain who will have access to data.

Procedures

Provide a clear step-by-step, detailed explanation as to how the candidate will (or did) recruit participants, gain their trust, and the activities or procedures the candidate expects the participant to do. This section does not need to be lengthy, but the reader should be able to “see” the process from start to finish.

Examples of procedure types include the following:

- Individual interviews.
- Participant observation.
- Focus groups.
- Personal and public documents.
- Internet-based data.
- Videos.

Data Collection Instruments

The data collection instruments will depend on the research tradition and research questions. It is beyond the scope of this outline to address all approaches and, therefore, all types of data collection instruments. However, if interviews are being (or were) conducted, the following provides assistance as to the elements that will be included in this section.

Demographic Data

Which data will (or did) the candidate collect and why?

Interview Questions

If interviews are (or were) being conducted, briefly explain the purpose of the interviews and relate the interviews to the qualitative tradition and the research design. The actual list of questions should be in the appendix.

Field Notes

Field notes are both descriptive and reflective.

Data Management and Organization

Content will be dependent on the specific qualitative method being used but should include information on data management, organization, and analysis plan.

Transcription

Explain how the investigator will (or did) assure accuracy of transcription.

Category Scheme Coding Data

Coding is the process that involves labeling common ideas that come from the data (transcripts). It is a process in which the investigator organizes the material into groups and then adds meaning to the groups. This process may include the actual language of the study participant. Closely meaning words are grouped into themes and given a broader category. Refer to coding procedures described by the specific qualitative research tradition used in the study.

Data Analysis

The thematic analysis process is explicitly and methodically described and based on the research tradition used.

Trustworthiness and Integrity

Criteria for trustworthiness (rigor) of the data and analysis, including credibility, dependability, confirmability, transferability, and authenticity are addressed in this section. The explanation of confirmability should include how the candidate will (or did) carry out the member checks. The discussion should include how they apply and how they will be (or were) assured.

Strengths and Limitations of the Research Design

The candidate should discuss the strengths of qualitative research, such as the collection of data in naturalistic settings, rich description of complex phenomena as they are situated in local contexts, understanding of participants' personal meanings and experiences of phenomena being studied, and the ability to study phenomena in depth. The candidate will also discuss the limitations of a qualitative study, such as the inability to generalize the findings, which restricts the truthfulness of the study. Another limitation is that participants may fear repercussions of their open dialogue about their behavior. Other limitations will be specific to the study. This section will be in Chapter 3 for the proposal and then be moved to Chapter 5 when the study is completed.

In a written or oral defense of the proposal, candidates should be prepared to defend the strengths and limitations of the chosen research design.

Chapter Summary

The summary of the chapter is brief. Succinctly review the chapter in no more than two paragraphs.

APPENDIX E

Final Dissertation Report: Traditional Chapter Format

First tell them what you are going to tell them. Tell them. Then, tell them what you told them.

The final dissertation report is a coherent, detailed, accurate, and comprehensive scholarly account of the candidate's investigation to answer a specific research question and to report new knowledge from the dissertation study findings. The report is written mostly in the past tense as it describes the research the candidate proposed to do, did, and the results the candidate found. The candidate should refer to him/herself as "the investigator" and refer to his/her study as the "dissertation study" to be clear in distinguishing the dissertation study from studies in the literature used to support points made.

Candidates are responsible for a scholarly level of writing and careful editing. A professional editor may be recommended prior to and in addition to the required final copy editing per committee chair recommendation.

Note: The candidates must complete and sign a Certification of Authorship form with her/his initial complete draft dissertation report for review and with the final dissertation report (see Appendix B).

Dissertation Final Report Outline and Format (Chapter Format)

Generally, the first three chapters of the formal dissertation proposal will become the first three chapters of the dissertation; however, some modification of verb tense and other details are usually necessary. The sections that make up the final dissertation report include the following:

Front Matter

Title Page

Dissertation Committee signature page
Abstract
Acknowledgments (optional)
Table of Contents List of
Tables
List of Figures

Details of Front Matter: Dissertation Final Report

Candidates will use the most current APA style in the dissertation report unless otherwise noted. If a newer *APA Publication Manual* edition becomes available after candidates have started writing the report (chapters 4 and 5), then candidates may continue to use the APA manual that chapters 1, 2, and 3 followed.

