

GRADUATE STUDENT HANDBOOK

GRADUATE DEGREE PROGRAMS IN APPLIED PSYCHOLOGY

Policies and Procedures¹

MASTER'S DEGREE IN PSYCHOLOGY
DOCTORAL DEGREE IN APPLIED PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY
PORTLAND STATE UNIVERSITY

September 2021

¹ The policies and procedures in this handbook apply to all graduate students in Applied Psychology regardless of admissions date and are effective beginning Fall 2021 (unless otherwise noted).

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INTRODUCTION

The graduate program, which aims to train research professionals for work in applied settings, is a critical part of the department's mission in applied psychology. This Handbook contains the policies and procedures of the Psychology Department that govern student participation in graduate degree programs in Psychology. It is designed as a guide for students and their advisors to assist students in their progress through the program, and to provide relevant policies. The Handbook integrates departmental policies with the many of the policies of the university, Office of Graduate Studies. However, if any differences exist (i.e., **other than for time deadlines which are in some cases more stringent in this program**), the Portland State University Bulletin and Office of Graduate Studies rules take priority over this handbook. Students are responsible for knowing all policies and procedures required by the department and the University.

This Handbook includes information about requirements for the Master's and Doctoral degrees, including the steps for completing thesis and dissertation research, comprehensive examinations, and optional internships and minor areas of concentration. In addition, it describes departmental policies on graduate student evaluation, graduate assistantships and funding, and student participation in departmental decision-making.

The Graduate Committee Chair updates the Graduate Student handbook every summer as needed to include new or revised policies, and to improve clarity and communication of existing policies. Any feedback or suggestions for revisions from Graduate students would be greatly appreciated and can be given to the Chair (or any member) of the Graduate Committee at any time.

Note that students must comply with all requirements of PSU's Office of Graduate Studies. These requirements are available on the OGS web site, <http://www.pdx.edu/ogs/> and in the PSU Bulletin.

Department Mission

Applied psychology retains the goal of advancing knowledge through a scientific approach to human behavior and experience and addresses significant issues facing society. The settings of applied psychology are varied; in our program, we emphasize the institutions and contexts of daily life, but we also recognize the unique contributions of laboratory research. We encourage faculty to focus on diverse and under-served populations. We recognize the need for an interplay between experimental and naturalistic methods in analyzing problems and testing solutions to real world problems. Rigorous methods of inquiry are those which yield rich information through intensive study, especially in multiple sites over time. Work which has a clear impact on the external community is valued, especially work which is useful for guiding direct action and policy. Collaboration is encouraged among colleagues and disciplines, and cooperation is encouraged across institutions and national boundaries. Work in applied psychology is expected to be demanding and time-consuming, but also to be immediately useful to the university and community as a whole.

Departmental Code

This department is committed to supporting graduate students' rights in their dealings with faculty, other students, and the university. We will not tolerate discrimination based on race, sex, religion, sexual orientation, national origin, disability, or age. We are responsible for maintaining an environment that is free of sexual harassment. We will not allow graduate students to be exploited by faculty in terms of ideas (e.g., publication credit), workload (e.g., commensurate with credits or payment), or appropriate assignment of duties (e.g., professional activities). If you feel that your rights are being (or have been) infringed upon, we urge you to speak with your advisor, the department chair, the Chair of the Graduate Committee, other faculty, or others referenced in the University policies, available at <http://www.pdx.edu/diversity/office-of-equity-compliance>. In keeping with university policy, we will promptly notify The Office of Equity and Compliance of the complaint.

Advisors

Every student in our graduate programs require a general faculty advisor. The Department Chair assigns each incoming student to a general faculty advisor. Typically, a student's general faculty advisor becomes their thesis chair, although a student may under special circumstances request another faculty member to serve as thesis chair. Moreover, a faculty member must consent to work with a particular student. Once the thesis supervisor is determined, that faculty member automatically becomes the student's general advisor. See the Doctoral Degree Program section for more information on advising during the student's comprehensive exams and dissertation

research.

MASTER'S DEGREE PROGRAM OF STUDY

The University master's degree requirements are listed in the beginning of the Portland State University Bulletin. Students desiring an M.A. degree must be examined in a modern European language, although other languages may be substituted if approved by the department. A minimum of 54 credit hours is required of all M.A./M.S. candidates, although additional courses may be desirable for some specific programs of study. The student's program is determined in consultation with an advisor, and must include a minimum of 40 credit hours of psychology.

Required Coursework

Required coursework includes two courses in Applied Psychology (PSY 514, PSY 515, PSY 516, and PSY 510) which covers Applied Social Psychology, Applied Developmental, Applied Organizational Psychology and Community Psychology, respectively. Students must take two of the four of the Applied Psychology seminars but typically take two years to complete them.

All students are required to demonstrate competence in methodology, research design and applied statistical techniques. For this requirement, the student must pass the two-quarter sequence Quantitative Methods in Psychology I and II (PSY 521 and PSY 522).

Beyond these required courses, students' other coursework is determined by the Area Curriculum Plan in consultation with their academic advisor. Specifically, areas and tracks may require additional courses within the electives, which are reflected in the Curriculum Plans. (Please refer to Area Curriculum Plans located on the I:\ Drive [I:\Staff\Psychology\GradCurriculum])

Electives generally consist of graduate seminars in psychology. However, students may also choose to take independent research with an individual faculty member for elective credits. Students are also encouraged to explore relevant graduate coursework in PSU departments and professional schools outside of psychology.

Finally, all students must register for a minimum of 8 hours of thesis credit (PSY 503; note that all students register for 503, as 603 denotes dissertation). The faculty member involved should be the student's thesis supervisor (see By-arrangement Requests).

Master's Program Course List

Topic	Course	Credits	Total Cr.
Adv. Applied Psych (choose 2)	Psy 514 Social	4	8
	Psy 515 Developmental	4	
	Psy 516 Organizational	4	
	Psy 510 Community	4	
Quantitative	Psy 521	5	10
	Psy 522	5	
Electives	Elective 1	4	28
	Elective 2	4	
	Elective 3	4	
	Elective 4	4	
	Elective 5	4	
	Elective 6	4	
	Elective 7	4	
Thesis		8	8
Total Credits			54

Notes: The program requires a minimum of 40 credit hours in Psychology.

Example Master's Program

	Fall	Cr.	Winter	Cr.	Spring	Cr.	Total
Year 1	Psy 514 or Elective Psy 521 Total credits	4 5 9	Psy 515 or Elective Psy 522 Total credits	4 5 9	Psy 510 or Elective Elective Thesis Total credits	4 4 1 9	27
Year 2	Psy 516 or Elective Elective Thesis Total credits	4 4 1 9	Psy 515 or Elective Elective Thesis Total credits	4 4 1 9	Thesis Psy 510 or Elective Total credits	5 4 9	27
					Total credits		54

Notes: Students in I/O Psychology, Applied Quantitative, Applied Social, and Community Psychology may not take Psy 515 (Advanced Applied Developmental Psychology) in their first year. Students planning on pursuing the doctoral degree in Applied Psychology typically take Psy 524 (Research Design in Psychology) in the spring term of their first year; this course is a requirement for the doctoral program but not the master's program. Students planning on pursuing the doctoral degree should consider electives that would count 1) for their major comprehensive exam, 2) the required additional methodology course requirement, or 3) the required course in Ethics (Psychology 518). Please confer with your advisor on the selection of courses.

Expected Advanced Applied Psychology Course Offerings:

- FALL - Advanced Applied Organizational Psychology (PSY 516/616)
Advanced Applied Social Psychology (Psy 514/614)
- WINTER - Advanced Applied Developmental Psychology (PSY 515/615)
- SPRING - Advanced Community Psychology (510/610)

Credit Distribution and Limitation for Master's Degrees

The following limitations are placed on the use of credits in 501, 503, 505, and 507 courses (i.e., **by-arrangement requests**):

1. A maximum of 12 credits in 501 Research, 502 and/or 505 Reading and Conference;
2. A maximum of 9 credits in 504, 508, and 509 combined.

3. A range of 8-9 credits in 503 Thesis;¹
4. A range of 8 to 12 credits in 507 Seminar.

The Master's Thesis

The department considers the master's thesis to be a learning experience and students are not necessarily expected to demonstrate the ability to design and conduct independent research (an expectation of the doctoral candidate). However, Masters' students must demonstrate that they have had experience in research design, Human Subjects issues, data collection, data management, and data analysis before the degree will be awarded. There are several options available to students in satisfying the thesis requirement. For example, one possibility is to carry out research under the supervision of a departmental faculty member or someone doing research in the community. Note that the outside research supervisor may serve as a member of the thesis committee, but may not be its chair.

Thesis Stages

1. Select Topic
2. Choose Thesis Supervisor
3. Develop Proposal
4. Choose Thesis Committee
5. Complete Master's Thesis Committee Approval Form
6. Hold Colloquium (complete Thesis Proposal Approval Form)
7. Complete Human Subjects Review process
8. Conduct and Write Thesis
9. Appointment of Final Oral Committee (advisor completes GO-16M)
10. (Meet With Committee Prior to Exam [Defense], If Necessary)
11. Final Oral Exam (Defense) – only after GO-16M has been approved
12. Submission of thesis to Office of Graduate Studies; correction as required.
13. Graduation

Thesis Supervisor/Committee

The student is free to select any regular departmental faculty member (see GO-16M form from Office of Graduate Studies) as the committee chair, provided that person is willing and able to serve.

Students are required to have at least 2, but no more than 3 committee members in addition to one's chair, selected with the approval of the thesis supervisor (chairperson) prior to the proposal colloquium. Note that two committee members (the chair and one other person) must be regular departmental members; other committee members may be fixed-term faculty from within the Psychology Department or selected from outside the department or outside the University. With pre-approval of the Graduate Committee Chair (or Department Chair, when the

¹ For students pursuing the doctoral degree, only 8 credits of Psy 503 Thesis will count towards the 108 needed credit hours for that degree; thus, students and advisors are encouraged to factor this consideration into determining when those 8 credits should be applied. By University policy, students must take at least 1 thesis credit hour the proposal term, 1 thesis credit hour the defense term, and 1 thesis OR non-thesis credit hour the term in which the degree is awarded.

Graduate Committee Chair is chair of the thesis committee), one adjunct faculty member may serve on the committee instead of a regular faculty member.

Faculty members on leave may continue to participate as committee members only if able and willing to attend committee meetings. Otherwise, they should be replaced. If the chairperson of the committee does not continue while on leave, an acting chairperson, agreeable to the committee and the student, is named by the department chair.

Any change in membership on an existing thesis committee must be agreed upon by the committee members, the student, and the department chair. Any changes to committee membership after its approval by the Office of Graduate Studies must be re-approved by the Office of Graduate Studies before the final oral exam.

The thesis committee must meet as a whole at the proposal colloquium and at the final oral defense.

Preparation of Thesis

The instructions for the thesis format, *Information Regarding Thesis Approval*, is available at the Office of Graduate Studies web page: <http://www.pdx.edu/ogs/thesis-and-dissertation-information>. Several books, which offer advice to graduate students on the development and writing of theses, are available at the PSU Library.

Proposal

After the student and the thesis committee have agreed upon the thesis topic, the student prepares a formal written thesis proposal. Once the committee is formed (but no later than 1 month prior to the proposal colloquium), the student should also complete the committee approval form and submit to the front office. At any time during the proposal development process, members of the committee may meet informally (at the request of the student or any committee member) to discuss, come to consensus on, or solve any problems related to the proposal. When the committee chair deems the proposal ready, it is distributed to committee members, who are given at least two weeks to read the proposal. The personal need of a student to finish by a certain date is not a consideration in this decision.

Colloquium

When the thesis proposal has been distributed to the committee, the student arranges a date and time for the colloquium. Two hours are scheduled for the colloquium. The student and the thesis committee must agree on the date and time. In order to secure a room for the colloquium, the student confers with the Psychology office staff. One week prior to the colloquium, the student sends via e-mail an announcement to all Psychology faculty and graduate students, announcing the date, time, room number, title of the thesis, name of the chair, and names of the thesis committee members, including the institutional affiliation of any committee members who are not regular Psychology faculty. At this time, the student places one copy in room 317L for interested faculty and students. Faculty or other students may also request copies of the document from the student.

In order to be considered an official colloquium, all committee members must be present. (See <http://www.pdx.edu/ogs/> for guidelines about electronic presence.)

The colloquium begins with the chair calling the meeting to order and then requesting that everyone except the committee leave the room, so that the committee can briefly discuss their initial evaluations of the proposal and make a plan about how the meeting should proceed. The student and any audience members are called back into the room, whereupon the student presents the proposal to the committee, using approximately one half an hour. The next hour or so is used for questions, discussion, and problem-solving. When approximately 20 minutes are left, the student and any audience members are again asked to leave the room. The committee then decides what kinds of revisions are required and whether another meeting is needed. The student is called back in and informed of the decisions. At this point, the details about the revisions are worked out (including any meetings with individual committee members). Committee members agreed to the process for checking to see that revisions have been completed (whether this will be carried out by committee members or the chair). Committee members determine whether another meeting is necessary and if so, schedule it. If another meeting is not needed, then decisions are made about who will sign the Thesis Proposal Approval Form at this time and who will sign later. Usually the thesis chair does not sign the form until all revisions have been made. Some committee members may choose not to sign until certain revisions have been made.

Based on discussions during the colloquium, the student revises the proposal if necessary. After the proposal revisions are approved, the student should remind his/her supervisor to update the Thesis Proposal Approval Form in the student's file. A signed Thesis Proposal Approval Form indicates that the committee has officially approved the proposal. After the colloquium, the revised proposal and the signed Thesis Proposal Approval Form should be placed in the student's file.

Note that students must be enrolled for at least 1 credit of thesis while they are working on their thesis and in the quarter they have a colloquium or defense.

Committee Approval from the Office of Graduate Studies (GO-16M)

Per Office of Graduate Studies policy, the thesis advisor submits the Appointment of Final Oral Examination Committee form (GO-16M) as soon as possible, but no later than 6 weeks before the actual defense to allow for processing time. The advisor also needs to abide by OGS deadlines, specifying that forms are due approximately two weeks before the end of the term preceding the term of the defense (see the following link for specific dates: <http://www.pdx.edu/ogs/graduate-candidate-deadlines/>). The student and advisor complete the form GO-16M Appointment of Final Oral Examination Committee and the advisor forwards it to the Office of Graduate Studies for approval of the committee membership. After the Office of Graduate Studies approves the committee, the student gives the representatives a final draft of the thesis at least two weeks before the final oral examination. The oral defense should be scheduled no less than five weeks prior to the conferring of the degree. Please note that **NO DEFENSE SHALL BE VALID WITHOUT A THESIS COMMITTEE (GO-16M) APPROVED BY THE OFFICE OF GRADUATE STUDIES.**

Thesis Defense

The final oral defense is normally held during the final term of residence, and typically not before all Master's Thesis course requirements are completed. This examination includes a defense of the student's thesis and related fields. The final oral defense is conducted by the student's entire committee (all appointed members must be present for the oral examination).

The student schedules the time and place of the examination after agreement of all members and the candidate. One week prior to the defense, the student sends via e-mail an announcement to all Psychology faculty and graduate students, announcing the date, time, room number, title of the thesis, name of the chair, and names of the thesis committee members, including the institutional affiliation of any committee members who are not regular Psychology faculty. Once again, the student should place a copy of the final document in a clearly marked folder in 317-L.

All committee members or alternates approved by the Dean of Graduate Studies must be present for the final oral examination. The final examination is an open meeting. As with the proposal colloquium, the committee is given some time alone to discuss initial evaluations of the thesis and to decide how to proceed during the defense. The student presents his/her study and findings, followed by committee members' questions and discussion. Passing of the final oral examination requires a majority approval. If the final oral examination is not passed, the department has the option of disqualifying the candidate from the Master's program. However, typically, in such cases, the document is revised and the candidate is permitted to appear for re-examination. Note that there is a 3-month period before re-examination is permitted by the Office of Graduate Studies. The result of the second examination is final. Examiners for the final oral examination indicate their action on the GO-17M Recommendation for the Degree at the close of the examination.

