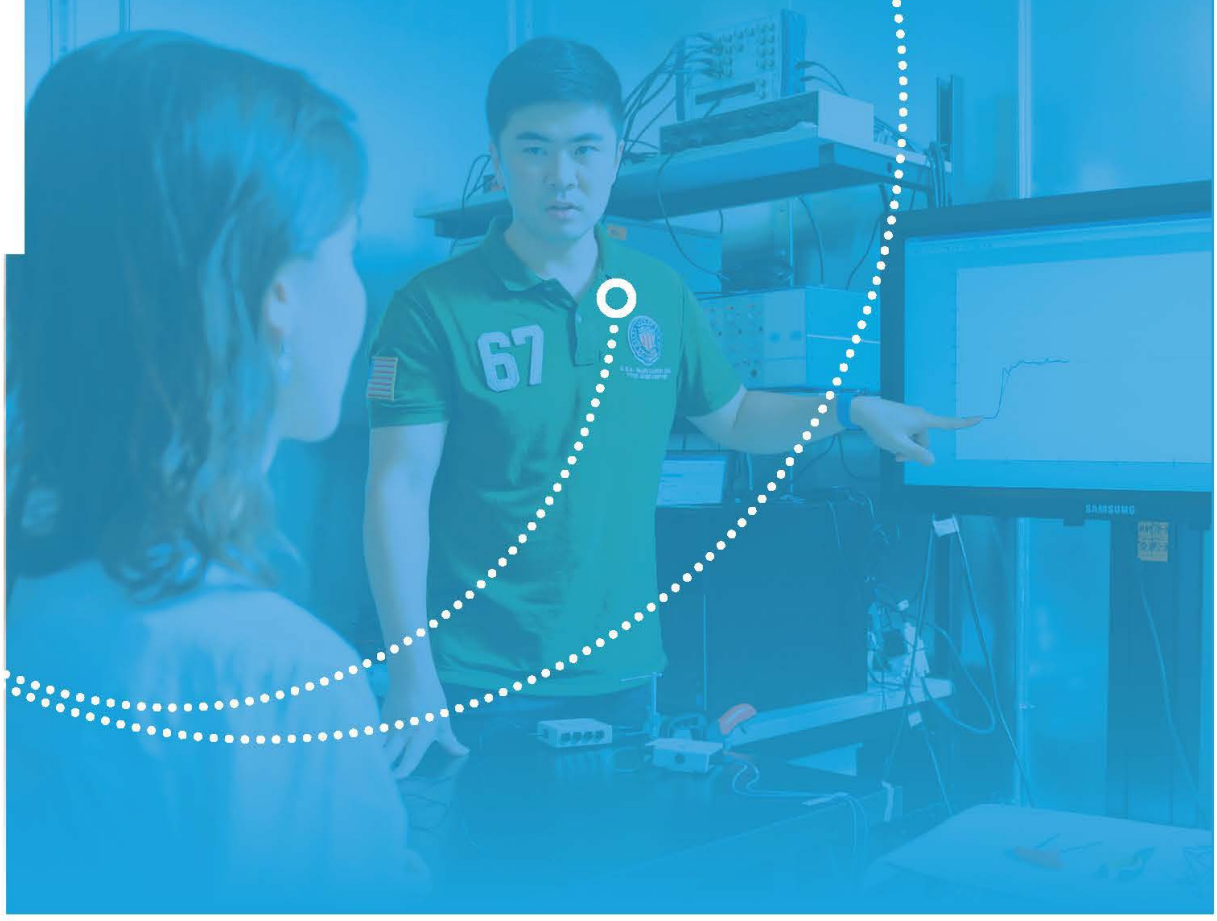
This handbook contains general information and is intended to be used as a guide for doctoral students. It is not intended to be an official or comprehensive document. Guidelines included in this document may be updated throughout the academic year. If you have specific questions about the handbook, please contact the Graduate Coordinator in your respective department.

UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D. student handbook



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Letter from the Associate Dean for Academic and Student Affairs

Dear HHP Ph.D. Students,

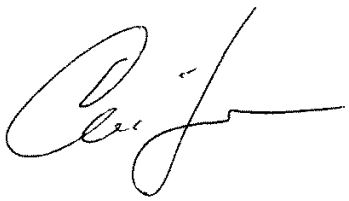
On behalf of the faculty and staff of the College of Health and Human Performance (HHP), welcome to the University of Florida. The selection of a doctoral program is one of the most important professional decisions you will make. You have chosen wisely! The renowned Ph.D. program in HHP has a long history of excellence in preparation of future academic and professional leaders.

Regardless of the concentration you have chosen, know that you will be mentored by dedicated world-class faculty who maintain ambitious research agendas. Our nationally ranked Ph.D. program is fundamental to the continued advancement of HHP's scholarly reputation. HHP Ph.D. students contribute extensively to fulfillment of the college mission through scholarly research, publications, professional conference presentations, service and outreach activities, teaching our undergraduate and graduate students, as well as the procurement of federal and corporate funding to support the college's work. Local, state, national, and global impacts are realized through the many talents and efforts of HHP Ph.D. students, faculty, and staff.

The University of Florida is considered among the elite public institutions in the country. The strong reputation of the university and college opens doors to a wide range of professional opportunities upon graduation. Our graduates secure prestigious post-doctoral fellowships and tenure-earning faculty positions at leading research-intensive universities and federal agencies. They also move on to teaching positions in colleges and universities, as well as highly successful careers in the health, tourism, hospitality, and sport industries. As those of you who are returning to HHP know, and as those of you who are new will soon experience, you have selected an outstanding college and university to further your academic and professional endeavors.

On behalf of HHP faculty and staff, the HHP Dean's Office will do everything we can to ensure that you feel welcome, and that your time here is resourceful, productive, and enjoyable. I strongly encourage you to embrace the many opportunities for professional and personal growth that will be presented during your time as a Ph.D. student. Please do not hesitate to reach out to me or any of the college staff for assistance at any time, and very best wishes in your doctoral studies.

Welcome to HHP and Go Gators!



Christopher Janelle, Ph.D.
Associate Dean for Academic & Student Affairs

About the College

HHP is unlike most academic colleges. In fact, you would be hard pressed to find another college that can positively influence people in such diverse ways. The College provides recognized programs of excellence in teaching, research and service that focus on assisting individuals, families and communities to promote health and prevent disease while enhancing quality of life across the lifespan. Our faculty, staff, and students are united in an overarching strategic purpose “to collaborate as an academic community to enrich lives, influence healthy living, and enhance human performance.”

The University of Florida mission promotes teaching, research and scholarship, and service and strives to “advance by strengthening the human condition and improving quality of life.” HHP’s mission therefore directly aligns with that of the University of Florida through explicit focus on fundamental basic science questions dealing with the mechanisms that underlie physical and psychosocial health and well-being, as well as applied research on the multiple roles of health education, leisure, sports, and entertainment in maximizing quality of life. These core emphases are reflected in the respective missions and scholarly activities of the students, faculty, and staff in HHP’s four departments.

The College’s departments (Applied Physiology & Kinesiology, Health Education & Behavior, Sport Management, and Tourism, Hospitality, & Event Management) as well as its two centers and one institute (Center for Exercise Science, Center for Behavioral Economic Health Research, and Eric Friedheim Tourism Institute) ideally position the College to influence and address an array of individual and societal challenges. The world-class faculty in HHP conducts ground–breaking research leading to improvements in adolescent and adult health behaviors, increased impact of tourism, sports, and other community events, as well as beneficial interventions for individuals with Parkinson’s disease and cardiovascular disorders, to name a few. HHP faculty members are positively influencing people’s lives every day through their expertise and scholarship.

HHP prepares its Ph.D. students with the tools, knowledge, and confidence to fulfill their academic aspirations and become assets to their communities. Many of our alumni go on to positions at universities and research institutions as well as professional careers in exercise science, health education and promotion, recreation, events, tourism, and sport management. Each helps to contribute to a healthier world for tomorrow.

HHP COLLEGE-LEVEL ADMINISTRATION

Michael Reid
Dean

James Cauraugh
Associate Dean, Research

Christopher Janelle
Associate Dean, Academic & Student Affairs

Elisabeth Barton
Associate Dean, Faculty & Staff Affairs

HHP Quick Facts

Established: 1946
Undergraduate Enrollment: 2,145
Graduate Enrollment: 797
Faculty: 79
Enrollment Reported in spring 2022

Departments

- Applied Physiology & Kinesiology (chair: David Vaillancourt, Ph.D.)
- Health Education & Behavior (chair: Mildred Maldonado-Molina, Ph.D.)
- Sport Management (chair: George Cunningham, Ph.D.)
- Tourism, Hospitality & Event Management (chair: Rachel J.C. Fu, Ph.D.)

Research Centers and Institutes

- Center for Exercise Science
- Center for Behavioral Economic Health Research
- Eric Friedheim Tourism Institute
- Institute for Coaching Excellence

UF Graduate School Resources

- Fellowship & Grant Opportunities
- UF Career Connections Center (C3)
- UF Disability Resource Center
- UF GradStart
- UF Graduate School Finances & Funding
- UF Office of Research
- UF Office of Research External Funding Opportunities
- UF Office of Research Graduate Student Travel Funds

UF Graduate School Student Services

- Academic Calendar
- Dean of Students Office
- Gator 1 ID Card Information
- UF Graduate School

UF Graduate School Policies and Procedures

- UF Graduate Student Catalog

UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D.

health & human performance

About the Ph.D. in Health and Human Performance

Mission of the Ph.D. Program

The Ph.D. in HHP is aligned directly with the College mission as a single college-wide Ph.D. program, with 5 concentrations that are housed and administered by the four departments, according to the following organizational structure:

Applied Physiology & Kinesiology (APK)

Ph.D. students in APK study the immediate and lasting effects of exercise and its use in disease prevention and rehabilitation as well as fundamental mechanisms within muscle biology, cardiovascular function, motor neuroscience, biomechanics, environmental physiology, sports medicine and emotion regulation. APK Ph.D. concentrations include Exercise Physiology and Biobehavioral Science, with further specializations in biomechanics, motor control and learning, performance psychology, and sports medicine / athletic training.

Health Education & Behavior (HEB)

Ph.D. students in HEB investigate health promotion strategies aimed at modifying behaviors which will improve individual, family, workplace, and community health and well-being. The HEB Ph.D. concentration is in Health Behavior.

Sport Management (SPM)

Ph.D. students in SPM study the business of sport and the impact of sports on individuals and the industry. SPM improves the understanding of factors that help the sport industry thrive. Sport Management students and faculty explore organizational and marketing theories, sociological concepts and sport consumption behaviors among sport organizations and sport consumers to improve the quality of the sport industry practices and the experiences of sport consumers and participants.

Tourism, Hospitality & Event Management (THEM)

Ph.D. students in THEM study the impact of tourism, recreation activities, professional and amateur sports, ecotourism, parks and beaches on the personal, social, economic, environmental and resource infrastructures of society. The Ph.D. concentration in THEM is Recreation, Parks and Tourism.

Integration of the College and University missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the health, tourism, sport, and management industries.

HHP Ph.D. Student Development

Recruitment and Orientation

The College of Health and Human Performance consistently aims to identify and recruit talented students for the doctoral program of study. Opportunities for current faculty and Ph.D. students to connect with prospective students are wide and varied, ranging from on-campus visits to recruitment efforts at national meetings and

conventions. New and returning students attend the fall HHP Graduate Student Orientation event. Graduate Student Orientation provides college and department specific information to the graduate student body, faculty, and staff. The orientation is an excellent opportunity to meet fellow students across the College, interact with faculty, and get to know department chairs, graduate coordinators, and program assistants. Each year, current Ph.D. and M.S. students share their experiences with the group as part of the orientation event. Following the large college session, students break out into their department specific sessions. The department specific sessions are presented in such a way to encourage student engagement and full understanding of policies and procedures present in their department, the College and the University.

Graduate School Policy

The following UF Graduate School policy applies to all graduate students:

> The student is responsible for becoming informed and observing all program regulations and procedures. The student must be familiar with Graduate Catalog general regulations and requirements, specific degree program requirements, and offerings and requirements of the major academic unit. *Rules are not waived for ignorance.* Any exceptions to the policies stated in the Graduate Catalog must be approved by the Dean of the Graduate School. After admission to the Graduate School, but before the first registration, the student should consult the college and/or the graduate coordinator in the major academic unit about courses and degree requirements, deficiencies if any, and special regulations of the academic unit. The dean (or representative) of the college where the degree program is location must oversee all registrations. Once a supervisory committee is appointed, registration approval is the responsibility of the committee chair.
>
> Key information is contained or disseminated through several electronic sites. Each student **must** regularly check the Graduate Information Management System (GIMS) for accuracy and currency of the degree program and associated milestones. In addition, each student is required to create, maintain, and regularly check a Gatorlink email account. Critical information is sent directly to the address listed as the student's UF Business Email.

To view all UF Graduate School policies and academic regulations, please see HERE.

Florida Residency

U.S. citizens, permanent residents, and others included in Section 4 of the Board of Education Rule 6a-10.044 are eligible to apply for Florida residency. All students that enter the program as a Non-resident are REQUIRED to apply for Florida residency prior to the start of their 2nd full year (or 4th semester).

For updated information and forms please consult the Office of Admissions. Residency refers to whether one is an in-state Florida resident or an out-of-state resident, and this classification determines the rate of tuition. Florida residents pay less in fees per credit hour than do non-Florida residents. Florida state statute Section 1009.21 defines the requirements for in-state status. Generally, a person is considered a Florida resident for the purpose of paying taxes, voting or other legal purposes after residing in the state for a designated length of time. However, state statute specifies additional requirements for a student to be classified as an in-state resident for tuition purposes. Most importantly: Living in or attending school in Florida will not, in itself, establish legal residence for tuition purposes.

Initial residency classification is determined by the Office of Admissions when applying to the university. Failure to provide all relevant information and required documentation in the residency section of the admission application could result in a non-Florida or out-of-state resident classification for tuition purposes.

Students have until the last day of classes in the first term to request the Office of Admissions to reevaluate

residency status by providing additional documentation not submitted previously. Once the first term at UF is completed, a reclassification of residency status can be requested.

Contact the Office of the University Registrar to initiate this process.

Teaching and Mentorship

Individual Development Plan (IDP)

The College of Health and Human Performance Individual Development Plan (IDP) Template is completed annually to serve as a framework to guide the Ph.D. program of study to benefit both the faculty mentor and student in communication efforts toward completion of the doctoral degree. The IDP encourages students to create short- and long-term goals and identify markers that will aid students in achieving established goals. This instrument is meant to be comprehensive, but not necessarily wholly inclusive. Most importantly, it should be viewed as a guide toward developing an open dialogue between mentor and student and should help promote an understanding of expectations for completion of the doctoral degree. Each department within the College has a department specific IDP, as detailed in department sections of this Handbook.

Supervisory Committee Chair

The student's academic program is generally guided and evaluated directly by an advisor known as the supervisory committee chair. The relationship between a student and an advisor is extremely important. The advisor acts as a mentor, shaping the student's academic values and understanding of research. Thus, the agreement between an advisor and a student to work together must be made carefully. Both the student and the advisor should consider research goals, mutual interests, compatibility of work habits and personalities, and the student's career goals. The best student/advisor relationships are those that closely approximate the relationship between colleagues. The advisor may participate in the research to varying degrees, depending on the discipline and the research issues being addressed. However, it is the advisor's responsibility to guide the student through the first research experiences and to understand, constructively critique and promote research accomplishments. It is the responsibility of the advisor and the student to meet frequently enough to achieve these goals. As a mentor, the advisor neither gives the student excessive guidance nor allows the student to struggle needlessly. The ultimate objective of the graduate research experience is for the student to progress to the point of being self-reliant in subsequent research experiences. To this end, advice to the student should be given with the aim of teaching effective research practices. The advisor has the responsibility of discussing career opportunities with the student throughout the graduate program. Advisors assist students in identifying potential positions and evaluating opportunities, writing letters of reference, reviewing and critiquing the student's vita (academic resume), and guiding the student through the application and review process.

Further information is located in the University of Florida Graduate Catalog.

Supervisory Committee Membership Specifications for HHP

The College of Health and Human Performance offers a single PhD, in Health and Human Performance. As such, the academic unit is the College of Health and Human Performance. Internal membership on the supervisory committee is restricted to faculty whose graduate faculty status is through one of the departments in the College of Health and Human Performance. External membership on the supervisory committee is restricted to faculty whose graduate faculty status lies outside of any and all departments in the College of Health and Human Performance. All ensuing specifications regarding committee membership shall be interpreted with the fundamental interpretation that in the College of Health and Human Performance, the academic unit is the College of Health and Human Performance

Supervisory Committees

The general duties of all supervisory committees include informing the student of all regulations governing the degree sought, checking the qualifications of the student, and planning and approving a program of study. **ANY CHANGE TO THE COMMITTEE MUST BE COMPLETED PRIOR TO THE FINAL EXAMINATION AND BEFORE THE POSTED MIDPOINT DEADLINE OF THE GRADUATING TERM.** Although it is the duty of the supervisory committee to inform the student of all regulations governing the degree sought, this does not absolve the student from the responsibility of being informed concerning these regulations. Indeed, the student should take ownership of their academic progress and have a firm understanding of programmatic and graduate school policies and requirements.

The supervisory committee must meet to discuss and approve the proposed dissertation topic and the plans for carrying out the research. The supervisory committee conducts the written qualifying examination or, in those cases where the written examination is administered by the department, takes part in it. The oral qualifying examination must be attended by the entire supervisory committee in compliance with Graduate Council policies. The committee recommends the student's admission to candidacy for the degree.

All Ph.D. students should have one or more formal meetings annually with their entire supervisory committee.

Further information is located in the University of Florida Graduate Catalog.

Expectations

Expectations for each of the Ph.D. concentrations tend to be largely formalized by the supervisory committee and the mentor, under the guiding principles of the departments that administer the concentrations. Expectations are formalized to the extent possible in the context of the IDPs, which vary across the four departments. Expectations are formalized in writing and through verbal discourse as academic and professional development goals in the IDP. IDPs naturally evolve based on the student experiences and are revised annually in meetings between the Ph.D. student and the supervisory committee/chair. Students systematically proceed through the program of study for their respective concentrations in a manner that maximizes opportunities for scholarly development and achievement. Curricular, co-curricular, and engagement opportunities are provided to aid students in their scholarly pursuits. The first two years of the Ph.D. program, regardless of concentration, is commonly focused on satisfying core concentration course requirements as well as extensive coursework in research methods, experimental design, and statistical analyses. Content specific curricular offerings, both in the core and elective areas, tend to involve extensive classroom discussion. As the student matriculates through the program of study, coursework tends to be minimized in favor of greater weight given to independent studies, mentored research experiences, and greater professional development activities.

Further information is located in the University of Florida Graduate Catalog.

Research Expectations

Research in the College of Health and Human Performance is advanced by a community of scholars whose work assists individuals, families, and communities to promote health and prevent disease while enhancing quality of life across the lifespan. Our research mission is intentionally integrated with teaching and service in the HHP mission statement, and our Ph.D. students are critical contributors to the success of our scientific community. HHP Ph.D. students work in NIH funded basic science laboratories focused on determining mechanisms responsible for respiratory muscle weakness in patients subjected to prolonged periods of mechanical ventilation, and they investigate innovative treatments for people with heart disease and movement disorders such as Parkinson's disease. They collect data on federally funded studies that address public health problems including substance use and abuse, sexual health, diet and nutrition, controlling chronic diseases,

and managing disabilities. They also study policies relevant to community access to sport and recreation facilities in lower-income communities and communities of color, and they work with an international community of scholars to customize and develop comprehensive tourism and sport management plans to maximize positive impacts on community development. These are a few examples of the many ways our Ph.D. students help fulfill the HHP and UF research missions.

