UNIVERSITY OF SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

Ph.D. in Health Sciences
Student Handbook

2018-2019

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Vermillion, SD 57069
605-658-6358
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 Ph.D. in Health Sciences Student Manual. 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.

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 Laura Wiemers, School of Health Sciences Department Office by September 10, 2018, at Laura.Wiemers@usd.edu.

Thank you.
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SECTION 1: PROGRAM OVERVIEW

1.1 Important Information

- Check your USD email regularly. It is imperative that students understand that the University assigned e-mail address and myUSD Portal announcements shall be the official means of communication. Use only University delegated email accounts when 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.

- 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 to students all across the globe. Coursework is intended to as closely represent the face-to-face experience as the technology and modality allows, 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 1200 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 years, requiring 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;
- With advisor approval, dissertation research can be completed off-campus in most instances.

The 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. The interdisciplinary skills of program graduates will prepare them to address complex problems in health and human service provision 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 mirrors the role of the 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 Studies, 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 Occupational Therapy Doctorate, the transitional Doctorate in Physical Therapy and the Ph.D. in Health Sciences. Dr. Michael Lawler is Dean of the School of Health Sciences.
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 advance knowledge. 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 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. Students are encouraged to review the Graduate School catalog carefully, specifically the policies related to academic performance. The University of South Dakota is accredited by the North Central Association of Colleges and Secondary Schools.

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 – the state of all-embracing that is culturally attune, and which incorporates the needs and viewpoints of diverse communities to create an environment that feels welcoming to everyone, and where each individual feels he/she is valued

Outcomes
Professionalism – conduct adhering to core values of a profession, characterized by ethical integrity, skill, competence, life-long 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, and Research & 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](http://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.
### 3.1 Program of Study & Course Rotation

<table>
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<th>Prefix</th>
<th>Num</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester Offering</th>
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<td>Financing Higher Education</td>
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<td><strong>Research</strong></td>
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<td></td>
</tr>
<tr>
<td>CPHD</td>
<td>700</td>
<td>Grant Writing and Grantmanship</td>
<td>3</td>
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</tr>
<tr>
<td>HSC</td>
<td>890</td>
<td>Seminar: Ph.D. &amp; Scholarly Forum (taken 3x for 1 cr each)</td>
<td>1 (3x)</td>
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<tr>
<td>EDER</td>
<td>761</td>
<td>Graduate Research &amp; Design</td>
<td>3</td>
<td>FA/SP/SP</td>
</tr>
<tr>
<td>PUBH</td>
<td>701</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
<td>FA/SP</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HSC</td>
<td>763</td>
<td>Qualitative Research Methods in Health Sciences</td>
<td>3</td>
<td>SU</td>
</tr>
<tr>
<td>OCTH</td>
<td>783</td>
<td>Applying Evidence Based Practice in Occupational Therapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHTH</td>
<td>747</td>
<td>Evidenced-based Clinical Decision Making in Physical Therapy</td>
<td>2</td>
<td>SU</td>
</tr>
<tr>
<td>PHTH</td>
<td>782</td>
<td>Critical Evaluation of Literature</td>
<td>1</td>
<td>FA</td>
</tr>
<tr>
<td>PHTH</td>
<td>785</td>
<td>Independent Clinical Project in Physical Therapy</td>
<td>2</td>
<td>FA</td>
</tr>
<tr>
<td>PUBH</td>
<td>710</td>
<td>Epidemiology</td>
<td>3</td>
<td>FA/SP</td>
</tr>
<tr>
<td></td>
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<td><strong>Approved Elective</strong></td>
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<tr>
<td></td>
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<td><strong>Subtotal</strong></td>
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<td></td>
</tr>
<tr>
<td>HSC</td>
<td>898D</td>
<td>Dissertation Research – Boot Camp</td>
<td>3</td>
<td>SU</td>
</tr>
<tr>
<td>HSC</td>
<td>898D</td>
<td>Dissertation Research</td>
<td>3-9</td>
<td>FA/SP/SP</td>
</tr>
<tr>
<td>HSC</td>
<td>898D</td>
<td>Dissertation Research</td>
<td>3-9</td>
<td>FA/SP/SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total for Degree</strong></td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>
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 rational 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 rational 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.
### 3.4 Sample Course Schedule