The student or supervisor obtains the GO-17M from the Office of Graduate Studies (<http://www.pdx.edu/ogs/sites/www.pdx.edu.ogs/files/GO-17M.pdf>), completes the form in advance of the oral examination, and has it available during the oral examination for signatures. After the oral examination is completed and the form GO-17M has been signed, the form is returned to the Graduate Studies Office.

Approval of Thesis

Any revisions of the thesis discussed at the final oral defense must be incorporated by the student before final approval is given to the thesis. Students are required to give thesis committee members and the department chair at least two weeks to read the thesis before giving their approval. After the student has received final approval for the thesis, the student submits the approved thesis to the Office of Graduate Studies; the formatting guidelines are

available at <http://www.pdx.edu/ogs/thesis-and-dissertation-information>. The student must also submit the completed Thesis Signature Page and the ETD Access form to the Office of Graduate Studies. It is wise to have Thesis Signature Page available at the final defense so that if the committee gives final approval to the thesis at this time the signature page may be signed by the committee members.

Graduation

After signatures have been obtained on the signature page, the form is submitted by the student to the Office of Graduate Studies before the appropriate deadline. In addition, the student should give one copy of the final thesis to the advisor and any committee members who request it.

Application for Graduation

Students must file an application for graduation with Degree Requirements by the stated deadline. Please note that this application is only valid for two terms prior to the term in which graduation is expected. (Check time schedule for deadlines.)

Application to the Ph.D. Program

Successful completion of the Master's Degree Program does not guarantee admission into the Doctoral Program.

As described in greater detail in the section on Graduate Student Evaluation, graduate students who have been admitted into the doctoral program must complete a post-master's review. This evaluation determines whether Ph.D. students will be invited to continue on in the program or dismissed from the program. Students who have successfully completed the requirements of the Master's Degree, and who have shown the capacity for excellence in carrying out community-based research, will be permitted to continue on in the program as doctoral students.

Students who were admitted to the program as a terminal Master's student may apply to the doctoral program only after they have successfully defended their Master's thesis. Students must request a formal post-master's review to accompany or closely follow the thesis defense.

If the student does not request a formal post-Master's review when they complete their Master's thesis defense, and subsequently decides to apply to the doctoral program, they must do so by submitting a full application at the normal yearly admission cycle. The post-Master's review is described in greater detail in the section on Graduate Student Evaluation. This evaluation determines whether the Master's student will be permitted to apply to the doctoral program. Students who achieve a favorable post-Master's review can apply to the doctoral program at any time during the academic year. However, for students originally admitted to the Master's degree program only, admission to the doctoral program does not automatically guarantee funding. To apply, they update their current file by submitting to the Chair of the Graduate Committee a packet containing: (1) a new statement of research interests, (2) their grades in the Master's program, and (3) two letters of reference, at least one of which must be from a regular faculty member in the Psychology Department. After their updated application has been received, the student's request for application to the doctoral program is considered by the full faculty.

Note: If you are trying to make a deadline for any reason, please be sure to schedule your defense meeting early so that you can accommodate the need for revisions and avoid disappointments. Also be aware that faculty members are only available for thesis and dissertation meetings between Sept. 16 and June 15, during regular term periods (i.e., not during Winter or Spring breaks).

APPLIED PSYCHOLOGY DOCTORAL DEGREE PROGRAM

Program Overview

Since 1987, the Department's graduate program has focused on research in Applied Psychology. As described in our mission statement, "Applied psychology retains the goal of advancing knowledge through a scientific approach to human behavior and experience while addressing significant issues facing society."

The doctoral program in Applied Psychology has been designed explicitly to train research professionals who will have the tools and expertise to contribute to the definition and solution of significant social problems facing society. The Psychology Department offers the Ph.D. in Applied Psychology with concentrations in

Industrial/Organizational (I/O), Applied Social, Community, Applied Quantitative and Applied Developmental Psychology.

Advising

Our doctoral training program requires that each student have a general faculty advisor. The Department Chair assigns each incoming student to a general faculty advisor. Students may request that their general faculty advisor become their thesis/dissertation chair or may request another faculty member to serve as thesis/dissertation chair, although this must be also agreed to by both the faculty members. Once the thesis/dissertation chair is determined, that faculty member automatically becomes the student's general advisor.

Detailed List of Doctoral Degree Stages

NOTE: See also "Summary of Procedures for Doctoral Degree" in the PSU Bulletin and Office of Graduate Studies website.

1. Complete coursework
2. Identify Comprehensive Examination Area
3. Select Comprehensive Examination Committee
4. Develop Comprehensive Exam Proposal
5. Committee Approval of Comprehensive Exam Proposal
6. Comprehensive Exams
7. Passing of Comprehensive Exams
8. Committee Chair Submits Comprehensive Exam Grade Form to Office of Graduate Studies
9. Internship and Internship Report (see Graduate Forms and Procedures Section) (optional)
10. Define Dissertation topic
11. Form Dissertation Committee
12. Develop Dissertation Topic and Research Plan
13. Submit GO-16D to Office of Graduate Studies
14. Official Appointment of Dissertation Committee
15. Dissertation Research Proposal Colloquium (see Graduate Forms)
16. Submit formal Human Subjects Research Application; faculty advisor completes Advancement to Candidacy Form and Program of Study Form upon approval (see Graduate Forms for both).
17. Conduct and Write Dissertation
18. File an "Application for the Degree" form (see <http://www.pdx.edu/ogs/forms>)
19. Distribute Dissertation to Committee
20. Pre-Defense Meeting
21. Schedule Oral Examination Dissertation Defense

22. Dissertation Abstract Approval
23. Distribute Final Draft of Dissertation to Committee
24. Dissertation Defense (Oral Examination)
25. Final Dissertation Approval
26. Dissertation Formatting Approval (see <http://www.pdx.edu/ogs/thesis-and-dissertation-information>)
27. Submit Electronic Copy of Dissertation and Abstract to Office of Graduate Studies
28. Microfilming Agreement Form and Dissertation Abstract Submission to Office of Graduate Studies
29. Complete the National Research Council Survey of Earned Doctorates
30. The Psychology Department (*not the student*) submits the GO-17D form for Graduation
31. Graduation

Procedures for Doctoral Degree

Required Coursework

Candidates for the Doctor of Philosophy must satisfy all the requirements for the Master's Degree plus additional achievements and work. A program of study for the student will be determined in consultation with his/her advisor. Including the Master's program, students must earn a minimum of 108 quarter graduate credits in approved courses. A minimum of 54 additional degree credits (over and above the 54 credits required to the Master's Degree) are required of doctoral students. Forty-five of these credits must be completed at PSU. Although only 54 additional credits are required, students must meet the credit requirement for the comprehensive examination, and additional coursework may be needed to fulfill this requirement (see section entitled Comprehensive Examination). In order to receive tuition remission and a stipend, doctoral students must enroll in a minimum of 9 hours of graduate credit per quarter, Fall to Spring.

Beyond the required courses specified previously and below, students' other coursework is determined by the Area Curriculum Plan in consultation with their academic advisor. Specifically, areas and tracks may require additional courses within the electives, which are reflected in the Curriculum Plans. (Please refer to Area Curriculum Plans located on the I:\ Drive [I:\Staff\Psychology\GradCurriculum])

The program is structured around four major stages of core training experiences. The list below illustrates the timing of these required stages.

1. **Coursework:** *Required Courses* that include both Advanced Applied Psychology Courses and the Research Methods sequence; and *Elective Courses* which allow students to tailor their skills in specific Major and optional Minor areas. Naturally, all supporting coursework must be completed before taking comprehensive exams.
2. **Comprehensive Exams** designed to assess the breadth of student knowledge in key programmatic areas. Comprehensive exams will be offered twice a year, in the Fall and Spring terms. The comprehensive examinations are often taken in the third year after admission to the program but no later than five years after admission to the program.
3. **Process-Oriented Applied Training** (i.e., optional internships) in the form of collaborative work with private and public organizations to provide specialized training in a student's Major area. Students must have successfully completed the Master's Thesis oral defense and obtained the approval of their advisor before beginning their internship.
4. **Empirical Research** conducted under the supervision of a faculty member to complete dissertation requirements. All doctoral students are required to complete an empirical Master's thesis to

demonstrate proficiency with the following skills: conceptualization of applied problems, formulation of empirical questions, research design, Human Subjects compliance, data collection, data management, and data analysis and interpretation. Students also complete an empirical doctoral dissertation to demonstrate their proficiency in conducting independent research in an applied setting. This research represents the culmination of the student's graduate training.

a. *Dissertation Research Proposal.*

The student is expected to prepare a dissertation research proposal, submit it for acceptance by a proposed Dissertation committee, and be advanced to candidacy within one year of passing the comprehensive exams. The student may petition to advisor and Graduate Chair in writing for a maximum of one-year extension of this requirement. The Graduate Chair and the adviser will confer and the Graduate Chair will issue a decision in writing. In rare circumstances, a second extension may be granted. If the student is not advanced to candidacy within one year, or two years (3 in exceptional circumstances) with approved extension, the student will be permanently dropped from the program. Please note that OGS rules stipulate that students have a maximum of three years from the completion of comprehensive examinations to advancement to candidacy.

b. *Dissertation Defense*

Graduation must occur no later than five calendar years after advancement to candidacy. Extensions must be approved by the Dean of Graduate Studies.

Required courses and grading specific to the doctoral program are detailed below:

Psy 518/618 Ethics and Professional Issues in Applied Research and Practice (4). Examines ethical issues of importance to applied psychologists with special attention to the use of human subjects in psychological research. Addresses ethical issues in professional relationships and in the teaching of psychology.

Students must complete three of the four Advanced Applied courses for the doctoral degree. See Curriculum table on next page.

Psy 524/624: Research Design in Applied Psychology (4). Before analyzing data, a researcher must carefully plan a project to generate such data. This course examines two essential issues in designing studies: research design and measurement. Key topics include articulating study goals in advance, choosing research designs appropriate to accomplish study goals, and measuring important study variables in the best manner possible. Important design issues include causal inference and generalizability. Important measurement issues include assessments of data dimensionality, score reliability, and construct validity.

Doctoral students must achieve a B+ or higher grade in PSY 521, PSY 522, and in PSY 524. Any student who does not achieve a B+ or higher grade must retake the course in the subsequent year. The course(s) may be taken no more than two times with the course tuition paid by a Department tuition waiver. In no case will a student be permitted to begin their major (or optional minor) comprehensive examination without first meeting the above grade requirements in PSY 521, PSY 522, and PSY 524.

Curriculum for Ph.D. in Applied Psychology

Focus of Training	Course Number and Title	Cr.
Applied Psychology Core	<u>Three of the following four courses:</u> PSY 610. Community Psychology PSY 614. Advanced Applied Social Psychology PSY 615. Advanced Applied Developmental Psychology PSY 616. Advanced Applied Organizational Psychology and	12
	PSY 618. Ethics and Professional Issues in Applied Research and Practice	4
Methodology Core (Required of all students)	PSY 621. Univariate Quantitative Methods*	5
	PSY 622. Multiple Regression and Multivariate Quantitative Methods*	5
	PSY 624. Research Design in Applied Psychology*	4
	PSY 5xx/6xx. Required Methodology Elective	4
	* Must be passed with a B+ or higher grade (see above policy)	18
Courses in Major Concentration Areas	Depending on the area of concentration, students take a minimum of 12 credit hours of elective courses. Please refer to the area curriculum plans for specific requirements and recommendations.	12
Additional Electives	5xx/6xx. Electives (including optional Minor Concentration Areas or PSY 604 Internship credits of up to 8)	27
Independent Research	PSY 503. Thesis	8
	PSY 603. Dissertation	27
		35
Total:		108

GRADUATE DEGREE PROGRAMS IN APPLIED PSYCHOLOGY

Applied Psychology Doctoral Program – Example Curriculum

	Fall Quarter	Winter Quarter	Spring Quarter
Year 1	Psy 621 (5) <u>Psy 614 or Elective (4)</u> Total = 9 CH	Psy 622 (5) <u>PSY 615 or Elective (4)</u> Total = 9 CH	Psy 624 (4) Psy 610 or Elective (4) <u>PSY 503 (1)</u> Total = 9 CH
Year 2	Psy 616 or Elective Elective (4) <u>Psy 503 (1)</u> Total = 9 CH	Elective (4) PSY 615 or Elective (4) <u>Psy 503 (1)</u> Total = 9 CH	Psy 610 or Elective (4) <u>Psy 503 (5)</u> Total = 9 CH
Year 3	Elective (4) Elective (4) <u>PSY 605 (1)</u> Total = 9 CH	Elective (4) Elective (4) <u>PSY 605 (1)</u> Total = 9 CH	Psy 618 (4) Elective (4) <u>PSY 605 (1)</u> Total = 9 CH
Year 4	<u>Psy 603 (9)</u> Total = 9 CH	<u>Psy 603 (9)</u> Total = 9 CH	<u>Total 603 (9)</u> Total = 9 CH

Notes: Students in I/O Psychology, Applied Quantitative, Applied Social, and Community Psychology may not take Psy 615 (Advanced Applied Developmental Psychology) in their first year. Students should consider electives that would count (1) for their comprehensive exam, (2) the required additional methodology course requirement, (3) the required course in Ethics (Psychology 518), or (4) for an optional minor area of specialization. Please confer with your advisor on the selection of courses.

Timely Progress Norms

Below are the normative expectations for students' timely progress through the program curriculum requirements. Please note that student funding is contingent on availability of funds as well as timely progress.

Requirement	Range	Early On Time	End of On Time
Propose Master's thesis	1.5 to 2.5 years	Winter of Year 2	Winter of year 3
Finish Master's thesis	2 to 3 years	Spring of Year 2	Spring of Year 3
Comps	2.5 to 3.5 years	Fall of year 3	Spring of Year 4
Internship (if taken)	2.5 to 3.5 years	Winter of year 3	Spring of year 4
Propose Dissertation	3 to 4 years	Fall of Year 4	Fall of Year 5
Defend Dissertation	4 to 5 years	Spring of Year 4	Spring of Year 5

	Fall	Winter	Spring
Year 1			
Year 2		EARLY ON TIME Propose Master's thesis	EARLY ON TIME Finish Master's thesis
Year 3	EARLY ON TIME Comps (following master's thesis completion)	EARLY ON TIME Internship	
		END OF ON TIME Propose Master's thesis	END OF ON TIME Finish Master's thesis
Year 4	EARLY ON TIME Propose Dissertation		EARLY ON TIME Defend Dissertation
			END OF ON TIME Comps Rule: Must comp by end of year 4
Year 5			
	END OF ON TIME Propose Dissertation Rule: Must propose within 1 year of passing comps.		END OF ON TIME Defend Dissertation Rule: Failure to comp by end of year 5 results in dismissal.

Elective Coursework

Elective courses offer opportunities for students to tailor their skills in a particular major area of concentration (i.e., I/O, Applied Developmental, or Applied Social/Community Psychology), and to develop a specialization in a particular optional Minor area of concentration (e.g., Business, Education, Systems Science, or an area of Applied Psychology within our department such as Occupational Health Psychology). Although a Minor area of concentration is optional in the program, students wishing to pursue a Minor are strongly encouraged to declare their interest in a particular minor with a cohesive plan of study relatively early in the program in consultation with their advisor, for example at the beginning of their second year in the program as part of their yearly plan (see under Annual Reviews). See the tables below for a non-comprehensive list of graduate courses that can be used by students to obtain in-depth training in their major, minor, and methods areas. The list of courses is organized by area. As described previously, coursework should be determined by the Area Curriculum Plan. Students are encouraged to take courses from a variety of other departments within the University as well as from related disciplines.