Our Ph.D. students in HHP are a reflection of the outstanding scientific reputation of our faculty and their ability to recruit, retain, train, and graduate excellent scholars. Our research faculty members are highly productive, as evidenced by their publication rate, the quality of their publications, and grant awards. Given the centrality of our research mission, HHP seeks to provide conditions that enhance research initiatives and reward productivity, including ongoing efforts to maintain and enrich the quality of our Ph.D. program concentrations. As noted in our Student Learning Objectives (SLOs), HHP Ph.D. students are expected to present their work at national and/or international meetings and to publish their work in high impact journals. Ph.D. students in HHP fully embrace opportunities to discover new knowledge. These expectations are routinely fulfilled, as our students regularly disseminate their research findings to the scientific community by publishing in the highest impact journals in our respective fields and presenting their work in scientific meetings and professional conferences worldwide.

Office of Research

The HHP Office of Research is here to help you! Dr. James Cauraugh is the Associate Dean for Research, and he oversees the College's research enterprise. Ms. Dorothea Roebuck manages the Office of Research on behalf of the College. Research is a dynamic and continually evolving process in pursuit of knowledge. As an undergraduate, many of you became interested in a topic and you asked questions about "who, what, when, why, and so what?" Some of the answers you discovered may have led to an explanation that you presented at a regional or state conference. As graduate students, you have a unique opportunity to expand your inquisitiveness, begin specializing in a topic, and develop your research skills while interacting with your major professor. Many students go beyond successfully defending their thesis or dissertation. Novel findings and knowledge contribute to the literature and many of your articles will merit publication in high impact refereed journals.

Your graduate education forms a foundation for your professional career of investigating and creating new knowledge as you develop your expertise and apply for research fellowships, pre-doctoral awards, and post-doctoral grants. External agencies critically review your research ideas and provide suggestions for refining your questions. These experiences are valuable in distinguishing you from other candidates for post-doctoral and assistant professor positions as well as launching an exciting career of external funding to support your research.

WHY SEEK EXTERNAL FUNDING?

Good science is usually funded by an agency outside the university. Agencies appoint leading researchers in a discipline to study section review groups with the purpose of debating the significance of research ideas, merits of proposals, and potential impact. Funding provides the means to cover costs (e.g., personnel, materials and supplies, instrumentation, travel, etc.) associated with executing research projects and disseminating the results to the scientific and broader communities. At leading research institutions, external funding is an expectation.

WHY PUBLISH IN REFEREED JOURNALS?

Disseminating knowledge is one of the primary goals of science and research. Submitting your articles to refereed journals is an effective way to disseminate knowledge. Refereed journals have editorial boards who are experts in an area, and they determine the likely impact of your research. Once the scientific community evaluates and approves your research manuscript, you will join the list of published authors. When deciding on

an appropriate journal, keep in mind that premier journals are the highest rated ones in an area of study, and not all journals are premier. Currently, there are two rating systems for determining a journal's impact on science and social sciences: (a) ISI Journal Citation Reports (JCR) and (b) Harzing's H-index for journals. Both systems tabulate and calculate journals' impact factors based on publications and citations. Most of HHP's publications are in premier journals. There are hundreds of academic publishing outlets; however, it is important to be discriminating and intentional in determining the best publishing outlet for your research. Use the *ISI Web of Science and Journal Citation Reports* to identify journals in your field that are impactful. Google Scholar is a well-respected index that tracks not only published journal articles, but also includes other works such as books and book chapters.

Ms. Roebuck and Dr. Cauraugh, along with your major professor, are available to talk about journals and to help you identify the type of places you would like to publish your studies. The Research Office can keep you on track toward publishing and receiving funding.

The University produces a weekly announcement of upcoming deadlines of sponsored research opportunities and can be found HERE. The College and your Department will help you apply. Once you have identified a potential agency, consult Ms. Roebuck or Dr. Cauraugh for information and direction.

- **James Cauraugh**
  - Professor and Associate Dean for Research
- **Dorothea Roebuck**
  - Assistant Director, Research
  - dorothea@hhp.ufl.edu
  - FLG 200

Engaging in the Research Process

Faculty members in the College of Health and Human Performance fully embrace the opportunities offered for conducting research and discovering knowledge. They search for ways to improve human health, prevent and treat physiological disorders, and enrich lives of individuals and the communities in which they live. Our researchers value completing rigorous projects, sharing the findings with the scientific community, and publishing their articles in high-impact journals. Graduate students are informed of research expectations and standards immediately upon contact with the department's graduate coordinator or staff, and/or through individual contact with potential mentors. The graduate coordinator helps to direct students to potential mentors through discussions concerning specific concentrations, time to degree, opportunities for employment, and job placement data. Once admitted to the program, research expectations and desired outcomes are reinforced by all college personnel, from fellow students and individual mentors up through and including the Dean of the College. All Ph.D. students are required to attend the HHP (and departmental) orientation sessions, where students are provided a comprehensive overview of the requirements, policies, and procedures that must be fulfilled as they move toward completion of the degree. The orientation session is open to all Ph.D. students, whether they are incoming or already enrolled in the program and highlights the research mission of the respective units.

Research Opportunities

The College's faculty members conduct some of the most impactful research in the country in their respective fields, providing many opportunities for academic and applied research and scholarship. Research opportunities are available through individual faculty and through the College's research centers and institute.

Centers and Labs

Center for Behavioral Economic Health Research (CEBHR)

Director: Dr. Jalie Tucker

The mission of the Center for Behavioral Economic Health Research (CBEHR) is to stimulate research, applications, and education aimed at understanding human choice behavior and decision-making with emphasis on health and health behavior change. CBEHR emphasizes promotion of health and wellbeing as well as prevention of illness and injury. CBEHR initiatives are guided by the unifying trans-discipline of behavioral economics, which offers powerful concepts and methods for an enhanced understanding of the science of human behavior change and for guiding individual, community, economic, and policy level interventions that are accessible, cost-effective, and evidence based.

Vision

The CBEHR provides an intellectual home for scholars, practitioners, community partners, and policymakers from multiple disciplines to promote behavioral economic research spanning the basic to applied continuum and applications that have a positive impact on individual, community, and population health. The CBEHR aims to stimulate collaborative and synergistic research and support community-academic partnerships that capitalize on the diverse skills and expertise of our members and partners. The Center's vision and behavioral economic focus are in line with the National Institutes of Health roadmap for the Science of Behavior Change (SOBC) envisioned in 2009 and now a Common Fund initiative (https://commonfund.nih.gov/behaviorchange/index).

CBEHR RESEARCH PROGRAMS:

Addictive Behavior and Health Studies (Director: Dr. Jalie Tucker)

– This research team conducts applied research on behaviors that involve choices between sooner smaller rewards (e.g., substance use, risky sex) and delayed larger rewards (e.g., benefits of a healthy/sober lifestyle, safer sex practices). Emphasis is placed on community studies that investigate addictive and related behavior patterns within the natural environment using measurement and sampling methodologies for community-based research with hard-to-reach risk populations.

ASHOR (Applied Statistics and Health Outcomes Research) (Director: Dr. JeeWon Cheong)

– The ASHOR lab focuses on developing and exploring statistical methods applied to health behavior and outcomes research, such as methods for evaluating prevention and intervention programs and modeling longitudinal behavior changes. In addition, we conduct research on risk and protective factors (e.g., parents and peers) of risky health behaviors (e.g., substance use, risky sexual behaviors) that can reveal the underlying mechanisms of the developmental courses of such problem behaviors and inform prevention/intervention strategies.

AVID Research Group: Addiction, **V**iolence, **I**njuries, and **D**rugs (Director: Dr. Mildred Maldonado-Molina)

-- The AVID research program centers around reducing health disparities in child and adolescent health, in alcohol use and alcohol-related consequences in particular, with a focus on vulnerable populations. The work is characterized by the application of innovative statistical methods in prevention-oriented studies of youth, with an area of expertise in cultural processes associated with substance use in Latinx youth. Current research is examining migration and cultural stressors, alcohol misuse, and mental health problems in Puerto Rican families who migrated after Hurricane Maria and assessing prospective relationships to test cultural stress theory across distinct resettlement contexts.

Behavioral Pharmacology and Decision-Making Laboratory (Director: Dr. Meredith Berry)

– This research team conducts experimental research examining human behavioral pharmacology and decision-making. Emphasis is placed on the cognitive, behavioral, and abuse liability effects of various drugs (e.g., opioids) using behavioral pharmacologic techniques. Newer applications of this research include extensions to the intersection of substance use and pain. This research team also explores the benefits of nature exposure to human health in the context of drug use, craving, and decision-making, as well as other experimental manipulations of decision-making to promote healthy choice (e.g., delay discounting, behavioral economic demand).

RIISC Research Group: Reducing **I**ntoxicant-**I**nvolved **S**exual **C**onsequences (Director: Dr. Liana Hone)

– This research team investigates antecedents of alcohol- and drug-related sexual aggression that may serve as prevention targets at the individual and environmental level. Individual antecedents include how acute intoxication alters sexual decision-making and how substance use is related to sexual risk perceptions. At the environmental level, the research team aims to understand factors that predispose individuals to—or dissuade them from—frequenting risky venues for substance use and sexual aggression.

Substance Abuse and Sexual Assault Prevention Research (SAPR) (Director: Dr. Nichole Scaglione)

– The Substance Abuse and Sexual Assault Prevention Research (SAPR) Lab conducts research on the risk and protective factors that affect substance use and sexual assault risk in adolescents and young adults. This research is grounded in theories of behavior change, with specific focus on both planned (i.e., intentional) and reactive (i.e., socially driven) decision-making processes associated with increased risk or the prevention of negative outcomes. Etiological findings are used to inform the design and evaluation of innovative interventions to prevent substance use/abuse and sexual assault victimization, revictimization, and perpetration.

Weight Management Research Lab (Director: Dr. Megan McVay)

- This research team focuses on interventions addressing behavioral and psychosocial aspects of weight management behaviors in adults. Dr. McVay has particular expertise in primary care-focused interventions for weight management, and understanding and addressing individual-level factors that influence the uptake and sustained use of interventions for obesity. Her intervention approaches often use digital technology to enhance potential for dissemination. Her research has been supported by several grants from the National Institutes of Health.

The Center for Exercise Science (CES)

Director: Dr. David Vaillancourt

Associate Director: Dr. Terence Ryan

CES researchers are engaged in studies designed to improve our understanding of the basic mechanisms that underlie exercise-induced and rehabilitation-induced changes in the body at the organ, tissue, cellular, and molecular levels, and the design of effective intervention strategies to improve human performance. The primary goal of scientists in CES is to improve human health by advancing knowledge through research. CES houses research laboratories providing an outstanding environment to educate University of Florida students, post-doctoral fellows, and visiting scholars who will become the next generation of health-related exercise scientists and clinicians. This multidisciplinary research center is dedicated to investigating the complex interactions between physical activity, movement, and aging on the function and adaptation of the brain and muscles.

CES RESEARCH LABORATORIES:

Applied Neuromechanics (Director: Dr. Chris Hass)

— Research in this lab focuses on interactions between musculoskeletal biomechanics and sensorimotor control of lower extremity function with particular emphasis on the coordination of locomotion and balance. We apply biomechanical and neurophysiologic principles to understand aging, injury and disease processes (Movement Disorders) so that interventions (Behavioral: Exercise; Surgical: Deep Brain Stimulation; and Pharmacological) can be optimized to improve physical function and Quality of Life.

Integrative Cardiovascular Physiology Lab (Director: Dr. Demetra Christou)

— The research in this lab focuses on conditions associated with increased risk for developing cardiovascular disease including aging, obesity, metabolic syndrome, and type II diabetes. The goal is to understand the mechanisms responsible for cardiovascular dysfunction and to develop human interventions to restore cardiovascular function and improve quality of life. They aim to promote the role of exercise for disease prevention and treatment within the current model of personalized medicine.

Laboratory of Muscle and Environmental Physiology (Director: Orlando Laitano)

The main goal of this lab is to provide strong scientific training to the next generation of scientists in the field of skeletal muscle and environmental physiology. The lab has two major areas of interest: skeletal muscle physiology in health and disease, and environmental physiology with a focus on heat-related illnesses. Currently, the specific goal of the “muscle physiology” arm of the lab is to reveal the mechanisms underlying skeletal muscle dysfunction (e.g., atrophy, weakness, and infiltration of inflammatory cells) in sepsis when combined with physical inactivity. For the “environmental physiology” arm of the lab our specific goal is to understand the mechanisms underlying sex differences in response to exertional heat stroke, the most severe manifestation of heat-related illnesses. Our studies have been funded by the National Institutes of Health and Department of Defense.

Laboratory of Neuromuscular Physiology (Director: Lan Wei-LaPierre)

— The research in this lab focuses on investigating the mechanisms underlying the occurrence and progression of neuromuscular-related conditions, identifying potential therapeutic targets and developing new treatments for these conditions. They are particularly interested in amyotrophic lateral sclerosis and the muscle weakness in Down syndrome. The lab uses both genetically engineered animal models to conduct mechanistic and pre-clinical studies and translational multidisciplinary approaches to thoroughly investigate relative mechanisms both in human patients and laboratory animals. A wide range of techniques is employed to achieve research goals, including physiology, electrophysiology, biochemistry and various mouse behavioral studies.

The Laboratory for Rehabilitation Neuroscience (Co-Directors: Drs. David Vaillancourt and Stephen Coombes)

— The goal of this lab is to understand how the brain regulates movement and develop new tools for improving how the brain regulates movement. The laboratory studies human, rat, and mouse brain function and structure. There are numerous procedures that allow the lab to study upper and lower limb movements, perception of pain, longitudinal brain changes, and treatment interventions that include pharmacology, surgery, and exercise. Particular focus is on movement disorders, pain, and stroke. Techniques used include functional magnetic resonance imaging, high density electroencephalography, diffusion imaging, fiber tractography, functional connectivity, electromyography, and kinetic and kinematic measurements.

Locomotion Neuromechanics Lab (Laboratory for Neurophysiology and Biomechanics of Human Locomotion) (Director: Dr. Julia Choi)

— This lab is focused on understanding human locomotor learning for gait rehabilitation. The lab studies how healthy subjects and patients with neurological disorders learn new walking patterns. This lab seeks to understand how the complex and flexible interaction between the brain and spinal networks and the

musculoskeletal system impact mobility. Different experimental paradigms have been developed to understand diverse forms of locomotor skills. Current research in the lab uses non-invasive brain stimulation and neuroimaging techniques to study the corticospinal control of human gait. Measurements of joint kinematics, forces and neuromuscular activity during walking allow researchers to understand the biomechanical and neurological factors that act simultaneously to control stability and energetics. This lab's findings have important implications for understanding and treating gait disorders.

Molecular Cardiology and Myology Laboratory (Director: Dr. Ashley Smuder)

-- This lab's work is focused on understanding the molecular signaling pathways that promote cardiac and skeletal muscle dysfunction following disease or periods of prolonged inactivity. Current research is focused on determining the mechanisms by which physical activity can preserve cardiorespiratory muscle function following exposure to chemotherapy.

Molecular Metabolism Laboratory (Director: Dr. Terence Ryan)

-- This research is focused on understanding the biological mechanism regulating the cellular energy and redox charge under normal and stressed conditions. The primary interest revolves around ischemic diseases such as peripheral artery disease and myocardial infarction. The Molecular Metabolism Laboratory uses state-of-the art fluorescent spectroscopy/microscopy and respirometry techniques to examine mitochondrial physiology and cellular metabolism in 'live' organelles, intact cells, and whole organisms. This lab also genetically engineer's adeno-associated viral vectors and transgenic rodent models to investigate novel therapies for the treatment of chronic disease.

Molecular Physiology of Skeletal Muscle Laboratory (Director: Dr. Elisabeth Barton)

— The goal of this lab is to understand the molecular basis of skeletal muscle adaptation and repair. These processes occur normally in response to activity or injury but can be disrupted with the onset of neuromuscular disease. The lab routinely uses viral gene delivery and transgenic mouse models to modulate key pathways of muscle regeneration, or to mimic clinical situations where muscle undergoes remodeling. These models can be evaluated at the cellular, whole muscle, and animal levels. This lab takes advantage of a wide variety of experimental tools, including muscle function testing, morphological examination by immunohistochemistry, gene expression changes, and post-translational alterations in critical signaling proteins. Ultimately this work will lead to improved quality of life in healthy individuals and those with disease.

Motor Behavior Laboratory (Director: Dr. James Cauraugh)

— This lab investigates people learning and controlling movements. Current research involves force modulation and variability, bimanual coordination theory, and coupled rehabilitation protocols for stroke motor recovery. Neuromuscular electrical stimulation combined with bilateral movements provides chronic stroke patients with improved motor capabilities as they try to execute movements required in daily living.

Movement Estimation and Assessment Laboratory (Director: Diego L. Guarin)

The Movement Estimation and Assessment (MEA) Laboratory focuses on using, developing, and validating technologies to estimate human movement and assess how movement is affected by different neurological disorders. The laboratory's primary goal is technology transfer; we work closely with patients and clinicians to develop easy-to-use, streamlined solutions that can be quickly adopted in clinical settings and support the clinical management of neurological conditions such as Parkinson's disease. The laboratory uses various technologies, including computer vision and machine learning, signal processing, neuro-imaging techniques, electromyography (EMG), and electroencephalography (EEG) to get a complete picture of the neurological disorders affect function.

Muscle Stress Physiology Laboratory (Director: Dr. Thomas Clanton)

— The Muscle Stress Physiology Lab studies skeletal muscle physiology. This lab is particularly interested in how muscles respond to stressful environments and how they interact with other organ systems during stress. Studies involve the responses to hypoxia, intermittent hypoxia, oxidant stress, hyperthermia, osmotic stress, infection and fatigue. We have developed a unique preclinical animal model of “exertional heat stroke” in mice where we are discovering new treatment and prevention strategies that we hope will benefit patients with heat illness. Other research also involves the role of skeletal muscles in the integrated immunological responses to infection. We hypothesize that the immunological responses of healthy skeletal muscles are responsible for the observation that humans with a history of an active lifestyle are resistant to most severe consequences of bacterial infection.

Neurocognitive and Behavioral Development Laboratory (Director: Dr. Zheng Wang)

-- Our laboratory strives to be the pioneer in understanding the neurophysiological mechanisms underlying sensorimotor and neurocognitive deviations in individuals with intellectual and developmental disabilities (IDD) across the lifespan. Our research employs a range of systems neuroscience approaches to identify behavioral, brain, and neurobiological markers to inform diagnosis, predict risks of comorbid conditions, and monitor disease progression. My team promotes multidisciplinary collaboration focused on health diversity and disparity.

Neuromotor Behavior Laboratory (Director: Dr. Rachael Seidler)

— The goal of this lab is to understand how the brain controls movement in health and disease. Researchers are particularly interested in how individuals learn new motor skills, including what strategies are engaged and how they map onto activated brain networks. The lab also studies neuroplastic mechanisms through which people adapt their movements to environmental changes such as microgravity and internal changes such as aging. The lab uses a variety of neuromodulation and neuroimaging techniques in populations including healthy young and older adults, individuals with Parkinson’s disease, and NASA crewmembers.

Neuromuscular Physiology Laboratory (Director: Dr. Evangelos Christou)

— This lab studies neuromuscular mechanisms that mediate movement control in humans. The focus is on movement variability which increases with aging and certain neurological diseases and has serious functional implications. Thus, the lab attempts to: 1) better understand the neural mechanisms of movement variability; 2) characterize the consequences of exacerbated movement variability in activities of daily living; 3) develop innovative rehabilitation tools to reduce deleterious movement variability.

