# GRADUATE STUDENT HANDBOOK

GRADUATE DEGREE PROGRAMS IN APPLIED PSYCHOLOGY
Policies and Procedures

MASTER'S DEGREE IN PSYCHOLOGY
DOCTORAL DEGREE IN APPLIED PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY
PORTLAND STATE UNIVERSITY

Fall 2023

The policies and procedures in this handbook apply to all graduate students in the Psychology Department regardless of admission date and are effective beginning Fall 2023 (unless otherwise noted).

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**APPENDICES**

## INTRODUCTION

The graduate degree programs in Psychology, which train research professionals for work in applied settings, are a critical part of the department's mission in applied psychology. This Handbook contains the departmental policies and procedures that govern student participation in those programs. It is designed as a guide for students and their advisors to assist students in their progress through the program. This Handbook provides 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 Handbook integrates departmental policies with more general policies governing graduate studies at Portland State University (PSU), as described in the PSU *Bulletin* and the Graduate School website. However, if any differences exist (other than for time deadlines which are in some cases **more stringent** in this program), the *Bulletin* and the Graduate School rules take priority over this Handbook. The Handbook is also consistent with all contract agreements between PSU and the Graduate Employee Union, AFT/AAUP (GEU). However, if any differences exist, the GEU contract takes priority over this Handbook. Students are responsible for knowing all policies and procedures required by the department and the university. When questions about these policies or procedures arise, students should ask their advisor or the Graduate Chair for clarification. Such questions are always welcome. The department has an Office Specialist dedicated to the graduate program (the Graduate Office Specialist), and they are an important resource for students as well. For questions about the GEU, see the GEU website.

The Director of the Graduate Program (or Graduate 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 are greatly appreciated and can be given to the Chair (or any member) of the Graduate Committee at any time. Students can ask department office staff for current Graduate Committee membership.

### 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 Commitment

This department actively supports an inclusive and vibrant intellectual environment in which human diversity is recognized and valued. We are committed to upholding graduate students' rights in their dealings with faculty, other students, and the university. We do not tolerate discrimination based on race, sex, religion, sexual orientation, gender identity, national origin, disability, or age. We are responsible for maintaining an environment that is free of sexual harassment. We do 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, the Graduate Employees Union, 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 complaints that appear to violate university policies.

**Advisors**

Because ours is an apprenticeship program, every student works closely with a faculty advisor as their mentor. Advisors are assigned upon the student's admission to the program; these are typically the faculty member who recruited the student and whom the student entered the program to work with. Students generally remain with their original faculty advisors, but are not required to do so. Faculty, who work with students at their own discretion, typically are delighted to remain students' advisors throughout their program of study, but also are not required to do so. (Processes for changing advisors and areas of concentration are described in subsequent sections.) Faculty advisors play central roles in graduate students' professional development and progress through the program. Students work on their advisors' research teams and projects; and advisors typically serve as the student's thesis and dissertation committee chair, and the chair of their doctoral comprehensive exams. Throughout students' time in the program, and often for the rest of their professional lives, faculty advisors serve as mentors, collaborators, and senior colleagues. The role advisors play in different aspects of the student's work in the program is described in the Handbook over and over again. Advisors are students' primary mentors and anchors in the graduate program, and serve as first-line resources for information, advice, help, scaffolding, and support. Advisors are committed to their students and invested in their success and development.

## HOW TO USE THIS HANDBOOK

This Handbook can be considered a "users' manual" for the graduate program. It is designed to act as a guide for students and faculty by providing accurate and up-to-date information about policies and procedures for navigating the graduate program. Students and faculty can consult the Handbook to answer important questions about every aspect of the program. For example:

- *Course planning*. What courses are required for a master's degree? A doctoral degree?
- *Previous coursework*. How do students transfer coursework from previous programs? How do students waive program requirements?
- *Timely progress*. What milestones should students accomplish during each year of the program?
- *Milestones*. What are the steps in the process of completing the thesis, comprehensive exams, and dissertation?
- *Academic standing*. What allows students to remain in good standing in the program?
- *Eligibility for funding*. What allows students to remain eligible for departmental funding?
- *Supports*. How do students apply for a leave of absence?

Students use the Handbook throughout their time here, but will use it differently depending on where they are in the program.