*Non-Comprehensive List of Graduate Electives***Applied Quantitative Psychology and Research Methodology Electives**

PSY 510/610	Research in Quantitative & Psychometric Methods (4)
SySc 610	Systems Approaches to Research in Applied Psychology (4)
PSY 537/637	Qualitative Research Methods in Psychology (4)
PSY 510/610	Advanced Psychological Measurement (4)
PSY 510/610	Item Response Theory (4)
PSY 510/610	Program Evaluation
PSY 519	Field Experimental Methods (4)
PSY 523/623	Factor Analysis & Covariance Structure Modeling (5)
PSY 532/632	Clinical Interviewing (4)
PSY 495/595	Psychological Test Construction (4)
PSY 497/597	Applied Survey Research Methods (4)
PSY 498/598	Field Observation Methods (4)

Applied Social Psychology Electives

PSY 589/689	Adult Socialization (4)
PSY 471/571	Health Psychology (4)
PSY 533/633	Contemporary Social Psychology (4)
PSY 554/664	Social Psychology of Mental Health (4)
PSY 510	Psychology of Women (4)
PSY 440/540	Group Process (4)

Community Psychology Electives

PSY 480/580-481/581-482/582	Community Psychology (12)
PSY 431U/510	Psychology of Men and Masculinity (4)

Applied Developmental Psychology Electives

PSY 459/559	Infant Development (4)
PSY 460/560	Child Psychology (4)
PSY 461/561	Adolescent Development (4)
PSY 562	Adult Development and Aging (4)
PSY 510	Psychological Development of African American Children (4)
PSY 510	Biological Bases of Development (4)
PSY 510	Cognitive Development (4)
PSY 464/564	Developmental Psychopathology (4)
PSY 487/587	Lifespan Development (4)
PSY 468/568	Social Development (4)
PSY 510	Developmental Processes in Beginning Reading (4)

Industrial/Organizational Psychology Electives

PSY 510/610	Industrial Psychology (4; required for all I/O students)
PSY 510/610	Occupational Safety and Health (4)
PSY 436/536	Performance Appraisal and Feedback (4)
PSY 444/544	Job Analysis (4)
PSY 445/545	Employee Development (Training) (4)
PSY 448/548	Psychology of Work Motivation (4)
PSY 467/567	Work and Family (4)
PSY 478/578	Leadership and Group Effectiveness (4)
PSY 479/579	Women and Organizational Psychology (4)
PSY 550/650	Occupational Health Psychology (4)
PSY 610	Organizational Theory and Systems Dynamics (4)
PSY 535/635	Psychological Consulting in Organizations (4)
PSY 536/646	Personnel Selection (4)

Applied Psychology Electives

PSY 510	Evolutionary Psychology (4)
PSY 510/610	Cross-Cultural Psychology (4)
PSY 510/610	Stress and Coping (4)

Electives outside Psychology

Students are encouraged to take relevant courses in:

Administration of Justice
 Business Administration
 Community Health
 Child and Family Studies
 Education
 Mathematics
 Political Science
 Social Work
 Sociology
 Statistics

Systems Science
 Urban Studies

Comprehensive Examination

The primary purpose of the comprehensive exams is for students to demonstrate breadth of training in their major area of study. In addition, the exams allow students to demonstrate integration of perspectives, knowledge, and research gained from course work and research activities. As one option, students can also use the comprehensive exam to integrate and demonstrate knowledge about a minor area of study. We also encourage students to use the exams as an opportunity to explore potential dissertation topics. Doctoral students may take the comprehensive exams after they have completed (a) the Master's thesis (with an approved GO-17M or waived thesis), (b) the Post-Master's Review, (c) the credit hours required to support the exam area, and have (d) an approved comprehensive exam proposal. Students are required to pass comprehensive exams before beginning dissertation proposals. Timely progress norms specify that students complete comprehensive exams by the end of their 4th year (see table in previous section). By University rule, Comprehensive Exams must however be completed no later than by the end of a student's 5th year in the program; students not taking comprehensive exams by this point will be dismissed from the Ph.D. program.

Comprehensive exams are normally given twice per year, during the 5th week of the Fall and Spring quarters. Note that it is the student's responsibility to check any additional University guidelines regarding the comprehensive exams.

Note on Applied Community Psychology Major Area Paper Option: **In December 2016, the faculty approved an option to replace the Major Area written examination with a Major Area Paper; this Major Area Paper is due when the Major written examination would take place in the Fall and Spring terms. The descriptions and processes described below should be interpreted as needed to allow for the Applied Community Psychology Major Area Paper. A complete description of the Major Area Paper option appears at the end of this Handbook in Appendix B.**

Note on Industrial/Organizational Psychology Major Area Paper Option: **In May 2021, the faculty approved an option to replace the Major Area written examination with a Major Area Paper; this Major Area Paper is due when the Major written examination would take place in the Fall and Spring terms. The descriptions and processes described below should be interpreted as needed to allow for the Industrial/Organizational Psychology Major Area Paper. A complete description of the Major Area Paper option appears at the end of this Handbook in Appendix C.**

Description

Comprehensive exams will consist of a written portion and an oral portion. Students will identify specific exam topics relevant to their course of study in consultation with their advisor and affiliated area faculty. The written examination areas include:

Departmental major area (Applied Developmental, Applied Social, Applied Quantitative, Community, and Industrial and Organizational Psychology).

Courses in Support of the Comprehensive Exam

Major Area Exam: A minimum of **four** courses (i.e., typically 4 credit hours each) are necessary to support the major area requirement for the doctoral degree in Applied Psychology. The number and nature of acceptable courses in support of the major are determined and must be approved by the major area faculty. Fairness and consistency in the number and nature of acceptable courses in support of the major should exist across students pursuing the same major.

Notes:

No more than 8 credit hours of by-arrangement courses (503, 505, 507, 605, 607) can be used as part of the 16 credit hours.

By-arrangement courses numbered 501, 504, 601, and 604 cannot be used towards the 16 credit hours. However, 507/607 classes taught in Psychology are acceptable.

Preparing for the Comprehensive Exam

1. *Create an Exam Committee:* There will be two comprehensive exam committee members: The chair (from the major area) and a second member from the major area. The two major area examiners and the exam committee chair will be determined by the faculty in the major. The role of the chair is to coordinate feedback of results from the examiners to the student after the written exam and prior to the oral.

2. *Complete a Comprehensive Exam Proposal:* The comprehensive exam proposal document will be composed of a proposal cover sheet with approval signatures from all Committee members and the Graduate Program Chair, a list of coursework related to the proposal exam area, a reading list, and a 1-2 page description of a possible dissertation topic. The core reading list is determined in advance by the area or track, but exam committee members may tailor it to provide more emphasis in a particular area pertinent to the student's area of expertise. In particular, the reading list for major exams will be determined by faculty in the area or track. Although the Department strives for comparability of the reading lists across areas in terms of length, the reading list is ultimately up to the faculty in the major area or track.

3. *Hold a Proposal Meeting:* The proposal meeting will be informal and involve a discussion among the student and the examiners to fine-tune the reading list, determine the details of the examination procedure (e.g., timing and location of exams, what materials can be used during the written exam, and the scope of the oral exam), and set the date for the oral exam (usually within 2 weeks of the written exam).

4. *A Note on Timing:* For those planning to take the exam in the Fall, the proposal must be approved by the end of Spring term. For those planning to take the exam in the Spring, the proposal must be approved by the end of the Fall term. The student should meet with individual examiners prior to the comprehensive exam proposal meeting to obtain informal approval for their proposal.

Written Exam Administration

Major area written exams will be given semi-annually, typically but not exclusively on the 5th week of the Fall and Spring terms. These procedural details will be clarified during the comprehensive exam proposal meeting. Students' completed written exams are due to the comprehensive exam committee chair by Tuesday of the 5th week of the Fall and Spring terms. Note that Major Area Papers are due earlier in the term than week 5 based on what is decided during the comprehensive exam proposal meeting. An individual faculty member from each area (typically the exam committee chair) will be responsible, on a rotating basis, for administration of the exams and for making and distributing copies of the answers to readers within 48 hours of receiving the exam. Note that comprehensive exams are administered under an honor system such that faculty are not required to monitor student examinees while they are taking their exams.

Students will take the exams on personal computers in a space agreeable to the student and comprehensive exam committee (e.g., in a room in Cramer Hall, at the student's home) as informed by area practices to foster equity across students. This procedural detail should also be agreed to in the comprehensive exam proposal meeting.

Written Exam Evaluation

Scoring of the Major exam. Each major written exam will be read by at least 2 faculty from the area or track. Faculty reading the major exam will give students a score of check-plus (5 points), check (4 points; passing), check-minus (3 points; marginal), or X (1 point; fail). Students must be given an average score of 3.5 or higher in the Major area in order to pass the Major area exam. The two faculty members average their individual grades to arrive at the single overall grade. Students who do not pass the Major exam will be given one additional chance to pass the exam the next time the exams are offered. In cases in

which the student has received a "fail" from a single examiner, either the student or the examiner may request an additional reader.

The chair combines the scores on the major exam questions to create an overall average score. If the average is 3.5 or higher, the student proceeds to the Oral Exam.

Oral Exams

The purpose of the oral exams is to assess students' knowledge and ability in their Major area of expertise. In addition, the oral exam may be used to address any deficiencies in the Major exam. The oral exams are typically scheduled within 1-2 weeks following the written exams. At least 24 hours before the scheduled time of the oral exam, the Chair of the committee will give grades from all examiners (de-identified) for either (1) each exam day or exam area, or (2) each exam question, depending on the practices of the Major area. Additionally, the comprehensive exam committee should provide general feedback on the written exam performance prior to the oral exam, in particular for the overall aspects of the written exam that were not adequate (e.g., needing to dig deeper into theory). Furthermore, the level of feedback a comprehensive exam committee should not be so long and specific that it delays providing such feedback to the student prior to the oral exam.

The oral exam typically lasts two hours.

At the beginning of the exam, students are asked by the Chair to step outside while the committee reviews the student's performance on the written portion of the exam, and decides how the oral exam is to proceed. It is difficult to specify the nature of the oral exam, but in general, the examiners focus on those areas of the written exam in which the student needs to demonstrate proficiency. Each examiner spends some time having students clarify responses given in the written portion of the exam and/or may raise new issues/questions. Once the committee members have finished questioning the student, the student leaves while the examiners discuss and assign a numerical grade to the student's performance. Even when the oral is successfully completed, students will not have access to their written exams. They may meet with their examiners to discuss their performance, but cannot see their actual exam.

Following the completion of the oral exam, each committee member will vote by secret ballot on the status of the student in their exam area according to the following: 5= exceptional, 4= satisfies norm of solid Ph.D., 3= marginal, 2= too weak for marginal, but not a clear failure, and 1= fail and should not be in program. Performance on both the written and oral portions of the exam is evaluated together so that a student is assigned one numerical score for the exam. That is, each examiner assigns a grade based on the student's performance on both the written and oral exams in a particular area. The faculty are not restricted to integers when voting. To pass, the student must have an average score across the Major exam of at least 3.8.

The university policy states: If the student fails the entire comprehensive exam or any section thereof, the doctoral program may dismiss the student from the degree program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months.

The results of the second examinations are final. If the department allows a student to retake the entire exam or a portion thereof, the student must be given a time line for retaking the exam as well as feedback on the first exam. Specifically, in the case that a student will be retaking some or all parts of the comprehensive exam, formative feedback needs to be provided, such that the student is apprised of the deficiencies in the first exam administration and has a clear understanding of how to prepare for the reexamination. Feedback processes are to be consistent across students, except when a rationale for divergence can be clearly articulated as determined by the graduate committee. Concise and developmentally-oriented feedback that highlight areas of deficiency will be given in person to the student and followed by a written notice, which will be included on the comprehensive examination report in the student's file. In the event a student has failed a portion of the written exam, the committee meets with the student during the scheduled oral exam period to convey feedback. All of our students are encouraged to seek writing support through the writing center.

The exam committee completes a Comprehensive Exam Scoring Report following each comprehensive exam administration (which is internal to the department). Once the final outcome of comprehensive exams is determined (either the student has passed or the student failed the retake examination), the committee chair should complete the Comprehensive Examination Report, which is then signed by the Graduate Committee Chair and sent to the Office of Graduate Studies.

Minor Area

Students have the option of creating a specialized area of concentration tailored to their interests (e.g., Occupational Health Psychology, Diversity, Business, Education, Methods, or an area of Applied Psychology within our department).

For students who select this option, there are two ways it can be completed:

- (1) As part of a concentration of courses, with no written or oral exam and/or
- (2) As a part of the written and oral comprehensive exam.

Neither of these options is required. However, in consultation with their advisor, students can choose one or both-- if they choose to fulfill multiple minor areas of study.

(1) Minor Area as a Concentration of Coursework

Students have the opportunity to pursue one or more minor areas of concentration within the doctoral program. Completing one or more minor areas of concentration, however, is optional.² Students should discuss this opportunity with their advisors early in their doctoral program and consider the courses that would be necessary to complete each minor and when they will be taken.

Minor areas are constellations of specialized courses involving a coherent topic area. Examples of prior minors include Human Diversity, Business, Occupational Health Psychology, Developmental Science and Education, Methods, Systems Science, or an area of Applied Psychology within our department that is not the Major area of study for a student.

A minimum of **three** courses (i.e., typically 4 credit hours each) are necessary to support a minor area of concentration. The number and nature of acceptable courses in support of the minor are determined and must be approved by the minor area faculty if one exists or by an agreement between the student's advisor and the Graduate Committee chair if no set minor area faculty exists. Fairness and consistency in the number and nature of acceptable courses in support of the minor should exist across students pursuing the same minor.

A minor area of concentration is considered complete when the following criteria are met:

1. **Completing the Agreement:** The student consults with the advisor and at least one minor area faculty member (if one exists) or the Graduate Committee Chair (if no set minor area faculty members exist) and an agreement is reached on the name for the minor area of concentration and the set of courses need to complete the minor. The student should keep this agreement along with the names of the faculty who approved it.
2. **Completing the Courses:** The student successfully completes each course in the agreement.
3. **Completing the Documentation:** The student notifies the advisor and the minor area faculty member (or Graduate Committee Chair) that the conditions of the agreement for the minor area of concentration have been met, providing the grades for each listed course. The minor area faculty member (or Graduate Committee Chair) then notifies the Psychology Department office staff that the named minor area of concentration is complete and the student's file should have a document

² Students receiving funding from the Occupational Health Psychology training grant are obligated to complete a minor in OHP. This is a requirement of the funder.

added indicating the name of the minor, the courses in support of the minor and their grades, the term of completion of the minor, and the name of the approver (i.e., the minor area faculty member or Graduate Committee Chair).

(2) Minor Area Exam as Part of a Comprehensive Exam

Description. A minor area comprehensive exam consists of a written portion and an oral portion. Students identify specific exam topics relevant to their course of study in consultation with their advisor and affiliated faculty from the minor area. Minors can be completed on any area approved by the comprehensive exam committee. Previous minors include Occupational Health Psychology, Diversity, Business, Education, Methods, or an area of Applied Psychology within our department.

Courses in support of a minor area exam. A minimum of **three** courses (i.e., typically 4 credit hours each) are needed to support the optional minor area exam. The number and nature of acceptable courses are determined and must be approved by the faculty teaching the coursework in support of the minor. Fairness and consistency in the number and nature of acceptable courses should exist across students pursuing the same minor.

Notes: No more than 8 credit hours of by-arrangement courses (503, 505, 507, 605, 607) can be used in support of the exam.

By-arrangement courses numbered 501, 504, 601, and 604 cannot be used in support of the exam. However, 507/607 classes taught in Psychology are acceptable.

Preparing for the Minor Comprehensive Exam

1. *Add to Exam Committee:* To include a minor exam, an additional committee member is added as a minor area examiner, so the committee consists of three members.
2. *Complete a Comprehensive Exam Proposal:* To include a minor exam, a core reading list is determined in advance by the area or instructor, but exam committee members may tailor it to provide more emphasis in a particular area pertinent to the student's area of interest. In particular, the reading list for minor exams will be determined by the faculty in the area or the faculty who taught the courses over which the student is to be examined. Although the Department strives for comparability of the reading lists across minors in terms of length, the reading list is ultimately up to the faculty in the minor area.
3. *Hold a Proposal Meeting:* The minor examiner attends the proposal meeting and participates in decision making relevant to the proposal.