Copyright Permissions

Inclusion of any copyrighted materials must have letters of permission from the holder of the copyright to use in the dissertation study. In addition, if the candidate seeks to include copyrighted materials in the final dissertation report, separate permission to from the holder of the copyright must also be obtained and included in the final report in order to include this material in the final dissertation report. The candidate should prepare himself or herself with information in the pamphlet, *Copyright Law and the Doctoral Dissertation: Guidelines to your Legal Rights and Responsibilities* available from ProQuest/UMI.

Typeface and Font

The preferred APA typeface is Times New Roman with 12-point font size throughout the manuscript. AMA allows Times New Roman, 12-point font, but suggests that the candidate follow the guidelines for the journal the manuscript will be submitted to.

Margins

If the final dissertation report will be bound, the left margin is 1.5 inches to allow for binding. Otherwise, if only an electronic version will be submitted, the left margin will be one inch. The top margin of the first page of each new chapter and all other margins (right side and bottom) are 1 inch. All text, including tables and figures, must fit within the 6" by 9" image area created by the margins for an 8.5 x 11 inch page. If needed, landscape orientation can be used for tables. It is the candidate's responsibility to check the margins to make sure they conform to the required margins. Title and signature pages have specific directions noted on them.

Use only left justification for body of the dissertation.

Spacing

All text should be double-spaced with the following exceptions:

- Title Page.
- Signature Page.
- Table of Contents.
- Tables and Figures should be single-spaced in the body of the paper, including table and text figure captions, legends, and notes.

Appendices will have the appropriate appendix identifier and title.

- The item being appended itself does not have to be in APA style. The item being appended needs to fit within the margins and to allow the appendix identifier and the title of the appendix to be the first two lines on the page.

Page Numbers

The front matter pages are not numbered. Start the page numbering with page one of Chapter 1. See *APA Publication Manual*.

Title Page

The title page includes the exact title of the dissertation, date of submission, the candidate's name, and name of the doctoral program. The title clearly states the subject of the dissertation, and reflects the scope and content of the investigation. The title is comprehensive and descriptive, yet succinct. Intricate and extremely long titles are not acceptable. No page number is placed on the title page. No bold is used.

Approval/Signature Page

Dissertation Committee signature page

The page number should not be printed.

Abstract

The abstract is one or two pages (page ii or pages ii and iii) but the page numbers should not be printed. The abstract is a brief summary of the purpose and content of the dissertation proposal. The abstract includes the problem statement, a description of procedures or methodology, and an account of expectations. The abstract shall not exceed 250 words for APA style in length, and it shall be written in future tense. The title "Abstract" is centered; it is the first line on the page, and it is not bolded. For an example of an abstract, please refer to APAstyle.org, the current *APA Publication Manual*.

Acknowledgments

The final dissertation report includes an optional section that expresses appreciation for the assistance of the dissertation chair and dissertation committee members. Many students also include statements thanking other faculty members, staff members, colleagues, family, and friends. **Acknowledgments should be in good taste and should not exceed one page in length.** Acknowledgments follow the abstract. The title "Acknowledgments" is the first line on the page, centered, and not bolded. A page number should not be printed on this page.

Table of Contents

The table of contents follows the acknowledgments or the abstract if there are no acknowledgements. Like the abstract, the page is not numbered and "Table of Contents" is the first line on the page, and it is centered and not bolded.

The first three items on the table of contents are page locations of the abstract, the list of tables, and the list of figures, followed by the chapters with their page numbers and titles, level one and level two headings, reference list, and appendices. The page numbers for the abstract, list of tables and list of figures are Roman numerals even though the page numbers are not printed on the actual page.

Unless otherwise instructed, level one and level two headings will be included with their page locations in Arabic numerals, starting with Chapter 1: Introduction on Page 1. The table of contents will be single-spaced in order to save space. Be sure the headings, the dot leaders, and the page numbers span from the left margin to the right margin. The indentation will be in increments of 0.25 inch. Any overflow of headings will be indented 0.25 inch. All the important words will be capitalized. Do not capitalize articles, prepositions, or conjunctions unless they are the first word of the heading. If the Word table of contents template is used, the candidate must take out the bold and fix the indent and spacing to follow the format for the dissertation report.