- *New student orientation*. Students can glance through the Handbook (especially the table of contents, tables, and numbered lists) to get an overview of the information it contains.
- *After the orientation*. Students who are transferring in or waiving coursework should read those sections carefully, and make plans with their advisor for submitting the waivers and forms needed to get credit for previous coursework. These do not have to be completed immediately, but since they will be used to plan the coursework that students still need, it is good to get them taken care of with all deliberate speed.
- *Beginning of first quarter.* Students should look closely at required courses and examples of course plans. These will be helpful in discussing course choices with their advisor.
- *During Brownbag series*. Students should become very familiar with the Handbook over the course of their first year. Often decisions early in the program (e.g., class choice) affect options later in the program (e.g., minor concentration).
- *Timely progress*. Students can use information from the Handbook to gauge expectations for timing. Since these can vary somewhat from area to area, students should also consult with their advisors and the area-specific portions of the Handbook.
- *Ahead of each milestone*. When approaching a milestone (e.g., thesis), students can study the steps and procedures needed (e.g., a thesis committee must be approved before the student can propose).
- *During each milestone*. As students work through a milestone, they should be sure that they are following along with requirements.
- *Encountering demands and challenges*. Although the Handbook can be of some use to students when they run into difficulties in the program or in their everyday lives (e.g., by providing information about options like a Leave of Absence), we recommend that students turn to their advisor or the Graduate Chair (or any other

faculty member or member of the office staff) as soon as possible. Faculty and staff know about a broader array of university and community resources that can help support students during challenging times.

***Advisors, Peers, and the Graduate Handbook***

As long as they stay within university guidelines, the Psychology faculty as a whole have the final say about our graduate program, and the Graduate Handbook contains all the policies and procedures that have been approved by the faculty. Hence, the Handbook is the (current) final word on policies and procedures governing the graduate program. Students should keep this in mind as they talk to their advisors and peers. Students are especially likely to listen to their advisors. Although all advisors are experts in their research, teaching, and mentoring of graduate students, they are not all experts on the details of the policies and practices of the Graduate School and the graduate program, as described in this Handbook. If there are discrepancies between information provided by advisors and by the Handbook, the Handbook takes precedence. Students are encouraged to consult the Handbook as a secondary technical advisor and to use it together with their advisor when trying to understand policies and procedures.

The same caveat holds for discussions with peers. Senior graduate students and members of a student's peer cohort provide invaluable support, guidance, and advice about how to successfully navigate graduate school. At the same time, however, they may not be familiar with the details of the policies and practices described in this Handbook. When discrepancies exist between information provided by peers and by the Handbook, the Handbook takes precedence. If students have questions about the policies and practices governing the graduate program, they are encouraged to look in this Handbook first, then consult with their advisor, and then with the Graduate Chair, whose charge it is to know or have access to fully accurate information about the functioning of the graduate program.

Students are also encouraged to speak directly to the staff of the Graduate School. Those staff listed under "***Graduate Academic Services***" are the ones who work directly with current students; their responsibilities are listed along with their contact information. These staff members are students' advocates and can provide full and accurate information about all university policies and procedures. On university policies and procedures, their word takes precedence over this Handbook.

***Note***. For area-specific matters that are not (yet) included in the Handbook (e.g., courses required by areas, area reading lists for comprehensive exams), faculty advisors and other area faculty are the best source of up-to-date accurate information.

## MASTER'S DEGREE PROGRAM OF STUDY

### Overview of the Master's Program

Although most students are admitted directly into the Doctor of Philosophy (Ph.D.) program, there is the option to earn a Master of Science (M.S.) degree along the way, which most students pursue. Occasionally, students may be admitted as "terminal" master's degree students. Policies that apply only to these students are marked accordingly. The following sections outline the required coursework for the master's degree, the policies and steps for the master's thesis, and graduation procedures. Students entering the Ph.D. program with advance standing should refer to the "Students Entering with Graduate Coursework" section to get started on the processes needed to transfer courses and waive requirements.

The University master's degree requirements are listed in the beginning of the PSU *Bulletin*. Students desiring a Master of Arts (M.A.) degree must be examined in a second language, which is not required for the M.S. 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.