Written Minor Exam Administration

Minor area written exams will be given at the same time as major area exams: semi-annually, typically but not exclusively on the 5th week of the Fall and Spring terms. Students' completed written minor exams are due to the comprehensive exam committee chair by Thursday of the 5th week of the Fall and Spring terms. All other practices are identical to those used for the major exam.

Written Minor Exam Evaluation

Scoring of the Minor exam. Faculty reading the Minor written exam will give students a score of check-plus (5 points), check (4 points; passing), check-minus (3 points; marginal), or X (1 point; fail). Students must be given a passing score in the Minor area in order to pass the Minor area exam. If two or more faculty members are grading the minor exam, they average their individual grades to arrive at a single overall grade. Students must be given an average score of 3.5 or higher in the Minor area in order to pass the Minor area exam. Students who do not pass the Minor exam will have the opportunity to choose whether to take the Minor exam the next time the exams are offered. In cases in which the

student has received a "fail" from a single examiner, either the student or the examiner may request an additional reader.

The chair combines the scores on the major and minor exams to create an overall average score. If the average is 3.5 or higher, the student proceeds to the Oral Exam (see table, below).

			MAJOR:			
			Check plus	Check PASS	Check minus MARGINAL	X FAIL
			5	4	3	1
MINOR:	Check plus	5	Pass (5)	Pass (4.5)	Pass (4) P + M	(3)
	Check PASS	4	Pass (4.5)	Pass (4)	Pass (3.5) P + M	(2.5)
	Check minus MARGINAL	3	Pass (4) P + M	Pass (3.5) P + M	Fail (3) M + M	Fail (2) M + F
	X FAIL	1	(3)	(2.5)	Fail (2) M + F	Fail (1) F + F

Oral Exams on The Minor Area

The purpose of the Minor oral exam is to assess students' knowledge and ability in their Minor area of expertise. The oral exam covering the Minor area of study is folded into the oral exam for the Major area, following all the guidelines of the Major oral exam (as described above).

Following the completion of the oral exam, each committee member will vote by secret ballot on the status of the student in their exam area according to the following: 5= exceptional, 4= satisfies norm of solid Ph.D., 3= marginal, 2= too weak for marginal, but not a clear failure, and 1= fail and should not be in program. Performance on both the written and oral portions of the exam is evaluated together so that a student is assigned one numerical score for the exam. That is, each examiner assigns a grade based on the student's performance on both the written and oral exams in a particular area. The faculty are not restricted to integers when voting. To pass, the student must have an average score across the Major and Minor exam of at least 3.8.

Since the Minor area exam is optional, students who fail their Minor area exam can choose whether or not to retake the Minor area exam.

Internships

Internships are a highly valued component of applied training. Students have the option to complete up to 8 elective credit hours of Internship toward their doctoral degree. Students should consult with area faculty and their mentors, in particular, to determine the appropriateness of an internship. I/O students are strongly encouraged to do an internship; OHP students (based on the OHP training grant requirements) are required to do an OHP internship.

Students must have successfully completed the Master's Thesis oral defense and the Post-Master's review and obtained the approval of their advisor before beginning their internship. The internship generally is taken after completion of formal coursework. The internship involves a field placement or off-campus research experience and must be directly relevant to a student's program of study. A job or setting with which a student is currently affiliated may be appropriate if the experience involves new or different tasks. In general, university or college teaching does not satisfy this requirement. Student are expected to work three hours per week per credit hour. **Internships must be conducted in the same term as the enrolled**

credit(s). (Students should be aware that in order to receive tuition remission and a stipend during the internship, they must be performing TA duties for the university.) Before beginning the internship, the student and faculty member discuss the goals of the internship as understood by the student and his/her advisor. Upon completion of the internship, the student writes a 2-3 page double spaced report for the faculty advisor. The report includes a description of the location of the internship, the dates it was completed, who supervised the internship on site, the responsibilities and activities of the intern, and what the student learned in the internship. This report is to be reviewed and approved by the faculty advisor and then placed in the student's file.

Students should enroll in PSY 604 making sure the word "internship" is in the course title. Arrangements for the internship are made by the student in conjunction with his/her advisor.

Internships are designed to provide in-depth training, "hands-on" opportunities and experiences in a particular area. These experiences typically take the form of placement with an outside agency, business, or organization and efforts center on program conceptualization and development, research planning and implementation, and program evaluation skills.

Please note that anytime students engage in professional activities away from the University, including for Internships, regardless of monetary compensation or course credit, they trade upon their connections to the Department and University. As such, students are responsible for adhering to high levels of professional competence as described in Appendix A of the Graduate Student Handbook.

Dissertation

Overview

The dissertation must be original research designed and carried out by the student. It is the culminating empirical project of the student's doctoral program.

Students must complete a total of 27 credits of dissertation (PSY 603). Office of Graduate Studies requires that at least one credit be taken during the term of the dissertation defense. **Note that tuition remissions can only be given during terms when the student is registered for full-time (9 hours) credit.**

It is the student's responsibility to schedule the dissertation proposal and defense meetings early in the quarter since follow-up meetings may be needed before the proposal or dissertation is approved. **It is also the student's responsibility to schedule follow-up meetings in a timely fashion during the quarter and to give committee members, including the chair, sufficient time (at least two weeks) to review drafts of the dissertation.**

The dissertation process is very similar to the Master's Thesis process (see the Master's Thesis section), with the additional requirement of a pre-defense meeting, along with an optional pre-proposal meeting. These are designed to be problem-solving sessions that provide learning opportunities for the student. During these meetings, the committee agrees upon the revisions that are needed for the student to proceed to the next step. Students may find it useful to have additional meetings, for example, after the data have been analyzed and to present major findings and interpretations.

Note that students are required to complete the GO-16-D to appoint the committee, approval of which must be received prior to the formal proposal colloquium. The GO-17D must be submitted and approved by the Office of Graduate Studies in conjunction with the final oral examination. A GO-17D form must be submitted to the Office of Graduate Studies by the deadline published by the Office of Graduate Studies. Note that doctoral students must be graduated to walk in commencement.

Note on Multi-Paper Dissertation Option: In 2013, the faculty approved the option for a student to pursue a doctoral dissertation involving several related studies rather than the traditional single study. These studies can include prior student publications. Per University requirements, multi-paper dissertations

must include a general introductory and concluding chapter separate from the underlying studies/papers which appear between these book-ended chapters.

Dissertation Committee

Committee Membership

The dissertation committee consists of four people. These four members are recruited by the student with the guidance of the adviser (at least 2 regular Psychology faculty, 2 additional members of the Psychology faculty or another department). One of the full-time Psychology faculty members should be identified as the principal dissertation advisor (Chair). The Chair must be regular, full time tenured or tenure-track faculty, assistant professor or higher in rank. Emeritus faculty members are acceptable as committee members. Each member of the committee must hold a doctorate and be a recognized researcher in a field appropriate to support the student's research. OGS permits students to go off-campus for one committee member with specific expertise not available among PSU faculty, in which case a CV for the proposed member must be submitted with the GO-16D form. In consultation with dissertation committee members, the student should develop a brief problem statement and research plan.

For the complete guideline for Committee Membership, refer to the Office of Graduate Studies' website.

Official Appointment of Dissertation Committee

The student reminds the faculty adviser to submit a GO-16D form to the Office of Graduate Studies to officially appoint the dissertation committee. The GO-16D form requires the following information: 1) dissertation topic; 2) will human subjects be used, yes or no; 3) names of the four regular committee members; and 4) the estimated date of proposal defense. Students should allow 1 to 2 months for Committee Appointment from Graduate Studies.

Dissertation Proposal

Preparation of the Dissertation Proposal

The proposed research problem must be appropriate for a Ph.D. in Applied Psychology and meet University requirements. Students should obtain a copy of the Office of Graduate Studies' requirements for a dissertation, available from the Graduate Studies Office and on its web site.

The proposal is expected to include the following:

1. Background and general status of knowledge in the problem area.
2. Theoretical and empirical framework within which the proposed problem exists, beginning with a concise statement of the problem.
3. Significance of the proposed research and its likely contributions.
4. Research methodology, including participants and their recruitment, design, and measures to be used.
5. Analysis plan.
6. Discussion section, containing the limitations of the research and future studies.

The Pre-Proposal Meeting (optional)

The decision to hold a dissertation pre-proposal meeting is at the discretion of a student's dissertation committee chair. Our department affirms that pre-proposals may be deemed useful in preparing a student for the dissertation research proposal colloquium. When the Chair deems the pre-proposal draft is ready, the student schedules the pre-proposal meeting, to which all committee members are invited. The meeting is scheduled so that all of the members who wish to attend are included. It is recommended that at least three of the four committee members be present.

The student distributes copies of the proposal to committee members at least two weeks prior to the meeting. The pre-proposal meeting, which is somewhat informal, does not include a presentation by the student. The meeting is used for problem-solving and discussion, including reaching consensus on the revisions that are needed for the student to hold his or her colloquium. If the revisions are minor, the committee may decide to schedule the colloquium at that time. The colloquium should be scheduled to allow the student time to complete the revisions and have the revised proposal to faculty at least two weeks before the colloquium date.

In the absence of a pre-proposal meeting, students are urged to meet individually with or otherwise solicit feedback from committee members prior to scheduling the dissertation colloquium.

Dissertation Research Proposal Colloquium

When the Chair deems that the dissertation proposal draft is ready, the student schedules the colloquium. The student must be registered for dissertation credit during the term they propose. Two hours are needed for the colloquium. The student and the dissertation committee must agree on the date and time. In order to secure a room for the colloquium, the student confers with the Psychology staff. One week prior to the colloquium, the student sends via e-mail an announcement to all Psychology faculty and graduate students, announcing the date, time, room number, title of the dissertation, name of the chair, and names of the dissertation committee members, including the institutional affiliation of any committee members who are not regular Psychology faculty, and attaches an electronic copy of the dissertation proposal abstract. At this time, the student places one copy of the proposal in room 317L for interested faculty and students. Faculty or other students may also request electronic copies of the document from the student.

The colloquium is open to other Psychology Department faculty and graduate students. To be official, all committee members must be present. The purpose of the colloquium is for the student to present and defend the proposal and for the committee members to approve the proposal. At this meeting, the student makes a formal presentation and answers questions from the committee regarding the proposed research. It is possible that the student will be required to make additional changes in the proposal, as per recommendations by the committee members.

When committee members are satisfied that the student's proposal merits approval, they complete and sign the Advancement to Candidacy Form (GO-23).

Advancement to Candidacy

To be advanced to candidacy, students must complete **all required courses**, hold a dissertation proposal meeting, have official approval of the proposal by the Human Subjects Committee, meet the requirements for advancement to candidacy established by the Office of Graduate Studies (see Office of Graduate Studies web site), and have a dissertation proposal that is approved by their committee. The dissertation can be defended in at any point after advancement to candidacy; degree conferral (i.e., graduation) must occur after a minimum of four months and a maximum of five years following advancement to candidacy.

Following the student's dissertation proposal, each committee member signs the GO-23, signifying their approval of the dissertation proposal. The Graduate Chair signs the form and forwards it to the Dean of Graduate Studies. The Dean of Graduate Studies then advances the student to candidacy for the degree.

Human Subjects Research Application

An application for review of the research by the Human Subjects Research Review Committee must be submitted to the Research and Sponsored Projects **prior to** conducting the study or analyzing data that have already been collected. The application for review is available on the ORSP website: <https://sites.google.com/a/pdx.edu/research/integrity/human-subjects>. Once it is completed and signed by the advisor, it should be submitted to HSRRC through the Office of Research and Sponsored Projects after approval of the proposal. Students should allow from 4 to 6 weeks for approval from HSRRC. Once approval is given by the HSRRC, HSRRC submits a copy of the approval form to the Office of Graduate Studies.

Proceeding with the Dissertation Research

Advanced students must be registered for at least one graduate credit each term that they are working on their dissertation.

Dissertation Defense

Pre-Defense Meeting

The department requires a pre-defense meeting. When the Chair deems the dissertation to be ready, the student schedules the pre-defense meeting, to which all committee members are invited. The meeting is scheduled so that all of the members who wish to attend are included. At least three of the four committee members must be present.

The student distributes copies of the dissertation to committee members at least two weeks prior to the meeting. The pre-defense meeting, which is somewhat informal, does not include a presentation by the student. The meeting is used for problem-solving and discussion, including reaching consensus on the revisions that are needed for the student to hold their final defense. If the revisions are minor, the committee may decide to schedule the defense at that time. The defense should be scheduled to allow the student time to complete the revisions and have the revised proposal to faculty at least two weeks before the defense date. The committee also approves the abstract.

The dissertation abstract may be approved at the student's pre-defense meeting. If not, the student should obtain approval by the dissertation committee at least 2 weeks before the date of the Oral Examination.

Final Oral Exam: Dissertation Defense

Note: If you are trying to make a deadline for any reason, please be sure to schedule your defense meeting early so that you can accommodate the need for revisions and avoid disappointments. Also be aware that faculty members are available for thesis and dissertation meetings Sept. 16 – June 15, during the regular academic term (i.e., not during Winter or Spring Breaks).

The student files the Application for the Degree form with the Office of Graduate Studies before the first week of the anticipated term of graduation.

After the student makes the revisions to their dissertation required by their committee at the pre-defense, the student should distribute the final draft of the dissertation a minimum of two weeks prior to Oral Examination.

All committee members, or alternates approved in advance by the Dean of Graduate Studies, must be present for the final oral examination. (See <http://www.pdx.edu/ogs/> for guidelines about electronic presence.) The defense is open to the public. The candidate is expected to prepare and present orally a formal statement on the research methodology and results. The oral presentation should not exceed 30 minutes. Following this presentation, the candidate must defend the dissertation as a worthy contribution to knowledge in its field and must demonstrate mastery of the field of specialization as it is related to the dissertation. The purpose of the questioning and discussion is to: (1) further illuminate, for the candidate and the committee, the significance and limitations of the research, and (2) demonstrate that the candidate has met the high standards of the University for the awarding of the doctoral degree.

Following questions and discussion, the student and all audience members leave the room while the committee confers and votes. Each appointed member has a vote. For dissertation approval, there can be no more than one dissenting vote on the final examination. The Committee may pass the student subject to the completion of specified minor modifications to the dissertation. If the candidate fails the final oral examination, the advisory committee may recommend that the Dean of Graduate Studies permit the candidate to take another oral examination after a minimum of three months; results of the second oral examination are final.

Note: During the term in which the Dissertation defense occurs, the student must be enrolled for a minimum of one graduate credit hour. The final defense of the dissertation may be held no later than five weeks prior to the conferring of the degree.

STUDENTS ENTERING WITH GRADUATE COURSEWORK FROM OTHER INSTITUTIONS

Transfer Credit

If transfer credit is to be presented in partial fulfillment of the requirements for a master's degree at PSU, the GO-21D form (Proposed Transfer Credit; available from the Office of Graduate Studies or their web site) must be filed in the Office of Graduate Studies for approval as soon as possible after admission but no later than the term the student submits the Graduate Degree Program form. (The GO-21D needs to be approved by the student's advisor and Graduate Committee Chair before being sent to the Office of Graduate Studies). Transfer credits are graduate credits graded A or B only (no P/NP), which meet the conditions described on the GO-21D form.

According to university guidelines, the maximum transfer credit accepted toward a graduate Master's degree is one-third of the number of quarter hours required for the degree. Psychology graduate students are allowed to transfer up to 17 credits for the Master's Degree.³

Waiver of Required Graduate Work

Students who have completed previous graduate work, whether or not they received a degree, and who wish to have this work meet program requirements may submit a course waiver petition. All master's or Ph.D. program requirements must be completed, substituted, or waived. This is accomplished on a course-by-course basis. The course waiver petition form is in the Graduate Program Forms folder on the I: drive. This form must be completed by the faculty member who is responsible for the course being waived. Approval of the petition constitutes a waiver of a required course, not a waiver of required credits.

Reservation of Work for Graduate Credit

Only credits earned at PSU as an undergraduate student can be reserved for graduate credit. A Reservation of Graduate Credit form must be filed in the Office of Graduate Studies and Research (GO-10) after admission to a graduate program, preferably the term following admission. Reserved graduate credit is limited to 12 completed and graded graduate credits of A or B earned within the last 45 credits prior to the award of the baccalaureate degree and not used to fulfill the requirements for the baccalaureate degree. See the OGS website for explanation.