Table of Contents

Abstract.....	iii
List of Tables	ix
List of Figures	x
Chapter 1: Introduction.....	1
Introduction to the Chapter	1
Statement of the Problem.....	1
Level Two Heading	3
References	101
Appendices.....	105
Appendix A: Title of the Appendix.....	105
Appendix B: Title of the Appendix.....	106
Appendix C: Title of the Appendix.....	107

(Notice the title “Appendices” appears in the table of contents but does not have its own page in the paper. The page number is the same as Appendix A. In AMA style, the appendices are numbered and not lettered, such as Appendix 1)

List of Tables

The list of tables will follow the table of contents. Like the table of contents, the page is not numbered, and “List of Tables” is the first line on the page, and it is centered and not bolded. The list of tables is formatted like the table of contents and lists by title each table included in the dissertation along with its page location. If all the titles of the tables will fit on the page if double-spaced, this format is preferred because it is easier to read. In order to save space, the list of tables may be single-spaced like the table of contents.

List of Tables

Table 1: Title of the Table.....	34
Table 2: Title of the Table and if the Title of the Table Overflows to the Next Line, Use This Format	35

List of Figures

The list of figures will follow the list of figures. Like the list of tables, the page is not numbered and “List of Figures” is centered and not bolded. The list of figures is formatted like the table of contents and lists by title each figure included in the dissertation along with the page location. If all the titles of the figures will fit on the page if double-spaced, this format is preferred because it is easier to read.

List of Figures

Figure 1: Title of the Figure	36
Figure 2: Title of the Figure and if the Title of the Figure Overflows to the Next Line, Use This Format	37

Chapter 1: Introduction

[Guiding Comments regarding Chapter 1: Introduction]

The text for the body of the paper includes the following. **Each chapter starts on a new page.** The chapter identifier is a level one heading. The following headings are suggested headings for level one and level

two. Use the headings and subheadings from the proposal as appropriate.

Introduction to the Chapter

Brief summary of the information to be presented in this chapter

Use the present tense or past tense as appropriate. Use the past tense when referring to studies from the literature. Use the present tense when discussing general information that was true in the past and is true in the present.

Background to the Problem

Describe population statistics, provide the context, issues, etc. Use level two headings as appropriate

Statement of the Problem

Describe the issue investigated and goal achieved

Relevance

Describe the significance, purpose, or need for the study

Elements

Use level two headings as appropriate for the hypotheses, theories, research questions investigated

Definitions of Terms

Use level two headings as appropriate for conceptual and operational terms, or use paragraphs in a series or a bulleted list

Explanation of Variables

Use level two headings as appropriate for conceptual and operational terms, or use paragraphs in a series or a bulleted list for dependent, independent, and covariates

Study Rationale

Use the information from the proposal and adjust as necessary

Assumptions

Use the information from the proposal and adjust as necessary

Summary of the Chapter

Brief summary of information presented

Chapter 2: Review of the Literature

[Guiding Comments regarding Chapter 2: Review of the Literature]

Each chapter starts on a new page. This chapter reviews the relevant literature. Examples of possible level one and level two headings are listed. Use the headings and subheadings from the proposal as appropriate.

Use the past tense when referring to studies from the literature. Remember the active voice is preferred.

Be careful not to give a human quality to an inanimate object, which is anthropomorphism. Studies, findings, results, literature, research, theories, tables, or figures **cannot** explain, compare, deduce, explore, examine, assess, conclude, interpret, support, discuss, address, focus, highlight, provide, give, or determine anything. Objects have a limited vocabulary. They **can** find, show, indicate, demonstrate, and include. Only people or organizations can perform actions. Instead, have author doing the action, or use the passive voice. **Remember to be clear when referring to the dissertation study and referring to studies that support the dissertation study.**

Introduction to the Chapter

Brief summary of the information to be presented in the chapter

Historical Overview

Use the subheadings and information from the proposal

Relevant Concepts

Use the information from the proposal

Relevant Contexts

Use the information from the proposal

Summary of Literature

Brief summary of the information presented in this chapter

Chapter 3: Methodology Introduction to the Chapter

[Guiding Comments regarding Chapter 3: Methodology]

Each chapter starts on a new page. Use the headings from the proposal and make any adjustments needed for the final report. Use the past tense to discuss your process. The passive voice may be helpful here. Use the present tense to explain tables and figures.

