

Graduate Program in Psychology at the University of Oklahoma Norman Campus

The mission of the Department of Psychology at the University of Oklahoma is to provide high-quality training in methods and research, teaching, and professional aspects of psychology. Our program is specifically designed for students who are interested in research and teaching careers in higher education, or research and consulting employment in non-academic settings. We seek students who want to work closely with a creative and productive faculty in a collegial and scholarly setting. Students are expected to approach their graduate training with a positive and highly motivated attitude that will help them succeed in their graduate work. They should have a sincere commitment to scholarship, have a strong work ethic, be receptive to instruction both in the classroom and in research training, and be willing to participate actively in their own education.

Our philosophy of graduate training is one of closely supervised mentorship and focused coursework. Doctoral training in the department is designed to produce psychologists who are scholarly, productive in research, interested in basic and applied issues, effective in the classroom, and have high standards of professional conduct and responsibility. Toward this end, students are trained by encouraging them to quickly adopt a professional role. For example, theses and dissertations are prepared in journal-article format to support a timely submission for publication. Students learn to make professional presentations by practicing them within the department, and then delivering them at scientific conferences. In addition, as part of their professional training, graduate students have the opportunity to develop and teach courses. Small teams of faculty members and graduate students conduct most of the research in the department. Close interaction between graduate students and faculty members is the norm.

General Information

Key people or committees who will be involved in graduate education include:

- ❖ The *Major Professor* (or “*Advisor*,” prior to selection of a major professor) is the student's mentor and primary resource for graduate training. Advice on coursework, research involvement, and ultimate career planning should be solicited routinely from the major professor/advisor.
- ❖ The *Graduate Liaison* has responsibility for administering the graduate program; he/she also works with the Chair to make decisions about assistantship assignments and graduate course schedules. Graduate student evaluations and progress reports are the responsibility of the Graduate Liaison. If you have any questions about Graduate College or departmental policy on graduate study, see the Graduate Liaison.
- ❖ The *Chair of the Department* makes all personnel assignments and is the ultimate administrative authority within the Department. He or she is a good source of information on general departmental policy, university requirements, etc.
- ❖ The *Graduate Studies Committee* monitors the graduate program and makes recommendations to the faculty about changes in the program or in policies that regulate the graduate training program. This committee also hears graduate student appeals.
- ❖ The *Assistant to the Chair* is a good source of information on procedures for appointment to graduate assistantships, purchasing, etc.
- ❖ Each program in the department (Cognitive, Industrial/Organizational, Quantitative, and Social) has a *Program Coordinator*, determined by the Chair and faculty in the program, who provides leadership and organization to the program and makes decisions on behalf of the program as needed.
- ❖ *Committee A* consists of two tenured faculty members who are elected to this administrative committee whose task is to assist the chair in administrative issues.
- ❖ In addition to the requirements of the Department, there are also general requirements of the Graduate College that students must satisfy to earn their degrees. The Dean of the Graduate College is responsible

for administering these requirements. The *Graduate College Bulletin*, the *Graduate Assistant Handbook*, and the *Student Code* should be read carefully upon beginning graduate training, and should be consulted routinely to answer general questions that arise.

Degrees Offered and Programs

The Department of Psychology offers the following degrees in Experimental Psychology: Master of Science and Doctor of Philosophy. Programs currently supported by the department are:

- ❖ Cognitive Psychology
- ❖ Industrial/Organizational Psychology
- ❖ Quantitative Psychology
- ❖ Social Psychology

Most students apply for the doctoral degree. For these students, the program of study includes earning a master's degree as a step toward the doctoral degree. Although somewhat atypical, we do admit students for master's degrees occasionally, but the general orientation of our training program is focused on the doctoral degree.

In addition to the four main programs, three bridging initiatives cut across and enrich these areas:

- ❖ Developmental Psychology
- ❖ Cellular and Behavioral Neurobiology
- ❖ Personality/Individual Differences

Admissions Information

Quoting from the Graduate College Bulletin, "The Graduate Dean governs admission and enrollment in the Graduate College. Except for those in unclassified status, the student must be recommended for admission by an academic unit." The application of any prospective student is first reviewed by the Graduate College before the Department reviews it. The Graduate College requires a 3.0 GPA for full admission to the graduate program. The Department is a training program for research scientists who wish to specialize in the study of one of the programs represented in our Department. Because our philosophy of graduate training is one of closely supervised mentorship, our number of graduate students is limited. It should be clearly understood by prospective students that we do not train students in areas of psychology outside the domain of the programs currently represented in our graduate training program.