<table>
<thead>
<tr>
<th>YEAR 1 FALL</th>
<th>Cr.</th>
<th>YEAR 2 FALL</th>
<th>Cr.</th>
<th>YEAR 3 FALL</th>
<th>Cr.</th>
<th>YEAR 4 FALL</th>
<th>Cr.</th>
<th>YEAR 5 FALL</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onsite Orientation (Aug-Sept)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Permanent Advisor Identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Plan of Study &amp; Transfer of Credit form to advisor</td>
<td>Transfer (varies) 15</td>
<td>Update Plan of Study (submit to advisor)</td>
<td>Update Plan of Study (submit to advisor)</td>
<td>Submit Graduation Forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enroll in 6 credits</td>
<td>6</td>
<td>Enroll in 6 credits</td>
<td>6</td>
<td>Enroll in 6 credits</td>
<td>6</td>
<td>HSC 898D 3</td>
<td>HSC 898D 3</td>
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<td></td>
</tr>
<tr>
<td>Earned Semester Cr</td>
<td>6</td>
<td>Earned Semester Cr</td>
<td>7</td>
<td>Earned Semester Cr</td>
<td>6</td>
<td>Earned Semester Cr</td>
<td>3</td>
<td>Earned Semester Cr</td>
<td>3</td>
</tr>
<tr>
<td>CUM CR</td>
<td>21</td>
<td>CUM CR</td>
<td>38</td>
<td>CUM CR</td>
<td>54</td>
<td>CUM CR</td>
<td>66</td>
<td>CUM CR</td>
<td>75</td>
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**GRADUATION**

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<thead>
<tr>
<th>YEAR 1 SPRING</th>
<th>Cr.</th>
<th>YEAR 2 SPRING</th>
<th>Cr.</th>
<th>YEAR 3 SPRING</th>
<th>Cr.</th>
<th>YEAR 4 SPRING</th>
<th>Cr.</th>
<th>YEAR 5 SPRING</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll in 6 credits</td>
<td>6</td>
<td>Enroll in 6 credits</td>
<td>6</td>
<td>Enroll in 3-6 credits</td>
<td>3-6</td>
<td>HSC 898D 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HSC 890 Seminar 1</td>
<td>1</td>
<td>HSC 890 Seminar 3 1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earned Semester Cr</td>
<td>7</td>
<td>Earned Semester Cr</td>
<td>7</td>
<td>Earned Semester Cr</td>
<td>6</td>
<td>Earned Semester Cr</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUM CR</td>
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<td>CUM CR</td>
<td>45</td>
<td>CUM CR</td>
<td>60</td>
<td>CUM CR</td>
<td>69</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 1 SUMMER</th>
<th>Cr.</th>
<th>YEAR 2 SUMMER</th>
<th>Cr.</th>
<th>YEAR 3 SUMMER</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll in 3-6 credits</td>
<td>3-6</td>
<td>Enroll in 3-6 credits</td>
<td>3-6</td>
<td>HSC 898D 3</td>
<td></td>
</tr>
<tr>
<td>Earned Semester Cr</td>
<td>3</td>
<td>Earned Semester Cr</td>
<td>3</td>
<td>Earned Semester Cr</td>
<td>3</td>
</tr>
<tr>
<td>CUMULATIVE CR</td>
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<td>CUMULATIVE CR</td>
<td>48</td>
<td>CUMULATIVE CR</td>
<td>63</td>
</tr>
</tbody>
</table>

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,
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 consecutive semesters (excluding summer sessions). During the spring semester of Year 1, fall semester of Year 2 and spring semester of Year 2, the student will enroll in HSC 890 for 1 credit each semester. The HSC 890 Seminar series 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. 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.

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). 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 frame 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.

3.9 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 Program’s interdisciplinary faculty. 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. Students can also begin taking Ph.D. dissertation credits during the semester they plan to sit for the Dissertation Proposal Defense.

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.