Brief summary of the information to be presented in this chapter

Pilot Study Summary

If applicable, discuss how it was linked to study

Research Design and Methodology Study Design

Use the information from the proposal

Rationale

Include the rationale for the research decisions

Threats

Describe how they were addressed

Strengths and Weaknesses of Design

Study Setting

Subjects (Participants)

Power

Sample Size

Inclusion Criteria

Exclusion Criteria

Characteristics

Recruiting Procedures

Specific Procedures

(Remember to use the past tense)

Instruments and Measures

Reliability and Validity

Strengths and Weaknesses of Design

Threats

(Describe how they were addressed)

Ethical Considerations and Review

IRB, HPD Research Committee, Survey Committee, HIPPA, other

Funding

State the source of the funding, or state the study was unfunded

Data Collection Procedures

(Remember, data is plural and takes plural verbs and pronouns)

Data Analyses

Describe management of data, all analyses, include rationale for use of analytical procedure for data type to answer research questions

Summary

Brief summary of the information presented in the chapter

Chapter 4: Results Introduction to the Chapter

[Guiding Comments regarding Chapter 4: Results]

Each chapter starts on a new page. Use level one headings and subheadings as need to present the

findings and results. Use the past tense to discuss the findings. Use the present tense to explain tables and figures.

Brief summary of information to be presented in this chapter

Data Analysis

Results

Organize by research questions and sub-questions/hypotheses for quantitative studies. Remember to format tables and figures in APA style. The tables and figures must fit inside the margins. If tables need to continue to the next page, format correctly. Be sure to format statistical and mathematical text as per APA style, such as $p = .05$ and $a + b = c$). Do not use mathematical symbols as a substitute for text. Spell out the words for symbols in the text.

Summary

Brief summary of the information presented in this chapter

Chapter 5: Discussion Introduction to the Chapter

[Guiding Comments regarding Chapter 5: Discussion]

Each chapter starts on a new page. This chapter includes the following topics. Examples of possible level one and level two headings are listed. Make any adjustments to fit your study. Use the past tense when referring to your completed study. Use the present tense and future tense for implications and recommendations.

Give a *brief* summary of the earlier chapters

Discussion and Interpretation of Results

Use the context of problem statement

Literature Review

Review the literature and other theoretical background (*no new literature should be introduced here*)

Implications

Implications for Practice Implications

for Further Research

Limitations and Delimitations

Based on results and interpretation (*include unexpected ones*)

Recommendations

Summary

Back Matter

- References
- Appendices

Possible appendices included should be approved by the committee

- Correspondence from individuals involved in the study.
- Officials granting permission to use facilities.
- Supervisors granting permission to conduct the investigation.
- Questionnaires.
- Unpublished tests.
- Raw data.
- Computer programs.
- Computer outputs.
- Additional tables to supplement material in the text.
- Additional figures to supplement materials in the text.
- Additional charts to supplement materials in the text.

Dissertation Final Report Details of Back Matter

References

All works cited in the dissertation must appear in the reference list. Every entry in the reference list needs to have a corresponding in-text citation. Refer to the appropriate style manual for procedures and formats for reference citations.

Appendices

Appendices are used to present material that supplements the text but is too detailed or distracting for inclusion in it. They should be included if they help the reader replicate, assess, or understand the investigation. The programs discourage the attachment of lengthy program listings and other lengthy documents as appendices unless their content is critically relevant to the contribution the dissertation makes to the advancement of knowledge. Just because a program or data collection is a necessary part of the work does not mean that it must be published with the dissertation. Items that may be appropriate for inclusion in an appendix are correspondence from individuals involved in the study, such as letters from officials granting permission to use facilities or supervisors granting permission to conduct the investigation; questionnaires; evaluation instruments; critical original data; complicated mathematical tables; novel algorithms; and data collection forms. The candidate should consult his or her advisor regarding the suitability of inclusion of any lengthy material. Each appendix should be listed by letter and title in the table of contents for APA style. The appendix identifier and the title of the appendix are centered and not bold.

APPENDIX F

Final Dissertation Report: Traditional - Qualitative Format

The outline for the **qualitative dissertation** is outlined here for the final dissertation report. The qualitative dissertation proposal is composed of the first three of the five chapters that make up the final dissertation report.

Front Matter

These pages are not numbered

Title Page.

Abstract

Table of Contents

List of Tables

List of Figures

The Text

Start the page numbering with the first page of Chapter 1, according to APA. **Each chapter starts on a new page.** The candidate should refer to himself/herself as “the investigator” and refer to his/her study as the “dissertation study” to be clear in distinguishing the dissertation study from studies in the literature used to support points made.