Waiver of Master's Thesis (Ph.D. Students Only)

Students who have completed a thesis or empirical project and who wish to have the thesis requirement waived must submit their thesis or project to the student's advisor, and submit a course waiver petition. **Two faculty members in the student's area of concentration must read and approve the prior thesis, typically the student's advisor and one additional faculty member.** The petition must be submitted to the Graduate Committee Chair who will make final decisions regarding waivers after receiving input from relevant faculty. While approval waives the thesis requirement, students are still required to earn 108 total credits.

Students who already have a Master's degree in Psychology or a related field (such as Counseling or Educational Psychology) from an accredited institution, but who 1) have not completed an empirical thesis, or 2) have completed an empirical thesis that does not meet the Department's threshold of quality (as determined by 2 faculty in the student's major area) must complete a Master's thesis. Students can also choose to pursue the requirements for the Master's degree, or not; if not, they need to complete all of the required steps for the Master's thesis and degree, but do not need approval of the usually required forms by the Office of Graduate Studies. Instead, they should complete all of the normally required forms from the Office of Graduate Studies, but submit them directly to the Psychology Department for placement in the student's file.

³ Note that more than 17 credit hours can be transferred into PSU for the PhD in Applied Psychology.

Students who have a Master's degree from another field are required to complete all Master's requirements, including a Master's thesis in psychology, whether or not they have completed an empirical thesis in another field.

Comprehensives

Courses completed at other universities (whether or not they are used for transfer credit or to waive regular courses) can be used for comprehensive exam coursework, provided they are less than seven years old. However, students need to have completed at PSU at least two courses in their major area of the comprehensive exam. **Note that students must complete the Master's thesis and Post-Master's Review before they can take comprehensive exams.**

GRADUATE STUDENT EVALUATION

Graduate Student Performance Policy and Procedures

Introduction

The graduate program of the Department of Psychology at Portland State University includes components such as research apprenticeship, coursework, colloquia, internships and service activities that provide students with opportunities to begin assuming the professional role of psychologist. These professional roles entail the integration of previous training and further development of the scientific, professional, and ethical bases involved in professional functioning. The accretion of professional competencies begins from the time of a student's entry into the graduate program and develops over the entire course of graduate training.

The Department faculty has a professional and ethical obligation to evaluate the professional competence of graduate students and train students to manage future relationships (such as teaching, collegial, professional, or scholarly relationships) in effective and appropriate ways. Department faculty acknowledge their responsibility to support the development of professional competence in all of graduate students' professional activities, including work with research partners, employers, and the public at large, and to take such action as may be necessary when a student fails to demonstrate these professional and ethical competencies. Faculty evaluate graduate students' professional and ethical competence in coursework, seminars, scholarship, comprehensive examinations, related program requirements, and in additional areas beyond the formal program requirements (e.g., community-based activities and relationships; classroom behavior; teaching).

This document [in Appendix A of this Graduate Student Handbook] provides policy and procedures for addressing problems of professional competence of graduate students in the Department of Psychology at Portland State University. The policy is consistent with ethical standards of the American Psychological Association and has been approved by the Department of Psychology faculty.

In addition, the Psychology Department has set the following specific policies for grading in the graduate program:

Grading

1. A graduate student receiving two or more grades of C+ or below in any one year or in the entire core program will be considered by the faculty for possible dismissal. Requirements for Graduate Assistantships are separate.
2. A Graduate student who does not maintain at least a B average in required courses will not be advanced to candidacy.
3. No graduate courses may be taken P/NP, except independent research, Professional Development (Brown bag) seminar, and internship credits.
4. Doctoral students must achieve a B+ or higher grade in PSY 5/621, PSY 5/622, and in PSY 5/624. Any student who does not achieve a B+ or higher grade must retake the course in the subsequent

year. The course(s) may be taken no more than two times with the course tuition paid by a Department tuition waiver, if the student is still eligible for funding.

Incompletes (University Guidelines)

A student may be assigned an incomplete by an instructor when all of the following four criteria apply: 1) the quality of work in the course up to that point is B level or above; 2) essential work remains to be done; 3) reasons for assigning an 'I' must be acceptable to the instructor; and 4) a formal agreement must be reached between the instructor and student as to the nature of the work to be done and a reasonable time frame for completing it.

A written record of the remaining work and its completion date should be kept by both instructor and student. The instructor may specify the highest grade that may be earned, which should not exceed the level of achievement displayed during the normal course period. The student's advisor should also be notified regarding the incomplete grade.

The deadline for completion of an incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. In order to obtain a longer period of time to complete the work, the student must petition the Graduate Council. A graduate level petition also requires approval of the Dean of Graduate Studies.

In the case of IP grades (In Progress) in 503 Thesis, the incompletes are removed only at the conclusion of the research or thesis, and no time limitation applies except that the student must complete all work in the required 7 years.

Repeat of Graduate Courses (University Guidelines)

Students will not be given credit toward an advanced degree for the repeat of a course in their program. If a required course must be repeated, the credits from the repeated course will not be used to fulfill the credit hour requirement for the degree. Both grades appear on the student's record and are included in calculating the GPA.

Audit

Graduate students may take any course on an audit basis for which they have the prerequisites and which is open to them on the basis of space available and approval of the instructor. A student's total credit hours do not include audit enrollments. Courses taken more than once on an audit basis cannot be repeated for graduate credit. Use of the audit basis for a course must be declared at the time of enrollment and cannot be changed to a graded credit basis after the add-drop period. Audits must be paid for in order to count as audit, and are not covered by tuition remission (nor do audits count towards the minimum of 9 for Graduate Assistantship eligibility).

Academic Probation (University Guidelines)

A graduate student with regular or conditional degree status will be placed on probation if the student's cumulative graduate GPA at PSU, based on a minimum of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation the student will not be permitted to graduate, to be advanced to doctoral candidacy, to receive approval of the master's degree program (GO-12), or to receive or continue to hold a graduate assistantship. Students on probation are not permitted to register for more than a total of 9 graduate credits in any term. Removal of academic probation occurs if the cumulative graduate GPA is brought to 3.00 within the next 9 graduate credits in graded courses after beginning probation.

Disqualification (University Guidelines)

A student who is disqualified may not register for any graduate courses at PSU for at least one calendar year. Disqualification occurs if:

1. A student on academic probation fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status; or
3. The student becomes subject to academic probation for a second time.

Re-Admission after Disqualification (University Guidelines)

A disqualified student may petition for re-admission as a degree-seeking student to a graduate program after one calendar year. Re-admission after the mandatory one-year period is initiated by the student filing a petition for re-admission to the Graduate Council through the Office of Graduate Studies. Re-admission is not automatic. To be readmitted the student must meet all the current admission requirements, with the exception of the graduate GPA.

If the student's graduate program has recommended re-admission, the Graduate Council may grant re-admission, with or without additional academic requirements, or may recommend continued disqualification. If the Graduate Council approves re-admission, the student must submit a re-enrollment request to the Office of Admissions. The readmitted graduate student is subject to all University and program requirements in effect at the time of re-admission. The student must raise the PSU graduate GPA to 3.00 or better with 12 credits of graded graduate coursework after re-admission, or be disqualified.

Graduate courses completed at any institutions while a student is under disqualification at PSU will not be applied toward a graduate program at PSU.

Annual Plans and Reviews

Yearly Plan (Fall term of each year): Each graduate student drafts a statement outlining her or his plans for the coming academic year. This plan includes courses the student intends to take, a time-line for major goals (e.g. thesis, comprehensive exams or dissertation), and research interests. The goal of this plan is not to hold the student to every detail, but rather, to provide a basis of effective communication to facilitate the student's progress. The student submits a copy of this plan to his or her advisor and meets with the advisor as needed.

Annual Review (Spring term of each year): In the Spring term, the Psychology Department Faculty as a whole evaluates each student's academic performance to date. The student will then be provided with written feedback regarding the faculty evaluation. The goal is to discuss with students their progress, strengths, and areas for development, as well as to deal with any issues raised by the student. In particular, in the spring quarter, students receive a memo from the Graduate Committee Chair requesting information about students' scholarly activities and accomplishments from the past year. With this information in hand, each graduate student will meet with his or her faculty advisor to discuss the student's progress. The advisor will then confer with other faculty in the area and with the faculty in general to evaluate each student's progress and to provide an evaluation and feedback. This information is used for communicating individual accomplishments and tracking the program as a whole. Completion and submission of this information is mandatory by the stipulated deadline.

At a minimum, students must meet the degree requirements established in this Handbook and by the University. These requirements must be met on a timely basis and in a way that demonstrates outstanding effort and outcomes of high quality. Beyond these minima, students are evaluated against a standard of excellence. We expect each student to be immersed in the department and in the broader field of Applied Psychology, and to be actively engaged in community-based research with their faculty mentors and in

collaborative work with community partners. We expect students to make a full-time commitment to graduate school.

If a student fails to meet the degree requirements, he/she will receive a “Needs Improvement” evaluation letter. It is critical that the student creates a development agreement to address these concerns with his/her advisor, which is accompanied by a timeline for addressing the concerns. Monitoring of the plan will be on a quarterly basis via meetings with the advisor with documented notes of progress to the student’s permanent file. Complete resolution of these concerns as described in the developmental agreement is necessary to maintain good standing and continuation in the Psychology Graduate Program. If a student is not making timely progress in completing the program requirements, this could have implications for future receipt of funding (i.e., Graduate Assistantship). If a student fails to make continued progress as described in his/her development agreement and meeting timeline goals established therein, the student will be dismissed from the program. Upon notice of dismissal, the student has an opportunity to appeal the dismissal by requesting a retention review, as described in Appendix A.

Post-Master’s Review

In addition to the annual review of graduate students, regular Psychology faculty on the thesis committee will evaluate students upon the completion of their Master’s Degree. This evaluation determines whether Ph.D. students will be asked to continue on in the program or dismissed from the program. It also determines whether students who have been admitted into the Master’s program are permitted to apply to the doctoral program. Students who have successfully completed the requirements of the Master’s Degree, and who have shown the capacity to carry out excellence in community-based research, will be invited to continue on in the program as doctoral students.

Of course, all students are expected to have made timely progress and performed well. (See timely progress guidelines elsewhere in this Handbook.) Nevertheless, beyond these minimal requirements, the faculty considers the fit between the student and the program and whether the student meets the criteria of a highly engaged student and excellent community-based researcher. This post-Master’s review is the time to assess that fit.

During the post-Master’s review, members of the student’s Master’s thesis committee who are full-time Psychology faculty make an evaluation about whether the student has the potential to complete the remaining requirements of the doctoral program, including the independent research and writing required for a dissertation. The evaluation is based on the entire body of the student’s work: research, papers, publications, courses and grades, research assistantship performance, teaching assistantship performance, participation in departmental activities and colloquia, community-based work and any other scholarly activities in which the student has been involved. Taking into consideration the student’s entire history of performance as a Master’s student, including the process of completing the Master’s thesis, the full-time faculty on the committee meet (without the student and the graduate office representative) to discuss and vote on whether the student should continue in the program or be dismissed. Students are notified regarding the results of this vote within 30 days of the thesis defense.

If students do not agree with the conclusion of the committee, they can request reconsideration by the entire faculty; this request must be submitted in writing to the Graduate Program Chair within two weeks of receiving the Post-Master’s Review decision. The vote also goes to the entire faculty if the vote of the full-time faculty on the student’s thesis committee results in a tie. The student may submit in writing any materials that they would like to have considered. During the first available regularly scheduled faculty meeting, the chair of the Graduate Committee facilitates a discussion about the student’s performance and evaluation. Faculty vote on the case and the decision is final.

GRADUATE ASSISTANTSHIPS AND FUNDING

Efforts will be made to provide continuous funding throughout a student's graduate program providing that the student remains in good standing and makes timely progress toward the degree. Two-years of support will be attempted for Master's students, four-years for Doctoral students. These may be graduate

teaching assistantships, part-time instructorships (extra wage sections), or research assistantships, and often will include a combination of research and teaching responsibilities.

In general, as a first priority, assistantship money may be made available to provide support to continuing students in good standing and making timely progress. Next, incoming students will be considered for funding. Students can request or be assigned an instructional teaching position only after they've attained a master's degree in Psychology and generally, after the student has completed comprehensive exams.

A graduate assistant must register for and satisfactorily complete a minimum of 9 graduate credit hours each term the assistantship is in effect, except summer term, and show satisfactory academic progress in fulfilling the requirements of the degree program. Exceptions to these maximum credit hours must have the approval of the Dean of Graduate Studies, and students must pay the overload rate in the current schedule of classes. A graduate assistant receives tuition remission in addition to the stipend earned. The tuition remission amount is variable depending upon the tuition rate in the current schedule of classes.

Responsibilities

As indicated on the web page for the Office of Graduate Studies (<http://www.pdx.edu/ogs/graduate-assistants-terms-appointment>), "A GA is provided a salary on a monthly basis as compensation for the service that has been provided. The salary is not directly dependent on the actual number of hours worked each month, but rather is paid for satisfactory performance of professional responsibilities as required by the Department Chair or program Director." The website also provides guidelines for hours worked relative to your FTE. The guidelines are meant to give you an approximation for what you can expect. For example, each term you are paid over 13 weeks, and over 13 weeks, .49 FTE equals 254 hours. In Psychology, graduate students supported through the department spend a portion of their time as a teaching assistant (TA) working with an instructor, and a portion of their time as a research assistant (RA) working with their primary advisor. The portion of time spent on TA responsibilities is about 156 hours over the term for both first year and continuing students. For first year students, a guideline for time to be spent on RA responsibilities is around 78 hours for the term. For continuing students, RA time is around 98 hours. Generally, your TA responsibilities run for 11 weeks, although some instructors may request your assistance just before the term begins. Each graduate assistant's time may vary each week based on such things as the nature of the projects, and the number of weeks the instructor and your advisor engage your time. As the OGS web page also says, "In all cases the assistantship is regarded as a contribution to the graduate student's learning experience as well as a service to the university."

In general, departmental RA's will only be requested to participate in activities related to research. TA's can also be requested to participate in activities related to research and other professional activities. Graduate assistants will not be requested or permitted to perform personal tasks for faculty.

When the number of hours required per week will not be equally distributed over the term, advance information regarding the time requirements of the assistantship should be provided. In general, graduate students are expected to work during the week of final examinations, and may also be asked to assist in completing final grades generally due two working days after the end of finals week. A TA's responsibilities for a particular class and to particular professor are terminated at the end of the quarter during which the TA was performed (i.e., at 5 p.m. on the day grades are due). Any time not used during the quarter cannot be used later. Faculty and graduate assistants are encouraged to remain flexible and to consider the student's workload. If a Teaching Assistant is working with more than one faculty member, the faculty members should make efforts to coordinate the total workload.

Any student problems or concerns related to graduate assistantships should be communicated to the Chair of the Graduate Committee, Department Chair, or the student's advisor.

Eligibility

In general, Master's students will be supported for no more than two years. Doctoral students will be supported for no more than four years. Students who are not making timely progress toward a degree will not be funded.

Ineligibility for funding due to academic standing (See OGS website for complete information and note the following excerpts in particular)

A GA who did not satisfactorily complete 9 graduate credits in a term, but who 1) has a term GPA below 3.0 and has no grade below a B- and is not on academic probation, 2) has 4 credits or fewer of grades in the C range (C+, C, C-) and has a term GPA of 3.0 or above, or 3) has 4 credits or fewer of Incomplete and has a term GPA of 3.0 or above, qualifies for Warning Status. The GA's employing unit must request Warning Status. If Warning Status is granted, the student may continue as a GA despite not satisfactorily completing 9 graduate credits in a term. However, if the student fails to meet the requirement of satisfactorily completing 9 graduate credits in a term for a second time, the assistantship will be terminated and the student will not be allowed to serve as a GA in the future.