Performance Psychology Laboratory (Director: Dr. Christopher Janelle)

— The mission of the Performance Psychology Laboratory is to determine how emotional reactions and emotion regulation influence motor performance. This lab is particularly interested in understanding how emotions impact the attentional and motor mechanisms that underlie the actions of elite athletes and other performers. The lab also investigates the role of attention and emotion in anxiety and movement disorders.

Sensorimotor Plasticity Laboratory (Director: Dr. Shahab Vahdat)

-- In this laboratory, researchers study the mechanisms of neural plasticity in the sensorimotor system. The lab uses both human and rodent models to examine translational questions at multiple levels, including behavioral, cellular, and circuits. Researchers are particularly interested in understanding how the brain and spinal cord circuits interact and remodel to support learning in the intact nervous system and recovery after stroke. The lab uses this knowledge to develop novel therapies to promote motor recovery in stroke patients.

Sports Medicine Laboratory (Director: Dr. Paul Borsa)

— This lab investigates important clinical issues related to injury prevention and care for the physically active. Through research, the lab scientists strive to gain a better understanding of the neurological and mechanical behavior of articular structures, or joints, as it pertains to physical stress, bone or muscle injury, therapeutic intervention and clinical outcome.

Eric Friedheim Tourism Institute

Director: Rachel J.C. Fu, Ph.D., CHE

The Eric Friedheim Tourism Institute (EFTI) is a partner with the Tourism Crisis Management Institute, the National Laboratory for Tourism & eCommerce, and the International Laboratory for Sustainable Tourism Development, located at the University of Florida. EFTI focuses on a range of domain-specific issues vital to travel and tourism including big data and analytical studies. In particular, the Institute offers a series of programs that will monitor trends related to tourism which include climate change and its impact on communities, tourism planning and development of resilient tourism communities, alternative strategies for crisis management, and the role of technology in shaping the tourism experience. EFTI is committed to supporting the initiatives of the UF College of Human and Health Performance, the Department of Tourism, Recreation and Event Management through applied and academic research, EFTI learning centers and initiatives. The vision and mission of EFTI is to be a voice for the Future of Tourism in Florida, the U. S., and internationally. EFTI conduct research, educates and trains, and supports the use of tourism as an agent of change caused by social, economic, technological and cultural forces in communities (and society at large) thereby improving the quality-of-life of Florida's citizens.

Research Ethics

Universities are morally, ethically, and legally bound to report purposeful research wrongdoing that involves any federal agency. NIH related items are reported to the *Office of Research Integrity*: http://ori.hhs.gov/. Three irresponsible actions that qualify as reportable to funding agencies are *fabrication, falsification, and plagiarism*.

Research misconduct is irresponsible science and can be committed purposefully or unintentionally. Committing a purposeful act of research wrongdoing typically involves:

1. Moral attitudes towards committing an act of research wrongdoing and what the individual perceives as norms regarding the act.
2. Benefits that the individual expects to achieve by engaging in wrongdoing.
3. Perceived risk in being caught.

All researchers should be aware of their surroundings and attentive to unusual behavior as well as findings. If you notice someone rationalizing excessively, perhaps they are debating about whether to commit an irresponsible or fraudulent act, perceives a benefit in doing so, and senses a negligible risk of discovery; the motivation to fabricate, falsify, or plagiarize becomes high. Clear evidence of research wrongdoing should be reported to the department chair, college research dean, and university oversight committees. Maintaining scientific integrity by helping to ensure accurate research records is an obligation shared by all researchers.

Responsible Conduct of Research

The UF Dean of Students Office, UF Graduate School, UF Libraries, and UF Research offer guidelines, trainings, and regulations to be considered should breaches of confidentiality, cheating, conflicts of interest arise, or plagiarism arise.

Academic Integrity

- Academic Integrity Module
- Responsible Conduct of Research Training
- The Orange Book: UF Student Honor Code and Student Conduct Code
- UF Graduate School Catalog
- UF Research Integrity Policy
- UF Research Integrity, Security and Compliance Unit

Breaches of Confidentiality

- Research Misconduct: Other Research Integrity Violations

Cheating

- The Orange Book: UF Student Honor Code and Student Conduct Code

Conflicts of Interest

- UF Policy on Research Conflicts of Interest

Plagiarism

- UF Libraries: Copyright on Campus: Attribution & Plagiarism

Graduate Student Council

The Graduate Student Council (GSC) at UF is the official liaison between graduate students and the UF governing bodies including the Graduate School, University Administration, Student Government, and Faculty Senate. The GSC provides a forum for students to address ideas, needs, and concerns that are unique to the University of Florida Graduate students. The budget, funded by Student Government, is used to provide services to graduate students, such as travel grants. To apply for travel support, a student must submit an application two months prior to the first day of travel.

A representative (or an alternate representative) is required to attend the monthly GSC meetings for students to remain eligible for travel and other awards. The annual term of a Departmental Representative and alternate shall be from September 1 to the following August 31. Students are asked to volunteer to represent their department. The duties of the Department Representative are outlined in the GSC Constitution.

For more information, please visit the GSC website HERE.

Student Grievance Procedure

The following link directs students to the formal grievance procedure for the University of Florida. The College of Health and Human Performance follows this procedure.

- Office of the Registrar: Written Student Complaints

Professional Development

UF Graduate School Opportunities

Office of Graduate Professional Development (OGPD)

The Office of Graduate Professional Development aims to help graduate students expand their skills and knowledge through workshops, seminars, and additional programs and resources. They also distribute the weekly Thrive! Newsletter which contains invitations to special events as well as announcements unique to graduate students on campus. OGPD focuses on six core competencies: Research Skills and Knowledge,

Management and Leadership, Effectiveness and Purpose, Professionalism, Communication, and Career Advancement.

For more information, please visit the OGPD website HERE.

Organization for Graduate Student Advancement and Professional Development (OGAP)

This newly formed unit within the Graduate School promotes professional development activities to expose students to a range of career opportunities within and outside academia, and to provide sessions and workshops. They seek opportunities and means to provide graduate students with additional skills and tools in areas that transcend disciplinary knowledge and content, including both written and oral communication with non-scientific audiences, the ethical conduct of inquiry, critical thinking, and the like. Moreover, they work collaboratively with academic and administrative units to create opportunities for students to engage in professional experiences such as internships, international experiences—teaching, research, and graduate study abroad ventures, and are encouraging students to pursue Fulbright fellowships and other international related opportunities.

For more information, please visit the OGAP website HERE.

HHP Opportunities

Spring Stanley Lecture Series

The D. K. Stanley lecture is presented annually by the College of Health & Human Performance. It was established in 1986 as a memorial to Dennis Keith “Dutch” Stanley in recognition of his many contributions to the professions of physical education, health education and recreation. Stanley had a lifelong interest in intercollegiate athletics and the athlete in the university environment. The lecture series is presented by the Frederick Family Endowment.

Students are encouraged to both attend the scholarly lecture and submit a poster for the student research poster session immediately following the lecture. Poster presenters are eligible for a monetary prize that can be used toward professional development.

A sampling of past speakers:

- 2021 Dr. Tom Farrey, Aspen Institute’s Sports & Society Program
- 2019 Dr. Keith Humphreys, Stanford University Medical School
- 2017 Dr. Michael F. Goodchild, University of California
- 2016 Dr. Delia West, University of South Carolina
- 2015 Dr. James A Levine, Mayo Clinic, Arizona State University
- 2014 Dr. Linda L. Caldwell, Penn State University
- 2013 Dr. Amy J. Bastian, Kennedy Krieger Institute

HHP Ph.D. Professional Development Course

Each spring, the College of Health and Human Performance (HHP) offers a course specific to professional development for doctoral students (HLP 7939: HHP Ph.D. Professional Development Seminar). The HHP doctoral program prepares students in multiple concentrations across health education and behavior, applied physiology & kinesiology, and tourism, event, and sport management. The Ph.D. program focuses primarily on attaining proficiency in designing and conducting research in respective areas of concentration. This course is designed to reinforce and complement the scholarly emphases of the HHP Ph.D. program by providing insight into key aspects of professional development and personal growth. Cross-disciplinary best practices will be

shared for developing professional aptitudes and skill sets necessary for successful advancement through graduate studies and on to future professional careers

Department Seminars

Each department holds standing lecture series that afford graduate students the opportunity for engagement with speakers, insights into their respective field's developments and aids in the students' professional development portfolio.

Department of Applied Physiology & Kinesiology

- Center for Exercise Science Seminars
  Seminars are open to the public and will be held most Thursday afternoons from 4:00–5:00 p.m. in FLG 210.
- Pizza & Podiums
  Occurs on occasional Thursdays at 4:00-5:00 p.m. (room TBA).

Department of Health Education & Behavior

- Center for Behavioral Economic Health Research Seminars
  Regularly held during the afternoon on the second Tuesday of the month during the fall and spring semesters via Zoom.
- HEB Brown Bag Research Seminars
  Held 3-5 times per semester during lunchtime (12:00–1:00 p.m.) via Zoom, schedule TBA.
- HEB Community and Behavioral Science Seminars
  Regularly held on the 3rd or 4th Friday of each month from 12:00–1:00 p.m. via Zoom.

Department of Sport Management

- The Alan C. & Elizabeth Martin Moore Lecture Series
  This series was established in 2011 at the UF College of Health and Human Performance. The series was created in honor of Professor Emeritus Alan C. Moore and his late wife, Elizabeth. These annual lectures serve to bring distinguished professionals and experts in the fields of health, active living and physical education to the College's faculty, students and colleagues.

Department of Tourism, Hospitality & Event Management

- EFTI.Talk
  Live webinars held monthly on Mondays at 1:00 p.m. via Zoom.

Annual Review and Evaluation

Purpose of Annual Review

In an effort to better understand the accomplishments of current doctoral students, a review of doctoral students in the College is conducted each spring. The annual review process is much like the annual review reports that all faculty complete.

The annual review has three parts:

Part One: An Annual Performance Review (APR). The APR is a survey reviewing Demographics; Major Professor; Program of Study, Fellowship, Assistantship, Candidacy & Graduation Status; Professional Organizations; Publications; Professional Presentations; and Grant Activity.

Part Two: An updated CV. If the CV is up to date, it should take minimal time to prepare and send. If the student's CV is not up to date, this is a perfect opportunity to update information.

Part Three: A letter of evaluation to be placed in the student's file.

Once students complete Parts I & II, materials will be reviewed by Graduate Faculty in the student's respective department. Students will receive in writing, a memo/note indicating progress that is being made (or not made) and areas in which they may want to increase/decrease their activities/involvement. This process is very much like the annual review reports that all faculty complete and the letters of evaluation they receive.

Ensuring Progress

The APRs are shared with each of the graduate coordinators and the graduate faculty. Each department has a unique process by which the graduate faculty determines whether Ph.D. students are making adequate degree progress. Generally, however, any member of the graduate faculty can question whether a student is making adequate progress. If need be, a face-to-face meeting is held with the graduate coordinator, faculty mentor, and student to discuss progress (or lack thereof). As an outcome of this meeting, a customized plan is developed detailing criteria that must be met within a specific time period if the student is to remain in the program. Details are provided in the letter of evaluation. The student's progress plan is monitored by the faculty mentor, supervisory committee, and graduate coordinator.

Meetings with Ph.D. Mentor and Committee

The student is expected to meet with the supervisory committee at least once annually. Meetings should be used to discuss the progress and develop goals to guide the student toward completion of his/her degree.

Additional Resources

The Pulse Newsletter

The Dean's Office sends out a weekly e-mail newsletter (The Pulse) to all students in the College of Health and Human Performance. The Grad Corner is a portion of the newsletter containing information and announcements unique to graduate students. The purpose of the newsletter is to communicate valuable information to students in a timely and organized manner.

HHP Graduate Organization (HHP GO)

The mission of the HHP Graduate Organization (HHP GO) is to support the academic needs and professional development of graduate students in the College of Health and Human Performance. HHP GO is comprised of representatives from each department in HHP. HHP GO depends on student feedback to meet its mission. HHP GO welcomes graduate students to become active members; to attend any of the HHP GO meetings and/or share feedback with representatives.

HHP GO collects and aggregates critical information and links to funding opportunities available for graduate students in HHP. This information includes opportunities for research efforts and travel expenses to attend research conferences.

HHP GO hosts a professional development series throughout the year on various academic and professional development topics. At the seminars, faculty members from all HHP departments and former/current HHP students will be invited to discuss topics related to academics, research, and/or professional development in higher education. Over the past year, HHP GO has initiated hosting social events at least once a semester to help people network with colleagues and find a support system for their graduate school journey. Food and

refreshments are provided for all attendees of the seminars and events. The following is a list of previous topics:

- Welcome Back & Vision Board Party!
- HHPGO Lunch & Learn: Writing & Publishing as a Graduate Student
- HHPGO Science Communication
- HHPGO Lunch & Learn: Tips for Successfully Navigating Graduate School
- “Destress” Event *(hosted 1-2 week before Finals week)

HHP GO provides representation from all departments at monthly Graduate Student Council meetings. Representation at the monthly Graduate Student Council meetings is required to be awarded GSC sponsored grants (*i.e., Travel Grants and Mopp grants*). Graduate students will not be awarded GSC funds if their respective department is not represented at monthly GSC meetings.

HHP GO networks with HHP undergraduate student council on several joint initiatives including:

- Involving undergraduates in the research process
- Representation at BOCC meetings

Please feel free to contact any of the HHP GO members if you have any questions, comments, or input:

- HHP GO Faculty Advisor:
  - Danielle Jake-Schoffman, Ph.D. djakeschoffman@ufl.edu

- Applied Physiology & Kinesiology:
  - Victoria Palzkill vpalzkill@ufl.edu
  - Jinhan Park jinhan.park@ufl.edu

- Health Education & Behavior
  - Andrea Ferreiro Vasquez avasquezferreiro@ufl.edu
  - Hannah Lavoie hlavoie@ufl.edu

- Sport Management
  - Skyler Fleshman sfleshman@ufl.edu
  - Philip Kang philipkang@ufl.edu

- Tourism, Hospitality & Event Management
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UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D.

applied physiology & kinesiology

Applied Physiology & Kinesiology

About the Department of Applied Physiology & Kinesiology

Welcome to the University of Florida's Graduate Programs in Applied Physiology & Kinesiology. We are pleased you have chosen to join one of the best and most prestigious graduate programs in the country. Our graduate programs routinely rank as Top 5 graduate programs by the American Kinesiology Association and the National Research Council.

The APK graduate program embraces a broad view of the field of Applied Physiology & Kinesiology and has faculty and students working in a wide range of disciplines. While the program has some required course work dependent on your chosen concentration area, the majority of the student's course work will be decided through consultation with the primary mentor and supervisory committee in order to tailor a course of study best suited to the student's research project and/or future goals.

Our impactful research is described within the Laboratories of our Center for Exercise Science (CES). CES researchers are engaged in studies designed to improve our understanding of the basic mechanisms that underlie exercise-induced changes in the body at the organ, tissue, cellular and molecular level. Further, CES scientists are investigating applied topics such as the development of rehabilitation techniques for regaining motor control after stroke, maintaining optimal health, and delaying age-related declines in physiological function. The primary goal of scientists in CES is to improve human health by advancing knowledge through research. Moreover, CES provides an outstanding laboratory environment to educate University of Florida students and post-doctoral fellows who will become the next generation of health-related exercise scientists and clinicians.

Because the field of APK is multidisciplinary, we have established meaningful research relationships with units in the College of Medicine, the College of Public Health and Health Related Professions, the College of Engineering, the Departments of Veterinary Medicine, Biomedical Engineering, Neurology, Pharmacology, Physiology, Psychology, Zoology, the Veterans Administration Center, and the Institute on Aging. As a result of the multidisciplinary nature of the field, other possible mutually beneficial interactions are constantly being explored.

Graduate study in APK is focused on research in the concentration areas listed for the department: Biomechanics, Exercise Physiology, Motor Control and Learning; Performance Psychology and Sports Medicine.

Program Administration

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Please contact Dr. Coombes or Mr. Balkcom regarding any questions or concerns about the program. In addition, Dr. Coombes and Dr. Vaillancourt would like to hear about your successes (e.g., grants, publications, presentations, etc.) throughout your time with us in APK.

APK Graduate Faculty Research Biosketches

These faculty are able to supervise and serve as the primary mentor for doctoral students. They can also serve on supervisory committees for all Ph.D. students.

Biobehavioral Science

Dr. Paul Borsa's recent research has focused on shoulder pain and the effectiveness of dietary supplements in aiding the recovery of muscle from exercise-induced muscle damage. He also studies the effectiveness of phototherapy treatment of musculoskeletal injuries.

Dr. James Cauraugh's research examines the mechanisms of motor behavior impairment and investigates the effects of exercise and other interventions in the recovery of motor control, particularly among stroke patients.

Dr. Julia Choi's research focuses on understanding human locomotor learning for gait rehabilitation. Current research in her lab uses non-invasive brain stimulation and neuroimaging techniques to study the corticospinal control of human gait.

Dr. Evangelos Christou's research aims to understand how aging and other disorders change the central nervous system as well as the activity of the muscles, and how these alterations impair the ability to perform and learn new tasks with precision and accuracy.

Dr. Stephen Coombes research is focused on brain structure and brain function in human models of neurodegeneration and other disorders that affect the brain networks that control sensation, pain, and movement.

Dr. Diego L. Guarin works on the interface between AI and clinical applications. He uses several AI-based techniques to assess the effect of neurological diseases on human movement and objectively evaluate the impact of therapies. His work focused on technology transfer to make the AI revolution in healthcare a reality.

Dr. Chris Hass investigates the biomechanics of lower limb function under conditions such as Parkinson's disease and old age, and how various interventions improve limb function and quality of life.

Dr. Christopher Janelle studies how emotions affect the attentional and motor mechanisms that impact movement execution among high level performers as well as individuals who suffer from emotional and movement disorders.

Dr. Rachael Seidler focuses on the neural control of movement in health and disease, with a specific focus on motor learning. She uses a range of neuroimaging and neuromodulation techniques coupled with precise measures of movement and cognitive function to determine the neurocognitive underpinnings of motor control.

Dr. Shahab Vahdat's research focuses on the mechanisms of neural plasticity in the sensorimotor system using both human and rodent models. He is interested in how the brain and spinal cord circuits interact in health and after stroke.

Dr. David Vaillancourt uses structural, functional, and electrophysiological neuroimaging techniques to understand how the human brain regulates voluntary and involuntary motor control. He co-founded the Laboratory of Rehabilitation Neuroscience with Dr. Stephen Coombes. The laboratory is particularly focused on the cortex, basal ganglia, and cerebellum in movement disorders.

Dr. Zheng Wang uses kinematics and kinetics assessments, brain imaging, electroencephalogram (EEG), electromyography (EMG), and cognitive measures to identify neurophysiological mechanisms underlying sensorimotor and neurocognitive impairments in individuals with intellectual and developmental disabilities. Her current research primarily focuses on middle-to-older-aged autistic adults. Dr. Wang's research also spans to conditions of Phelan McDermid Syndrome, 15q11.2BP1-BP2 microdeletion disorder, and fragile X-associated tremor and ataxia syndrome.

Exercise Physiology

Dr. Elisabeth Barton's research focuses on the optimization of insulin-like growth factor I (IGF-I), a key player in the muscle regeneration process. More recently, Dr. Barton has focused on how muscles sense load, and how these sensors become dysfunctional in muscle disease.

Dr. Demetra Christou's research investigates how cardiovascular health is impaired with aging, obesity and type II diabetes, and how exercise training and diet-induced weight loss help to reverse this dysfunction.