***Note.*** The courses students register for depend upon whether they are admitted to the terminal master's program or the doctoral program. Students admitted for a terminal masters register for 500-level courses. Students admitted into the doctoral program register for the 600-level equivalents of the 500-level courses listed in the following sections. (The only exception is 503/603 research credits, where PSY 503 is Thesis and PSY 603 is Dissertation).

### Required Coursework

Full time students take 9 credits each term. There are four groups of courses required for the master's degree:

1. Advanced Applied Core courses
2. Methodology courses

3. Elective courses, including area requirements
4. Thesis research

*1. Advanced Applied Core courses*

Students are required to take two Advanced Applied core courses, one in their area and the other of their choice. The following courses meet this requirement:

- *PSY 511. Advanced Community Psychology*
- *PSY 514. Advanced Applied Social Psychology*
- *PSY 515. Advanced Applied Developmental Psychology*
- *PSY 516. Advanced Applied Organizational Psychology*

*2. Methodology Core courses*

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 courses:

- *PSY 521. Univariate Quantitative Methods*
- *PSY 522. Multiple Regression and Multivariate Quantitative Methods*

*3. Elective courses*

Beyond these required courses, students' other courses (i.e., electives) are determined by the Area Curriculum Plan in consultation with their academic advisor. **Specifically, areas may require additional courses within the electives, which are reflected in the Curriculum Plans.** (Area Curriculum Plans will be added as an Appendix during the 2023-2024 academic year. In the meantime, consult your advisor for required courses.)

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. In making decisions about electives, students in the doctoral program should consider selecting courses that would count (1) for their major comprehensive exam, (2) the required additional methodology course, or (3) the required course in Ethics (PSY 518/618). Students should confer with their advisor on the selection of courses.

*4. Thesis research*

Finally, students must register for 8 hours of thesis credit (*PSY 503*. Thesis; note that all students register for 503, as 603 denotes dissertation). The instructor of record should be the student's thesis supervisor (see By-arrangement Requests). All thesis credits show on a transcript as an "I" (incomplete/in progress) until the research is completed.

**Curriculum for M.S. in Psychology**

| **Topic** | **Course** | **Credits** | **Total Credits** |
|---|---|---|---|
| Adv. Applied Psych (choose 2) | *PSY 511. Advanced Community Psychology*<br>*PSY 514. Advanced Applied Social Psychology*<br>*PSY 515. Advanced Applied Developmental Psychology*<br>*PSY 516. Advanced Applied Organizational Psychology* | 4<br>4<br>4<br>4 | 8 |
| Quantitative | *PSY 521. Univariate Quantitative Methods*<br>*PSY 522. Multiple Regression and Multivariate Quantitative Methods* | 5<br>5 | 10 |
| Electives (including area requirements) | Elective 1<br>Elective 2<br>Elective 3<br>Elective 4<br>Elective 5<br>Elective 6<br>Elective 7 | 4<br>4<br>4<br>4<br>4<br>4<br>4 | 28 |
| Thesis | *PSY 503. Thesis* | 8 | 8 |
| Total Credits | | | 54 |

***Notes.*** The program requires a minimum of 40 credit hours in Psychology.
Students can take multiple courses numbered *PSY 510/610* as long as they have different titles and cover different material.
Students should not take more than 8 Thesis credits. Any additional credits cannot be counted toward the degree.

**Example Master's Course Plan**

| | **Fall** | **Cr.** | **Winter** | **Cr.** | **Spring** | **Cr.** | **Total** |
|---|---|---|---|---|---|---|---|
| **Year 1** | PSY 521<br>PSY 514, 516, or Elective<br><br>Total credits | 5<br>4<br><br>9 | PSY 522<br>PSY 515 or Elective<br><br>Total credits | 5<br>4<br><br>9 | PSY 511 or Elective<br>Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | 27 |
| **Year 2** | PSY 516, 514, or Elective<br>Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | PSY 515 or Elective<br>Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | *PSY 503. Thesis*<br>PSY 511 or Elective<br>Total credits | 5<br>4<br>9 | 27 |
| | | | | | Total credits | | 54 |

***Notes***. Full time students take 9 credits each term.
Students typically take *PSY 524/624. Research Design in Psychology* in the spring term of their first year; this course is required for the doctoral program but not the master's program.
Students outside the Developmental area must receive approval from the instructors to take *PSY 515/615. Advanced Applied Developmental Psychology* in their first year.