Each prospective student's application is forwarded by the Graduate College and reviewed by the Department's Graduate Admission Committee. Of primary concern are two conditions: 1) that the program of interest to the student is currently recruiting additional students; 2) An applicant has research interests that match those of the faculty in the student's program, and typically a faculty member in that program agrees to be his or her advisor. A favorable recommendation for admission is based on, but not limited to, the following:

1. an earned baccalaureate degree or equivalent from an accredited college or university
2. general GRE scores (Psychology subject test is not required)
3. transcripts of previous coursework
4. evidence of previous research experience
5. letters of recommendation
6. a personal statement of research interests and career goals

An example illustrates how these factors affect admissions decisions: One program of the Department might recruit up to three students in a given year. Perhaps 25 students apply to that program and 10 are of sufficiently high quality. But if only one student has research interests that match those of the faculty in the program, only that one student might be admitted.

On admission to the graduate program, a student is assigned a faculty member who has agreed to be the student's advisor for the first year. The advisor helps the student with selection of courses and supervises the first-year research project. See discussion regarding **Major Professor** (step 4) to learn about the transition from advisor to major professor.

Terminal MS Program. Students are typically admitted for Ph.D. training. However, under some circumstances, students may apply for MS-only training. Such students may be planning to complete doctoral training elsewhere, or may have need for only MS-level training. Alternatively, students admitted to the Ph.D. program may, on their own initiative or on the advice of their committee, terminate their studies at OU with an MS degree. In either case, all students must complete a thesis; coursework alone is not sufficient for a degree. Only under special/unusual circumstances is the non-thesis option exercised. The Department will not admit students who wish to pursue a non-thesis degree.

Students admitted for MS-only training must reapply if they wish to pursue the Ph.D. The applications of such students will receive the same attention/consideration as any new applicant to the Ph.D. program. For information regarding funding of MS-only training, see **Graduate Assistantships** section.

Progress Toward the Degree

Productivity and timely progress are of overriding importance to successfully completing a graduate degree. Be forewarned that many of the steps outlined below have required paperwork from the Graduate College with deadlines for submission that are strictly enforced by the Graduate College. It is the student's responsibility to be familiar with these requirements and deadlines. Please consult the *Graduate College Bulletin* and the Graduate College website to locate this information. Informal advice on timing of requirements and obligations is also available in the document *Navigating the Paperwork Hoops of Graduate School*. Any appeals regarding policies not clearly outlined in this document should be brought before the Graduate Studies Committee.

Below are the requirements and the typical semesters by which a student should satisfy the requirements for an MS or Ph.D. in psychology. Students entering with a relevant MS degree should follow the same timeline except for possible differences regarding the MS thesis and the Generals (see the Graduate College Bulletin). Full-time enrollment in a regular semester is five or more hours with a 20-hour per week assistantship and 9 or more hours with less than a 20-hour assistantship. In the summer semester, a full-time enrollment is three-hours if a student has an assistantship or six hours if a student does not have an assistantship. See **Graduate Assistantships** for details about what constitutes a full-time versus part-time assistantship. Note: It is the student's responsibility to understand the requirements for "full-time" enrollment, which often has important implications for tuition waivers and insurance benefits for those students who are provided Departmental stipends/assistantships.

Many of the steps toward the degree require meetings that must take place during the normal academic semesters. The student is responsible for scheduling all meetings. Requests to hold meetings outside the normal academic semesters (e.g., between semesters, early and late summer) require the consent of the entire committee. The committee members are under no obligation to meet this request. Students should not expect to schedule meetings for June or July. Each step should be checked for deadlines and students should plan accordingly. Many of these steps require that paperwork be filed with the Graduate College far in advance of the particular step. The student should consult the *Graduate College Bulletin* to make themselves aware of those deadlines. Also note that departmental guidelines (in square brackets) typically are earlier than the deadlines stated in the *Graduate College Bulletin*. Only under exceptional circumstances are the deadlines extended.

Some students are admitted to the doctoral program with nontraditional backgrounds. They may have degrees in fields other than psychology (e.g., zoology, computer science/engineering, statistics/mathematics). Prior to the student's first enrollment at OU (typically, mid-August), the advisor will evaluate the transcripts of his or her students to specify any remedial coursework. Students wishing to transfer credit hours from previous graduate training should consult the **Advisory Conference** section (Step 5).

We require graduate students to be involved in coursework and research. First-year students typically take 9-10 hours each semester consisting of the following enrollments:

Fall Semester

- Psychology 5003, Psychological Statistics I (3 hours)
- Psychology 5901, Psychological Science I (1 hour)
- Two additional graduate courses as agreed upon with your advisor (6 hours)

Spring Semester

- Psychology 5013, Psychological Statistics II (3 hours)
- Psychology 5911, Psychological Science II (1 hour)
- Additional graduate course as agreed upon with your advisor (3 hours)
- Psychology 5970 Pre-Masters Research [2-3 hours. The enrollment is by mutual agreement of the student and the student's advisor]

Coursework beyond the first year is planned by the student and major professor and is formalized in the Advisory Conference Committee meeting (see step 6 below).