Dr. Thomas Clanton's research examines how various disease states and their resulting diminished blood flow to heart and skeletal muscle tissue compromises normal heart and muscle function. In addition, Dr. Clanton investigates the underlying causes of heat stroke and other ailments that result from high body temperatures.

Dr. Orlando Laitano conducts research on the mechanisms underlying sepsis-induced myopathy with disuse and on the pathophysiology of exertional heat stroke. His lab uses pre-clinical models designed to address the complexities of clinical settings with the goal of improving human health.

Dr. Lan Wei-LaPierre's research investigates the involvement of Calcium-related processes, such as mitochondrial calcium influx and excitation contraction coupling, in the pathogenesis of neuromuscular conditions and develops potential new treatments for those conditions.

Dr. Terence Ryan's research seeks to understand the underlying biological mechanisms regulating ischemic pathology including the role of mitochondria, stem cell regeneration, and genetics.

Dr. Ashley Smuder's research investigates the mechanisms responsible for cardiac and skeletal muscle dysfunction in response to cancer and chemotherapy. Currently, Dr. Smuder focuses on how exercise training mitigates chemotherapy-induced cardiorespiratory muscle weakness.

Departmental and Affiliated Faculty with Graduate Faculty Status

These faculty are able to supervise and serve as the primary mentor for doctoral students. They can also serve on supervisory committees for all Ph.D. students.

Dr. David Clark holds a dual appointment with the UF Department of Aging and Geriatric Research and the Veterans Affairs Brain Rehabilitation Research Center. He is interested in the control and rehabilitation of walking in people with neurological impairments. His research uses physical performance assessments, neuroimaging, and neuromodulation of the nervous system.

Dr. Yenisel Cruz-Almeida holds appointments with the UF Department of Community Dentistry & Behavioral Science, Epidemiology and Neuroscience. She is interested in the study of pain perception and modulation across the lifespan. Her research uses standardized self-reported and performance-based assessments of pain, physical and cognitive function, integrated with multi-modal neuroimaging, and epigenetic approaches.

These faculty members can serve on supervisory committees for Ph.D. students and are able to supervise and serve as the primary mentor for master's students.

Dr. Garrett Beatty's research interests include studying the strategies individuals employ to regulate emotional experiences in order to improve human performance within emotionally charged environments. Garrett is also interested in investigating how social, psychological, pedagogical, coaching, and management principles can be leveraged to enhance the career and life development of athletes.

Dr. Diba Mani's research interests include the effects of electrical nerve stimulation on motor unit characteristics and motor function (neurophysiology), as well as the internationalization of STEM courses (teaching pedagogy). ***She*** is also involved with martial arts research – i.e., the impact of rapid-weight loss in *judoka*.

Dr. Todd Manini (Primary appointment: Aging) studies age-related differences in metabolic cost of performing activities of daily living, genetic contributions to the response to exercise and the role of physical activity to improve healthy aging.

Dr. Robert Mankowski is a faculty member at the Department of Aging and Geriatric Research. He applies nutritional and exercise training interventions to preserve independence in moderately functioning older adults and survivors of critical illness. His research uses measures of physical and cardiovascular functions, and biological measures in blood and skeletal muscle specimens.

Dr. Salvatore Scali's research interests as a vascular surgeon scientist include examining and characterizing the contribution of the uremic milieu to development of skeletal muscle myopathy and perturbations in mitochondrial bioenergetics. Using highly innovative translational research protocols and a robust collaboration with Dr. Terence Ryan's laboratory, the UF vascular biology research group engages in cutting edge investigations that seek to define fundamental biologic mechanisms and identify novel therapeutic targets for patients with chronic limb threatening peripheral arterial occlusive disease, as well as dialysis-access related hand ischemia/dysfunction.

Dr. Brady L. Tripp's research interests include kinematics and evidence-based assessment of the shoulder, overhead-throwers, golf biomechanics and kinetics, and sensorimotor system function. Ongoing clinical research examines concussion and exertional heat illness in athletes.

Dr. Patricia M. Tripp is a Clinical Associate Professor, Director and Clinical Education Coordinator of the CAATE Athletic Training Program. She teaches and conducts research in the fields of Athletic Training, Sports Medicine and Biomechanics; area(s) of focus include gait and lower extremity injury mechanics (e.g., kinetic chain function and injury — knee, hip).

Dr. Vinata Vedam-Mai's (Primary appointment: Neurosurgery) research interest lies within neurodegenerative disease, with focus on two specific areas: 1) development of immunotherapeutic strategies,

particularly for Parkinson's disease, using animal models and 2) investigating the underlying cellular and molecular mechanism(s) of action of deep brain stimulation (DBS), using post-mortem human DBS brain tissue donated by patients. Workflow incorporates immunotherapy, molecular biology, cell culture and metabolomics techniques.

Dr. Heather Vincent (Primary Appointment: Orthopedics) is the Director of the Human Performance Laboratory and the Director of the UF Health Sports Performance Center. Her main research focus is the study of the effects of obesity on joint disease mechanisms such as osteoarthritis, and the development of exercise-based interventions to reduce disease pathology, pain and disability.

Dr. Kevin Vincent (Primary Appointment: Orthopedics) is a physician scientist with interest in running biomechanics and resistance training for improving health in aging and disabled populations.

Dr. Mark Williams holds a dual appointment with the Department of Applied Physiology and Kinesiology at UF and the Institute of Human and Machine Cognition in Pensacola, Florida. His background is in cognitive science, and he focuses on a range of topics such as perceptual-cognitive expertise, decision-making, motor learning and talent identification and development. He also has a research program focusing on using virtual reality to help detect the causes of falls in older adults.

APK Academic Programs

Undergraduate

- **Bachelor of Science in Applied Physiology & Kinesiology**

Graduate

- **Master of Science in Applied Physiology & Kinesiology**
  - CONCENTRATIONS:
    - Biobehavioral Science
    - Exercise Physiology
    - Human Performance
  - SPECIALIZATIONS:
    - Athlete Development
    - Integrative Strength & Conditioning Science
- **Doctor of Philosophy in Health & Human Performance**
  - CONCENTRATIONS:
    - Biobehavioral Science
    - Exercise Physiology
- **Doctor of Athletic Training**
  - CONCENTRATIONS:
    - Manual Therapy
    - Orthopedics
    - Teaching & Leadership
- **Certificate in Integrative Strength & Conditioning Science**

APK Policies and Procedures

Program Overview

The following milestones apply to all APK Ph.D. students and are provided to give an overview of the program structure. Note: *specific information on these milestones will be discussed later in the handbook.*

- The program requires a minimum of 90 semester credit hours beyond the bachelor's degree level.
- A minimum of a 3.0 grade point average is required to be maintained by all students.
- The **supervisory committee** consists of four members. With the help of the mentor, the student should form the supervisory committee no later than the second semester of study.
- Per graduate school guidelines, the supervisory committee should convene at least once per year and review student progress.
- All students are required to attend the **CES Seminar series lectures** offered each semester.
- All students must complete the annual student performance evaluations.
- All students are required to attend the Fall "**Orientation social**" at the start of the Fall semester. This serves as an opportunity to welcome our new students, to highlight accomplishments from the past year, and to provide a forum for discussing any proposed changes to the program.
- A **qualifying examination** is required of all students. The mentor and supervisory committee will prepare and evaluate the exam.
- A **proposal of dissertation topic** and approval of the topic by the supervisory committee is required. It is recommended that this takes place within one semester of the qualifying exam. Many students complete both the qualifying exam and dissertation proposal in the same semester.
- Admission to **candidacy** for the Ph.D. occurs after the qualifying exam is passed and a dissertation topic has been approved by the supervisory committee.
- All students are required to complete a written **dissertation** in accordance with the guidelines of the Graduate School. This document must be presented to the supervisory committee in advance of the final Ph.D. defense.
- The student is strongly advised to check the required deadlines for all items related to the Ph.D. defense. These deadlines are provided by the Graduate School and *are not the same from year to year.*

There is an expectation that students will be responsible for their progression in the program, this includes an awareness of policies and procedures that govern the University, the Graduate School, the College of Health and Human Performance, as well as the APK program. The Graduate Coordinator and administrative staff will regularly provide information to students via email. Students are expected to read these emails and respond, or take action, when requested. The program handbook is updated annually. Students will be informed of these updates via email. The most recent version of the handbook can be found on the APK website. Finally, the Graduate School catalog contains information on the rules that govern the granting of all graduate degrees and is a very useful reference tool.

Expectations of All Ph.D. Students

During the period of doctoral study, the faculty expects Ph.D. students to:

- Work full time toward their academic pursuits avoiding secondary employment.

- Attend the Center for Exercise Science Seminar series talks.
- Attend the public portion of dissertation proposal meetings of other Ph.D. students.
- Attend the public portion of dissertation final defense meetings of other Ph.D. students.
- Join at least 1 professional organization.
- Submit at least 1 presentation proposal to a professional conference per year or attend one professional conference per year.
- Submit at least 2 first author manuscripts to a professional journal.
- Conduct themselves with the highest level of professionalism and scientific integrity.

Advisors and Supervisory Committees

Prior to registration, all incoming doctoral students have been designated a graduate faculty member in the department to serve as the Chair of the supervisory committee. The remaining 3 members of the supervisory committee should be designated as soon as possible after the student has begun doctoral work, and in general, no later than the end of the second semester of equivalent full-time study, though earlier is preferred by most faculty.

Responsibilities of the Faculty Mentor

This information is provided to give incoming students an idea of what can reasonably be expected from a faculty mentor in APK. Please note that there may be significant variability in the approach utilized across the different research laboratories. Some mentors will meet with their students on a day-to-day basis, and other mentors may take a more “hands off” approach encouraging students to work independently from the beginning of the training program. Both approaches can be highly successful. Further, some mentors are actively involved with data collection, and others are not. However, both mentoring styles can be highly effective. At a minimum, the primary mentor should:

1. Review coursework and progression towards graduation at least once per semester.
2. Meet with the student to review progress at least once per month.
3. Work with the student to form a supervisory committee during the first year.
4. Provide extensive mentoring and guidance as the student develops a research proposal.
5. Provide detailed guidance regarding how to organize and write the Ph.D. thesis.
6. Provide opportunities for interactions with visiting scholars and presentation of data at local and/or national meetings.
7. Provide career guidance and advice as the student moves through the program.

The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, (this includes the chairperson), must be from APK, and at least one member will be drawn from a different academic discipline. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the College of HHP (designated as the external member).

A departmental supervisory committee form must be filled out by the student. The student then goes to each prospective committee member to obtain their UFID (required of members from outside department) and/or signature on the form. When all proposed committee members have signed, then turn the form in to the APK graduate program assistant who will obtain approval and the signature of the graduate coordinator. The proposed committee is not final until it has been approved and entered into the Graduate School Information Management System (GIMS) and approved by the Dean of the Graduate School. As noted below, if there are later changes to the committee’s membership, then this same form must be completed again signifying

“change,” by attaining signatures from ALL members being replaced and NEW member(s) and submitted to the APK graduate program assistant for an approval process. A few days later, verify that the change has been recorded in your ONE.UF account.

The supervisory committee should meet at least once per year to review student progress. Please contact the graduate program coordinator if you have concerns about this.

Qualifying Examinations

The qualifying examination may be taken no sooner than the third semester of graduate study and no later than the semester prior to completing the dissertation (please see specifics under each Ph.D. concentration later in this handbook). The examination is prepared and evaluated by the full supervisory committee. The supervisory committee then decides whether the student is qualified to continue work towards his/her Ph.D. degree.

Successful completion of a written and oral qualifying examination is required of all doctoral students as they near the completion of their required course work. The format of the examination varies across concentrations but involves in depth critical analysis of the relevant literature in the student’s specialization. In general, students should expect to prepare for the qualifying exam for several months. The student’s primary advisor and supervisory committee will work with the student to outline the areas of focus.

Regardless of the format, the qualifying examination aims to assess a student’s: (1) understanding of foundational work in applied physiology & kinesiology; (2) mastery of specialized course work; and (3) readiness to complete a dissertation successfully.

All work for the doctorate must be completed within 5 calendar years after the qualifying examination, or this examination must be repeated.

The **program policy regarding the written and oral qualifying exam** is as follows. If the student fails the exam, they are permitted to retake the exam **if they are granted approval from the primary mentor and advisory committee**, after one semester has passed. If the student fails the second exam, they are dismissed from the program.

Dissertation

All doctoral candidates are required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. An oral defense must be satisfactorily completed before the student's supervisory committee. Specific details can be found under each program concentration later in this handbook.

The student must provide the scheduled date and time information of the oral defense to the graduate coordinator and program assistant for timely announcement. Students are responsible for scheduling their defense and a meeting room for the oral defense and providing the graduate coordinator and program assistant with these details. Additionally, students must take a minimum of 3 dissertation credits in their final semester of study. Assistance in preparing the dissertation (e.g., formatting, deadlines, and required forms) can be found at the Graduate School Editorial Office website.

Dissertation Options

A doctoral dissertation must demonstrate the ability of the author to conceive, design, conduct, and interpret independent, original, and creative research. It must describe significant original contributions to the advancement of knowledge and must demonstrate the ability to organize, analyze, and interpret data. Dissertations must be of publishable quality and must be in a form suitable for publication, using the Graduate School’s format requirements. The supervisory committee and the Departmental Faculty are responsible for

ensuring the quality and scholarship. Dissertation formats are allowed to vary from one large study encompassing many aims to a collection of studies (individual papers) tied together into one large body of work.

Monitoring of Progress towards the Degree

The responsibility for achieving the necessary milestones for graduation lies first with the student and second with the primary mentor. It is expected that the student will regularly (e.g., monthly at the minimum) communicate with the primary mentor regarding progress towards the degree. In addition, the Supervisory Committee will review progress of all students on a yearly basis. Our program is evaluated, in part, based on students graduating in a timely manner. Thus, the annual review by the Supervisory Committee is intended to ensure that students are progressing towards graduation, and are meeting the various milestones (e.g., qualifying exam, formation of a committee, etc.). All students will be required to complete an annual Activity Report. At the discretion of the committee, students and primary mentors may be contacted to discuss the academic progression.

Annual Performance Evaluation

Students are required to complete an online progress report called the APR at the end of the spring semester. The link for the progress report will be email to students when the system is open. This report will provide the student an opportunity to list achievements from the previous year such as coursework completed, presentations, publications, and milestones (e.g., formation of a supervisory committee, passing qualifying exam, etc.). This report will be evaluated by the primary mentor, supervisory committee and graduate coordinator, and if any concerns regarding the progress towards completion of the degree are identified a meeting with the student and faculty mentor will be scheduled.

Previous Graduate Study

Up to thirty approved credit hours may be transferred in from a master's degree earned at another institution, except completed more than seven years prior, which do not qualify.

All courses transferred must be graduate-level and letter-graded with a grade of B or better. Courses must also be directly related to the Ph.D. degree. Transfer requests are made to the Graduate School through petition by the student’s supervisory committee.

A student may petition for coursework taken more than seven years prior to apply to their doctorate. He or she must meet with their mentor to review such coursework. Students may be asked to provide syllabi, books, and papers from these courses. The advisor will make a recommendation to the graduate coordinator and program assistant. They will petition the Graduate School. The final decision rests with the Graduate School.

Doctoral Concentrations and Specializations

1. Biobehavioral Science Concentration

The primary mission of the concentration in Biobehavioral Science is to train future scholars by providing a stimulating and research-intensive environment to develop in-depth knowledge in the specialization areas and proficiency in designing and conducting research in the respective areas. Students are expected to be involved in research throughout their Ph.D. program. Graduates of the program are trained to assume positions as post-doctoral research scientists, or entry level professorships at major colleges and universities throughout the country. The program of study is developed by the student and the supervisory committee based on the student’s background, interests, and career goals, as well as faculty expertise. By design, the program is multidisciplinary and flexible, permitting students to tailor their scholarly experience to the development of research skills in one of several related disciplines: biomechanics, motor control and learning, exercise and

performance psychology, and sports medicine / athletic training. Each area of specialization is briefly described below:

Biomechanics

Biomechanics is the scientific study of humans and objects as they move and interact with the environment. It is a multi-disciplinary field drawing from kinesiology, engineering, medicine, and manufacturing. Biomechanics is a technology intensive field that applies this expertise to athletic, clinical, legal, and commercial areas. The biomechanics specialization places an emphasis on research and laboratory experiences and demands mastery of advanced technology to solve problems. The coursework and training include the study of the kinematics and kinetics of movement. Coursework will include, but not be limited to, study in anatomy/kinesiology, biomechanics, engineering, neuroscience, aging, physical therapy, and statistics. Additional areas of study will focus on developing research and laboratory skills, understanding motor performance and the control of motor actions. Students will be exposed to, and encouraged to engage in, research and study in clinical biomechanics while developing a working knowledge of the granting and funding process.

Motor Control & Learning

This specialization emphasizes an understanding of human motor performance and motor skills by integrating formal course work and research experiences. Motor learning is associated with the processes and conditions that influence skill acquisition, while motor control concerns determining the neuromuscular basis of performance. Learning and control processes are investigated from established theoretical perspectives. The acquisition of motor skills and expertise, as well as the development of coordination is of great interest. Many issues are studied with various instrumentation within our laboratories, as well as in applied settings. This specialization is interdisciplinary in nature, primarily drawing upon the knowledge base advanced in the movement sciences, neuroscience, cognitive sciences, and physical therapy. Students are prepared to conduct research in traditional motor performance and learning settings as well as to mentor graduate students.

Performance Psychology

This program prepares individuals for careers in universities, research, consulting, private industry, or health sciences. Performance Psychology provides the basis for understanding emotions, cognitions, and behaviors in sport, exercise, and other performance settings.

Major topics of study in the Performance Psychology specialization include a cognitive-behavioral emphasis on the improvement of learning and performance conditions, emotion and attentional components of performance, information processing factors involved in complex movements, performance enhancement strategies, and understanding the development of the attention, anticipation, decision-making, and reacting skills necessary for expert performance in rapidly occurring events. Research topics also include various psychological issues related to motivation, personality, and individual differences in emotional reactivity.

Sports Medicine

Sports Medicine is multidisciplinary, including the physiological, biomechanical, psychological, and pathological phenomena associated with exercise and sports and includes associated medical specialties, allied health professions and applied sciences. The Sports Medicine specialization is designed to provide advanced academic training to develop sports medicine and allied health professionals who will have the scientific and technical competence to formulate and conduct research in both the basic and applied sciences. Coursework at the doctoral level includes lecture and laboratory sequences as well as independent study and directed research.

Curriculum Requirements

The philosophy of the program is to make the curriculum as flexible as possible in order to meet the needs of the student's specific career goals while making sure the fundamentals are covered. Therefore, every student works closely with his or her advisor and committee to design a unique curriculum that will provide the best opportunity to emerge from the program as a well-trained scientist and also to be able to teach the next generation of undergraduate and graduate students. Students entering the program with advanced graduate training may request substitutes or waivers for some required courses.

Doctoral Program Summary

Area	Credit Hours
Concentration Area	12
Research Area	33
Statistical Area	9
Minor Area	12
Electives	6
Total	**72***

*NOTE: A minimum of 90 credit hours beyond the bachelor's degree is required for the Ph.D. degree. A maximum of 30 credit hours of graduate course work from another institution may count towards this 90-hour minimum, pending approval by the student's advisory committee. All courses to be transferred must be letter graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All credits obtained from a master's degree must have been earned within the last seven years prior to transfer of credit.