### *Expected Advanced Applied Psychology Course Offerings*

Courses in the advanced applied psychology core are typically offered every year in the same sequence:

- Fall quarter:
  - *PSY 516/616. Advanced Applied Organizational Psychology*
  - *PSY 514/614. Advanced Applied Social Psychology*
- Winter quarter: *PSY 615/615. Advanced Applied Developmental Psychology*
- Spring quarter: *PSY 511/611. Advanced Community Psychology*

### *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 online and instructions from the departmental office. Students should use different by-arrangement forms, depending on the activities they and the supervisor of the course have agreed they will undertake:

- *PSY 501/601. Research*: Research which is not normally part of the thesis.
- *PSY 503/603. Thesis/Dissertation*: All aspects of the thesis or dissertation including thesis/dissertation research and writing.
- PSY 505/605. Reading & Conference - Scholarly examination of literature including discussion between student and teacher.
- *PSY 604. Internship*: Fieldwork involving the practice of professional activities or guided research.

Students may take By-arrangement credit with any PSU faculty member. 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.

### *Credit Distribution and Limitation for Master's Degrees*

The following limitations are placed on the use of credits in by-arrangement courses:

- A maximum of 8 credits in *PSY 503. Thesis*.
- A maximum of 12 credits in (1) *PSY 501. Research*, (2) *PSY 502. Independent Study*, and/or (3) *PSY 505.*

*Reading and Conference* combined.
- A maximum of 9 credits in (1) *PSY 504. Internship*, (2) *PSY 508. Workshop*, and (3) *PSY 509. Practicum* combined.
- A range of 8-12 credits in PSY 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 doctoral candidates). However, Master's students must demonstrate that they have expertise 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, students can carry out research as part of a faculty member's project with community partners or in the lab, or utilize an existing data set, or collect their own data.

***Timely Progress for the Master's Thesis***

To remain in good standing in the program and to remain eligible for departmental funding, students are expected to make timely progress through program milestones. In some areas, students are expected to complete milestones a bit sooner, and in some a bit later. Hence, there are a range of norms for timely progress. Most students remain well within these norms. However, there are also hard departmental and Graduate School deadlines past which students become ineligible for departmental funding or begin to lose earned credits. More details are provided for timely progress in all the milestones of the doctoral program in later sections, but with regard to the master's thesis, norms for timely progress and deadlines are provided below.

**Range of Timely Progress Norms for Master's Thesis**

| **Milestone** | **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 |

**Deadlines for Master's Thesis**

| **Deadlines** | **Timing** | **Consequences** |
|---|---|---|
| Departmental | Must be finished by **end of Year 4**, | otherwise, **no longer eligible** for dept. funding. |
| Graduate school | Must be finished by **end of Year 7**, | otherwise, initial coursework is **no longer valid**. |

***Important Deadlines***

Although most students complete their master's theses by the end of the second or third years in the program, two deadlines are important to keep in mind. These affect student eligibility for department funding and whether students can use their coursework for a master's degree.

- The first is departmental: To remain eligible for departmental funding, students must successfully defend their master's thesis within four years of starting the program (i.e., by the end of spring term of their fourth year).
- The second is prescribed by the Graduate School in their Summary of Procedures for Master's Degrees: All coursework applied to a master's degree must be completed within seven years prior to the awarding of the degree. This means that seven years is the outside limit for completing the master's degree; otherwise, students will have to repeat courses required for the degree.

***Submission and Routing of Supporting Forms***

For students, a key part of moving through the stages of the thesis and dissertation involves documenting their progress at the departmental and university level. This is accomplished through the completion and submission of departmental and Graduate School forms. These forms serve as both oversight and guidance. Advisors can provide support, but it is students' responsibility to know about and submit relevant forms in a timely manner as they proceed. This protects student progress and ensures smooth decision-making at the departmental and university level.

There are two kinds of forms: (1) departmental forms and (2) forms from the Graduate School. Forms from the graduate school are identified by the "GO" for "Graduate Office" that precede their numbers. All graduate forms can be found on the Graduate School website. Departmental forms can be identified by the "PSY" for Psychology Department. All departmental forms can be found on this departmental drive. Throughout the Handbook, the purposes of these forms and their timing are explained.