Steps in the Graduate Program

1) A three-semester statistics and design sequence (PSY5003, 5013, 6073) [1st three semesters]

2) A two-semester proseminar (Psychological Science I and II, PSY5901 & 5911) [1st year]

A two-credit hour sequence that introduces students to the Department and to graduate school. These two one-hour courses give students opportunities to learn about methodology, writing, ethics, public speaking, teaching, grantsmanship, professional responsibility, and departmental procedures.

3) First-year Research Project [2nd semester]

The student will in conjunction with the advisor/major professor:

- Develop a research topic based on a reading of the literature
- Develop an appropriate methodology to address the topic
- Complete Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) forms for the study
- Produce a written document or oral presentation of the proposed study including a literature review, a proposed methodology, expected analyses, and discussion of the significance of expected results and alternative outcomes. In some cases, students may be able to collect and analyze data for their first-year project.
- Present proposed research to the faculty at the department's weekly research colloquium near the end of the spring semester of the first year

4) Choose a Major Professor [Beginning of 2nd semester]

On admission to the graduate program, a student is assigned a faculty member who has agreed to be the advisor for the first year. The advisor may become the major professor, but the decision to be the major professor can be reached only by mutual agreement. A student will need to acquire a major professor. From the perspective of the student, the choice of major professor should include shared research interests and intellectual compatibility. Students should designate a major professor no later than the beginning of the second semester of the student's first year. If the major professor is not the advisor, the student should nevertheless remain under the advisor's guidance until the first-year project is completed. The major professor-student relationship will be formalized in writing and will include the signatures of the Graduate Liaison, the student, and the major professor. Consult the Graduate Liaison for guidance.

After the major professor is determined, the major professor assumes the responsibilities of the advisor, and is typically the mentor of the student through the process of graduate training to the completion of the desired degree. The major professor becomes very active in directing the student's graduate training. The major professor will be the chair of all relevant student committees, e.g., Advisory Conference, Master's Thesis, General Examination, and Doctoral Dissertation committees.

If a change of major professor is necessary within a program (a student's program is defined by the program under which he or she is admitted), the student should talk with the current and prospective major professors. The new agreement must be formalized in writing with the signatures of the student, the old and new major professors, and the Graduate Liaison. If the issue cannot be resolved among the parties, an appeal can be made to the Graduate Studies Committee. The Graduate Dean has final approval on all changes to student committees.

In unusual circumstances, a request by a student that entails a change in program or program affiliation in the case of Cellular and Behavioral Neurobiology – Psychology (CBNP) students will be considered. In such a case, the student

must petition the Graduate Studies Committee. Upon receiving the request, the Graduate Studies Committee consults with the student, the Graduate Admissions Committee, the current and prospective major professors (and if necessary, the respective programs), the Graduate Liaison, and the chair (regarding assistantship consideration), before rendering its decision.

5) Advisory Conference [The Graduate College recommends filing the Advisory Conference Report (ACR) within the first year of enrollment in the graduate program. In consultation with the major professor, a student may find it in his or her best interest to postpone the Advisory Conference until after the MS thesis, but no later than one semester after completing the MS thesis. The document must be filed with the Graduate College prior to the student enrolling in 45 or more credits.]

Together, the student and major professor should form an Advisory Committee. The Advisory Committee consists of at least four members of the graduate faculty: A major professor, 1-2 faculty members from psychology (at least one of which must be from the minor area, see **Minor and Breadth Courses**), and 1-3 faculty members from outside the department, for a total of at least four members. As articulated by the Graduate College Bulletin, a majority of the committee members must hold an M2/RM3 or M3/RM4 graduate faculty appointment through the student's academic unit. Students in the CBN program have additional requirements for the committee that must be met, which are represented in the CBN policy. Among other duties, this committee will be responsible for evaluating performance on the General exam and the dissertation, as noted below. If the student has any questions about the composition of the Advisory Committee, please see the Graduate Liaison.

According to the Graduate College Bulletin, "the student and all committee members are expected to attend the advisory conference." In preparation for the meeting, the student should prepare a draft of the ACR in consultation with the major professor. In addition, the student must complete the departmental Minor and Breadth Course document. If the breadth courses listed on the ACR and Minor and Breadth Course documents are not on the approved breadth course list (see **Minor and Breadth Courses**), it is the student's responsibility to seek approval from the relevant program coordinator and provide written evidence of this approval to the advisory committee and Graduate Liaison prior to the ACR meeting. The student should be prepared to talk in the meeting about his or her career goals, research interests, and timing of progress through the program. The committee together with the student will finalize the student's curriculum, resulting in a formal ACR. The ACR and Minor and Breadth Course documents are then submitted to the Graduate Liaison, who determines whether departmental requirements, such as the minor and breadth courses, have been met according to departmental policy. After all parties have approved and signed the ACR it is filed with the Graduate College. The courses listed on the ACR must be substantially complete before the dissertation defense is scheduled. Designing a program for each student to meet his or her professional and academic goals is nontrivial, and each curriculum is defined for the individual student.