Chapter 1: Problem and Domain of Inquiry

[Guiding Comments regarding Chapter 1: Problem and Domain of Inquiry]

See the explanation for the suggested headings in this chapter. Differences between the proposal and the final paper will be noted.

There will be a paragraph here under the chapter identifier. Do not include an “Introduction” heading or subheading for this content. This paragraph’s position in the paper and the fact that it is introductory is understood. This paragraph (or two) will contain the introductory information that provides a background of the problem. This content may have statistical data that supports that a problem exists. This paragraph explains the details about the study, which should make a natural bridge to the problem statement. For Chapter 1, the tense is usually the same for the proposal and the final report. Use the present tense. Use the past tense when referring to studies from the literature. Use the present tense when discussing general information that was true in the past and is true in the present.

Problem Statement

The problem statement should not be more than a few sentences that are specific and to the point, which explains why the candidate’s study is important. The topic of interest, the population of interest, and the significance of the topic or how it is problematic are identified in this section. The problem statement is a natural bridge to the purpose of the study.

Purpose of the Study

The purpose should not be more than a few sentences. The purpose of qualitative research varies, depending on the research method and the associated assumptions. The study should be designed as an inquiry process to describe or interpret a social or human phenomenon studied in the natural environment. Rich, descriptive data obtained from using qualitative research methods helps to illuminate language, lived experiences, essence, values, and culture through the use of multiple ways of knowing.

Research Questions

How the research questions are stated will depend on the research tradition used. For instance, ethnography always asks *how*; phenomenology asks *what*.

Research Question 1

Research Question 2

Add the research questions as appropriate to the study

Significance of the Study

Explain the expected contributions of the study to knowledge in the following arenas:

Education

Practice

Research

Public Policy

Philosophical Underpinnings

The basic assumptions of any given paradigm involve the following: ontology (the nature of reality), epistemology (the relationship between the inquirer and the known), and the methods (the methods of gaining the knowledge of the world). Positivism and post-positivism are the basis for quantitative research; constructivism, interpretation, and critical theory constitute the philosophical underpinnings of qualitative research. In general, all qualitative paradigms assume the relativist ontology (there are multiple realities that are socially and individually constructed) and transactional epistemology (the knower and the known are inextricably entwined) as well as dialogic/interpretive methodology.

Research Tradition

Whereas quantitative studies have a theoretical framework, the qualitative approach is founded on a research tradition. There is a wide variety of approaches, but the more commonly used include (a) ethnography wherein the domain is culture; (b) phenomenology and interpretive phenomenology (hermeneutics) wherein the domain is the lived experience (Giorgi, 1985; Moustakas, 1994; Smith, Flowers, & Larkin, 2009); (c) grounded theory leading to the development of theory (Charmaz, 2014; Corbin & Strauss, 2014; Glaser & Strauss, 1999); and d) historical research wherein the domain is past behavior, events, and conditions. Other types of qualitative research include case studies and narrative analysis. Information for this section comes from a resource that probably was written by the theorist. Give the historical development of the tradition, including the discipline from which it was derived and the domain which it addresses. Thoroughly describe the tradition and explain its application to the present study.

Definition of Terms

In this section, provide conceptual definitions or a concept analysis for key phenomena addressed in the study but indicate that the intent of the study will be (or was) to have the meaning of the concepts defined by those being studied. Do not include information that defines the population of interest as that will be included in Chapter 3.

Paragraphs in a series can be used for definitions of terms.

4. Term one. Use paragraphs in a series to display information vertically.
5. Term two. Explanation and citations if appropriate.
6. Notice the format. This format is used for paragraphs in a series.

Chapter Summary

The chapter summary is brief. Succinctly review the chapter in no more than two paragraphs.

Chapter 2: Review of the Literature

[Guiding Comments regarding Chapter 2: Review of the Literature]

Each chapter starts on a new page. In qualitative research, when the literature review is carried out, it is largely dependent on the research tradition chosen. This chapter provides the knowledge that is the context for the study. It is used to demonstrate the potential for complexity of the phenomenon. Historical context can include the tracing of the historical background of the study focus, the tracing of the conceptual threads of the study, and the disciplinary perspective of the focus. The candidate's personal knowledge or involvement with this topic is addressed by the experiential context.

Content headings will be dependent on the particular phenomenon being studied. The subheadings within the chapter should reflect a logical pattern of knowledge content surrounding the focus of the study.