All forms that require faculty signatures are **routed electronically by the department Graduate Office Specialist** who supports the graduate program. Graduate students (with help as needed from their advisor) fill out forms and submit them to the Graduate Office Specialist. The Graduate Office Specialist then routes the forms for signature, forwards signed forms to the Graduate School, and places a copy in the student's file. Students also automatically receive copies of forms once they are all signed.

Starting in 2022, the Graduate School began the process of converting GO forms to a digital format. In this format, students complete forms online and they are automatically routed for signatures and sent to the Graduate School. For example, *By Arrangement* forms and *GO-16M. Appointment of Final Oral Committee* forms have been converted to this digital format. More digital forms will be added, but students do not need to keep track of them. Find and click on the target form on the Graduate School website, and it will automatically send you to the correct kind of form (digital submission vs. fillable .PDF format).

***Thesis Stages***

1. Propose thesis
   - Select topic, and choose thesis supervisor and committee
     - Submit *PSY-01. Master's Thesis Committee Approval* form (departmental form)
   - Develop proposal
   - Hold proposal colloquium
   - Revise proposal
2. Conduct and write up thesis research
   - Appoint committee: Submit *GO-16M. Appointment of Master's Thesis Committee* form
   - Complete Human Subjects Review process
   - Meet with committee prior to thesis defense, if needed or desired
3. Hold final Oral Thesis Defense – only after GO-16M has been approved
   - Submit thesis to the Graduate School; complete corrections/edits as required
   - Apply for graduation (see the Graduate Studies website for deadlines)
     - Submit *GO-17M. Recommendation for the Degree (Master's level)* form

***Thesis Supervisor and Thesis Committee***

The thesis committee is made up of 3-4 members. The role of committee members is to provide input and feedback on the student's thesis research at each step in the process. As a result, the committee serves important teaching and learning functions for students during the thesis. Hence, students should carefully consider and select committee members based on their perspectives and expertise, creating a group of consultant/advisors for their thesis. The thesis committee must meet as a whole at the proposal colloquium and at the final oral defense.

Most students' thesis supervisor (or committee chair) will be their faculty advisor. However, students are free to select any regular departmental faculty member (see *GO-16M. Appointment of Final Oral Committee* form from the Graduate School) as the committee chair, provided that person is willing and able to serve. If a different faculty member is chosen as the thesis supervisor, that person automatically becomes the student's general advisor.

Students are required to have at least 2, but no more than 3, committee members in addition to the chair, selected with the input of the thesis supervisor (chair) 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 Graduate Committee Chair is chair of the thesis committee), one adjunct faculty member may serve on the committee instead of a tenured or tenure-track faculty member. Note also that an Emeritus faculty member or an outside research supervisor may serve as a member of the thesis committee but may not be its chair.

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

Any change in membership of 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 Graduate School must be re-approved by the Graduate School before the final oral exam.

***Preparation of Thesis 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 *PSY-01. Master's Thesis Committee Approval Form* and submit it 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.

The proposal is expected to include the following Information, although a variety of ways to organize the chapters in the proposal can be used:

1. *Problem statement*. A concise statement of the problem to be addressed, including its applied significance.
2. *Literature review*. Review of the relevant literature, including background, general status of knowledge in the problem area, and previous empirical and theoretical work.
3. *Purpose of study*. Theoretical and empirical framework within which the proposed problem is considered, research questions, significance of the proposed research, and its likely contributions.
4. *Methods*. Research methodology, including participants and their recruitment, design, and measures to be used.
5. *Analysis plan*. Description of qualitative or quantitative strategies, typically including blank tables and figures.
6. *Discussion*. Summary of study goals, limitations of the research, and future studies.

The instructions for the thesis format, *Information Regarding Thesis Approval,* are available at the Graduate School web page: http://www.pdx.edu/ogs/thesis-and-dissertation-information.

The Graduate School also occasionally hosts workshops on research skills and the thesis/dissertation process. Several books, which offer advice to graduate students on the development and writing of theses, are available at the PSU Library. The Psychology department has also created a guide on *The Thesis Process: A Collection of Ideas and Tips for Starting and Completing Your Master's Thesis Proposal* (last edited in 2012). Students are also encouraged to ask peers for copies of their proposals to use as examples, and to utilize the Writing Center and Academic Coaching as additional resources.