In the event a student has previously completed graduate course work, the student, in consultation with the major professor, will decide which courses, if any, for which she or he will seek transfer credit. The student will then seek approval for each course transferred from the relevant program. For any courses that do not fit with one of the existing programs, the approval of the Graduate Studies Committee should be sought. These courses and the written approval of each from the relevant program are then advanced to the Advisory Conference meeting for transfer approval. If the Advisory Conference committee approves the courses, they are sent to the Graduate College. The Graduate College has several criteria that must be met to determine if course work is transferable. Refer to the *Graduate College Bulletin* for details.

The I/O program requires specific coursework beyond the minor and breadth courses for the Ph.D. degree. The following are required courses beyond the standard Ph.D. requirements in Psychology:

5703 Survey of Industrial/Organizational Psychology ("I" topics)
5723 Selection and Assessment in Organizations
5733 Techniques in Industrial and Organizational Psychology
5783 Survey of Organizational Psychology ("O" topics)

Two additional seminar courses in I/O (6 credits total) from the options below:

5713 Training and Development
5783 General Seminar in Industrial and Organizational Psychology – can repeat with change of content area
6703 Advanced Seminar in Industrial and Organizational Psychology – can repeat with change of content area
6713 Leadership Theories, Research, and Practice

If a student wishes to substitute a course from the above list to apply to the I/O Ph.D., the student should seek approval from the I/O Program Coordinator.

{Students admitted with master's degrees that included a scientific thesis in a relevant discipline **should skip to step 7}**

6) Master's Thesis – 2-6 hours of 5980 [Expected by the end of the 5th semester]

Once enrollment in MS thesis research (PSY 5980) begins, it must continue until the degree is granted. For students with master's degrees that did not include a scientific thesis in a relevant discipline, it is generally expected that a thesis will be completed at OU, but the final decision about whether the student should write a thesis is determined by the Advisory Committee.

The steps toward the MS degree begin with the selection of a 3-person committee. The Department requires that a prospectus (i.e., research proposal) be prepared by the student and then be evaluated by the members of the committee. The form of the prospectus is similar to what was expected for the 1st-year project document/presentation, at the discretion of the major professor. The prospectus meeting typically involves a presentation of the research plan to the committee, followed by question/answer. However, students should discuss specifics of the written prospectus and the prospectus meeting with the major professor in advance.

The thesis should be prepared in the style of an appropriately targeted journal article; thus, scholarly details, expanded protocol, raw data, etc., should be given in appendices that can be detached from the otherwise journal-ready manuscript. The thesis should be distributed to the committee at least one week in advance of the defense. After the thesis is completed, a formal oral defense of the thesis before the master's committee is required. The defense is open to the public (a requirement beyond that stated in the *Graduate College Bulletin*). The announcement of the defense is the responsibility of the student. It is the student's responsibility to prepare the announcements and present them to the major professor.

7) Course Requirements: General, Minor, and Breadth Courses (Requirements beyond that stated in the *Graduate College Bulletin*)

In preparation for the Advisory Conference meeting and at any time when the ACR is revised, the student must complete the Minor and Breadth Course document to establish the appropriateness of the proposed minor and breadth courses with regard to departmental policy.

Beyond the 11 credits articulated in 1) and 2) above, students are required to complete at least 12 additional credits within the department of Psychology to ensure adequacy of expertise in the field at the master's level. Three of these hours can be in independent study (PSY 5960, 5970, and 5990). Approval for three additional hours of independent study must be petitioned to the Graduate Studies Committee. For students seeking a master's degree in Psychology from OU, these 12 credits must be completed and listed on the Program of Study as well as the ACR. For students who were previously awarded a relevant master's degree from another institution, these 12 credits should be listed on the ACR. Thesis hours do not count toward the additional 12 credit hours.

Students pursuing a Ph.D. in psychology are required to declare a Minor area and successfully complete a sequence of at least three courses. Minors are available from the following programs within psychology: cognitive; industrial/organizational; quantitative; and social. Each of the programs sets the courses required for the minor. The advisory committee must include a representative from the minor discipline. A minor in Quantitative Psychology requires three additional courses beyond the three specified in Step 1 above. For minors outside of psychology, students select at least three courses in consultation with their major professor and advisory committee. Courses are expected to be content based, rather than research, independent study, or lab focused credits. Courses required for the major may in no case be "double counted" as one of the three required minor courses. As of the date of approval of this version of the policy, students cannot submit for approval new ACRs that list developmental as a minor.