A GA who had been terminated for failure to satisfactorily complete 9 graduate credits in a term, without first going on Warning Status, may potentially hold a graduate assistantship again. A minimum of one term after termination of the assistantship, the employing unit can request reinstatement. The decision whether to continue the termination or allow reinstatement will be determined after reviewing the student's academic history, including after the assistantship was terminated. If reinstatement is granted, and the student fails to satisfactorily complete 9 graduate credits in a term for a second time, the assistantship will be terminated again and the student will not be allowed to serve as a GA in the future.

Note that under no circumstances will the Office of Graduate Studies allow students to have an assistantship if a) their cumulative grade point average falls below 3.0 AND b) they have an outstanding grade of I (incomplete) in more than one course excluding thesis credits.

Ineligibility for funding due to substandard performance

When a faculty member supervising a graduate RA or TA notes that the graduate student is not performing the duties of the position at an acceptable level, the faculty member will take three steps:

1. The faculty member will complete a Performance Evaluation of the student's work in the position.
2. The faculty member will meet with the student and discuss the basis for the evaluation and make suggestions about how to improve subsequent performance. These first two steps must be completed by the sixth week of the quarter.
3. If the performance does not improve by the end of the quarter, the faculty member will submit an updated Performance Evaluation to the Chair. The Chair will discuss the report with the student.

Action

One unsatisfactory report: Goes into student's file. For any future assignment, student is assigned to a different faculty member.

Two unsatisfactory reports: The student is not eligible for funding from the department.

Graduate-Level Courses

TAs must have previously taken any graduate course in which they are appointed an assistantship. TAs cannot concurrently or subsequently enroll in a graduate course in which they have or have had an assistantship. When TAs grade the work of other graduate students, the material to be graded should be as objective as possible. Efforts should be made to limit grading to homework assignments. If grading of

tests is included among the TAs duties, the TAs access to other students' grades should be limited and should not include final grades. It is a given that students' grades are to be kept confidential.

STUDENT PARTICIPATION IN DEPARTMENTAL DECISION-MAKING

In general, the department has the policy and practice of supporting graduate student engagement and participation in the activities of the department. Graduate students are encouraged to attend departmental activities and functions, and to suggest and organize departmental activities and functions themselves. There are several special instances in which graduate student representation is required or allowed. These include:

Graduate Committee

A graduate student representative is expected to attend and participate in meetings of the Graduate Committee. If specific graduate students are discussed, then representatives will not be present. Any graduate students (or student groups) who have an issue they would like the Graduate Committee to consider can submit the issue to any member of the Committee. Alternatively, students may arrange to attend a meeting of the Graduate Committee to discuss the issue or invite a member of the Graduate Committee to attend a student meeting on the topic.

Orientation of New Graduate Students

Graduate students are responsible for a portion of the new student orientation, which takes place the week before classes start in the Fall.

Search Committees

Graduate representatives will be appointed to faculty search committees. Students will be expected to read files on candidates and to participate in discussion and selection of candidates to interview. Letters of recommendation and discussion of candidates is confidential. All graduate students are urged to attend sessions with faculty candidates and candidates' colloquia. Graduate student input will be solicited prior to deliberations on new hires. Graduate students will not be present during deliberations and voting on new hires.

Faculty Meetings

Graduate student representative(s) may attend faculty meetings. If sensitive personnel matters or specific graduate students are discussed, then representatives will not be present. The Graduate Committee Chair will meet with the Psychology Graduate Student Association (PGSA) to facilitate communication between faculty and graduate students.

Promotion and Tenure Decisions

According to university regulations, input from students is mandatory in consideration of faculty for promotion and tenure. Within the department, input from graduate students is solicited by the chair of the PRT Committee.

GENERAL INFORMATION

Student Offices and Labs

As graduate students in the Psychology Department, you have a few perquisites available. Graduate students have access to a lounge and desk space on the third or fifth floors of Cramer Hall. Please see the department staff to be issued a key.

The department has limited student offices available and these offices are generally assigned by the Department Manager on a priority basis. First priority is given to graduate teaching assistants who need a private place to conduct office hours. Second priority is given to advanced students working on research or theses, with the remaining offices assigned on a need basis. Students who need office space should see the Department Manager. Some graduate students may have offices in the research space of their research supervisors. This is at the discretion of the respective faculty and depends on how particular research space is structured and used. We strongly encourage graduate students to make use of this space since interaction among students is an important part of the graduate school experience.

All graduate students have mailboxes located below and next to the faculty mailboxes in the Psychology Department. Graduate students are encouraged to check these boxes frequently, as they are the official information link between faculty and students. Notices of events of interest as well as departmental notices and committee meeting times will be placed in these mailboxes.

Listserv

Every graduate student should join the PGSA (Psychology Graduate Student Association) listserv. This listserv is an important resource for valuable information related to the department and TA responsibilities and opportunities. Generally, students will be added to the listserv as part of their orientation to the graduate program. If that does not happen or a student has problem with the listserv, the student should contact PGSA leadership.

Library Privileges

In addition to the regular usage undergraduate students have, graduate students are granted special library privileges. Graduate students may be allowed to check out some journals marked "for library use only" for a period of one to two days. Graduate students and faculty are allowed to borrow material from the following libraries: Oregon Health Sciences University, Oregon Graduate Institute, and Reed College. Special conference rooms and study areas are set-aside in the library for graduate student use. Graduate students may use the interlibrary loan service, including out-of-state requests, without faculty authorization. Graduate students may also renew books for two weeks, provided a hold has not been placed on the books. Further information may be obtained from the library.

Participation in Graduate Program

Leave of Absence

A student admitted to the graduate program may petition for a leave of absence for one calendar year. A leave of absence insures that students are in good standing in the program while away, and allows them to continue in the program when the leave of absence expires. To apply for a leave of absence, the student writes a letter to the Graduate Committee Chair explaining why and for how long the leave is requested. Once the request has been endorsed by the Graduate Committee Chair, he or she informs the Department Chair of the leave details. The Graduate Chair also forwards the leave approval to the Office of Graduate Studies no later than the last day to register for classes in the term in which the application is made. A copy is placed in the student's file by the Graduate Chair. A leave of absence is granted only to graduate students in good standing and does not constitute a waiver of the time limit for completion of the graduate degree at PSU. The one-year deadline for fulfilling the requirements for an incomplete grade is *not*

suspended. A student may petition for a second leave of absence from a graduate program, but additional approval is required from the Office of Graduate Studies. Graduate students accepted into the program who have not yet matriculated submit their requests for a deferred admission to the Graduate Admissions Committee.

Any quarter of the regular academic year (Fall, Winter or Spring) during which a student is not enrolled for at least one credit hour in psychology at PSU, requires a formal leave of absence from the department. Failure to do so can result in termination from the program. Graduate students should be enrolled for at least 1 credit hour of thesis or dissertation each quarter they are receiving faculty assistance. They also should be enrolled for at least 1 credit hour of thesis or dissertation in the quarter they have a colloquium or final defense. Please note that per University policy regarding residency, students will be assessed out-of-state tuition rates if they moved to Portland within 1 year of beginning coursework at Portland State (please refer to <http://www.pdx.edu/admissions/residency>).

Cancellation of Admission to Graduate Program. A student admitted to the graduate program who during a one-year period 1) does not have an approved leave of absence and 2) does not complete a graduate course in the approved program of study for the degree, shall have admission to the degree program canceled.

Re-Admission of Graduate Students. Graduate students who have dropped out of the program or who have had their admission canceled for extended absence from the program without an approved leave of absence, need to reapply to the Department if they wish to return to the program. To reapply, students must submit a letter of explanation, 2 letters of recommendation from current faculty, and a timeline for completion of the program. Students who have been dropped by the Office of Graduate Studies also must go through the formal procedure including a petition process to be readmitted.

Time Limitations

By rule of the Office of Graduate Studies, all work submitted for a Masters degree (including transferred credit, thesis, final evaluation, etc.) must be completed within a period of seven calendar years. Note: The Psychology Department has more restrictive expectations for satisfactory progress through the requirements of the program (see section on Timely Progress Norms).

The procedure for validation of out-of-date graduate credit is described in the GO-15 form published by the Office of Graduate Studies. This procedure includes satisfactory completion (B- or higher) of the examination for the graduate course(s) in question.

A student may petition for credit of out-of-date coursework only once.

According to university guidelines, the doctoral dissertation must be completed and successfully defended and the student must be graduated within five years following advancement to candidacy. Failure to complete the dissertation in the allotted time invalidates the comprehensive exams. Students have five years between the time of their admission into the Ph.D. program and their comprehensive exams. However, the availability of financial support is separate from the time allotted. Further, university policy stipulates that a maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. However, our department policy requires advancement within one year, with a maximum extension of up to two additional years in extraordinary circumstances (see Procedures for Doctoral Degree for additional information).

Petitions

All petitions for exceptions or waivers of University graduate regulations or graduate degree requirements must be approved by the Graduate Committee Chair and the Department Chair and then submitted to the Office of Graduate Studies for consideration. Action by the Graduate Council is also required.

Overload Petitions

The Office of Graduate Studies monitors the academic achievements of each matriculated student. Part of the responsibility includes limiting excessive overloads, which may harm the quality of the academic achievements. Graduate students must seek approval of registration in excess of 16 credit hours. A student registering for 17-19 hours must obtain the approval of the department chair and advisor. A student registering for 16 hours or more must obtain the approval of the department chair and advisor and the Office of Graduate Studies if they have a graduate assistantship. The Overload Petition form is available on the OGS website: <http://www.pdx.edu/ogs/forms>.

Human Subjects Research

If the graduate student's thesis or dissertation involves conducting research using human subject participants, including secondary data analysis, an application for review of the research by the Human Subjects Research Review Committee must be submitted to the Office of Research and Strategic Partnerships (ORSP) **prior** to conducting the study or reanalyzing the data. The review is designed to ascertain that the rights and welfare of human subjects are protected. All information concerning human subjects review is available at their website: <https://sites.google.com/a/pdx.edu/research/integrity>. Per revised HSRRC policy, students may no longer serve as PIs on applications – Faculty advisors or committee members should review and submit the IRB application on behalf of students, and students should complete the bottom section of the Investigator's Assurance form. Once approval is given by the HSRRC, the student should submit a copy of the approval form to the Office of Graduate Studies.

The HSRRC application should be filed as soon as the students have completed their colloquia. The application asks for detailed information concerning the study, and graduate students should be prepared to detail explicitly the study they propose and to provide a copy of any Informed Consent form. Additionally, students should allow from 4 to 6 weeks to receive approval from the Human Subjects Research Review Committee.

Plagiarism

Procedures for the allegations of plagiarism are established in the PSU Student Code of Conduct which is administered by the Dean of Student Life. Details regarding the Code of Conduct and related processes are described in the following link: <http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu> .

By-Arrangement Requests

By-arrangement forms must be submitted prior to, or early in the quarter in which students wish to enroll in the courses listed below. Students may obtain the By-Arrangement Request form and instructions from the departmental office.

501/601 Research - Research which is not normally part of the thesis.

503/603 Thesis/Dissertation - All aspects of the thesis including thesis research and writing of thesis.

505/605 Reading & Conference - Scholarly examination of literature including discussion between student and teacher.

604 Internship - Fieldwork involving the practice of professional activities or guided research.

All by-arrangement requests should include a substantive title and an accurate description of the activities planned. Students should keep copies of all materials pertaining to by-arrangement coursework. These may be needed to document the coursework supporting comprehensive exams.

Department of Psychology Student Photocopying Policy

The following policy, developed by the psychology faculty, outlines appropriate student use of the psychology department photocopier and is in effect beginning spring, 2003.

- **The copier is to be used only for material related to teaching and research assistantships.**
- It is not acceptable to copy articles or materials for personal use -- this includes articles for comps, theses, dissertations or classes.
- It is not acceptable to use departmental copying codes, including advisors' codes, for copying for personal use, or any use other than the above.
- It is not acceptable to violate copyright laws (http://library.pdx.edu/copyright/copyright_guide.php).

GRADUATE FORMS AND PROCEDURES

All required forms are available either on the department I:/ drive (I:/Staff/Psychology/GRADUATE FORMS & HANDBOOK) or through the Office of Graduate Studies' (OGS) web site <http://www.pdx.edu/ogs/forms>. A comprehensive list of deadlines for submission of forms is available at the OGS website: <http://www.pdx.edu/ogs/graduate-candidate-deadlines>

Please refer to our graduate student checklist for detailed information about both departmental and OGS forms and the process and order by which they must be completed and submitted

APPENDIX A: GRADUATE STUDENT PERFORMANCE POLICY AND PROCEDURES

Responsibilities of the Department of Psychology

1. The Department will provide students with information regarding academic standards as well as information regarding academic policies of the university.
2. The Department will provide at least annual written evaluation of each student's progress in the program. Each student's advisor meets with the student annually to discuss the evaluation and offer recommendations. After the review, the advisor and student sign the letter of assessment and forward it to the student's file. In addition, throughout a student's graduate career the student's performance may be evaluated informally by Department faculty or other personnel (for example by graduate course instructors or teaching assistantship supervisors).
3. The program will provide due process for the review of graduate student performance, including procedures for possible remediation, probation, or termination from the program, as provided in this policy.

Feedback from these assessments is intended to facilitate students' professional growth by acknowledging strengths and by identifying performance or conduct areas that need improvement. Such assessments are both episodic and ongoing.

Expectations of Graduate Students

Regarding professional competence we categorize our expectations of graduate students into three domains:

1. Knowledge of and conformity to relevant professional standards,
2. Acquisition of appropriate professional skills, and
3. Appropriate management of personal concerns and issues as they relate to professional functioning, including performance in academic, research or service arenas and relationships with other students, faculty, staff, research participants or research partners.

Department faculty expect graduate students to be cognizant of and abide by the *APA Ethical Principles of Psychologists and Code of Conduct*, specialty guidelines, and any other relevant, professional documents or standards which address psychologists' ethical, personal and/or legal responsibilities. Department faculty also recognize that mere knowledge of and exposure to the above guidelines and standards, while necessary, are insufficient. Graduate students need to demonstrate professional standards in their behavior. Examples include a demonstrated awareness of ethical issues which arise in work with community research partners; providing research participants with a prompt opportunity to obtain appropriate information about the research findings; and truthfulness in representing one's credentials and training.

Problems of professional competence may become evident at any point during a student's graduate career. Examples of problems include:

1. The quality of work delivered by a student in coursework, assistantship, and/or research related contexts is notably below reasonable standards;
2. A student does not acknowledge, understand, seek to understand, or address a problem when it is identified to him or her;
3. A disproportionate amount of attention to the student by faculty or staff is required;
4. A student's behavior does not change as a function of feedback, remediation efforts, and/or time;
5. Problematic behavior has potential for ethical or legal ramifications if not addressed;
6. Problematic behavior compromises the training of other students.

Procedures for Addressing Student Performance not Meeting Expectations

For many problems it is expected that the student and faculty member will first attempt to resolve problems informally; indeed, this is the preferred manner of resolution whenever reasonable. Informal resolution may also include consultation by the student with the adviser and/or the Department chair and/or by the initiating faculty member with the adviser and/or the chair. Typically the student then addresses the problems to the satisfaction of the

faculty, and continues successfully in the program. When necessary, however, faculty will communicate more formally with the student.

In any case, the Dean of Students may be consulted and become instrumental in the actions taken, including adjudicating the matter at hand.

Unsatisfactory performance that has not been resolved informally will be addressed in the following ways: (1) a **Remediation Procedure** in which selected faculty develop a plan for remediation and later reviews progress; and/or (2) a **Retention Review**, in which a faculty committee makes a decision regarding retention or dismissal of the student. The decision to invoke either the Remediation Procedure or a Retention Review is based on the nature and seriousness of the concern(s). Criteria and procedures for each response are provided below.

If a student commits a violation of the APA ethical code, this situation is subject to automatic initiation of either the Remediation Procedure or Retention Review by the student's advisor.