Use the past tense when referring to studies from the literature. Remember the active voice is preferred. Be careful not to give a human quality to an inanimate object, which is anthropomorphism. Studies, findings, results, literature, research, theories, tables, or figures **cannot** explain, compare, deduce, explore, examine, assess, conclude, interpret, support, discuss, address, focus, highlight, provide, give, or determine anything. Objects have a limited vocabulary. They **can** find, show, indicate, demonstrate, and include. Only people or organizations can perform actions. Instead, have author doing the action, or use the passive voice. **Remember to be clear when referring to the dissertation study and referring to studies that support the dissertation study.**

Use levels of heads as appropriate to present the information from the literature. Use the same information for the proposal and the final report

Chapter Summary

Succinctly review the chapter in no more than two paragraphs.

Chapter 3: Methods

[Guiding Comments regarding Chapter 3: Methods]

Each chapter starts on a new page. Use the present and future tenses for the proposal. For the final report, use the past tense to discuss the process. The passive voice may be helpful here. Use the present tense to explain tables and figures.

Research Design

An emergent design is used for qualitative studies. The design can be either cross-sectional or longitudinal.

Research Assumptions

The research assumption is a statement that is presumed to be true without validation. By determining our assumptions, biases, understandings, and beliefs prior to the research, we are open to the possibilities. For

example, the candidate assumes the following:

- People can reflect on and share their experiences of deeply personal issues.
- The investigator will maintain openness when interpreting new perspectives.
- Individuals will report accurately and truthfully about themselves.
- Reaching saturation validates the themes.

Setting

Data collection usually occurs in real-world, naturalistic settings with high potential for information richness. Clearly describe the setting from which the sample will be recruited and in which the data will be collected. Start large and then taper to the exact spot.

Sampling Plan

Purposive sampling methods are the sampling strategies for qualitative studies. There are several variations of purposive sampling, including maximum variation sampling, typical case, extreme (deviant), reputational case, critical case, criterion sampling, and others. Describe which type of purposive technique will be (or was) employed.

Participants

The demographic portion of the research instrument should have questions that will assure that individuals are eligible to be participants.

Inclusion Criteria

Exclusion Criteria

Sample Size

Sample size estimation is based on previous experience, pilot work, and methodology. Typically, data are collected until the candidate reaches the point of saturation, or in which no new information is noted in the responses. However, final sampling decisions take place during the data collection. Qualitative research samples typically do not exceed 50 participants. For example, ethnography has approximately 25 to 50 participants, phenomenology approximately 10 or less, and grounded theory approximately 20 to 30. In the IRB application, provide a sample range that the candidate anticipates.

Protection of Human Subjects

The IRB considers this section very carefully. Specify if the data will be confidential (not anonymous). The explanation must include how the candidate will protect the privacy of the participants and address any risks or benefits that might result from participation. The NSU IRB Web site provides clear instructions.

Risks and Benefits of Participation

If the candidate plans to give some sort of gift, it is an honorarium. It should be small so as not to be considered coercion. Under risks, include if there may be some sort of psychological discomfort related to the questions and/or responses and how the risks will be handled.

Data Storage

The IRB requires data be stored separately from any identifiers if the candidates have them. Data are saved in a locked file cabinet in the investigator's home and on the investigator's home computer that is password protected for 3 years, and then, survey instruments are destroyed by shredding, computer files are erased, and computer storage (such as USB drives) are destroyed. Explain who will have access to data.

Procedures

Provide a clear step-by-step, detailed explanation as to how the candidate will (or did) recruit participants, gain their trust, and the activities or procedures the candidate expects the participant to do. This section does not need to be lengthy, but the reader should be able to “see” the process from start to finish.

Examples of procedure types include the following:

- Individual interviews.
- Participant observation.
- Focus groups.
- Personal and public documents.
- Internet-based data.
- Videos.

Data Collection Instruments

The data collection instruments will depend on the research tradition and research questions. It is beyond the scope of this outline to address all approaches and, therefore, all types of data collection instruments. However, if interviews are being (or were) conducted, the following provides assistance as to the elements that will be included in this section.

Demographic Data

Which data will (or did) the candidate collect and why?

Interview Questions

If interviews are (or were) being conducted, briefly explain the purpose of the interviews and relate the interviews to the qualitative tradition and the research design. The actual list of questions should be in the appendix.

Field Notes

Field notes are both descriptive and reflective.

Data Management and Organization

Content will be dependent on the specific qualitative method being used but should include information on data management, organization, and analysis plan.