Concentration Courses (12 Credits Minimum)

Courses that are reflective of the specific area of specialization in the Biobehavioral Science specialization will be selected and approved by the supervisory committee. Additionally, the dissertation topic will directly reflect the area of specialization within the Biobehavioral Science concentration.

Credits	Course Number	Course Title
3	APK 5404	Sport Psychology
3	APK 6106	Clinical Anatomy for the Exercise Sciences
3	APK 6116C	Physiological Bases of Exercise and Sport
3	APK 6130	Human Pathophysiology for the Exercise Sciences
3	APK 6205C	Nature & Bases of Motor Performance

3	APK 6206	Planning Motor Actions
3	APK 6210	Controlling Motor Actions
3	APK 6225	Biomechanical Instrumentation
3	APK 6226C	Biomechanics of Human Motion
3	APK 6408	Performance Enhancement
3	APK 6415	Seminar in Sport Psychology
3	APK 6900	Directed Independent Study
3	APK 6145	Movement Disorders
3	PET 5936	Special Topics / Seminars

Research Courses (33 Credits Minimum) (suggested courses but others may be approved by supervisory committee)

Credits	Course Number	Course Title
3	HLP 6535	Research Methods
3	APK6715	Grant Writing
1-5	PET 6910	Supervised Research
3	HLP 7979*	Advanced Research
24	HLP 7980	Dissertation Research
2	GMS 6931	Ethical and Policy Issues in Clinical Research
1	GMS 7003	Responsible Conduct of Research

*HLP 7979: Advanced Research (3 credits) is taken when preparing for the Qualifying Examination. HLP7980: Dissertation Research credit hours are taken upon successful completion of the Qualifying Examination.

Statistics Courses (9 Credits Minimum) (suggested courses but others may be approved by supervisory committee)

Credits	Course Number	Course Title
3	STA 6126	Statistical Methods in Social Research I
3	STA 6127	Statistical Methods in Social Research II

4	STA 6166	Statistical Methods in Research 1
4	STA 6167	Statistical Methods in Research 2
3	STA 6176	Introduction to Biostatistics
3	STA 6200	Research Design
3	STA 6201	Analysis of Research Data
3	STA 6706	Applied Multivariate Analysis
1-3	STA 6900	Problems in Statistics

Minor (Cognate) (12 Credits Minimum)

There are two options for fulfillment of the minor requirement, each of which must be approved by the supervisory committee.

Formal Minor. Declare a formal outside minor of 12-24 credits and include a minor area faculty representative on the Supervisory Committee. Formal minors often work best for students with 1-2 previous degrees as their strong base of previous professional coursework allows them more flexibility to take courses outside the field. The qualifying examination will include information from the formal minor area.

Interest Area. Elective courses can be used to create an informal “Interest Area” (no committee member; not tested directly on the qualifying examination). These 12 credits are required in addition to the 6 credits of elective work described below.

Note: COURSES TAKEN BELOW THE 5000 LEVEL MAY BE TAKEN WITH AGREEMENT OF THE SUPERVISORY COMMITTEE BUT WILL NOT BE INCLUDED IN THE 12 CREDIT HOUR MINIMUM REQUIRED for the minor / interest area.

Elective Courses (6 Credits Minimum)

Student may choose electives from other core areas above as well as from the list below (pending availability) or other courses with permission of the supervisory committee.

Credits	Course Number	Course Title
3	APK 6118	Neuromuscular Adaptation to Exercise
3	APK 6205C	Nature and Bases of Motor Performance
3	APK 7107	Cardiovascular Exercise Physiology
3	APK 7117	Exercise Metabolism
3	APK 7124	Free Radicals in Aging, Exercise, and Disease
3	PK 7129	Pulmonary Function During Exercise

3	EGM 2511	Engineering Mechanics-Statics
3	EGM 3401	Engineering Mechanics-Dynamics
3	EGM 5430	Intermediate Dynamics
3	EGM 6595	Bone Mechanics
3	EME 5403	Instructional Computing I
3	EML 5595	Mechanics of the Human Locomotor System
3	EML 5598	Orthopedic Biomechanics
3	EML 6597	Mechanics of Gait
3	PET 5936	Statistical Applications using SPSS
1-10	APK 6940	Advanced Practicum in ESS
3	PET 7386	Environmental Stress Exercise Physiology
3	PHT 6105C	Joint Morphology
3	PHT 6125C	Concepts in Clinical Biomechanics
3	PHT 6127C	Control of Gait and Posture
3	PHT 6316	Neurological Aspects of Orthopedic Rehabilitation
2	STA 6200	Fundamentals of Design

Additional Requirements

Qualifying Examination

Students are eligible to take their qualifying examinations following four semesters of study and upon approval of their supervisory committee. It is highly recommended that the exam be completed prior to the end of the third year of Ph.D. training and preferably after the 2nd year. The purpose of the Ph.D. qualifying exam is to evaluate the student's potential for advanced scholarly work at the Ph.D. level and is a necessary pre-requisite for continuing in the Ph.D. program. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, (this includes the chairperson), must be from APK, and at least one member will be drawn from a different academic discipline. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the College of HHP (designated as the external member). The qualifying examination is unique to each graduate program in the University. For example, the rules that apply to the exam in Biobehavioral Science do not necessarily apply to Exercise Physiology or other graduate programs. The qualifying examination must be successfully defended prior to dissertation writing. The student must be registered in the term in which the qualifying examination is given.

Students must select one of the following options. Permission must be obtained from the student's supervisory committee prior to scheduling either examination option. Both options must be written and submitted to the student's supervisory committee. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Doctor of Philosophy degree.

Option 1: A formal written and oral examination covering both major and minor coursework. The members of the supervisory committee meet with the student several months before the examination and both student and faculty agree upon the areas to be covered by each faculty member. This should be done in writing to avoid misunderstandings. These topics should not overlap between committee members. The topics may be defined by specific course material, general areas of exercise science, or specific sets of reading material that cover broad areas of biobehavioral science. Prior to the examination, the members of the committee confidentially submit one or more (usually 2-3) written essay questions on their topics to the chair of the thesis supervisory committee or the graduate program administrator. The test is administered in a closed book fashion, generally over a two-day period depending on the committee's instructions, and under direct supervision. The exam questions are graded by the committee members as "Pass" or "Fail" and a decision is made as to whether the student a) is allowed to continue on to the oral component of the exam, b) fails the exam or c) is allowed to retake the examination under conditions previously described.

Option 2: Conduct two research projects: one being an independent study (original data collection and article prepared for publication) and the other a conceptual (critical review) paper in a suitable research area. These efforts are to act as pilot work in the area of, or closely related to, the area of work proposed for the student's dissertation. The topical area and general outline of the conceptual paper option should be approved by the supervisory committee following a meeting during which the plan of study is clearly articulated and defended.

Oral Component: Each of the two options must be defended orally. All supervisory committee members must be present at the oral examination. The oral exam is required by the University as part of the qualifying exam and usually takes place within 2 weeks of the written component. It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee. The purpose of the oral component is 1) to allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed. 2) To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists. 3) To evaluate whether the student has sufficient breadth of knowledge in biobehavioral science, kinesiology, and life science to move on to a specialized area of research.

If a student fails the qualifying examination, the Graduate School must be notified immediately. A re-examination may be requested, but it must be recommended by the supervisory committee and approved by the Graduate School. At least one semester of additional preparation is considered essential before re-examination.

Admission to Candidacy

A graduate student does not become a candidate for the doctoral (Ph.D.) degree until granted formal admission to candidacy. Such admission requires approval of the student's supervisory committee, the department chairperson, the college dean, and the Dean of the Graduate School. Approval will be based on (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) a successful qualifying examination. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and the student's supervisory committee approves a dissertation topic. A student may not register for HLP 7980 (Research and Dissertation) until he or she is admitted to candidacy for a doctoral degree.

Dissertation Proposal

The proposal is not a formal University of Florida requirement but is a requirement of the Applied Physiology Graduate Programs. The format of the proposal is determined by the student's supervisory committee but generally takes the form of a presentation of the proposed content of the thesis and the data collected thus far, at either a private meeting of the committee or more commonly at a formal public presentation. The written proposal must be in the NIH R21 grant format. The proposal should be completed following admission to candidacy. A document summarizing the content of the proposed work is submitted to the graduate program administrator along with the appropriate form, approved and signed by the committee members.

Dissertation Examination

Prior to graduating, each student must successfully complete their research project and present the written dissertation to the supervisory committee, meeting the guidelines of the University of Florida Graduate School. The committee will evaluate the dissertation and once their standards are met, the document is approved. At this time, the student may schedule the verbal defense before the supervisory committee in an open public forum. The supervisory committee will evaluate the dissertation in both written and oral formats. The doctoral student must be able to pass the oral defense before graduating.

2. Exercise Physiology Concentration

The mission of the Ph.D. program in exercise physiology is to prepare students for successful careers in research and teaching that are suitable for competitive academic and professional positions in the disciplines of both exercise physiology/kinesiology and medical physiology. A strong emphasis of the training program is placed on laboratory and research experience. Primary coursework encompasses understanding 1) the physiological responses and therapeutic effectiveness of exercise in healthy individuals, athletes and in patients with systemic or neuromuscular disease, and 2) the adaptations of skeletal muscle, the cardiovascular system and metabolic and endocrine pathways to systemic and neuromuscular disease, injury, obesity and aging. Coursework is comprised of lectures, workshops and laboratories. A wide spectrum of additional advanced coursework is offered in which students master principles of muscle mechanics, organ systems physiology, cellular physiology, metabolism and molecular physiology. These are targeted to provide the tools for students to solve important clinical problems, to make future discoveries in exercise prescription and rehabilitation and to utilize effectively and scientifically based methods for improving health and physical fitness. Students will have opportunities for learning a wide spectrum of state-of-the-art, in-house technologies for evaluating human physiological responses, animal physiology, vascular responsiveness, cell culture, mitochondrial function, confocal imaging, molecular biology and other new and emerging technologies.

Skeletal Muscle Physiology

Skeletal muscle comprises one of the largest and most adaptive complex organ systems in the body. It responds very rapidly to repeated use or disuse, to endocrine signals and to stress induced by disease or environmental exposure. Scientists within APK specialize in basic mechanisms of how skeletal muscle senses and responds to movement, how it adapts to systemic diseases like heart disease or infection, to overuse, disuse and aging and to inherited neuromuscular disease like muscular dystrophy. Furthermore, scientists study how muscle interacts with other organ systems such as the cardiovascular system, the intestine, liver and immune system. In training students in this area, much effort is focused on applying principles of basic muscle and cell physiology to human diseases and specific medical conditions. Therefore, students often take considerable coursework and training in areas related to medicine and medical applications of exercise.

Cardiovascular Physiology

The cardiovascular system is highly responsive to exercise training and must respond in parallel to skeletal muscle in order for an individual to adapt to exercise. Limitations of the cardiovascular system are also the

primary hallmark of most forms of systemic disease and improvements in cardiovascular function are the primary goal of most forms of rehabilitation in patients. The goal of cardiovascular physiology is to understand the effects of conditions such as aging, obesity, inactivity, and cardiovascular and metabolic disease on the cardiovascular system and to design new paradigms including lifestyle interventions to prevent or reverse cardiovascular dysfunction and improve the quality of life. Scientists in APK study the effect of chronic and acute exercise on cardiovascular function with the goal of improving exercise prescription for older adults and patients with cardiometabolic disease. Furthermore, scientists also study how exercise training exerts cardiovascular benefits and how cardiovascular abnormalities affect other organ systems.

Integrative Response to Environmental and Pathological Stress

Forms of environmental stress such as heat stress, ischemia, shock, oxidative stress, infection and exposure to toxic substances such as anticancer drugs, have complex effects on many organ systems, such as the heart, immune system and skeletal muscle. Scientists working in this area study the ability of organisms and tissues to withstand these stress exposures. In addition, they study how exercise can either prevent damage or in some cases contribute to the negative effects of stress on tissues. These areas of study require extensive training in integrative physiology, environmental science, immunology, medicine and biochemistry.

Curriculum Requirements

The philosophy of the program is to make the curriculum as flexible as possible in order to meet the needs of the student's specific career goals and yet make sure the fundamentals are covered. Therefore, every student works closely with his or her advisor and committee to design a unique curriculum that will provide the best opportunity to emerge from the program as a well-trained scientist in their field and also to be able to teach the next generation of undergraduate and graduate students. Students entering the program with advanced graduate training may request substitutes or waivers for some required courses.

Doctoral Program Summary

Area	Credit Hours
Concentration Area	18
Research Methods and Statistics	7
Directed Research	35
Total Minimum UF Doctoral Credits	60
Total Credits for Ph.D. Required	**90***

*NOTE: A minimum of 90 credit hours beyond the bachelor's degree is required for the Ph.D. degree. A maximum of 30 credit hours of graduate course work from another institution may count towards this 90-hour minimum, pending approval by the student's advisory committee. All courses to be transferred must be letter graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All credits obtained from a master's degree must have been earned within the last seven years prior to transfer of credit.

Concentration Area (18 Credits Minimum)

Every Student is required to accumulate a minimum of credits in Concentration Area Courses. These must include minimums of 9 credits of required CORE Department courses, 3 credit hours of Basic or Medical School

Courses in Physiology or Biochemistry. In some cases, other advanced courses offered within the University may be substituted for these required courses with approval of the major adviser and supervisory committee.

Required Core Department Coursework (9 Credits Minimum)

Credits	Course Number	Course Title	Time Taught
3	APK 6118	Neuromuscular Adaptations to Exercise	Spring (Dr. Barton)
3	APK 6170	Advanced Exercise Physiology	Fall & Spring (Dr. Ryan)
3	APK 7107	Cardiovascular Exercise Physiology†	Spring (Dr. Demetra Christou)
3	APK 7117	Exercise Metabolism*	Fall (Dr. Ryan)

†GMS 6400C (below) or equivalent, highly recommended prerequisite
*BCH 6206 (below) or equivalent, highly recommended prerequisite

Required Basic Science / Medical School Courses (3 Credits Minimum)

Credits	Course Number	Course Title	Time Taught
3	BCH 5413	Mammalian Molecular Biology and Genetics	Fall
3	BCH 6206	Advanced Metabolism (Metabolic Control Analysis)*	Fall
3	BCH 6415	Advanced Molecular and Cell Biology	Spring
6	GMS 6400C	Principles of Physiology (Medical School Physiology)	Fall, Spring
4	GMS 6421	Cell Biology	Spring
3	GMS 6476	Fundamentals of Skeletal Muscle	Fall
3	GMS 6474	Medical Cardiovascular & Muscle Physiology	Spring (100% web)

NOTES:

1. *BCH 4024 (As an elective, 4 credits); Introduction to Biochemistry and Molecular Biology or equivalent is a required prerequisite undergraduate course for BCH 6206. Students matriculating without extensive biochemistry prior to admission must take this course or equivalent. With approval of your supervisory committee BCH 4024 can count towards your Ph.D. degree as an “elective” (see below)

2. A series of GMS6000 courses is also available in general medical sciences.

3. Additional biochemistry, nutrition, cell biology, immunology courses are possible alternatives to these courses pending advisor oversight.

Additional Elective Courses in Concentration Area (6 credits minimum)

Elective Courses offered within APK Department:

Credits	Course Number	Course Title
3	APK 7108	Environmental Stress and Exercise
3	APK 6116C	Physiological bases of Exercise and Sports Science
1-5	PET 5936	Current Topics in Exercise and Sports Sciences
3	PET 5936	Cellular Physiology and Biophysics of Exercise
3	APK6715	Grant Writing
3	HLP 7939	Professional Development

NOTES:

1. Many high-level courses are taught under these headings can, with approval of the student's committee, substitute for some required courses.
2. A maximum of six undergraduate credits (3000-4999), outside the college (HHP), may be used for support course work when taken as part of an approved graduate program and must be approved by the supervisory committee.

Possible Elective Courses offered outside the APK Department (Committee/Advisor approval):

Credits	Course Number	Course Title
3	GMS 6140	Principles of Immunology
3	GMS 6181	Integrative Physiology of Aging
3	GMS 6410	Circulation of the Blood
3	HUN 6331	Vitamins in Human Nutrition
3	PCB 5235	Immunology
3	PHT 6718	Neuroplasticity
4	VME 6650	Mammalian Pharmacology
3	BME 5500	Biomedical Instrumentation
4	BCH 4024	Introduction to Biochemistry and Molecular Biology
3	BCH 6740	Adv Physical Biochem

1	BCH 7412	Epigenetics Dis/Devel

Required Research Methods and Statistics (7 credits minimum)

Students are required to take Research Methods, 1 additional Statistics course, and 1 Responsible Conduct of Science Course. *Additional credits cannot be counted towards concentration area.

Research Methods in APK Department (1 Course Required)

Credits	Course Number	Course Title
3	HLP 6535	APK Research Methods

Additional Statistics Courses in Department of Statistics and College of Public Health & Health Professions (1 Course Required)

Credits	Course Number	Course Title
3	STA 6166	Statistical Methods in Research 1
3	STA 6167	Statistical Methods in Research 2 (regression)
3	STA 6176	Introduction to Biostatistics
2	STA 6200	Fundamentals of Research Design
3	STA 6201	Analysis of Research Data
3	PHC 6050	Statistical Meth for Health Sci (SPSS based)
3	PHC 6052	Introduction to Biostatistical Meth (SAS based)

Responsible Conduct of Science (1 Course Required)

Credits	Course Number	Course Title	Time Taught
2	GMS 6931	Ethical and Policy Issues in Clinical Research	
1	GMS 7003	Responsible Conduct of Research	Spring

Directed Research (23 Credits Minimum)

Credits	Course Number	Course Title
1-5	PET 6900	Directed Independent Study (grade assigned)*
<6	PET 6910	Supervised Research (S/U grade)*
1-6	HLP 7979	Advanced Research (Pre-candidacy Ph.D. Research)

15 (min) HLP 7980 Dissertation Hours (after admission to candidacy)

*Report, paper and/or data needs to be communicated with mentor; Mentor will advise.

Examples of PET 6900 Directed Independent Study:

a) Mechanisms of Muscle Atrophy
b) Muscle Physiology
c) Muscle Regeneration
d) Cardiovascular Techniques

Students are required to show evidence of a master's thesis or acceptable research project (one publication accepted by a peer reviewed Journal) prior to embarking upon a dissertation.

Additional Requirements

Qualifying Examination

Students are eligible to take their qualifying examinations following three semesters of study and upon approval of their advisory committee. It is highly recommended that the exam be completed prior to the end of the third year of Ph.D. training and preferably after the 2nd year. The purpose of the Ph.D. qualifying exam is to evaluate the student's potential for advanced scholarly work at the Ph.D. level and is a necessary pre-requisite for continuing in the Ph.D. program. The advisory committee is comprised of four faculty, a chair (usually the dissertation adviser), two additional members of the APK graduate program and one outside faculty who is also a member of the graduate faculty of the University of Florida. Members outside of the graduate faculty, e.g. at other universities, can be added to the committee, but they must be in addition to these four members. The qualifying examination is unique to each graduate program in the University. For example, the rules that apply to the exam in Exercise Physiology do not necessarily apply to Biobehavioral Science or other graduate programs.

a) Written Component: The written examination will consistent of two parts. Part 1 – involves a comprehensive examination (multiple-choice and true/false questions) that will evaluate proficiency of knowledge across the required concentration courses (minimum of 3 completed concentration courses required) that the student has completed. It is expected that the student will complete this part of the examination by the end of their fourth semester in the program. This test is administered in a closed book fashion and the student must achieve a grade of 85% to pass Part 1 of the written examination. If a student achieves a grade below 85%, but above 70%, the advisory committee may allow the student to provide a written rebuttal, due within two weeks of the examination, that details the scientific reasons why each answer option for the questions answered incorrectly are either correct or incorrect. Usage of relevant class materials and literature, including specific citations, are recommended to be included in the written rebuttal. The written rebuttal will be examined by the advisory committee as "Pass" or "Fail".