Remediation Procedures. The Chair⁴ of the Department will work with the Graduate Program Chair who together oversee all remediation plans and conduct all retention reviews in a given academic year. The faculty serving in this capacity take action based on the following:

1. When a faculty member has not been able to resolve a concern through informal interactions with the student, she or he notifies the student in writing to request a remediation meeting. If the initiating faculty member is not the student's advisor, the initiating faculty member includes the advisor in this request and sends a copy to the student's advisor. The written request should specify in what ways the student needs to meet the Department's expectations and/or address the concerns identified.
2. The initiating faculty member will meet with the student, the designated faculty committee, and the student's advisor to discuss the concerns and develop a plan for remediation. In select circumstances, other parties may need to be consulted. If the advisor and the initiating faculty member decide that the concern is so serious that a plan of remediation is inappropriate, the Retention Review procedure will be invoked. The committee may request that the student provide such information as may be reasonably related to the issue and the student is expected to cooperate with the committee by providing such information.
3. When the initiating faculty member, designated faculty, and advisor decide that a plan for remediation is appropriate, they will develop a written plan. The plan will specify the concerns, actions to be undertaken by the student, and the date by which the student must demonstrate the performance specified. The plan must allow a reasonable period of time for remediation. Whenever possible, completion of the plan should take place within the academic year (September 16 – June 15). The last pages of this document provide an outline for remediation plans.
4. The designated faculty, the student, and the student's advisor will meet with the student to review the outcomes of the plan on or before the completion date. When appropriate this review should also include the faculty member who initiated the process. The committee may also meet to deliberate without the student present.

The designated faculty will decide whether or not the student has successfully remediated the concern according to the plan. They will send a written notice of their conclusions to the Chair of the Department. If the concern is judged to be unresolved, a Retention Review will take place.

Retention Review

Serious concerns about a student's performance or behavior may persist after having been addressed by faculty. Additionally, on very rare occasions, violations of professional expectations may be so egregious as to necessitate immediate consideration for program dismissal without a preliminary remediative step.

⁴ The Associate Chair may also act as a representative of the Chair

Dismissal of a student from his or her graduate program in the Department of Psychology is a significant event for the student and for program faculty. It represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in academic skills, research skills, or professional conduct. Procedures for such review, distinct from the annual academic reviews and post-master's review that students normally receive are as follows.

1. The faculty member referring the concern for a Retention Review ("the initiating faculty") will notify the student and the student's advisor in writing that a concern has developed. The initiating faculty member will send a copy of this notice to the Chair of the Department.
2. A Retention Review Committee will be appointed and convened by the Chair of the Department. Membership on the committee should include the Chair of the Graduate Committee (who will serve as chair), and one other tenured Department faculty member. One of these faculty members will be selected from a list submitted by the student of at least two Department faculty members or appointed by the Chair if the student provides no nominee. The student's advisor is ineligible for membership on the Retention Review Committee. If membership presents a conflict of interest for the Chair of the Graduate committee, the Department Chair will appoint another tenured faculty member to assume the responsibilities of committee chair.
3. The student and the student's advisor will attend a meeting of the Retention Review committee. The committee chair may invite other parties relevant to the concern. The student may invite departmental students or faculty members to provide the committee with relevant information. The student will inform the committee chair in writing at least 3 days prior to the meeting who will be attending on the student's behalf. The committee chair reserves the right to limit the providing of redundant or irrelevant information.
4. The Retention Review Committee will consider the concerns brought before them and the student's response. The committee may also choose to review the student's academic file.
5. The Committee then meets and makes a recommendation that the concerns may be resolved in one of the following ways:
 - a. Due to behavior on the part of the graduate student, the student is immediately dismissed from the graduate program.
 - b. Dismissal from the graduate program is recommended to take place at the end of the current academic term.
 - c. The committee may recommend that the student remain in the program under conditions of remediation specified by the committee.
 - d. The committee may find there is sufficient evidence that the concern has been remediated, and recommend that no further action is necessary.
 - e. The committee may find that there are neither grounds for remediation or dismissal, and recommend no action.
6. The Chair of the Graduate Committee will send a letter to the student summarizing the decision and its rationale, with copies to the Department Chair, the student's advisor, the student file, and if appropriate, the faculty member who initiated the Retention Review.

Appeals. If the student believes that Department of Psychology policy or procedure was not followed, he or she may request in writing a review of the Remediation Procedure and/or Retention Review process and outcomes by the Chair of the Department within two weeks. The Department Chair will notify the student of the outcome of his or her review, in writing, within another two weeks. Any further appeal of these outcomes would need to be submitted to the Office of Graduate Studies under policies outlined in the Portland State University *Bulletin*.

Policy Effective: June, 2011

The Department of Psychology acknowledges the stated policies of the Council of Chairs of Training Councils, affiliated with the Education Directorate of the American Psychological Association; the School of Social Work at

Portland State University; and Fielding Graduate University, from all of which the Department faculty drew extensively in creating this policy including direct use of some of these materials.

Remediation Plan
Department of Psychology, Portland State University

Date of Remediation Plan meeting:

Name of graduate student:

Primary advisor:

Names committee members designated by the Department Chair, present at the meeting:

All additional pertinent advisors or other faculty:

Provisional date for follow-up meeting(s):

Circle all competency domains in which the graduate student's performance still needs to meet expectations:

Foundational Competencies:

Professionalism, Scientific Knowledge and Methods, Self-Assessment/Self-care,
Relationships, Diversity, Ethical Standards

Functional Competencies:

Teaching, Consultation, Research, Supervision, Service Activities, Administrative
Activities

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the graduate student's attention and by whom:

Steps already taken by the graduate student to rectify the problem(s) that was identified:

Steps already taken by the faculty member(s) to address the problem(s):

Remediation Plan

(Make copies of this page as needed.)

Competency domain and essential components	
Problem behaviors	
Expectations for acceptable performance	
Actions and/or responsibilities of the graduate student	
Actions and/or responsibilities of the supervisor or faculty member	
Timeframe for acceptable performance	
Assessment methods	
Date(s) of re-evaluation	
Consequences of unsuccessful remediation	

(continued)

I, _____, have reviewed the above remediation plan with my primary advisor and faculty members of the Remediation Procedure committee. My signature below indicates that I fully understand the above. I agree / disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If the graduate student disagrees, comments, including a detailed description of the graduate student's rationale for disagreement, are REQUIRED*).

Graduate student signature: _____

Date: _____

Graduate student's comments (Feel free to use additional pages):

Members of the Remediation Committee, the faculty advisor, and other faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Summative Evaluation of the Remediation Plan

(Make copies of this page as needed.)

Follow-up meeting

Date:

In attendance:

Competency domain and essential components	
Expectations for acceptable performance	
Expected outcomes (Met; Partially met; Not met)	
Next steps (e.g., remediation is concluded; plan is modified; next step in due process procedure)	
Next evaluation date (if applicable)	

I, _____, have reviewed the above summative evaluation of my remediation plan with my primary advisor and with other faculty as needed. My signature below indicates that I fully understand the above. I agree / disagree with the above decision (please circle one). My comments, if any, are below. *(PLEASE NOTE: If the graduate student disagrees with the outcomes and next steps, comments, including a detailed description of the graduate student's rationale for disagreement, are REQUIRED).*

Graduate student signature: _____

Date: _____

Graduate student's comments (Feel free to use additional pages):

APPENDIX B: COMMUNITY PSYCHOLOGY MAJOR AREA PAPER COMPREHENSIVE EXAM OPTION

Updated Version (5/8/19)

Major Area Paper Rationale

The primary purpose of the Major Area paper (MAP) is for students to demonstrate a depth of knowledge in a critical area of community psychology. In addition, the MAP allows students to demonstrate an integration of theories, perspectives, knowledge, and research from across the scientific literature in the field. We also encourage students to use the MAP as an opportunity to explore a significant area that may form the foundation for their dissertation. Doctoral students may complete the MAP process after they have successfully completed at a minimum: (a) the required number of hours of coursework expected to support a comprehensive exam or major area paper; and (b) their Master's thesis process. Students are required to pass a comprehensive exam or optional major area paper as a prerequisite for doctoral candidacy and beginning the dissertation process.

The following guidelines outline the Portland State University (PSU), Psychology Department's Community Psychology Area Major Area Paper (MAP) Comprehensive Exam Option. Details are provided regarding the structure of the committee, timeframe for the process, expectations for the paper, and procedures for completing the oral defense of the student's MAP. Many of the associated requirements track closely with those of the comprehensive exam.

Committee Structure

There will be at least two Community Area faculty comprehensive exam committee members. All committee members should be selected from the regular, PSU tenure track faculty.

In most cases the chair of the student's MAP will be their advisor, given that MAPs are typically closely aligned with a student's area of expertise. The role of the chair is to help guide the graduate student's development of a MAP topic, support their proposal process, provide general guidance as the MAP develops, and to coordinate the final oral exam process. The other Community Area faculty member(s) of the committee will provide less formal guidance and support, as appropriate. They will review the MAP proposal, work with the student and chair to shape its scope and focus, and serve as examiners at the student's oral defense.

Guidelines and Timeline for the MAP and Oral Exam

As noted above, the MAP will serve as a comprehensive exam option for the PSU Psychology Department Community Area. The following section describes the timetable for completing this graduate training requirement, a description of the expectations for the MAP and oral exam, and steps necessary to prepare for the MAP and its associated oral defense.

1. Timetable. The department recommends that students form their MAP committee immediately following the successful completion of their master's thesis. Ideally, this would be at the end of the student's second year or the beginning of their third year. The MAP may be initiated at any time during the academic year (summer meetings may be greatly limited by faculty availability). Note that it is the student's responsibility to check any additional University guidelines regarding the comprehensive exam and comprehensive exam options.

To stay on schedule, the graduate student must complete the MAP by the end of their fourth academic year. It is recommended that students complete the MAP by the end of their third year whenever possible. The Department of Psychology requires that a student registered for full-time study pass the preliminary examination by the end of their fifth year. Except under unusual circumstances, extensions will not be granted beyond the fifth year. In fact, the current graduate student handbook indicates that students who have not completed their comprehensive exam by the end of their fifth year may be dismissed from the program. MAP proposal and examination meetings should be scheduled during the nine-month academic year. Summer meetings will rarely be approved, given that faculty members' are rarely on contract during that time. A student must be registered during the term in which he/she defends his/ her MAP.

2. Committee Composition and Approval. As noted above, a graduate student's MAP committee will be composed of at least two Community Area faculty members. While the Office of Graduate Studies does not formally approve comprehensive exam or comprehensive exam committees, the Community Area faculty must approve the committee composition. Graduate students should not begin work on their MAP until their committee has been approved and their committee has approved their MAP proposal. Graduate students are expected to prepare a brief proposal that provides a foundation for their MAP. The proposal must include: (a) a list of their foundational coursework; (b) a rationale describing the significance of their area of focus (1 page); (c) a bulleted outline of the MAP (2-3 pages; see suggested MAP sections below); (d) the relevance of the paper to their dissertation topic (1 page); and (e) a reading list reflecting key articles in the literature to be included in the MAP. The proposal represents a starting point for the MAP, will allow the committee to better understand the scope and focus of the MAP, and positions the committee to guide the graduate student's development of the MAP. The proposal must be submitted to committee members 2 weeks prior to the scheduled proposal meeting (see section 5 for more information about this meeting).

3. Content and Format of The MAP. The MAP should be structured as a research paper in which the student: (a) provides a new integration of an existing body of literature that offers novel ideas, hypotheses, and/or theoretical perspectives; (b) identifies major gaps in the literature; and (c) discusses how those gaps might be filled. The paper cannot be a simple review of the literature; it must provide a synthesis or integration of theory, research, and/or practice on the topic and be issue or idea focused. The student's goal should be to become a leading expert on the chosen research question and to demonstrate his or her expertise by providing an integrative review of the literature that moves the

area forward. The paper should be original and not derivative of another paper in the field. The MAP should be written in a style that is consistent with articles in journals that publish integrative, non-empirical review papers. Indeed, one criterion that the committee should consider in evaluating the paper is whether it is suitable for publication in a leading review journal such as: *Psychological Bulletin*; *Psychological Review*; or *Personality and Social Psychology Review*. The minimum length for the MAP text is 40 double spaced pages and the maximum length is 60 double spaced pages. These limits do not include front and back matter (e.g., title page, abstract, references, tables and figures). The graduate student and faculty committee chair should agree upon an approximate intended length of the MAP before the writing begins. The structure of the MAP will vary according to the selected topic, and the following list of sections provides just one example of how the MAP may be organized: (a) Background and Significance; (b) Theoretical Grounding; (c) Paper Parameters (e.g., key literature search strategy, focal data bases, key search terms, inclusion/exclusion criteria); (d) Methodological Considerations; (e) Integrative Literature Review; (f) Summary of Findings; (g) Critique of Literature Strengths & Limitations; (h) Applied Implications; and (i) References. Prior examples of MAPs are available on the Psychology Department i drive.

4. Incorporation of Community Psychology “Lens”

Graduate students are expected to incorporate substantially a Community Psychology “lens” or perspective into the MAP. This may be accomplished in a number of different ways. For example, the focus of the MAP may be around Community Psychology theories (e.g., Social Ecology; Empowerment), applied interventions (e.g., particular prevention approaches), social issues (e.g., poverty, social justice), populations (e.g., marginalized community members), methodologies (e.g., qualitative, program evaluation, multi-level analyses), and/or some combination of these areas. Alternatively, students could present a critique of the reviewed literature in terms of community psychology theories and methods and how they could fruitfully inform future research, intervention, and/or action in the literature. Community Psychology perspectives should be integrated into the “fabric” of the MAP in one such way, and graduate students should expect oral defense questions regarding the influence of Community Psychology theories and concepts on various aspects of the MAP.

5. MAP Proposal Meeting. A proposal meeting is required prior to the graduate student’s drafting of their MAP. This one to two-hour meeting is designed as an opportunity for the graduate student to receive feedback from their committee and for their committee to help structure a MAP of an appropriate scope and depth. The MAP proposal will contain an outline of the content to be covered within each of the required MAP sections (see #3 above). At the end of this meeting, the students’ committee will confirm their acceptance of the students MAP proposal by signing an “internal” Psychology Department approval form. Students must have a fully approved MAP proposal at least 90 days (three months) prior to their intended oral defense date.

6. Role of the MAP Chair and Committee. Although the MAP is the work of the student, it is anticipated that the MAP committee chair (often the student’s advisor) may provide conceptual advice and support throughout the process. Given that the MAP is

intended to be an independent demonstration of scholarship, it is expected that students will have limited discussions with their committee members as they develop their MAP. The committee members are not expected to review and edit or review and comment on particular sections of the MAP during the development process.

The MAP chair is expected to review the paper at the point at which the student indicates that the MAP has been written and closely proofed. It is the responsibility of the chair to determine if the MAP is appropriate for the oral defense. The MAP chair is given two weeks to review the MAP and make this determination. If the chair determines that the MAP is ready to be defended, they inform the student and forward the paper to the other MAP committee members. Committee members must be given a minimum of two weeks to review and score the MAP. If the chair determines that particular sections need more work, the chair provides the student with adequate written feedback to enhance the identified sections and negotiates a timeframe consistent with the amount of revisions. The chair should not edit the document, but may identify sections in need of revision. Once the chair receives the revised MAP they should review the areas in need of revision within two weeks. Once these revisions are acceptable to the chair, the MAP should be forwarded to the other major area committee member who have two weeks to read and score the document.

Oral defense meetings must be scheduled to be held at least three weeks after committee members receive the final MAP to review. Students should ask committee members if they would like a paper copy or an electronic document and provide them with the format preferred. All committee members score the overall MAP document on a four point scale: “5” = Exceeds expectations (check plus); “4” = Consistent with expectations (check); “3” = Marginally below expectations (check minus); and “0” = Failing to meet minimal expectations. The committee members forward scores for each section to the chair no later than 72 hours prior to the planned defense meeting. To proceed with the oral defense, the student’s MAP must receive an average score across the three raters of 3.5.

The chair must notify the student and the other committee member no later than 48 hours prior to the scheduled exam whether the oral defense will proceed. If the paper is not deemed acceptable for defense (i.e., the MAP does not receive an average score of at least 3.5), the oral exam is cancelled. If the meeting is cancelled, the student will receive written and oral feedback within one week as to which areas of the MAP require revision. The student is to revise the MAP based on these comments. The defense meeting preparation process is repeated after the student submits a revised MAP to the committee chair. If this revised MAP does not earn a passing score average from all committee members, the student will be dismissed from the doctoral program.