Transcription

Explain how the investigator will (or did) assure accuracy of transcription.

Category Scheme Coding Data

Coding is the process that involves labeling common ideas that come from the data (transcripts). It is a process in which the investigator organizes the material into groups and then adds meaning to the groups. This process may include the actual language of the study participant. Closely meaning words are grouped into themes and given a broader category. Refer to coding procedures described by the specific qualitative research tradition used in the study.

Data Analysis

The thematic analysis process is explicitly and methodically described and based on the research tradition used.

Trustworthiness and Integrity

Criteria for trustworthiness (rigor) of the data and analysis, including credibility, dependability, confirmability, transferability, and authenticity are addressed in this section. The explanation of confirmability

should include how the candidate will (or did) carry out the member checks. The discussion should include how they apply and how they will be (or were) assured.

Strengths and Limitations of the Research Design

The candidate should discuss the strengths of qualitative research, such as the collection of data in naturalistic settings, rich description of complex phenomena as they are situated in local contexts, understanding of participants' personal meanings and experiences of phenomena being studied, and the ability to study phenomena in depth. The candidate will also discuss the limitations of a qualitative study, such as the inability to generalize the findings, which restricts the truthfulness of the study. Another limitation is that participants may fear repercussions of their open dialogue about their behavior. Other limitations will be specific to the study. This section will be in Chapter 3 for the proposal and then be moved to Chapter 5 when the study is completed.

In a written or oral defense of the proposal, candidates should be prepared to defend the strengths and limitations of the chosen research design.

Chapter Summary

The summary of the chapter is brief. Succinctly review the chapter in no more than two paragraphs.

Chapter 4: Findings

[Guiding Comments regarding Chapter 4: Findings]

Each chapter starts on a new page. Use level one headings and subheadings as need to present the findings and results. Use the past tense to discuss your findings. Use the present tense to explain tables and figures.

In Chapter 3, the candidate laid out a plan for deconstruction and reconstruction of the data. In Chapter 4, the candidate explains the outcomes discovered through the process. Logical explanation of the findings is divided by means of subheadings appropriate for the content of the study and the qualitative method that was employed. The findings may be organized by the themes of the data or by participant among other organizational strategies.

Chapter 5: Discussion

[Guiding Comments regarding Chapter 5: Discussion]

Each chapter starts on a new page. Examples of possible level one and level two headings are listed. Make any adjustments to fit your study. Use the past tense when referring to your completed study. Use the present tense and future tense for implications and recommendations.

In this chapter, the candidate speaks from experience. Remember the purpose of the study.

Summary of the Findings

Provide a succinct summary of the results. The candidate steps out of the details and speaks more globally about the findings of the study and their implications. It is less about the findings and more about the meaning of the findings.

Integration of the Findings with Previous Literature

Compare the findings to those reported by other researchers, which will take the candidate back to the studies reviewed in Chapter 2. Do not re-state these studies in the depth as previously done; simply recall these studies for comparison to the candidate's study. Use both those studies in which the candidate's findings converged (similar findings) and those from which the candidate's findings diverged (different findings). Provide an explanation as to why the candidate's results may have been different.

Implications of the Findings

Now, the implications that were discussed in Chapter 1 are brought forward. The candidate had anticipated implications in various arenas. Now the candidate can provide some concrete discussion as to how these findings might be put in to practice or inform future researchers. Do not invent new implications. All implications must have come from the findings or the experience of the study.

Implications for Education

Implications for Practice

Implications for Research

Implications for Public Policy

Limitations and Recommendations

Limitations were originally presented in Chapter 3 in the proposal. Move that section into this location. As the study progressed, the candidate likely found that it did not proceed as optimally as had been planned. Be candid. Do not negate the efforts made, but stand back and realistically consider anything that could have been done differently that would have improved the study and the considerations that should be made for the next time.

The recommendations should offer possibilities for future research that may improve knowledge about the topic the candidate studied.

Chapter Summary

The summary of the chapter is brief. Succinctly review the chapter in no more than two paragraphs.

Details of Back Matter

References

All works cited in the dissertation must appear in the reference list. Every entry in the reference list needs to have a corresponding in-text citation. Refer to the appropriate style manual for procedures and formats for reference citations.