Part 2 – After successful completion of Part 1, the written examination consists of a NIH-style predoctoral fellowship proposal (F31 Research Plan) describing the student's proposed dissertation research project. Copies of the written proposal will be distributed to members of the student's advisory committee at least ten working days before the scheduled oral examination. Students are responsible for scheduling a time and location of their exam that is suitable to their advisory committee. A brief description of the generally recommended format can be found at: https://grants.nih.gov/grants/how-to-apply-application-guide/forms-g/fellowship-forms-g.pdf.

Format Specifications: Use an Arial, Helvetica, Palatino Linotype or Georgia typeface, a black font color, and a font size of 11 points. A Symbol font may be used to insert Greek letters or special characters. For figures, figure legends and tables, a smaller type size is acceptable, but it must be in black ink, readily legible, and follow the font typeface requirement. Use one-half inch margins (top, bottom, left, and right). The document must be single-spaced. Formatted subheadings and double spacing between paragraphs are encouraged, as they make the document easier to read.

Specific Aims (1 page): State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved. List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology.

Research Strategy (5-6 pages): Organize the Research Strategy in the specified order using the instructions provided below. Start each section with the appropriate section heading — Significance and Approach. Cite published experimental details in the Research Strategy section and provide the full reference in the Bibliography and References Cited section.

(a) Significance

- Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.
- Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
- Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.

(b) Approach

- Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Include how the data will be collected, analyzed, and interpreted as well as any resource sharing plans as appropriate.
- Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
- If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high-risk aspects of the proposed work.
- Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised.
- If an applicant has multiple Specific Aims, then the applicant may address Significance and Approach for each Specific Aim individually, or may address Significance and Approach for all of the Specific Aims collectively.
- As applicable, also include the following information as part of the Research Strategy, keeping within the two sections listed above: Significance and Approach.

b) Oral Component: The oral examination is a requirement of the University and is designed to test the student's general knowledge in their chosen area of research, as guided by the written proposal, and evaluate the ability of the student to think on their feet and carry on an intelligent scientific dialogue with other scientists.

Importantly, the oral examination is NOT intended specifically as a defense of the written research proposal, but rather uses the proposal as a springboard to define the content of the exam. The student should prepare an oral presentation of the written proposal which, if presented uninterrupted, would require approximately 30 minutes. The student will deliver their oral presentation to the advisory committee, during which the committee members will question the student on all aspects of the proposal, focusing on general background knowledge underpinning both the theory and the technical execution of the proposal. The student may also be examined both on the importance and feasibility of the proposed research, and on the suitability of the proposed experiments to answer the questions posed. The student can expect extensive excursions into topics relevant to the proposed experiments. The student and the committee should expect to devote approximately two hours to the examination. At the end of the examination, the student will be asked to leave the room, and the advisory committee will discuss their assessment of the student's general knowledge of their chosen research area. Substantial agreement among the advisory committee will determine whether the student has passed the oral examination. The student will then return to the room and the committee will inform the student of their decision.

Possible outcomes of the qualifying exam include the following:

1. Pass - Student is admitted to candidacy for the Ph.D. degree.

2. Conditional Pass - Student must remediate any areas of weakness identified by the exam committee before being admitted into candidacy. A timeline for the remediation should be included in the qualifying exam report. The student will be admitted to candidacy upon satisfactory completion of the remediation.

3. Fail with Option for Re-examination - The student will be allowed to repeat the exam after extensive remedial work specified by the exam committee. At least one term of additional preparation is required by the Graduate School before re-examination, i.e., the qualifying exam may not be repeated during the same semester.

4. Fail - A re-examination is not recommended by the advisory committee, and the student is not allowed to complete the Ph.D. program. The advisory committee may recommend completion of a M.S. degree. A student who fails the examination may petition for re-examination per Graduate School policy.

Admission to Candidacy

A graduate student does not become a candidate for the doctoral (PhD) degree until granted formal admission to candidacy. Such admission requires approval of the student’s advisory committee, the department chairperson, the college dean, and the Dean of the Graduate School. Approval will be based on (1) the academic record of the student, (2) the opinion of the advisory committee concerning overall fitness for candidacy, and (3) a successful qualifying examination. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and the student’s advisory committee approves a dissertation topic. A student may not register for HLP 7980 (Research and Dissertation) until he or she is admitted to candidacy for a doctoral degree.

Dissertation Proposal

The dissertation proposal is not a formal University of Florida requirement. However, if the planned dissertation studies are substantially different from what is presented in the written and oral examination, students are highly encouraged to schedule a dissertation proposal meeting with their advisory committee. The format of this proposal meeting is determined by the advisory committee, but generally involves providing the committee with a written dissertation proposal (e.g., F31-style grant proposal) 14 days prior to the scheduled meeting. At the meeting, the student is expected to present the dissertation study design and relevant data collected to the

advisory committee. The purpose of this meeting is to ensure the student and advisory committee both have agreement on the proposed dissertation studies.

Dissertation Examination

Prior to graduating, each student must successfully complete their research project and present the written dissertation to the advisory committee, meeting the guidelines of the University of Florida Graduate School. The student should provide the committee their written dissertation at least 14 days prior to scheduling the oral defense. The committee will evaluate the dissertation and once their standards are met, the document is approved. At this time the student may schedule the oral defense before the advisory committee in an open public forum.

Ph.D. Program of Study Plan / Individualized Development Plan

Students will work with their major professor and supervisory committee to develop an individualized training plan. A critical first step in implementing any training plan is to conduct a needs assessment. We recommend using the MyIDP website (http://myidp.sciencecareers.org) tool for this purpose. This needs assessment is comprehensive and thorough and provides invaluable information to guide early discussions and to form the basis for the plan. Further, it is particularly important to frame the training plan based on three primary issues: mentoring philosophy of the primary advisor, the student's long-term career goals, and a shared understanding of mentor-mentee responsibilities.

Ph.D. Program of Study Planning Template

(Ph.D. Student Name)

Department of Applied Physiology & Kinesiology

College of Health and Human Performance

University of Florida

Concentration: *(Exercise Physiology or Biobehavioral Science)*

Minor or Cognate Area: *Student Personnel*

(Date of Meeting)

Introduction of Supervisory Committee Members

Dr. Professor, Major Professor

Department of Applied Physiology & Kinesiology

College of Health and Human Performance

Dr. Professor

Department of Applied Physiology & Kinesiology

College of Health and Human Performance

Dr. Professor

Department of Applied Physiology & Kinesiology

College of Health and Human Performance

Dr. Professor

Department of (outside Department)

College of (outside College)

Overview of Student's Background and Professional Goals

Discussion Regarding Student's Program of Study

Discussion Regarding Student's Area of Research Interests

Adjournment

Reference Materials: *Program of Study Draft, (Full Text)*

Program of Study Draft, (One Page)

Student Resume

Sample Approval Page for Dissertation Proposal Meeting

Supervisory Committee Approval to Proceed With Study

(Ph.D. Student Name)

(Date of Meeting)

Working Dissertation Title:

The proposed project embodies high quality scientific investigation and meets the scientific rigor requirements of the Department of Applied Physiology & Kinesiology.

Approved to Proceed:

_____

Dr. Professor, Major Professor

Department of Applied Physiology & Kinesiology

_____

Dr. Professor

Department of Applied Physiology & Kinesiology

_____

Dr. Professor

Department of Applied Physiology & Kinesiology

_____

Dr. Professor

Department of (outside Department)

APK Ph.D. Student Milestones

Please note: The student is responsible for fulfilling all requirements and meeting all deadlines

Task	**When & Where**
New Students: + Attend orientation sessions for the Graduate School and Department + Complete payroll and appointment forms for assistantship, if appropriate + Conditionally admitted students: Check date and time of screening tests for language and writing program + Set appointment & meet with your mentor to determine first semester courses	**When**: Upon your arrival at UF **Where**: As notified of location
Continuing Students: + Appoint Supervisory Committee - Complete Supervisory Committee Form available in the Graduate Information Management System (GIMS) + Bring competed form to Program Assistant	**When**: ASAP, no later than end of 2nd semester of equivalent full-time Ph.D. study **Where:** Department of APK
Continuing Students: + Complete annual online student progress report (APR)	**When:** At the end of every spring semester **Where:** Online
Continuing Students: + Contact mentor for possible approval of transfer of up to 30 credits from M.S. degree; + Contact the graduate program assistant to complete Transfer of Credit Form for review by your committee	**When**: ASAP, no later than 3rd semester of Ph.D. study as required by the Graduate School **Where:** Department of APK
Continuing Students: + Complete degree plan of study / IDP with mentor	**When**: 1st semester of Ph.D. study

and submit a copy to the Graduate Coordinator	**Where**: As notified by mentor
Continuing Students: + Complete Ph.D. Qualifying Exam (Written, Oral)	**When**: By the end of the 5th semester. **Where**: Student should schedule a room under guidance of the mentor
Continuing Students: + Complete Research Proposal with Supervisory Committee	**When**: No later than the semester following the completion of your Ph.D. qualifying exam. Many students complete the research proposal at the time of the qualifying exam. **Where**: Student should schedule a room under guidance of the mentor
Continuing Students: + Admission to candidacy for Ph.D.; contact the Graduate Coordinator for completion of the Admission to Candidacy Form two weeks prior to date + Submit completed and signed form to graduate program assistant	**When**: After passing your qualifying examination and identifying acceptable dissertation topic **Where:** Department of APK
Continuing Students: + Obtain guide for preparation of dissertation	**When**: Only after Qualifying Exam has been passed **Where**: Graduate School Editorial Office
Continuing Students: + Complete degree application in OneUF	**When:** The term you plan to graduate **Where:** University Registrar
Continuing Students: + First submission dissertation to the Graduate School	**When**: By degree application deadline **Where**: Graduate School Editorial Office
Continuing Students: + Dissertation defense; contact the graduate program assistant two weeks prior to reserve a room and to collect the Final Examination Form	**When:** By published deadlines **Where:** As arranged with the Graduate Coordinator

Continuing Students: + Submit final copy of dissertation	**When**: By degree application deadline **Where**: Graduate School Editorial Office
Continuing Students: + If you plan on attending commencement, notify your mentor & order your academic regalia	**When:** Early in graduating semester **Where:** UF Bookstore
Continuing Students: + Contact the Graduate Coordinator to arrange for an exit interview	**When**: Prior to graduation **Where**: Department of APK
Continuing Students: + Return all keys issued by the Department	**When:** Prior to graduation **Where:** Department of APK
Continuing Students: + Provide the graduate program assistant with a copy of your dissertation	**When**: Prior to graduation **Where**: Department of APK

UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D.

health education & behavior

Health Education & Behavior

The doctoral program in Health Education & Behavior trains health behavior researchers for positions in academia, federal health agencies such as the Centers for Disease Control and Prevention and the National Institutes of Health, and for post-doctoral research fellowships.

About the Department of Health Education & Behavior

For more than 60 years, the Department of Health Education & Behavior at the University of Florida has been at the forefront of the field, demonstrating leadership in instruction and mentoring, research and scholarship, service and practice. By emphasizing innovation and data-driven advancements, our efforts ensure that our students are well prepared for health promotion careers of the future.

Health Education & Behavior Mission Statement

The mission of the Department of Health Education & Behavior (HEB) is to bridge the gap between scientific knowledge and public understanding of health to promote healthier living. The focus of the Department of HEB is to prepare students to promote healthy lifestyle choices in individual and group settings, and among diverse populations using culturally appropriate health education methodologies. Additionally, the Department seeks to prepare Health Education professionals capable of assessing individual and community health education needs; developing, planning and implementing effective health education programs; evaluating health education program effectiveness; coordinating the provision of health education services; acting as a resource person in health education; and communicating health/health education needs, concerns and resources.

Engaging Instruction

The Department is committed to student-centered education. Our faculty consists of master instructors, many of whom have been recognized as “Teacher of the Year” at the College and University levels. We regularly review and update our curricula to reflect disciplinary advancements and changing employer demands, including those produced by the National Commission for Health Education Credentialing.

We offer a comprehensive curriculum, from bachelor’s to doctoral degrees. These programs address critical emerging issues such as health literacy, health disparities, digital and mobile health applications, and global health.

Innovative Research

Faculty and students in the Department conduct innovative research on public health problems that include substance use and abuse, sexual health, diet and nutrition, controlling chronic diseases, and managing disabilities. Our research programs are implemented with diverse populations, locations and settings in Florida, across the US, and increasingly around the world.

The Department houses the Center for Behavioral Economic Health Research, led by Dr. Jalie Tucker. Guided by the unifying trans-discipline of behavioral economics, the mission of the CBEHR is to stimulate research, applications, and education aimed at understanding and promoting human health behavior change.

Leading Through Service

Service learning and community outreach are core components of our Department’s educational goals and mission. Our faculty regularly provides service and volunteer leadership to numerous campus, local, national and international agencies. Department faculty also serves in leadership roles of many professional organizations, learned societies, and peer-reviewed journals, including many who have served as national

presidents and editors. Our Alpha Lambda chapter of the Eta Sigma Gamma professional honor society was founded in 1978 and continues to lead the campus and the nation through its award-winning voluntary and philanthropic service activities.

Leading for the Future

From 1948 to the present, the Department of Health Education & Behavior has provided leadership, vision and caring to our students and communities through our instruction, scholarship, and service. As the world changes and the profession continues to evolve, the Department of Health Education & Behavior will continue to lead the way.

Program Administration

Mildred M. Maldonado-Molina, Ph.D.
Professor and Chair
FLG 5C, 1864 Stadium Road
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Amy R. Mobley, Ph.D., RD, FAND
Associate Professor and Graduate Coordinator
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Jennifer Neelands, MPH, CPH, MS
Academic Advisor
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Gainesville, FL 32611-8210
352-294-1803 Fax: 352-392-1909
jennifer4@ufl.edu

Eligible Faculty for Committee

Full-time Faculty

- Dr. Meredith Berry
- Dr. JeeWon Cheong
- Dr. Liana Hone
- Dr. Danielle Jake-Schoffman
- Dr. Delores James
- Dr. Mildred Maldonado-Molina
- Dr. Megan McVay
- Dr. Amy Mobley
- Dr. Layton Reesor-Oyer
- Dr. Nichole Scaglione
- Dr. Jalie Tucker

- Dr. Marilyn Wende

Emeritus Faculty

- Dr. Morgan Pigg
- Dr. Christine Stopka

HEB Graduate Faculty Research Biosketches

Dr. Meredith Berry's research focuses on substance use/misuse, behavioral economics, basic processes related to operant reinforcement, learning and memory, and the intersection of human and environmental health.

Dr. JeeWon Cheong has expertise in mediation analysis and longitudinal data analysis. Her methodological research focuses on modeling and developing methods for testing longitudinal mediation and applying statistical methods to evaluation of prevention/intervention research. Her substantive research areas include drug prevention, behavioral economics applied to substance use and risky health behaviors, and social and psychological factors of HIV related risk behaviors among adolescents and young adults.'

Dr. Liana Hone's research interests include characterizing antecedents of alcohol-related sexual aggression that may serve as targets for prevention at the level of the individual and the environment. At the individual level, several perceptual processes, when impaired by alcohol, are potential antecedents of sexual aggression. She has examined two perceptual processes: How acute intoxication alters heterosexual men's judgments of women's sexual interest, and how drinking is related to women's alcohol sensitivity and sexual risk perceptions. At the environmental level, her research program involves understanding factors that predispose individuals to—or dissuade individuals from—frequenting venues which pose a risk for sexual aggression. She has conducted several studies suggesting theoretically relevant individual differences in sociosexuality (i.e., attitudes and behaviors related to impersonal sex) contribute to sexual aggression via drinking venue attendance.

Dr. Danielle Jake-Schoffman is a behavioral scientist dedicated to developing and implementing evidence-based strategies for chronic disease prevention and treatment, specifically those that leverage connected technologies (e.g., wearable sensors, mobile apps, and online social networks). Her research centers on technology tools for the promotion of physical activity and healthy eating and prevention and treatment of obesity and cancer and she has contributed to a variety of projects to develop and test interventions supported by physical activity devices, apps, and social media. She has a particular interest in innovative methods for trial delivery and evaluation, including remotely delivered trials that use technology tools to engage and retain participants. Dr. Jake-Schoffman also has expertise in implementation science methods, including work to integrate faith-based physical activity and healthy eating interventions into church settings in both rural and immigrant communities.

Dr. Delores James' research areas include obesity and weight management, health literacy, health disparities (ethnic, gender, age, urban/rural), tailored health messages, entertainment education, and eHealth and mHealth programs and interventions. Dr. James has advanced training in mixed methods research and qualitative methodologies. She also is a certified focus group moderator.

Dr. Mildred Maldonado-Molina's research focuses on reducing health disparities in alcohol use and alcohol-related consequences, with particular focus on improving the health of minority children and their families. Her work focuses on the application of innovative statistical techniques to study the effects of health interventions on behavioral and mortality outcomes. She is particularly interested in child and maternal health, the role of acculturation, and data science methods applied to the study of birth outcomes and long-term behavioral consequences.

Dr. Megan McVay's research focuses on interventions addressing behavioral and psychosocial aspects of weight management behaviors in adults. She has particular expertise in primary care-focused interventions for weight management, and understanding and addressing individual-level factors that influence the uptake and sustained use of interventions for obesity. Her intervention approaches often use digital technology to enhance potential for dissemination. Her research has been supported by several grants from the National Institutes of Health.

Dr. Amy Mobley is a registered dietician with expertise in community nutrition research and outreach specifically related to nutrition education and obesity prevention. Her research goal is to better understand the multiple influences on dietary behavior and to develop corresponding interventions to improve health especially in underserved populations. Using qualitative and quantitative methods, she has conducted research to evaluate web-based nutrition education, dietary guidance and feeding messages for low-income adults and families with young children and, strategies for childhood obesity prevention particularly targeted to parents, with a special emphasis on fathers, of preschool age children.

Dr. Layton Reesor-Oyer's research investigates obesity-related health disparities among underserved populations, particularly those with low-income and racial/ethnic minorities. Currently, she is focused on prevention of childhood obesity by targeting out-of-school time (e.g. summer vacation), and the influence of parenting practices on children's obesogenic behaviors and weight trajectories.

Dr. Nichole Scaglione's research interests center on risk and protective factors that affect substance use and sexual assault risk in adolescents and young adults. Specifically, she is interested in the decision-making processes associated with increased risk or the prevention of negative outcomes. Her research is grounded in theories of behavior change and makes use of intensive longitudinal data to examine variability in behavioral antecedents and consequences over time. She has recently led several federally funded projects to design and/or evaluate interventions intended to prevent sexual assault victimization, revictimization, and perpetration in adolescent (e.g., high school) and young adult (e.g., college, military, community) populations.

Dr. Jalie Tucker does applied behavioral economic research on how people change established patterns of alcohol misuse and other harmful health behaviors. Her work is aimed at informing risk reduction and prevention strategies in community-dwelling populations. Recent projects include: (1) longitudinal studies of natural recovery from alcohol problems, a common pathway to problem resolution for a stigmatized disorder with low rates of help seeking; (2) peer-driven sampling studies of health risk and protective behaviors among emerging adults living in disadvantaged communities; and (3) research on health risk and protective behaviors among substance users living with HIV/AIDS. Several projects use IVR- or web-based platforms for behavioral assessment and intervention in natural environments. Her research has been supported by awards from NIAAA, NIDA, CDC, and SAMSHA.