7. The oral exam. It is the student’s responsibility to take the lead in scheduling the oral exam. The scheduling process should begin well in advance of the intended exam date (e.g., six weeks). The student will be invited to join the committee 15 minutes after the scheduled start of the meeting in order to allow the committee members a short discussion period. When the student arrives, she/he should give a 25-30 minute presentation of the MAP, typically using a small number of slides to illustrate major

points. In the oral exam faculty will ask questions that stem from the MAP document's key areas. The MAP defense should be focused on the central tenants of the paper and the particular Community Psychology "lens" that they've used to help frame their MAP. The graduate student should also be prepared to demonstrate knowledge in related areas of their field. Students are responsible for answering any and all questions, and students should bring only a copy of their MAP document (on a computer or printed) and their oral presentation to the exam room. The oral exam will consist of two rounds of questions. In each round, each committee member will question the student with the Committee Chair establishing the order of questioning. Each committee member will be allowed up to 15 minutes of time to examine the student during the 1st round, and up to 10 minutes during the 2nd round. The time allocated to each examiner is intended to be used primarily by the examiner; other examiners may ask brief questions of clarification during that period but extensive questioning by other examiners should be reserved for their turn in the process. The Committee Chair is responsible for monitoring time and for gently enforcing time limits. After the two or more rounds of questions, the committee may decide to have an optional 10-15 minute discussion period in which all committee members can raise critical follow-up questions.

At the conclusion of the exam, the student will be asked to step out of the room and the committee members will determine whether the candidate has passed or failed the exam. Each committee member will score the student's overall MAP according to the following: 5= exceptional, 4= satisfies norm of a solid Ph.D., 3= marginal, 2= too weak for marginal, but not a clear failure, and 0= fail. Performance on both the written and oral portions of the exam are evaluated together so that a student is assigned one numerical score for the overall MAP. The faculty are not restricted to integers when scoring. To pass, the student must have an average score across committee members (including the chair) of at least 3.8. If an average score of failing is assigned, the committee will choose between the following alternatives: (a) Student is dismissed from the PhD program; (b) Require the student to make revisions to the written MAP; (c) Require the student to retake the oral exam; (d) Require the student to make revisions to the written MAP and retake the oral exam. The exam committee completes a Comprehensive Examination Report, which is then signed by the Graduate Committee Chair and sent to the Office of Graduate Studies. Successful completion of the second examination requires a passing score from all committee members, and the committee composition must be exactly the same as during the first examination. A failing score on the second examination will render a student ineligible to continue in the PSU Applied Psychology doctoral program.

8. After the oral exam. Per University rules, A student is not permitted to pursue Advancement to Candidacy for the Ph.D. degree until the MAP and oral examinations have been passed. Once a student has been passed on both their written MAP and their oral defense, completed all required coursework, successfully defended the dissertation proposal, and received approval from the PSU IRB to conduct human subjects research, if needed, they will be able to apply for doctoral candidacy with the PSU Office of Graduate Studies.

APPENDIX C

I/O PSYCHOLOGY MAJOR AREA PAPER COMPREHENSIVE EXAM OPTION

Major Area Paper Rationale

The primary purpose of the Major Area paper (MAP) is for students to demonstrate a depth of knowledge in a critical area of I/O psychology. In addition, the MAP allows students to demonstrate an integration of theories, perspectives, knowledge, and research from across the scientific literature in the field. We also encourage students to use the MAP as an opportunity to explore a significant area that may form the foundation for their dissertation. Doctoral students may complete the MAP process after they have successfully completed at a minimum: (a) the required number of courses expected to support a comprehensive exam or major area paper (a minimum of 4 courses); and (b) the successful completion of their Master's thesis. Students are required to pass a comprehensive exam or optional major area paper as a prerequisite for doctoral candidacy and beginning the dissertation process.

The following guidelines outline the Portland State University (PSU), Psychology Department's I/O Psychology Area Major Area Paper (MAP) Comprehensive Exam Option. Details are provided regarding the structure of the committee, timeframe for the process, expectations for the paper, and procedures for completing the oral defense of the student's MAP. Many of the associated requirements track closely with those of the traditional comprehensive exam.

Committee Structure

The MAP committee will consist of two tenure-track I/O faculty at PSU. In most cases the chair of the student's MAP will be their advisor, given that MAPs are typically closely aligned with a student's area of expertise. The role of the chair is to help guide the graduate student's development of a MAP topic, support their proposal process, provide general guidance as the MAP develops, and to coordinate the final paper review and oral exam process. The other I/O Area faculty member of the MAP committee will provide less formal guidance and support, as appropriate. They will review the MAP proposal, work with the student and chair to shape its scope and focus, review the final MAP, and serve as examiner at the student's oral defense.

Guidelines and Timeline for the MAP and Oral Exam

As noted above, the MAP will serve as a comprehensive exam option for the PSU Psychology Department I/O Area. The following section describes the timetable for completing this graduate training requirement, a description of the expectations for the MAP and oral exam, and steps necessary to prepare for the MAP and its associated oral defense.

- 1. Timetable.** The department recommends that students form their MAP committee immediately following the successful completion of their master's thesis. Ideally, this would be at the end of the student's second year or the beginning of their

third year. The MAP may be initiated at any time during the academic year (summer meetings may be greatly limited by faculty availability). Note that it is the student's responsibility to check any additional University guidelines regarding the comprehensive exam and comprehensive exam options.

To stay on schedule, the graduate student must complete the MAP by the end of their fourth academic year. It is strongly recommended that students complete the MAP by the end of their third year or beginning of their fourth year. The Department of Psychology requires that a student registered for full-time study pass the comprehensive examinations by the end of their fifth year. Except under unusual circumstances, extensions will not be granted beyond the fifth year. In fact, the current graduate student handbook indicates that students who have not completed their comprehensive exams by the end of their fifth year may be dismissed from the program. MAP proposal and examination meetings should be scheduled during the nine-month academic year, following the same cycle as the traditional format (i.e., closed-book, time limited) of comprehensive exams. A student must be registered during the term in which they defend their MAP.

2. Committee Composition and Approval

As noted above, a graduate student's MAP committee for the major will be composed of two I/O Area faculty members, with the committee chair being the student's primary advisor. While the Office of Graduate Studies does not formally approve comprehensive exams or comprehensive exam committees, the I/O Area faculty must approve the committee composition. Graduate students should not begin work on their MAP until their MAP committee has approved it. Graduate students are expected to prepare a brief proposal that provides a foundation for their MAP. The proposal must include: (a) a list of their foundational coursework; (b) a rationale describing the significance of their area of focus, including new contributions (1 page); (c) a bulleted outline of the MAP (1-3 pages; see suggested MAP sections below) along with key rationale (e.g., the key contributions) for choosing the MAP topic and research questions; (d) the relevance of the paper to their dissertation topic; (e) suggestions for academic journals that the resulting manuscript could be submitted to (including deadlines where applicable), (f) a reading list reflecting key articles in the literature to be included in the MAP, and (g) a specific timeline for completing the MAP manuscript including the due dates to submit the first draft to the committee chair with the understanding that a second draft is usually necessary before the MAP is ready for formal evaluation by the entire committee. The proposal represents a starting point for the MAP, will allow the committee to better understand the scope and focus of the MAP, and positions the committee to guide the graduate student's development of the MAP. The proposal must be submitted to committee members 2 weeks prior to the scheduled proposal meeting (see section 5 for more information about this meeting). The MAP proposal has to be preliminarily approved via email by the chair and the other committee member before a proposal meeting can be scheduled. The MAP proposal meeting will be part of the overall comprehensive exam proposal meeting. The proposal meeting is described in more detail in Section 4 below.

3. Content and Format of the MAP

The MAP should be structured as a research paper in which the student: (a) provides a new integration of an existing body of literature that offers novel ideas, hypotheses, and/or theoretical perspectives; (b) identifies major gaps in the literature; and (c) discusses how those gaps might be filled by proposing some concrete future research directions or research propositions. The paper cannot be a simple review of the literature; it must provide a synthesis or integration of theory, research, and/or practice on the topic and be issue- or idea-focused. The student's goal should be to become a leading expert on the chosen research topic and to demonstrate their expertise by providing an integrative review of the literature and offering some propositions and solutions that move the area forward. The paper should be original and not derivative of another paper in the field. The MAP should be written in a style that is consistent with articles in journals that publish integrative, non-empirical review papers. Indeed, one criterion that the committee should consider in evaluating the paper is whether it is suitable for publication as a review in a leading academic journal. It is the student's responsibility to find an appropriate target journal. However, the committee may provide additional suggestions regarding target journals. The minimum length for the MAP text is 30 double spaced pages and the maximum length is 40 double spaced pages, although this may be adjusted slightly should the student identify a particular target journal with different requirements that the committee agrees is most appropriate for the work. These limits do not include front and back matter (e.g., title page, abstract, references, tables, figures, appendices, footnotes). The graduate student and faculty committee chair should agree upon an approximate intended length of the MAP before the writing begins. The structure of the MAP will vary according to the selected topic, and the following list of sections provides just one example of how the MAP may be organized: (a) Background and Significance; (b) Theoretical Grounding; (c) Paper Parameters (e.g., key literature search strategy, focal data bases, key search terms, inclusion/exclusion criteria); (d) Methodological Considerations; (e) Integrative Literature Review; (f) Summary of Findings; (g) Critique of Literature Strengths & Limitations; (h) Future Research Directions and Research Propositions; (i) Applied Implications; and (j) References. The student will identify examples of review articles that have already been published that will inform the structure of the proposed MAP.

Incorporation of I/O Psychology “Lens”

Graduate students are expected to incorporate substantially an I/O Psychology “lens” or perspective into the MAP. This may be accomplished in a number of different ways. For example, the focus of the MAP may be around I/O Psychology theories, applied interventions, populations, methodologies and/or some combination of these areas. Alternatively, students could present a critique of the reviewed literature in terms of I/O psychology theories and methods and how they could fruitfully inform future research, intervention, and/or action in the literature. I/O Psychology perspectives should be integrated into the “fabric” of the MAP in one such way, and graduate students should expect oral defense questions regarding the influence of I/O Psychology theories and concepts on various aspects of the MAP.

4. MAP Proposal Meeting

A proposal meeting is required prior to the graduate student's in-depth drafting of their MAP. This one-hour meeting is designed as an opportunity for the graduate student to receive feedback from their committee and for their committee to help structure a MAP of an appropriate scope and depth. This meeting will occur in the fall term for students intending to complete the oral portion of the MAP in the subsequent spring and in the spring term for students intending to complete the oral portion of the MAP in the subsequent fall (as is done in the case of traditional comps proposal meetings). The MAP proposal will contain an outline of the content to be covered within each of the required MAP sections (see #3 above). At the end of this meeting, the student's committee will confirm their acceptance of the student's MAP proposal by signing an internal Psychology Department approval form, as well as offering constructive conceptual advice, and feedback on the direction and structure (e.g., missing components) of the planned MAP manuscript. Students must have a fully approved MAP proposal at least 90 days (three months) prior to their intended oral defense date.

5. Role of the MAP Chair and Committee

Although the MAP is the work of the student, it is anticipated that the MAP committee chair (usually the student's advisor) will provide conceptual advice and support throughout the process. Given that the MAP is intended to be an independent demonstration of scholarship, it is expected that students will have limited discussions with the other committee member as they develop their MAP. The committee Chair and member are not expected to review, edit, and/or comment on particular sections of the MAP during the writing process.

6. MAP Process and Scoring

Once the student has finished writing (and proofreading) the complete MAP, the MAP chair will review the paper once and provide feedback to the student. This written feedback will have the form of a developmental review (similar to a review one would receive when submitting an article to an academic journal). The MAP chair will provide this feedback within two-to-three weeks. The student is then expected to revise the MAP based on the MAP chair's written feedback. Once the student has the final version of the MAP ready for formal evaluation, the MAP chair is given a minimum of two weeks to review the MAP and to decide if the student is ready to move forward to the oral exam. If the chair determines that the MAP is ready to be defended, they inform the student and forward the paper to the other MAP committee members. If the chair determines that the MAP is *not* ready to be defended, the student is recommended to delay their entire comprehensive exams until the next time when the comprehensive exams are offered, so that the student can ensure enough time to revise the document before their oral exam. Committee members must be given a minimum of two weeks to review and score the MAP before the oral defense meeting. Therefore, committee members need to receive a copy of the MAP draft, no later than the end of Week 3 in the term when the defense meeting is scheduled to be held (no later than the end of Week 5).

These meetings should follow the same timeline as the comprehensive exams using the traditional format (e.g., Week 5 of fall and spring terms), to

ensure consistency of the comprehensive exam procedure across different formats. This means that the oral exams for the MAP will be one two-hour oral exam.

Students should ask committee members if they would like a paper copy or an electronic document and provide them with the format preferred. All committee members score the overall MAP document on a five-point scale: “5” = Exceeds expectations (check plus); “4” = Consistent with expectations (check); “3” = Marginally below expectations (check minus); and “0” = Failing to meet minimal expectations. The committee members forward a score to the chair no later than 72 hours prior to the planned oral exam. To proceed with the oral exam, the student’s MAP must receive an average score across both raters of 3.5. The chair must notify the student and the other committee members no later than 48 hours prior to the scheduled exam whether the oral defense will proceed. If an average score of 3.5 is not achieved, the student fails the MAP portion of the comprehensive exam (i.e., the major exam). The MAP exam can be repeated once in accordance with the general comprehensive exam rules of the psychology department, for the next time when the comprehensive exams are offered. The student will be allowed to use the same topic or choose a new topic for the repeated exam. If the student fails the MAP portion of the comprehensive exam a second time, the student will be dismissed from the program (again, as specified in the general comprehensive exam guidelines).

7. The oral exam

It is the student’s responsibility to take the lead in scheduling the oral exam. The scheduling process should begin well in advance of the intended exam date. The student will be invited to join the committee 15 minutes after the scheduled start of the meeting in order to allow the committee members a short discussion period. When the student arrives, they should give a 15-20-minute presentation of the MAP, typically using a small number of slides to illustrate major points. In the oral exam, faculty will ask questions that stem from the MAP document’s key areas. The MAP defense should be focused on the central tenets of the paper and the particular I/O Psychology “lens” that they’ve used to help frame their MAP. The graduate student should also be prepared to demonstrate knowledge in related areas of their field. Students are responsible for answering any and all questions, and students should bring only a copy of their MAP document (on a computer or printed) and their oral presentation to the exam room. At the conclusion of the exam, the student will be asked to step out of the room and the committee members will determine whether the candidate has passed or failed the exam. Each committee member will score the student’s overall MAP according to the following: 5 = exceptional, 4 = satisfies norm of a solid Ph.D., 3 = marginal, 2 = too weak for marginal, but not a clear failure, and 0 = fail. Performance on both the written and oral portions of the exam (for the MAP) are evaluated together so that a student is assigned one numerical score for the overall comprehensive exam. The faculty are not restricted to integers when scoring. To pass, the student must have an average score of at least 3.8. If an average score of failing is assigned, the committee will choose the procedure as specified in the general rules for comprehensive exams in the Psychology Department (e.g., giving

feedback and allowing the student to retake the exam once, see p. 22 of the 2019 Graduate Handbook). The exam committee completes a Comprehensive Examination Report, which is then signed by the Graduate Committee Chair and sent to the Office of Graduate Studies. Successful completion of the second examination requires a passing score from all committee members, and the committee composition must be exactly the same as during the first examination except in extenuating circumstances. A failing score on the second examination will render a student ineligible to continue in the PSU Applied Psychology doctoral program.

8. After the oral exam

Per University rules, A student is not permitted to pursue Advancement to Candidacy for the Ph.D. degree until the MAP and oral examinations have been passed. Once a student has been passed on both their written MAP and their oral defense, completed all required coursework, successfully defended the dissertation proposal, and received approval from the PSU IRB to conduct human subjects research, if needed, they will be able to apply for doctoral candidacy with the PSU Office of Graduate Studies.