Appendices

Appendices are used to present material that supplements the text but is too detailed or distracting for inclusion in it. They should be included if they help the reader replicate, assess, or understand the investigation. The programs discourage the attachment of lengthy program listings and other lengthy documents as appendices unless their content is critically relevant to the contribution the dissertation makes to the advancement of knowledge. Just because a program or data collection is a necessary part of the work does not mean that it must be published with the dissertation. Items that may be appropriate for inclusion in an appendix are correspondence from individuals involved in the study, such as letters from officials granting permission to use facilities or supervisors granting permission to conduct the investigation; questionnaires; evaluation instruments; critical original data; complicated mathematical tables; novel algorithms; and data collection forms. The candidate should consult his or her advisor regarding the suitability of inclusion of any lengthy material. Each appendix should be listed by letter and title in the table of contents for APA style. The appendix identifier and the title of the appendix are centered and not bold.

APPENDIX G

Final Dissertation Report: Three-Manuscript Format

The manuscript option is a combination of formatting requirements from the standard formatting (chapter format) and new formatting requirements for chapters that have been or will be published. Each candidate following the manuscript option will still need to include (a) dissertation front matter, following the standard formatting guidelines; (b) chapter formatting for all non-publication-related chapters, following the standard formatting guidelines; and (c) a cumulative references section and appendix material (if applicable), following the standard formatting guidelines.

The manuscript formatting option allows that chapters qualifying for the manuscript option can be left in the formatting style used by the journal(s) in which the chapter(s) have been or will be published with two exceptions: page numbers must continue consecutively throughout the dissertation and the page margin requirements for the standard formatting option must be followed.

All dissertations incorporating the manuscript formatting option **must** meet the following:

- Have been (a) prepared, (b) submitted, (c) accepted, or (d) published for a peer-reviewed journal. Three manuscripts will be included with a separate chapter for each manuscript.
- Represent research conducted while the student was enrolled in the USD PhD Health Sciences program.
- Must be a product of the dissertation study.
- Must not have been used to obtain another degree.

For chapters that do not meet the above criteria, formatting must be consistent with the standard formatting option rather than the manuscript format option.

Requirements for Each Chapter (three-manuscript option)

Following the Manuscript Format Option

For each chapter based on publication expectations, the candidate must include the *Authors* page and *Manuscript Information* page preceding the chapter text.

Manuscript Information Page

Within the manuscript format dissertation, a *Manuscript Information* page will precede individual manuscripts that have already been (a) prepared, (b) accepted, (c) submitted, or (d) published for a peer-reviewed journal. The *Manuscript Information* page follows the *Authors* page.

Instruction to Author

Include the journal's instructions to the author at the end of the chapter.

Summary of Manuscript Formatting Option Layout

Front Matter

The thesis/dissertation is to include all front matter (title page, abstract, table of contents, etc.) as specified by CHCS standard formatting option.

Body of Dissertation

Chapter 1. General Introduction

Chapter 2. Literature Review

Chapter 3. Methodology

Chapter 4. First Manuscript, preceded by Authors page and Manuscript Information page

Chapter 5. Second Manuscript, preceded by Authors and Manuscript Information Page

Chapter 6. Third Manuscript, preceded by Authors and Manuscript Information Page

Chapter 7b. General Conclusion/Discussion (common conclusion linking all manuscripts thematically to answer the broad research question. Follow the same instruction for standard formatting)

^a*If the literature review is written for publication, use the manuscript format.*

^b*Chapter number for General Conclusion depends on the number of manuscripts prepared.*

Back Matter

Bibliography/References Cited

Common bibliography/references cited cover all chapters although each manuscript should have its own reference section. If using AMA style, the candidate can choose to have reference list for each chapter.

Appendices

Follow the standard formatting.

Other Helpful Information

If work from a previously published manuscript or from a manuscript accepted for publication is to be used in the dissertation, it is standard for the copyright of this material to be held by the journal. Consequently, **permission from the journal to reproduce this copyrighted material must be obtained and included at the relevant sections of the dissertation.** An example of the permission statement might read as “The following chapter has been published (accepted for publication) in the *Journal of XYZ* and appears in this dissertation with the journal’s permission. Any modifications of published work (e.g., those required by the advisory committee) should also be clarified.

This option is not meant to provide you with information specific to the style required by peer-reviewed journals in your discipline. If you have any questions concerning details of the preparation of the journal article chapters(s) that are not covered in this section, consult the journal’s guide for authors in which your manuscript(s) will be published. ***It is the responsibility of the candidates and their dissertation committees to ensure that the journal style is followed.***