The student also must satisfy the Breadth requirement, ensuring adequate knowledge across the field of Psychology. The breadth requirement consists of two courses in Psychology in areas outside the major and minor areas. These two courses generally represent a survey of a subdiscipline, and must be from different program areas. Below is a list of approved breadth courses. Quantitative courses can not serve as breadth courses as they are tools of research applied to various content areas. If a student intends to use courses not on the approved breadth course list to fulfill

the breadth requirement, it is the student's responsibility to seek approval from the relevant Program Coordinator and provide written evidence of this approval to the advisory committee and Graduate Liaison prior to the ACR meeting. In order to fulfill the breadth requirement with a course outside of the department of Psychology, the student must petition the Graduate Studies Committee for approval. Interdisciplinary courses combining knowledge from two or more areas are not excluded. However, any such course must be approved for breadth credit in a single area (no double-counting; for instance a course in cognitive development must be credited to either the cognitive or social areas, but not both). For students with major and minor(s) outside of both CBNP and Cognitive, it is possible to count a Neuroscience-focused course taught within the department of Psychology as one breadth class and 5203 as the second breadth course. Confirmation must be sought from the Cognitive Program Coordinator for approval of the specific courses in question.

A student with two minors both outside of the department of Psychology is expected to complete two breadth courses outside of the major area. If a student chooses to have two minors, and one minor is from an area within the department of Psychology, the student is expected to complete one breadth course outside of the major and two minor areas. Any exceptions to this must be approved by the Advisory Committee and Graduate Liaison. Minor and breadth courses generally should be completed before the General exam. For all students, the final program of study is approved by the Advisory Committee and the Graduate Liaison.

Approved Breadth Courses (these courses fulfill the breadth requirement for students whose major, minor, and program affiliation (in the case of CBN students) are not in the program under which the breadth course is listed unless otherwise noted). Many of these courses require a pre-requisite or permission of the instructor. It is the student's responsibility to ensure that they possess the pre-requisite or obtain permission to enroll in the course. If this cannot be achieved, an alternate course will need to be taken to fulfill breadth requirements.

Cognitive

5203 Survey in Cognitive Psychology
5280 Seminar in Cognitive Processes
6280 Advanced Seminar in Cognitive Processes

Industrial/Organizational

5703 Survey of Industrial/Organizational Psychology
5733 Techniques in Industrial and Organizational Psychology
5783 Organizational Behavior
5723 Selection and Assessment
5783 Individual Differences
6703 Occupational Health Psychology
6713 Leadership Theories, Research, Practice

Social

5403 Introduction to Developmental Psychology
5423 Current Theories in Social Psychology
5613 Social and Personality Development
6423 Seminar in Social Psychology (Stereotyping and Prejudice is offered under this number)
6453 Interpersonal Relationships
6643 Seminar in Developmental Psychology

Other

6433 Seminar in Theories of Personality
6923 History of Psychology

8) Departmental Qualifying Examination

The Departmental Qualifying Examination (Graduate Studies Committee Exam) addresses knowledge of research methods, experimental design, psychological statistics, data interpretation, general scientific expertise, and responsible scientific behavior. The exam must be taken at least one semester following completion of the master's degree. In addition, the ACR must be approved the semester before taking the qualifying exam, as specified in the Graduate College Bulletin. The qualifying exam is taken at a time and date set by the Graduate Studies Committee,

and all students, regardless of concentration, will be given the same set of questions. The Departmental Qualifying Examination is usually assessed by critiques of research scenarios and an actual journal article. The format, place taken, and time allotted for the Department Qualifying Exam will be decided by the Graduate Studies Committee. Students will be advised of the test format when the date for its administration is announced. Examples of questions asked on previous Departmental Qualifying Exams are available through the Graduate Liaison. Responses to the

Departmental Qualifying Exam are graded by the Graduate Studies Committee after names are removed. Students and their major professors will be notified about the outcome of the exam (pass/fail) within approximately 2-3 weeks. Students must take the Departmental Qualifying Exam and General Examination during the same semester, and must be informed they have passed the Departmental Qualifying Exam before being approved to begin the written General Examination (the Graduate College requirement for the General Exam Application for the Doctoral Degree to be submitted during the first two weeks of the semester has been waived, and the Application should be submitted immediately after notification of passing the Qualifying Exam, allowing 10 business days before the written General Examination is scheduled). If the student fails the Departmental Qualifying Exam, the student may apply to repeat the examination a second time the following semester. If a student fails the Departmental Qualification Exam on the second attempt, the student will be terminated from the doctoral program.