The committee chair has the final word on when the proposal is ready for distribution to the committee. As a result, it is impossible to know ahead of time exactly when the proposal will be ready. Hence, students should not try to specify a target date for the proposal or pressure the advisor to do so. It is the thesis supervisor's role, based on their experience and judgement, to determine when the proposal is ready. It is in students' best interests to hold the proposal meeting only after the proposal is completely ready for consideration by the committee.

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.

***Note***. Finding an agreed upon time to schedule the colloquium that works with all committee members schedules may be challenging. Students are encouraged to begin coordinating a date just as soon as the thesis supervisor deems the thesis ready for consideration.

***Proposal 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 their thesis supervisor, who distributes it 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 faculty in the Psychology Department, and
- attaches an electronic copy of the proposal abstract.

Faculty or students may request copies of the thesis proposal from the student.

In order to be considered an official colloquium, all committee members must be present. For university guidelines abut remote participation, see Remote thesis/dissertation participation | Portland State University.

The colloquium is an open meeting, which all faculty and graduate students are invited to attend, and proceeds as follows:

- It begins with the chair calling the meeting to order, welcoming the group, and explaining the process. Then everyone except the committee leaves 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. Then the student and any audience members are called back into the room.
- The student then 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 agree 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, if applicable. 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 typically revises the proposal.

***Note***. Students must be enrolled for at least 1 graduate credit in the quarter they have a colloquium or defense. Typically, that would be a thesis (PSY 503) credit, but it is not required to be.

### *Committee Approval from the Graduate School (GO-16M)*

As soon as the proposal is revised and approved, the student (with the help of their advisor) completes the digital *GO-16M. Appointment of Master's Thesis Committee* form. It should be submitted 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 Graduate School 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: Graduation Dates and Deadlines | Portland State University).

***Note*. No defense is valid without a Thesis Committee (GO-16M) approved by the Graduate School.**

### *Submit Human Subjects Research Review*

If a graduate student's thesis involves conducting research using human subject participants, including archival or secondary data analysis, they must submit an application for review by the university's Human Subjects Research Review Committee (HSRRC). Approval from this committee is required for the research **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. Students should allow 4 to 6 weeks for the review to be completed.

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 Graduate School.

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. Students should allow from 4 to 6 weeks to receive approval from the Human Subjects Research Review Committee.

### *Conduct Research and Complete Full Draft of the Thesis*

The student then conducts the work agreed upon in the proposal and writes up a complete draft of the thesis. Typically, students work closely with their supervisor during this process, consulting with committee members or holding informal committee meetings for discussion or problem-solving as needed. Sometimes the thesis study produces expected or publishable results, and sometimes it does not. In any case, the committee does not evaluate the results of the study but rather the quality of the research. The goal of the thesis process is student learning. Committee members are interested in whether the student demonstrates a good understanding of the topic and the research process more generally.

As with the proposal, the thesis advisor makes the determination of when the final thesis document is ready for consideration by the committee. Students will not be served by trying to specify target dates; it is in their best interests to defend the thesis only when it is completely ready. The final draft of the thesis is distributed to committee members **at least two weeks** prior to the date of the oral defense.

### *Thesis Defense*

For students completing a terminal master's degree, the final oral defense of the thesis is normally held during the final term of residence. And for all students, it is typically held only after all master's course requirements are completed. This examination includes a defense of the student's thesis and the larger field(s) of study in which the research is embedded. 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 their advisor who forwards it 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 faculty in the Psychology Department, and
- attaches an electronic copy of the proposal abstract.

Faculty or students may request copies of the thesis from the student.

All committee members approved by the Graduate School must be present for the final oral examination. The final examination is an open meeting. Faculty and graduate students are welcome to attend, and the student may invite community partners or family and friends. As with the proposal colloquium, the meeting proceeds in several steps:

- The chair, who facilitates the meeting, welcomes the group, and explains the steps in the process. Then the committee is given some time alone to discuss initial evaluations of the thesis and to decide how to proceed during the defense. The students and any audience members are then brought back into the room.
- The student presents their study and findings, usually using about 30-45 minutes, and concentrating especially on the results and discussion.
- For about the next hour, the committee members ask questions and discuss the thesis with the student. If there is time, the student may also ask the committee for problem-solving and ideas, such as next steps in the research or writing up results for publication.
- When approximately 20 minutes are left, the student and audience members then leave the room again while the committee confers about any revisions and whether the student passed.
- The student and audience members are invited back into the room, and the student is informed of the decisions.
    - At this point, details about the revisions are worked out and committee members agree to the process for checking to see that revisions have been completed (whether this will be carried out by committee members or the chair).
    - Decisions are made about who is ready to sign the *GO-17M. Recommendation for the Degree (Master's level)* and who will sign later, if applicable. 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.