Dr. Marilyn Wende's research applies an environmental justice approach to identify neighborhood resource disparities and determine their relationships with health behaviors and outcomes, including physical activity, mental health, social relationships, and cardiovascular outcomes. She specifically focuses on the role of neighborhood features like walkability, green space, park or trail resources, community programming, and socioeconomic indicators. Dr. Wende's research also advances initiatives to promote aging in place and identifies environmental factors that are instrumental for older adults to maintain physical activity and independence.

HEB Academic Programs

Undergraduate

- **Bachelor of Science in Health Education**
    - SPECIALIZATIONS:

        - Community Health Promotion
        - Health Studies

- **Minor in Health Promotion**

Graduate

- **Master of Science in Health Education & Behavior**

- **Doctor of Philosophy in Health & Human Performance**
    - CONCENTRATION:
        - Health Behavior

HEB Policies and Procedures

Degree Title

Doctor of Philosophy in Health and Human Performance with a concentration in Health Behavior. This concentration provides terminal professional preparation in Health Education, with ancillary coursework in related disciplines such as education, the social sciences, and the behavioral sciences.

Full-time Resident Status

Faculty accept students into the Ph.D. program on the assumption Ph.D. students will pursue their programs as full-time resident students until they complete their programs and graduate with a Ph.D. degree.

Ph.D. Student Classifications

Students begin the program as a Ph.D. “Student.” After they pass the qualifying examination and dissertation proposal defense, they become a Ph.D. “Candidate,” which means they become a “candidate” to complete and defend the dissertation and receive the Ph.D. degree.

Minimum Credits for the Degree

The Graduate School requires that the Ph.D. program include at least 90 credits beyond the bachelor’s degree work. Ph.D. programs of study may exceed 90 credits, often in the range of 96-102 credits.

Major Professor

The Major Professor represents a key person in a successful Ph.D. program. Ph.D. students typically keep the same Major Professor for the duration of their programs. Major Professors help students form a Supervisory Committee, plan a program of study, complete the qualifying examination, prepare a dissertation proposal, and defend the dissertation. They also provide personal, professional, and academic advice. Only faculty specifically designated by the Graduate School and the Department may serve as a Major Professor. Students are assigned a Major Professor based on shared research interests and the faculty’s availability to commit to guiding the student through their program of study.

Supervisory Committee

Ph.D. students and Supervisory Committee members attend at least 4 important meetings: Program Planning Meeting, Qualifying Examination (Oral Portion), Dissertation Proposal Meeting, and Final Defense of the Dissertation. The Supervisory Committee includes at least 4 people: 1 Major Professor, 1 Outside Member (a

faculty member from a department outside CHHP), and 2 additional members, usually from the department. Students can select more than 4 Committee members. They must select 1 Outside Member, whether or not they select a formal minor. Original members may leave the committee, or new members may join the committee, particularly depending on how the student's dissertation research interests develop. The Graduate School Catalog (https://gradcatalog.ufl.edu/graduate/degrees/) includes the following statement about committee membership:

"Doctor of Philosophy"

> **Membership:** The supervisory committee for a doctoral candidate comprises at least four members selected from the Graduate Faculty. At least two members, including the chair, must be from the academic unit recommending the degree. At least one member serves as external member and should be from a different educational discipline, with no ties to the home academic unit. One regular member may be from the home academic unit or another unit.
>
> If a minor is chosen, the supervisory committee includes at least one Graduate Faculty member representing the student's minor. If the student elects more than one minor, each minor area must be represented on the supervisory committee. Therefore, committees for students with two minors must have a minimum of five members.

External Committee Members

The external member's primary responsibility is to represent the interests of the Graduate School and the University of Florida at doctoral committee activities. In the event that departmental committee activity conflicts with broader University policies or practices, the external member is responsible for bringing such conflicts to the attention of the appropriate governing body. The external member is therefore prohibited from holding any official interest in the doctoral candidate's major department. The external member must also be a regular member of the graduate faculty. Faculty holding joint, affiliate, courtesy, or adjunct graduate faculty appointments in the degree-granting department cannot be external members on a student's committee.

Ph.D. Program of Study Planning Template

Within the first semester, Ph.D. students will meet with their major professor and, if selected, their supervisory committee to brainstorm suggestions for their program of study. After the meeting, the student and Major Professor take care of details such as deciding on final committee members (if the committee still isn't complete) and putting together a formal program of study that will be approved by the Supervisory Committee. The Department provides students with a Ph.D. Program Planning Template. In addition to specifying coursework in the various categories, the overall plan includes projected dates (semesters) for taking the qualifying examination, presenting a formal dissertation proposal, and defending the dissertation. The student and major professor also project a month and year for graduation. The dates may change, but the student and Supervisory Committee begin work with a projected calendar. All Supervisory Committee members sign the program of study.

A copy of the approved program of study should be placed in the academic file by the end of the second semester.

Sample Agenda for Ph.D. Program of Study Planning Meeting

(Ph.D. Student Name)
Department of Health Education & Behavior
College of Health and Human Performance
University of Florida
Concentration: *Health Behavior*
Minor Area: *Student Personnel*
(Date of Meeting)

Introduction of Supervisory Committee Members

Dr. Professor, Major Professor
Department of Health Education & Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Health Education & Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Health Education & Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Adolescent Health
College of Development
P.O. Box 118320
University of Florida

Overview of Student's Background and Professional Goals
Discussion Regarding Student's Program of Study

Discussion Regarding Student's Area of Research Interests

Adjournment

Reference Materials: *Program of Study Draft (Full Text)*
Program of Study Draft (One Page)
Student Resume

Curriculum Requirements

Health Behavior Required Coursework: 27 Credit Hours

Credit Hours	Course Number	Course Title
3	HSC 5956	Writing for Professional Publications
3	HSC 6318	Planning Health Education Programs
3	HSC 6506	Epidemiology & Public Health
3	HSC 6603	Theories of Health Behavior and Practice
3	HSC 6712	Evaluating Health Education Programs
3	HSC 6735	Research Methods in Health Education
3	HSC 7937	Advanced Seminar in Health Education
3	PET 5936	Grant Writing
3	HLP 7939	HHP Ph.D. Professional Development Seminar

Research Methods and Statistics Coursework: 18 Credit Hours

Required Core: **6 Credit Hours**

Credit Hours	Course Number	Course Title
3	STA 6126	Statistical Methods in Social Research I
3	STA 6127	Statistical Methods in Social Research II

Additional Courses Selected with Advisor Approval: **12 Credit Hours Minimum**

Credit Hours	Course Number	Course Title
4	EDF 6436	Theory of Measurement
3	EDF 6471	Survey Design & Analysis in Educational Research
3	EDF 7412	Structural Equation Models
3	EDF 7491	Evaluation of Educational Products and Systems
3	EDF 7439	Item Response Theory
3	EDF 7932	Multivariate Analysis in Educational Research
3	EDA 7985	Research Design in Education
3	STA 5503	Categorical Data Analysis
3	STA 5507	Applied Nonparametric Methods
2	GMS 6846	Meta-Analysis in Clinical, HSR, and Public Health
4	EDF 6475	Quantitative Foundations of Educational Research

3	EDF 7483	Qualitative Data Collection
3	EDF 7479	Qualitative Data Analysis
3	NGR 6815	Foundations of Qualitative Research in Nursing
3	NGR 7814	Field Methods of Health Related Research
3	SYA 6315	Qualitative Research Methods

Specialization Area: 6 Credit Hours

Credit Hours	Course Number	Course Title
6	HLP 7979	Advanced Directed Research

Minor, Graduate Certificate Interest Area, or Elective Coursework: 24 Credits Hours*

Students who pursue a minor must comply with requirements specified by the minor department. By approval of the supervisory committee, students may select lecture and non-lecture courses in HEB to support the concentration in health behavior or their dissertation research focus or select additional research and statistic courses.

Transferred Coursework

Course requirements for doctoral degrees vary from field to field and from student to student. In all fields, the Ph.D. degree requires at least 90 credits beyond the bachelor's degree. All master's degrees counted in the minimum must be earned in the last 7 years.

Up to 30 credits of a master's degree from another institution may be transferred to the doctoral program. If a student holds a master's degree in a discipline different from the doctoral program, the master's work will not be counted in the program unless the academic unit petitions the Dean of the Graduate School. All courses beyond the master's degree taken at another university to be applied to the Ph.D. degree must be taken at an institution offering the doctoral degree and must be approved for graduate credit by the Graduate School of the University of Florida.

All courses to be transferred must be graduate-level, letter-graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All such transfer requests must be made by petition of the supervisory committee no later than the third term of Ph.D. study. In all cases, the student must complete the qualifying examination at the University of Florida. In addition, any prior graduate credits earned at UF (e.g., a master's degree in the same or a different discipline) may be transferred into the doctoral program at the discretion of the supervisory committee and by petition to the Graduate School. The petition must show how the prior course work is relevant to the current degree.

As indicated, only graduate lecture coursework with grades of B or higher may be considered for transfer (no readings, independent study, supervised teaching, supervised research, internship, thesis credit, etc.). Seminars and special topics courses will be evaluated on a case-by-case basis. The Supervisory Committee bases transfer decisions on (1) equivalence of a previous course to a similar course offered here, and (2) how the transfer course would support the student's program of study. Some special considerations apply based on category of transfer:

> Health Behavior– transferred courses should come from a peer department and should be equivalent in content and rigor to similar courses offered in the Department of Health Education & Behavior.
>
> Research and Statistics – transferred courses should be equivalent in content and rigor to the University of Florida courses listed in the Ph.D. program of study.

Minor – transfer of coursework must be approved by the Minor Area representative.

Interest Area/Electives – transfer of elective courses occurs on a case-by-case basis, with the assumption that the course has some relationship to the student's overall career goals. The Supervisory Committee may request that students provide books, course outlines, and catalog descriptions for courses they request to transfer.

MS Degree During Ph.D.

Ph.D. students who have not previously earned a MS degree in Health Education and Behavior at the University of Florida are eligible to earn the MS degree during their Ph.D. Program of Study. Students must have satisfactory completion of at least 30 credits of required coursework of the MS degree program of study and register for the Certified Health Education Specialist Examination.

Formal Examinations

Qualifying Examination

Upon conferring with their major professor, students are responsible for scheduling their qualifying exam with their committee. Qualifying examinations include both written and oral components. The committee will develop a plan including the number, type, and timeframe for completion of questions. The committee may also provide guidance to the student on how to best prepare for the exam.

The written component may be open or closed book but must meet the following requirements:

- Comprehensive
- Related to Health Education and Behavior
- Incorporate behavioral theory
- Independently written
- Original and new work by the student and inclusive of all citations or resources used*
- Clear guidelines and expectations (e.g., length of written component, time allowed for exam, if and how much outside assistance is permitted, evaluation criteria) agreed upon by committee prior to exam.

All committee members evaluate the written response. The student will then receive feedback if they passed, conditionally passed, or failed the written component. After passing their written portion of the exam and conferring with their major professor, students are responsible for contacting committee members and arranging a date, time, and location for the oral portion of the qualifying examination after successful completion of the written portion. The oral component is used to explore the written performance and the students' knowledge beyond the written response.

Written Exam Examples:

The written exam can be comprised of one or more options described below. Specific details and timeframe for completion is decided upon by committee prior to exam start date and communicated to the student.

Exam format (closed or open book):

- 4 exam periods, two 3 hour blocks on day 1; two 3 hour blocks on day 2
- 1-2 of the blocks are covering core areas and specialization areas of Health Education & Behavior
  - Content of courses taken
- 3rd block covers the outside supporting interest area (typically submitted by outside faculty member)
  - Alternative – outside committee member assigns a section
- 4th block covers research methods, design and stats

Alternative format:

- **Review or Major Area Paper**
  Pending timeframe, this literature review could be a systematic, scoping, or narrative review. Further, a report or short communication reviewing a specific topic in the literature could be acceptable.

- **Research Manuscript -** Empirical Research Project or Applied Research Project To meet the requirement for this option, the manuscript including the student's original work (conceptualizing the project, data analysis, final write-up) should be submitted to a journal after the response is evaluated by the committee and with guidance form his/her mentor.

- **Grant Application (with student as PI).**
  For this option, the study idea and the written work comprising the grant proposal are the student's original contribution. Options could include a federally funded pre-doctoral fellowship (e.g., NIH F31 grant), local grant mechanism to fund student's dissertation work, or another grant mechanism approved by the student's committee.

*Including any AI tools or resources

Ph.D. Written Qualifying Examination Rubric

Name of Evaluator:

Part I. Evaluation Scale

2 = *Pass* (Meets expectations)

1 = *Conditional Pass* (Pass contingent on meeting conditions stated below)

0 = *Fail* (Fail due to reasons stated below)

Please evaluate the student's overall written performance as *Pass, Conditional Pass, or Fail.* For *Conditional Pass*, please indicate clearly the conditions to be met for the response to become acceptable. For *Fail*, please indicate the reasons for failure.

The following criteria should be used to determine rating:

1. Understanding of materials and concepts
   Indicates familiarity with basic concepts and materials in the question(s); is precise in the use of concepts and ideas; avoids inappropriate jargon and clichés.

2. Clarity of expression
   Keeps discussion relevant to question(s); is clear and concise; the logical flow of ideas.

3. Evidence of scholarship
   Knows basic sources and relevant research in answering questions; gives facts accurately and cites generalizations correctly.

4. Critical mindedness
   Supports beliefs and evidence; evaluates sources cited.

5. Creativity
   Synthesizes own solution to problems; shows insights in diagnosis; proposes own solutions.

6. Writing
   Exhibits graduate-level writing that is clear, organized and has a logical flow.

Part II. Comments

Dissertation Proposal

Students will work closely with the Major Professor and Supervisory Committee at all stages in developing a dissertation proposal. Dissertations may use either the traditional format or a publishable paper format. Doctoral students and their supervisory committee will decide on the format prior to the date of the qualifying examination.

Students will prepare a dissertation proposal that includes 3 fully developed chapters consisting of the (1) Introduction, (2) Literature Review, and (3) Proposed Methodology or an agreed upon format for the publishable paper.

Sample Approval Page for Dissertation Proposal Meeting

Health Education & Behavior Ph.D.
Dissertation Proposal Approval Form

Students earning a Ph.D. degree in Health Education & Behavior must write a proposal describing the background and methodology of their proposed dissertation. The proposal shall be of the length and organization as determined by the supervisory committee and should be sufficient to communicate satisfactorily an understanding of the literature and background of the theoretical and empirical issues and present a feasible and appropriate methodology for the project.

Student Name:	Student UFID:
Proposal Title:	
Date of Hearing:	

COMMITTEE APPROVAL

Chair of the Ph.D. Supervisory Committee

Signature	Date

Members of the Supervisory Committee

Signature	Date

Signature	Date

Signature	Date

Signature	Date

Dissertation Options

Four Dissertation Formats

1. Non-Experimental Format. The dissertation is non-experimental but with unique theoretical implications, adequate independent or dependent variables or sufficient data to support three articles. The flow of the dissertation will vary with each study but consider the following flow:

a) Introduction: This describes purpose and nature of each of the three or more articles. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this introduction.

b) Article I: This article should represent the primary finding for the study.

c) Articles II & III: The remaining articles could represent secondary analyses of data collected during the study.

d) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three or more articles.

2. Single Experiment Format: The dissertation is one experiment but with unique theoretical implications, adequate independent or dependent variables or sufficient data to support three articles

a) Introduction: This describes the purpose and nature of each of the three or more articles. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this introduction.

b) Article I: This article should represent the primary finding for the study.

c) Articles II & III: The remaining articles could represent secondary analyses of data collected during the single experiment.

d) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three or more articles.

3. Independent Experiments Format: You may want to conduct three or more independent experiments with different populations, independent variables, or dependent measures. The three independent experiment areas should all be within your desired area of expertise. Each can be reported independently. The dissertation format would be the following:

a) Introduction: This describes the purpose and nature of each article. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this chapter.

b) Article I: Is a complete article with introduction, methods, results, and conclusions for Experiment A and written within the guidelines for the identified journal.

c) Article II: Again, this is a complete and independent article with introduction, methods, results, and conclusions for Experiment B.

d) Article III: This third article is also independent for Experiment C.

e) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three experiments A, B, and C.

4. Interdependent Experiments Format: In the case of progressive experiments, you may want to use the interdependent format. You may want to determine the outcomes of part of the experiment before proceeding

with the next portion of the experiment. Again, there may be unanswered questions that could be determined with a third experiment:

a) Introduction: This describes purpose and progressive nature of each article. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this chapter.

b) Article I: This article would be an independent article with introduction, methods, results, and conclusions for Experiment A.

c) Article II: The experiment would build on Experiment A and lead into Experiment B. It would be an independent article with an introduction, methods, results, and conclusions for Experiment B.

d) Article III: Article C would build upon experiments A and B as an introduction to Experiment C.

e) Summary or Conclusions and Discussion: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three experiments A, B, and C.

Copies of the dissertation must be in the hands of the student's supervisory committee a minimum of two weeks before the final defense.

Final Dissertation Defense Meeting

Final defense presentations often include a brief handout of the presentation outline and main points, and electronic presentation formats. Advisors help students decide on an appropriate presentation package.

Final Examination

When the student and the supervisory committee consider the dissertation to be complete, the supervisory committee will conduct the final oral examination of the dissertation. This is the final formal defense and as such, a polished document and professional quality presentation should be the standard.

During the defenses, students, faculty, or other interested parties may be in attendance. Defenses must be open to the public and publicly announced two weeks prior to the defense date; an electronic version of the document must also be made available at this time.

UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D.

sport management

Sport Management

Through distinctive teaching, research, and outreach the Department of Sport Management seeks to improve the understanding of social, psychosocial, and environmental factors that lead individuals, families and the sport industry to value and benefit from sport participation and consumption.

About the Department of Sport Management

SPM Ph.D. students study the impact of professional and amateur sports, on the personal, social, economic, environmental and organizational resource infrastructures of society. Integration of the college and university missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the sport management industries.

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Jon Erny
Graduate Program Assistant
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Eligible Faculty for Committee

- Dr. Yonghwan Chang
- Dr. Daniel Connaughton
- Dr. George Cunningham
- Dr. Gidon Jakar
- Dr. Kyriaki Kaplanidou
- Dr. Yong Jae Ko
- Dr. Christopher McLeod
- Dr. Alyssa Tavormina
- Dr. Cyntrice Thomas
- Dr. Christine Wegner
- Dr. Cindy Willming

SPM Graduate Faculty Research Biosketches

Dr. Yonghwan Chang's research interests are sport marketing and consumer behavior, with an emphasis on two lines of inquiry: (i) experimental consumption and (ii) sport sponsorship. Sport experiences are largely subjective, contextual, hedonic, and affective in nature, and thus he aims to provide an improved understanding of consumers' decision-making processes as well as the benefits and values of sport experiences.

Dr. Dan Connaughton's research is largely focused on the study of law and risk management in sport and physical activity programs. His research has specifically investigated (a) risk perception; (b) risk management policies and practices; (c) awareness of and compliance with statutes, standards, and guidelines; and (d) injury/death prevention in sport and physical activity.

Dr. George Cunningham's research focuses on diversity and inclusion in sport and physical activity. He examines ways to improve access to and experiences while participating in sport and physical activity, as well as strategies sport organizations can use to create and sustain diverse and inclusive workplaces.

Dr. Gidon Jakar's research uses geography and urban studies to examine different aspects of sport and regional social and economic dynamics, including: society, sport development and economics, urban planning, politics and governance, and market analyses.

Dr. Kiki Kaplanidou's research interests include the impacts of sport events on community development and event legacy planning, sport event consumer behaviors in correlation to quality-of-life perceptions, and how the image of sport events fit with destinations and other sport entities.