9) General Examination (Generals) [Expected no later than the 6th semester of training]

After completing the Departmental Qualifying Examination, students may apply for authority to take the General Examination (Advisory Committee Exam). The Generals examination consists of a written and oral portion. As part of the General exam, the student should present evidence of research involvement since completion of the MS. The extent of the work should be commensurate with the lag between the MS and Generals.

The Advisory Committee exam ordinarily consists of questions pertaining to the student's major and minor areas. The format of the major and minor sections and the weight given to each is decided by the student's committee. Preparation for the major and minor sections commonly involves creating a reading list. The reading list is prepared by the student in consultation with the major professor and the committee member representing the student's minor area, and must be approved by the student's committee. The student is expected to study and integrate the material on the reading list, but the scope of questions on the exam may be broader than the reading list.

If a student passes the Advisory Committee's Exam, an oral defense of the exam must be scheduled. All components of the General exam (written and oral) must be completed during the same semester and within the deadlines required by the Graduate College.

If the oral defense is held, all of the student's committee members must attend. (The Graduate College currently permits some members to attend via video or conference call, but not the major professor nor the outside member.) If the student passes the General exam (written and orals), the student's committee files a report with the Graduate College and the Graduate Dean will usually admit the student to candidacy for the doctoral degree.

If the student's performance on the orals is marginal, but not failing, and the student's committee wishes the student to do further reading, coursework, investigations, etc., the results of the examination can be held in abeyance with approval of the Graduate Dean. The student's committee will specify a time period in which the student must complete the extra work, usually limited to two months and not to exceed one semester. At the end of that time period, the student's committee files a report with the Graduate College indicating whether the exam was passed or failed.

If the student fails the General exam (written or orals), the student may at the discretion of the student's committee, make application to repeat the written and oral examinations a second time the following semester (note, this time requirement is stricter than that stated in the *Graduate College Bulletin*). If a student fails the Generals on the second attempt, the student will be terminated from the doctoral program. If a student passes the Departmental Qualifying Exam but performance on the General Exam is unsatisfactory, the student may petition the Graduate Studies Committee to extend the timeframe to complete exam, maintaining the outcome of the Departmental Qualifying Exam and repeating only the written and oral General exam the following semester.

10) Doctoral Dissertation – 2-12 hours of 6980 [Expected to be completed typically by the end of year 5]

It is the responsibility of the student to consult the *Graduate College Bulletin* to be sure that all aspects of the dissertation meet Graduate College guidelines and deadlines. The format of the dissertation should be journal-ready and, as described for the MS thesis, other materials should be attached as appendices. The dissertation should be distributed to the committee at least two weeks in advance of the defense (this is a shorter timeframe than the Graduate College recommends). Once enrollment in 6980 begins, it must continue until the dissertation is completed. The steps in the dissertation include: 1) a formal, written prospectus; 2) a formal prospectus meeting, at which time a decision is made to approve the prospectus or have the student revise his/her project; 3) a written

dissertation based on the prospectus; and, 4) an oral defense of the dissertation, open to the public. The student should expect to revise his/her dissertation based on issues raised at the oral exam. The announcement of the defense is the responsibility of the student. It is the student's responsibility to prepare the announcements and present them to the major professor.

The Graduate College has specified that students must complete the dissertation within five years of passing Generals. When additional time is necessary and proper, the student's committee will petition the Graduate Dean for an extension. Requests for an extension beyond one year require the student's committee to document that the student's knowledge is current and appropriate to the degree being sought. Details regarding these procedures can be found in the *Graduate College Bulletin*.

Graduate Assistantships [Graduate assistantships and the graduate assistants themselves are referred to as GAs] For more details refer to the University document, *Employment Policies for Graduate Assistants and the Psychology Department Policy on Workload for Graduate Teaching Assistants*.

Most graduate students earn assistantships during their graduate training. Assistantship duties are considered part of graduate training. The three principal sources for funds for GAs are the Department, individual faculty research grants, and the Graduate College. Teaching GAs are funded by the Department, research GAs are funded primarily by individual faculty research grants, and the Psychology Department Graduate Fellowships are funded in part by the Graduate College. The Chair of the Department decides before the start of each semester which graduate students will be funded and in which type of GA. Issues impacting these decisions include teaching needs of the department, availability of funds, past performance of individual students, abilities of the students, needs of faculty members holding research grants, and training needs of individual students. The Chair routinely consults with other faculty members in the process of making these decisions.