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 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 waiting period before re-examination is permitted by the Graduate School. The result of the second examination is final.

Once the defense has been passed, the student (with the help of their adviser if needed) fills out their portion of the relevant Graduate School form, *GO-17M. Recommendation for the Degree (Master's level)*, and submits it to the departmental Graduate Office Specialist, who routes the form for signature, forwards the signed form to the Graduate School, and places a copy in the student's file. Students also automatically receive a copy of the GO-17M form once it has been fully signed.

### *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. If the thesis chair or committee members wish to review the final revisions, students are required to give them 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 Graduate School. 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 Graduate School. To do this, the student completes their portion of the Thesis Signature Page and submits it to the departmental Graduate Office Specialist, who routes the form for signature and forwards the signed page to the Graduate School.

In addition, the student should give a copy of the final thesis to the advisor and any committee members who request it.

> ***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 may only be available for thesis and dissertation meetings between Sept. 16 and June 15, during regular term periods (i.e., not during Winter or Spring breaks).

### Application for Graduation of the Master's Degree

Conferral of the master's degree is **not** automatic following the completion of the thesis. Students must apply for graduation. The process is governed by a series of strict deadline enforced by the Graduate School.

Students who intend to earn their master's degree must file an application for graduation through my.pdx.edu by the stated deadline. Please see the Summary of Procedures for Master's Degrees from the Graduate School for information about additional requirements for graduation.

> ***Note***. Doctoral students are encouraged to receive a master's degree on the way to the Ph.D., but they are not required to do so. Students who do not wish to receive a master's degree simply omit the steps of (1) submitting a *GO-17M. Recommendation for the Degree (Master's level)* form and (2) applying for graduation. All other steps, including the Post-Master's Review (see below), must be completed.

### Continuation or Admission into the Ph.D. Program

Successful completion of the Master's Program does not guarantee continuation or admission into the doctoral program. There are two paths to formally enter the Ph.D. program, depending on whether students have been (1) admitted to the doctoral program (the majority of students) or (2) admitted to the program as a terminal master's student.

- Typically, **graduate students are admitted into the doctoral program**. These students 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. (If a student decides to leave the program after finishing a master's degree, they are not required to complete a Post-Master's Review.)
- **Graduate students who were admitted to the program as a terminal master's student** may apply to the doctoral program. They may apply only after they have successfully defended their master's thesis. These students must request a formal Post-Master's Review to closely follow the thesis defense.

### *Post-Master's Review*

The Post-Master's Review determines (1) whether students admitted to the doctoral program will be invited to continue on in the program, and (2) whether students who have been admitted into the terminal master's program can use a fast-track application to the doctoral program. In general, students who have successfully completed the requirements of the master's degree and shown the capacity for excellence in carrying out community-based research will be invited to continue on in the program as doctoral students, or to apply to the doctoral program, respectively.

The Post-Master's Review is conducted as soon as students complete their master's degree and is carried out by the members of the student's master's thesis committee who are full-time Psychology faculty members. These faculty may also call on other faculty members in the student's area or the department if more information is needed. The Post-Master's review looks beyond current performance as a master's student to consider potential and fit in the doctoral program. That is, in order to earn a master's degree, all students are expected to have made timely progress and performed well. (See timely progress guidelines elsewhere in this Handbook.) Beyond these minimal requirements, however, faculty use the Post-Master's Review to 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. Faculty also consider 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.

The Post-Master's evaluation is based on the entire body of the student's work as a master's student. It includes the process of completing the master's thesis, as well as 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 entire performance history, the full-time faculty on the committee meet (without the student) to discuss and vote on whether the student should continue in the program or be dismissed. If this vote results in a tie, the vote goes to the entire faculty. Faculty note their evaluations on the *PSY-08. Post-Master's Review* form and 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 student may also submit in writing any materials that they would like to have considered. During the first available regularly scheduled faculty meeting, the Graduate Chair facilitates a discussion about the student's performance and evaluation. Faculty vote on the case and the decision is final. Students are notified of the decision within 3 days of the Faculty Meeting.