Dr. Yong Jae Ko's research focuses on sport consumer behavior and sport event marketing, including consumer attitudes, perceptions and beliefs about sport organizations and their sport participation motivation/involvement and commitment/ identification toward sports.

Dr. Christopher McLeod's research interests include sports leagues' market entry and athletes work, development, and conditions of employment with a special focus on the aspirational nature of work in the sport industry.

Dr. Alyssa Tavormina's main research interest evolves around sport marketing, specifically sport branding and sport consumer behavior.

Dr. Cyntrice Thomas' research interest centers on the application of antitrust law and labor law in professional and intercollegiate sports as well as intercollegiate sports and rights and interests of student-athletes and their academic success.

Dr. Christine Wegner's research interests include sport for social change and marginalized populations in sport, particularly the role of organizations and organizing in the formation of identities in and through sport.

Dr. Cynthia Willming's research interests include sport and social identity, leisure travel behaviors of African Americans and perceived racial discrimination, and family leisure and gender inequalities.

SPM Academic Programs

Undergraduate

- **Bachelor of Science in Sport Management**
- **Certificate in Sport Management**

Graduate

- **Master of Science in Sport Management**
  - SPECIALIZATIONS:
    - Athlete Development
    - Director of Racquet Sports
    - High Performance Coaching
    - Sport Law
- **Doctor of Philosophy in Health & Human Performance**
  - CONCENTRATION:
    - Sport Management
- **Certificate in Sport Event Management**

SPM Policies and Procedures

Students will work closely with their mentor to determine course selection, an individual development plan, and timeline for academic milestones. Curriculum includes core Departmental, College, and University course requirements and recommended courses. In summary, doctoral students must pass a comprehensive written and oral qualifying examination upon completion of all coursework, maintain a satisfactory academic record, submit an approved dissertation topic, and receive the supervisory committee's opinion of ability for advancement to candidacy. Upon completion of the dissertation, the student must successfully complete an oral examination pertaining to the dissertation research.

Course requirements for doctoral degrees vary from field to field and from student to student. In all fields, the Ph.D. degree requires at least 90 credits beyond the bachelor's degree. All master's degree credits that are counted towards the Ph.D. must have been earned in the last 7 years. The supervisory committee is responsible for using established criteria to ensure the academic integrity of coursework before accepting graduate transfer credits.

Ideal Ph.D. Program Roadmap

- Year 1: Admission, coursework selection, committee selection, research
- Year 2: Coursework, committee selection (if not completed), research
- Year 3: Qualifying examination, dissertation proposal, admission to candidacy, research

- Year 4: Research Dissertation completion and graduation

Curriculum Requirements

SPM Ph.D. Program Plan

Core: 15 credits minimum

Research: 27 credits minimum

HLP7979: 3 credits minimum

HLP7980: 12 credits minimum

Statistics: 9 credits minimum

Outside Concentration: 9 credits minimum

Transfer Credit: 0-30 credits from prior master's degree

Total: 90 credit hours needed to graduate

Qualifying Examination

Eligibility

To be eligible to take the qualifying exam, students must submit a conceptual or empirical paper to advisor and present in the SPM Research Seminar Series at the conclusion of Year 1 and must submit a conceptual or empirical paper to two SPM faculty members for approval along with submission plan for an Academic Journal at the end of Year 2. Qualifying exam should be taken by the end of the last semester of coursework

The examination, prepared and evaluated by the full supervisory committee or the major and minor academic units, is both written and oral, and covers the major and minor subjects. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. Grading format is PASS or FAIL. Failing written or oral can lead to dismissal from the program.

Written Component

The written exam format can be take-home or in-house and is decided by the committee. The four content areas are to include:

1. Statistics and Research Methods
2. Sport Management Core
3. Area of expertise (dissertation topic)
4. Outside concentration area

Oral Component

The oral exam must be scheduled within two weeks of successfully completing the written portion of the exam. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. Accommodations can be made for committee members not being able to be physically present to facilitate the defense. The Chair must be physically present during the oral exam.

At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. The student has to be ready to present their prospectus for their dissertation idea after the oral examination has concluded and the committee deemed the qualifying exam as pass.

It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee. The purpose of the oral component is:

- To allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed;
- To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists; and
- To evaluate whether the student has sufficient breadth of knowledge in sport management and their chosen specialization in the field.

Admission to Candidacy

When a student passes the qualifying written and oral examinations, and once they have an approved dissertation topic by their supervisory committee, they are then considered “admitted to candidacy.”

Dissertation Proposal

A dissertation proposal is required and must be submitted in writing to the supervisory committee chair at least 5 weeks prior to the scheduled defense (presentation) date and 3 weeks prior to the full supervisory committee meeting.

Dissertation and Final Examination

Every candidate for a doctoral degree is required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. Dissertations must be written in English and must be acceptable in form and content to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate Schools’ format requirements.

After the submission of the dissertation and the completion of all other prescribed work for the degree, but in no case earlier than six months before the conferring of the degree, the candidate will be given a final oral examination by the supervisory committee through a meeting on campus. All supervisory committee members must be present with the candidate at the oral examination. The candidate and the entire supervisory committee must be present at the defense. The defense should be no more than six months before the degree is awarded. All work for the doctoral degree must be completed within five calendar years after successful completion of the qualifying examination or the qualifying examination must be repeated.

UF COLLEGE of HEALTH & HUMAN PERFORMANCE

Ph.D.

tourism, hospitality & event management

Tourism, Hospitality & Event Management

Through distinctive teaching, research, and outreach the Department of Tourism, Hospitality & Event Management (THEM) seeks to improve the understanding of social, psychosocial and environmental factors that lead individuals, families and industry to value and benefit from tourism, hospitality, events and recreation, artificial intelligence (AI) applications, and thereby improve quality of life. Further, the department aims to provide knowledge that helps communities and organizations develop and improve sustainable tourism, hospitality, event, recreation, and environmental opportunities including theme parks, attractions, beaches and public areas that benefit an increasingly diverse population.

About the Department of Tourism, Hospitality & Event Management

THEM Ph.D. students study the impact of tourism, hospitality, recreation activities, events and festivals, attractions and theme parks, amateur sports, ecotourism, parks and beaches on the personal, social, economic, environmental and resource infrastructures of society. THEM Ph.D. concentration is Recreation, Parks, and Tourism. Integration of the college and university missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the health, tourism, and management industries.

Program Administration

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Eligible Faculty for Committee

- Dr. Nasim Binesh
- Dr. Oscar (Hengxuan) Chi
- Dr. Rachel J.C. Fu
- Dr. Heather Gibson
- Dr. Jinwon Kim
- Dr. Andrei Kirilenko
- Dr. Svetlana Stepchenkova
- Dr. Yao-Chin Wang

THEM Graduate Faculty Research Biosketches

Dr. Nasim Binesh's research focuses on robotics and AI in lodging and hospitality, advanced forecasting models and financial performance in lodging and hospitality. She is particularly interested in novel models of technology adoption and machine learning based forecasting models in order to advance the adoption of new and emerging technology in hospitality industry.

Dr. Oscar (Hengxuan) Chi's research focuses on the impact of technology, especially artificial intelligence (AI), on the delivery of services. He is also interested in preserving and promoting wellbeing and sustainability in hospitality and tourism service environments. His long-term research objective aims to seek a balance between technology and human contribution in the service industry.

Dr. Rachel J.C. Fu's research and teaching interests focus on economic impact assessments, forecast model evaluations, artificial intelligence applications, sustainable business development, strategic marketing, customer and visitor surveys, leadership, and customer service. She has published more than 195 papers, including refereed journal articles, refereed conference papers, magazine articles, newsletters, technical reports and book chapters.

Dr. Heather Gibson's research interests include active sport tourism participation in mid and later life well-being, the effects of event sport tourism on the community, the leisure, health and well-being in later- life women, and the resistance and empowerment of women through tourism, notably solo travel and girlfriend getaways.

Dr. Jinwon Kim's research focuses on the planning, development and management of leisure resources and tourism destinations, with the ultimate goal of understanding and promoting the role of tourism, recreation and parks in the creation of active, vibrant, sustainable, healthy, and resilient communities. His research interests include (1) community development, policy, and sustainability, (2) spatial tourism, and (3) location intelligence in tourism and hospitality management using big data spatial analytics, GeoAI, agent-based modeling, spatial econometric models/methods and geospatial technologies (e.g., GIS, GPS, LiDAR, RS).

Dr. Andrei Kirilenko's research interests include tourism analytics, social networks data, analysis of mass media, sustainability issues, and the impacts of climate change. Dr. Kirilenko was a Lead Author for the Intergovernmental Panel on Climate Change 4th Report and is currently a Lead Author for the United Nations' Global Environmental Outlook.

Dr. Svetlana Stepchenkova's research interests lie in the area of destination marketing, branding, and positive image building. She studies tourism behavior and the effectiveness of destination promotion efforts in situations of strained bilateral relations between nations. She is also interested in usability of user-generated content for managerial decision-making in destination marketing and promotion.

Dr. Yao-Chin Wang's research interest**s** include (1) artificial intelligence (AI) and technology experiences, (2) marketing and consumer behavior, and (3) management and organizational behavior. His research focuses on psychology and behaviors of tourists, employees, and managers in the tourism, hospitality, and event industry for the purpose of improving human mindfulness, well-being, and performance

THEM Academic Programs

Undergraduate

- **Bachelor of Science in Tourism, Hospitality & Event Management**
    - SPECIALIZATIONS:
        - Event Management
        - General
        - Tourism & Hospitality Management
- **Minor in Event Management**
- **Certificate in Artificial Intelligence and Data Analytics in THEM**

Graduate

- **Master of Science in Tourism & Recreation Management**
    - CONCENTRATIONS:
        - Tourism
        - Natural Resource Recreation
    - SPECIALIZATIONS:
        - Tourism Analytics
        - Destination Development and Crisis Management
- **Doctor of Philosophy in Health & Human Performance**
    - CONCENTRATION:
        - Recreation, Parks and Tourism
- **Certificate in Artificial Intelligence and Data Analytics in THEM**

THEM Policies and Procedures

Students will work closely with their mentor to determine course selection, an individual development plan, and timeline for academic milestones. Curriculum includes core Departmental, College, and University course requirements and recommended courses. In summary, doctoral students must pass a comprehensive written and oral qualifying examination upon completion of all coursework, maintain a satisfactory academic record, submit an approved dissertation topic, and receive the supervisory committee's opinion of ability for advancement to candidacy. Upon completion of the dissertation, the student must successfully complete an oral examination pertaining to the dissertation research.

HHP Ph.D. degree requires at least 90 credits beyond the bachelor's degree. All master's degree credits that are counted towards the Ph.D. must have been earned in the last 7 years. The supervisory committee is responsible for using established criteria to ensure the academic integrity of coursework before accepting graduate transfer credits.

Advisors and Supervisory Committees

All incoming THEM doctoral students have a designated graduate faculty member in the THEM department to serve as the student's Major Professor and the Chair of the supervisory committee. The supervisory committee should be designated as soon as possible after the student has begun doctoral work, and in general, at the end of the second semester of equivalent full-time study.

The supervisory committee shall consist of no fewer than four members (including Chair) selected from the Graduate Faculty. It -must have at least two internal members, that is, faculty from HHP College, one of whom is the Chair. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the College of HHP (designated as the external member). The primary function of the external member is to oversee the integrity of the process. External members also bring expertise in cognate areas. The committee can contain a member from another university as a special appointment.

A supervisory committee form must be filled out by the student. The student then goes to each prospective committee member to obtain their UFID (required of members from outside department) and/or signature on the form. When all proposed committee members have signed, the student obtains the signature of the THEM graduate coordinator and, after that, submit the form to the THEM graduate program assistant. The proposed committee is not final until it has been entered into the Graduate School Information Management System (GIMS) and approved by the Dean of the Graduate School.

Individualized Development Plan (IDP)

Students will work with their Major Professor and Supervisory Committee to develop an individualized training plan and track its completion on a once per semester basis. A critical first step in implementing any training plan is to conduct a needs assessment. HHP College and THEM Department recommend using the resources from the UF Graduate School website: http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/. It provides valuable information to guide early discussions and to form the basis for the plan. The IDP takes into account the student's long-term career goals, mentoring philosophy of the Major Professor, and a shared understanding of mentor-mentee responsibilities. The first discussion of the Plan is conducted in the student's first semester; then as often as needed but at least once every academic year.

Responsibilities of the Faculty Mentor

This information is provided to give incoming students an idea of what can reasonably be expected from a faculty mentor in THEM. Please note that there may be significant variability in the mentoring approaches utilized by THEM graduate faculty. Some mentors will meet with their students on a weekly basis or even more often, while other mentors may take a more "hands off" approach encouraging students to work independently from the beginning of the training program. Both approaches can be highly successful. The Major Professor will:

1. Meet with the student to review progress at least once per month. Review coursework and progression towards graduation at least once per semester.
2. Work with the student to form a supervisory committee during the first year.
3. Provide guidance as the student develops a research proposal.
4. Provide guidance regarding how to organize and write the Ph.D. thesis.
5. Encourage participation in conferences and workshops and provide opportunities for interactions with visiting scholars/speakers.
6. Provide career guidance and advice as the student moves through the program.

Ph.D. Program Roadmap

Year 1: Admission, coursework selection, committee selection, research
Year 2: Coursework, committee selection (if not completed), research
Year 3: Qualifying examination, dissertation proposal, admission to candidacy, research
Year 4: Research, dissertation completion and graduation

Monitoring of Progress Towards the Degree

The responsibility for meeting the requirements for graduation lies first with the student and second with the major professor. It is expected that the student will regularly communicate with his/her advisor regarding progress towards the degree. Students are required to complete an online annual progress report (APR) at the end of the spring semester. The link for the progress report is emailed to students when the system opens. This report will provide the student an opportunity to list achievements from the previous year such as coursework completed, presentations, publications, formation of a supervisory committee, passing qualifying exam, etc. This report will be evaluated by the major professor, the student's supervisory committee, and THEM graduate coordinator.

If any concerns regarding the progress towards completion of the degree are identified a meeting with the student and faculty mentor will be scheduled. The student will receive an annual evaluation letter from their major professor based on their progress throughout the academic year. The IDP and the APR assist in evaluation of the progress.

Expectations of All Ph.D. Students

During the period of doctoral study, THEM faculty expects Ph.D. students to:

- Work full time toward their academic degree avoiding secondary employment.
- Attend Eric Friedheim Tourism Institute (EFTI) Research Seminar series presentations.
- Utilize resources for professional development offered on UF campus.
- Attend the public portion of dissertation proposal and/or defense meetings of other Ph.D. students.
- Join at least 1 professional organization.
- Submit at least 1 presentation proposal to a professional conference per year or attend one professional conference per year.
- Submit at least 2 first author manuscripts to an academic journal.
- Conduct themselves with the highest level of professionalism and scientific integrity.

Curriculum Requirements

RPT Ph.D. Program Plan

- Core: 12 credits
- Concentration: 18 credits
- Research Methods: 21 credits
- Data Analysis: 9 credits
- Cognate: 15 credits
- Dissertation Research (HLP7980): 15 credits

Total: 90 credits minimum. The link to the form: http://hhp.ufl.edu/about/academics/phd/them-phd/

Transfer of Credit from Previous Graduate Study

Up to 30 approved credit hours may be transferred in from a master's degree earned at another institution, except completed more than seven years prior, which do not qualify. All courses transferred must be graduate-

level and letter-graded with a grade of B or better. Courses must also be directly related to the Ph.D. degree. Transfer requests are made to the Graduate School through petition by the student's supervisory committee.

A student may petition for coursework taken more than seven years prior to apply to their doctorate. He or she must meet with their mentor to review such coursework. Students may be asked to provide syllabi, books, and papers from these courses. The advisor will make a recommendation to the graduate coordinator and program assistant who will petition the Graduate School. The final decision rests with the Graduate School.

Cognate and/or Minor

With the approval of the supervisory committee, a student may choose one or more cognate fields to support and supplement their degree. A student may also choose a set of courses that formally constitute a minor from another department. Academic work may be completed in any department, other than the major department, approved for master's or doctoral degree programs as listed in the Graduate Catalog. The collective grade for courses included in a cognate or a minor must be "B" or higher. If one cognate area is chosen, the representative of the respective department on the supervisory committee shall suggest 15 to 24 credits, at the 5000 level or higher, as preparation for qualifying examination. A part of this background may have been acquired in the master's program.

If two cognate disciplines are chosen, each must include at least 8 credits. Competence in the cognate/minor field must be demonstrated through written and oral examinations conducted by the representative of the external department on the committee. Coursework in the cognate field at the doctoral level need not be restricted to the courses of one department; provided that the minor has a clearly stated objective and that the Graduate School approves the combination of courses representing the minor. This procedure is not required for a departmental minor.

Qualifying Examination

The qualifying exam should be taken by the end of the last semester of coursework. The examination, prepared and evaluated by the full supervisory committee or the major and minor academic units, is both written and oral, and covers the major and minor subjects. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. Grading format is PASS or FAIL. Failing written or oral can lead to dismissal from the program

Written Component

The exam is to take place over a five-day period, allowing for four hours of writing each day. The five content areas are to include:

1. Core
2. Concentration
3. Research Methods
4. Statistics and Data Analysis
5. Cognate

Dissertation topic can be part of Concentration or Cognate component. The mode of the written component of the qualifying exam (e.g., sit-in or take home, open or closed book), schedule, and timing is determined by the Supervisory Committee. The exam schedule (http://hhp.ufl.edu/media/hhpufledu-/them-spm-media-files/them-spm-student-forms/THEM-Qualifying-Exam-Procedure.pdf) is signed by the Committee Chair. The sit-in exam on any of 5 areas is 4 (four) hours.

Oral Component

The oral exam must be scheduled within two weeks of successfully completing the written portion of the exam. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. Accommodations can be made for committee members not being able to be physically present to facilitate the defense. The Chair must be physically present during the oral exam.

At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. The student has to be ready to present a prospectus for their dissertation idea after the oral examination has concluded and the committee deemed the qualifying exam as PASS.

It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee.

The purpose of the oral component is:

- To allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed;
- To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists; and
- To evaluate whether the student has sufficient breadth of knowledge in Recreation, Parks and Tourism and their chosen area of focus in the field.

Admission to Candidacy

When students pass the qualifying written and oral examinations, and once they have an approved dissertation topic by their supervisory committee, they are considered “admitted to candidacy.”

Dissertation Proposal

A dissertation proposal is required and must be submitted in writing to the supervisory committee chair at least 5 weeks prior to the scheduled proposal defense (presentation) date to allow for revisions and 2 weeks prior to the full supervisory committee meeting. The proposal document typically includes three sections: (1) introduction to the dissertation topic and formulation of the study purpose, research questions, and, possibly, hypotheses; (2) review of the pertinent theories and literature; and (3) proposed research design and methods of analysis. At the meeting, the supervisory committee provides feedback on the proposal and helps the student shape the study.

Dissertation and Final Examination

Every candidate for a doctoral degree is required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. Dissertations must be written in English. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate Schools’ format requirements. Students are required to follow closely the Graduate School calendar with respect to all deadlines and provide sufficient time to the supervisory committee to review their dissertation prior to the defense date. Typically, two weeks are required for the committee to read the dissertation. One full week is an absolute minimum.

After the submission of the dissertation and the completion of all other prescribed work for the degree the candidate will be given a final oral examination by the supervisory committee through a meeting on campus. The candidate and the entire supervisory committee must be present at the defense. All work for the doctoral degree must be completed within five calendar years after successful completion of the qualifying examination or the qualifying examination must be repeated.