As an employee of the university, it is important for GAs to understand commonly used terminology. A frequently used term is "FTE", which stands for Full-Time Equivalent. A 1.0 FTE appointment stands for a regular 40-hour work week. Graduate students typically are limited to a maximum of a .5 FTE. Students with a .5 FTE appointment are expected to work on their assistantship 20 hours per week, which is considered a full-time GA by the Department (even though the Graduate College calls it a half-time appointment). Students with a .25 FTE appointment are expected to work on their assistantship 10 hours per week, which is considered a half-time GA by the Department. There are important reasons for understanding the nature of a GA appointment. For example, graduate students provided full-time assistantships (.5 FTE) also are provided additional benefits such as tuition waivers, in-state tuition rates, and health insurance. These benefits are not provided to any assistantship less than one at the .5 FTE level. Please refer to the *Graduate Assistant Handbook* for more details regarding benefits.

Teaching GAs may be assigned a variety of duties. Students awarded teaching GAs are under direct supervision from an assigned faculty member, and should expect to be evaluated with regard to their assistantship duties. Such evaluation might include, but is not limited to: visits to the classroom, regular meetings to review activities, and videotaping. We expect each GA to regularly consult with the teaching supervisor about duties, strategies, preparation, course materials, etc. When assisting with large lecture sections, a GA can expect to assist by grading, keeping office hours to meet with students, or giving occasional lectures. Some GAs will be assigned to teach laboratory/discussion sections. Duties vary among these assignments, but the GA can be expected to regularly meet multiple groups of students, present material to them, and lead discussions. More advanced graduate students will be given complete responsibility for teaching a course. While still working under supervision, such GAs have more latitude in deciding about the course syllabus, grading, etc.

Research GAs are assigned to support research grants that are supervised by faculty members who are the principal investigators on the grants. GA duties vary depending upon the research grant and the principal investigator. Eligibility for these GAs depends on whether the student has the skills required for the particular duties associated with the grant and whether the student has a working relationship with the faculty member holding the grant.

Psychology Department Graduate Fellowships are awarded to superior students. They may cover up to a 10-semester graduate career and could include some or all of the following: a regular graduate assistantship plus a financial supplement, full tuition waiver, health insurance, and the opportunity to compete for \$1000 in travel funds and \$1000 in Career Development funds once in the 10 semesters. The Graduate Admissions Committee designates those students who will receive the Psychology Department Graduate Fellowships during the spring semester when

students are admitted to the Department.

Any student admitted with funding who remains in good standing can expect a GA for the period of time stipulated in her/his letter of admission. The Department may provide that support for up to 10 semesters. This support is contingent upon not only satisfactory progress toward the degree but satisfactory performance in GA duties and other aspects of graduate training (see **Evaluation**). Of course, as a public university, all GAs stipends and University benefits are contingent upon the availability of funds. A question sometimes arises whether an assistantship not funded through the Department (e.g., an internship, support from another department) counts against the 10-semester limit. In some cases it may not, but the student must negotiate this prior to accepting the support. The negotiation involves the major professor (and the Advisory Committee, if necessary), the Graduate Liaison, and the Department Chairperson.

Any student admitted without funding should expect not to receive a GA regardless of how well he/she performs in coursework and research. If extra funds are made available, students admitted without funding may be offered a GA. However, such funding cannot be guaranteed, and receiving it should not be viewed as a commitment to future funding. Summer support for teaching GAs is limited and is awarded on a competitive basis.

The University has established a training program to help orient graduate assistants. Quoting from the *Graduate College Bulletin*, “All graduate teaching assistants must complete the Teaching Assistant Orientation Program, offered by the Director of Instructional Development, prior to commencing teaching responsibilities”. The Department requires that all incoming graduate students complete this program (a requirement beyond that stated in the *Graduate College Bulletin*). This program is offered prior to the fall semester.

The University also has requirements for assistants who are not native English speakers. Certification is obtained through the English Assessment Program. Students who wish to improve their English skills also may take non-credit speaking or writing classes offered by the English Assessment Program. Students also should refer to the University document, *Employment Policies for Graduate Assistants*.

Before assuming teaching assistant duties that require contact with students, any graduate student for whom English is not the native language must be certified as proficient in oral, aural, and written English. The Department requires non-native speakers of English who are admitted with funding to have passed this test within one year. If they do not, the Department will not provide support until the tests are passed. The student can be considered for research assistantships if that funding is available.

Evaluation

As mandated by the Graduate College, all graduate students will be evaluated at the end of each spring semester. In addition, the department evaluates all first-year students, and selected others, at the end of the fall semester. However, a student may be evaluated at any time deemed necessary by the faculty.

The following criteria form the basis of the evaluation (in no particular order).