The comprehensive examination will be given only after successful completion of 54 credits in the Program of Study, including all required courses, and no more than four weeks before the end of the last semester of pre-dissertation coursework. No student will be allowed to sit for the exam if they have more than 6 credits of the 60 minimum required prior to dissertation that is not yet complete (they must be currently enrolled) or they are on academic probation.

3.9.1 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 and 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 will include a formal bibliography. Each conceptual synthesis paper should include references cited in the synthesis. Additional references should be provided in a bibliography titled “Works not Cited.”
- 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 bibliographies, 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.

3.9.2 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, using the points below as guidelines:

- TEACHING AND LEARNING: Apply educational theory to a topic of importance to health or human service professions (limit 1250-2000 body words excluding references).
- LEADERSHIP AND ISSUES: Apply leadership theory to address a health or human service topic of importance (limit 1250-2000 body words, excluding references).
- RESEARCH: Design a research study related to, but not specific to, the student’s scholarly interests (limit 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.

3.9.3 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 4: 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.

4.1 Dissertation Committee Composition

The Dissertation Advisor 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. 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 four 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 Letter to the Program Secretary. Approval by the Ph.D. Program Director and Graduate Dean must be obtained prior to scheduling the Comprehensive Exam.

4.2 Dissertation Committee Responsibilities

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 department leader 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.

4.3 Dissertation Boot Camp and 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
- Identification of a problem of interest
- Completion of a cursory literature review to understand the scope and importance of the problem and the methods and instruments others have used to investigate similar problems
- A feasibly measured or investigated question
- A proposed timeline/schedule for the completion of the dissertation
- The format of the proposal is determined by the final dissertation format – either the 3-manuscript model or the traditional dissertation. Refer to 3.94 and 3.95 below.

4.3.1 Dissertation Proposal Format and Defense Process

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:


To schedule a defense, in addition to the dissertation defense scheduling and public notice requirements described above, the candidate must have a proposal, approximately 40 pages in length, which utilizes APA citation method and contains the following sections:

4.3.1.1 Proposal Format

Traditional Method:
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 being proposed to answer the research question.

Three Article Dissertation Model:
1. Draft of the introductory chapter
2. Completed (final version) of first paper
3. Outline of the second paper
4. Outline of third paper

4.3.1.2 Proposal Defense

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

4.3.2 Evaluation of the Proposal & Final Defense

To pass a defense (either proposal or final) 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 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 I 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.

4.4 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. The committee chairperson’s signature on the Graduation Approval form certifies that the study followed all necessary policies and procedures.
4.5 Continued Enrollment in Dissertation
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 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.

4.6 Dissertation Committee Responsibilities in the Defense
The candidate’s dissertation committee sits for the proposal and 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.

It is preferable that the committee stay the same for both proposal and final defenses. As noted above, formation of the dissertation committee and approval by the Ph.D. Program Director must have occurred well before the defenses are scheduled. The dissertation committee should be involved in the writing of both proposal and final manuscripts. It is the responsibility of the candidate, in consultation with the dissertation committee chair, to recommend and invite faculty members to serve on the committee. Final approval of committee members rests with the Dissertation Chair.

4.7 Final Dissertation
The USD Graduate School published guidelines and regulations the preparation of the dissertation: https://portal.usd.edu/academics/graduate-school/thesis-dissertation-guide.cfm?casLogin=1. 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.

4.7.1 Dissertation Format
Traditional Dissertation Format
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


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). 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.

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 should research and propose which journal is most appropriate for each publication and write the article to meet the formatting requirements for that journal. 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. 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.

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.

4.7.2 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.

4.7.3 Final Dissertation Defense Process

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.

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.

4.7.4 Evaluation of the Proposal & Final Defense

To pass a defense (either proposal or final) 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 defense outcomes are possible:

6. **Pass without further comment**- the committee approves the dissertation as is.
7. **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.
8. **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.
9. **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.
10. **No pass**- the committee determines the defense did not illustrate fulfillment of the rigors and standards of a doctoral dissertation.
4.7.5 Submission of Final Dissertation Manuscript
Once the candidate has successfully defended the final dissertation, the manuscript must be submitted to ProQuest at www.etdadmin.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 myUSD Portal.