- ❖ **Research activity:** There must be clear evidence that the student has been actively involved in and making high-quality, positive contributions to a psychological research program. The student is expected to be receptive to training, be able to integrate theoretical concepts, generate ideas, develop sound methodological skills, and interpret research findings. The major professor’s evaluation of the quality of research activity plays a vital role. Additional evidence of consistent involvement in research projects will be considered to ascertain research quality and productivity, such as MS and dissertation research, conference presentations, and publications.
- ❖ **Course performance:** Excellence in coursework is expected. Feedback from the course instructor is solicited regarding issues such as receptiveness to training, participation, effort, attitude, and ability to think conceptually. Grades of B or better must be obtained in all course work within the Department. If a grade is not at B or better, the student may repeat the course (or take an approved equivalent) only one time. Grades of B or better are expected on course work outside the Department, but a program may decide that a C is acceptable in some courses. (Requirements beyond that stated in the *Graduate College Bulletin*).

- ❖ Designation of major professor: The student must have a faculty member formally designated as the major professor (per departmental guidelines).
- ❖ Timely progress: The student must be making timely progress on all degree requirements (i.e., completion of required coursework, master's thesis, advisory conference, General exams, dissertation). Progress will be ascertained by completion of a given requirement (e.g., successful defense of thesis) or clear evidence that the student is diligently working on a given requirement (e.g., meeting scheduled, major professor has seen working document). Students who fall behind the expectation laid out in the **Steps to Graduate Program** will be so informed by the Graduate Liaison as part of the standard evaluation process.
- ❖ Professional responsibility/conduct: The highest standards of professional responsibility/conduct are expected throughout a graduate student's career. Regarding professional responsibility, examples include, but are not limited to, adherence to ethical principles as given by the American Psychological Association (see <http://www.apa.org/ethics/code.html>), attendance at department research colloquia, helping with departmental initiatives, serving on departmental committees, and participation in job searches. Regarding professional conduct, examples include, but are not limited to, timeliness in completion of tasks, following directions, honesty and integrity, preparedness, conscientiousness and attention to detail, following through on commitments, ability to productively and civilly interact with colleagues and students.

In addition and consistent with these departmental criteria, each program can have program specific criteria for the evaluation of their students. The Graduate Liaison will distribute these program-specific criteria.

The departmental evaluation also involves performance in assistantship duties. The evaluation of the assistantship is beyond that stated in the *Graduate College Bulletin*. Appointment to an assistantship is an employment contract with the Department (see *Employment Policies for Graduate Assistants*). Excellence in assistantship duties is expected. Assessment of performance may include reports from teaching/research supervisors, regular meetings to review activities, visits to the classroom, teaching evaluations, examination of materials prepared for class (e.g., syllabi, lecture materials). Failure to perform well, especially as related to but not limited to professional responsibility/conduct, can result in the termination of the assistantship, termination of any agreement for future funding as a graduate assistant (including the initial offer of funding), and even termination from the graduate training program in exceptional circumstances.

Evaluation process. Information will be collected about student progress and the entire faculty will convene to evaluate the performance of each student on the aforementioned criteria. At the meeting the major professor reports on the student's progress. The student's evaluation is also impacted by input from other faculty members.

After reviewing the student's performance, a determination is made by the faculty whether the student is satisfactory or unsatisfactory. A letter reporting this information is sent by the Graduate Liaison to the student and placed in the student's department file. This letter also includes information regarding program deadlines. Following the spring semester evaluations, this letter is sent to the Graduate College.

Failure to perform satisfactorily on any of the aforementioned criteria may result in an overall rating of unsatisfactory. If performance is unsatisfactory, the letter will specify what the student needs to accomplish and the deadline date to receive a satisfactory evaluation at the next meeting. All unsatisfactory letters will be forwarded to the Graduate College following either the fall or spring semester evaluation meetings. The next meeting can be the next regularly scheduled meeting or a special meeting scheduled at the faculty's discretion. The student's performance will be deemed satisfactory or unsatisfactory at this time and a letter will be sent to the student and the Graduate College. If performance is deemed unsatisfactory for the second time, the department can recommend to the Graduate College that the student be denied further enrollment (see *Graduate College Bulletin*).

The academic unit is responsible for monitoring the performance of a student with a less than satisfactory evaluation and shall conduct a second review at the end of the next semester or designated period. The Graduate College and the student should be notified by letter of the results of the second review. The letter will specify what the student must accomplish to return to good standing. Based on the second review and the academic unit's recommendation, the Graduate College will either:

- ❖ Remove the student from probation

- ❖ Deny the student further enrollment, or
- ❖ Continue the student on probation for an additional period

A student who receives an unsatisfactory evaluation for the third time automatically will be denied further enrollment (refer to *Graduate College Bulletin*, p. 247).

Departmental Appeal Procedures. Students may appeal departmental evaluation decisions by petitioning the Graduate Studies Committee by letter. This should happen within one month of receiving the evaluation. The department does not handle course grade appeals and academic misconduct appeals; there are university policies regarding these procedures (see *Graduate College Bulletin* and *Graduate Student Handbook*).