SECTION 5: ADVISING

5.1 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).

5.1.1 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.ctf5/max/render.uP?tab=academics/graduate-school/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.

5.1.2 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 6: ACADEMIC AND PROFESSIONAL BEHAVIOR

6.1 Academic Integrity

6.1.1 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

6.1.2 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, on online plagiarism tool and/or screened through other means.

6.1.3 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
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.

6.1.4 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._

6.2 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.

6.2.1 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.

6.3 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.

6.3.1 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.

6.4 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

6.4.1 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 www.usd.edu/~media/files/student-life/usdstudenthandbook. For further information, call the Graduate School 605-658-6140.

http://catalog.usd.edu/content.php?catoiid=26&navoid=1339&hl=%22probation+and+dismissal%22&returnto=search#acad_stan_prob
SECTION 7: STUDENT RIGHTS & RESPONSIBILITIES

7.1 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 Appendix B.2 & B.3).

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.

7.2 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.

7.3 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.

7.4 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 in the appendix of this handbook (see Appendix B.14). 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

7.5 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 identity, 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.

7.6 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

SECTION 8: 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 2018-2019 Graduate Catalog from the drop down menu in the upper right hand corner.

Additional resources can be found though 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.*

SECTION 9: STUDENT SERVICES

9.1 GENERAL ASSISTANCE

**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](http://www.usd.edu/registrar)

**Graduate School:** [http://www.usd.edu/graduate-school](http://www.usd.edu/graduate-school)

**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](http://www.usd.edu/usd-online)

**Disability Services:** Disability Services is an integral part of the University of South Dakota. Committed to ensuring that students and campus visitors with disabilities have full and equal access to all the programs and activities USD offers, in accordance with Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act Amendments Act (2009). Accommodations are available to students with documented learning, physical or psychological disabilities. [http://www.usd.edu/student-life/disability-services](http://www.usd.edu/student-life/disability-services)

**Career Services:** The Academic & Career Planning Center is undergoing some exciting changes to our online job posting site, Coyote Careers. Over the next few weeks we will be implementing a new career services system that will allow you to view and apply for jobs, connect with employers, and sign up for on-campus interviews and career events. We believe the new system will be much more user friendly than our current system. Coyote Careers is exclusive to current USD student and alumni and the employers contacting us have expressed an interest in hiring USD students and alumni. [http://www.usd.edu/acpc/coyote-careers](http://www.usd.edu/acpc/coyote-careers)

**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 and parents to explore
the many resources available to help make your college education even more affordable.

**Help Desk:** [http://www.usd.edu/technology/contact-the-help-desk](http://www.usd.edu/technology/contact-the-help-desk)

See Appendix C for additional resources.
APPENDIX

USD 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/content.php?catoid=21&navoid=1038#School_of_Health_Sciences_Student_Services

USD 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.

USD 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 Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. 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. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.

USD Diversity and Inclusiveness Statement

The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

Diversity and inclusiveness, hallmarks of a twenty-first century institution of higher education, are essential elements of the University of South Dakota’s future. Members of diverse groups possess gifts, talents, experiences, histories, and cultures that allow them to make valuable contributions to the educational mission of the institution and to all those associated with the institution. A rich mixture of cultures contributes to a positive and vibrant campus climate that benefits all students. Furthermore,
diversity and inclusiveness are assets that can be utilized to help prepare all students for living and working in an increasingly complex and global society. Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran’s status, first-generation status, nationality, citizenship, age, and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the University.

Acknowledging and paying particular attention to our strong historical and cultural Native American roots, USD is committed to strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation.

USD is also committed to graduating globally-aware students who are leaders in working with people from diverse backgrounds. An extremely important element of this commitment is USD’s international focus. USD continues to provide and build international-focused opportunities such as study abroad and student exchange, while, also continuing to recruit and retain an increasingly-large and culturally-diverse group of international students who contribute to a vibrant and diverse campus community where everyone belongs.

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. Approved by Executive Committee on March 14, 2013.