***Application to the Ph.D. Program*** *(only for students who were admitted for a terminal master's degree)*

Graduate students who were **admitted to the program for a terminal master's degree** may apply to the doctoral program only after they have successfully defended their master's thesis. These students **must request** a formal Post-Master's Review to closely follow the thesis defense. This evaluation determines whether the master's student can apply to the doctoral program using a fast-track departmental process. Students who achieve a favorable post-master's review are invited to apply directly to the doctoral program. Applications can be submitted at any time during the academic year. To apply, students update their current file by submitting a packet to the Graduate Chair containing:

- an updated statement of research interests,
- an unofficial transcript of their grades in the master's program, and
- two letters of reference, at least one of which must be from a regular Psychology faculty member.

After the student's updated application has been received, it is considered by the full faculty. 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.

**Changing Areas and Advisors**

Graduate students are admitted to work with a specific faculty member within a specific program area concentration. Students generally remain with their original advisors throughout their time in the program, but they are not required to do so. Students are allowed to change areas and advisors, but students must always have an advisor—that is, a faculty member who is willing to serve as their advisor. Hence, for a student who is thinking of changing areas or advisors, the first step is to see whether there is a faculty member with whom the student would like to work in the new area who would also be willing to serve as the student's advisor.

Students should set up a meeting with the new faculty member to explore these possibilities. It can be helpful if the student has been in the faculty member's class or worked with them already in some capacity, so that that they can begin to get to know each other. Depending on the situation, the new faculty member may wish to speak to the student's current advisor or to meet with the current advisor and the student together to discuss the options. The faculty member may also wish to discuss the possibility of the student joining the new area with other area faculty.

Once the new faculty member agrees to be the student's advisor, then the student has the option of moving to the new advisor and joining the new area. To mark this moment, the new advisor sends an email with this information to the department Chair, the Graduate Chair, and the Graduate Office Specialist. Graduate students are not required to tell their old advisor that they are thinking of changing advisors or areas, but it is courteous and could be helpful to the student in making their decision. For example, sometimes the old advisor can suggest a new advisor. So, if the situation allows, students are encouraged to fill their current advisor in as soon as possible. Students are also expected to complete any work they have committed to finish for their old advisor, so they do not leave the old advisor in the lurch. The old advisor is also expected to continue to include the student on publications and presentations based on the work the student has already completed. If students are concerned about this process, they are encouraged to meet with the

Graduate Chair, who can walk them through the steps. These changes can seem like a big deal, but there are no repercussions for students who decide to change advisors or areas.

***Finding a New Advisor***

Faculty typically work with the students they initially admit for the student's entire time in the program, but they are not required to do so. It occasionally happens that a faculty member is no longer willing or able to serve as a student's advisor. This happens most often when a faculty member leaves the university and the student does not go with them. In this case, the student must have a new advisor. In cases where the loss of an advisor is based on such external circumstances and the student is in good standing, area faculty are typically committed to finding the student an advisor until the student gets through the next program research milestone, specifically, the thesis or dissertation. So the area (and department, if needed) then problem-solves about who the student's new advisor should be.

If the milestone is the thesis, what happens next typically depends on the match between the student's research interests and the remaining area faculty, as well as the current advising load of area faculty. If there is a good match between the student and an area faculty member, and the faculty member has room in their load for additional students, the student is given the option to move to the faculty and work on research of mutual interest. If no such match exists (say because the student wishes to continue with a program of research that is outside the remaining faculty members' areas of expertise), the student, area faculty (and others as needed) problem-solve about what is in the student's best interests, for example, whether to apply to another doctoral program where needed faculty expertise exists.

If an advisor no longer wishes to work with a graduate student for other reasons (and faculty are not required to justify their decisions about whether they want to continue working with an individual student), then the student must find a new faculty member in the department who is willing to serve as their advisor. As mentioned previously, in order to stay in the program, every student is required to have an advisor. If none of the faculty that the student is interested in working with are willing to serve as the student's advisor, the student should meet with the Graduate Chair to problem-solve about next steps. These are complex situations and often require many heads to come up with an equitable and practical solution. The department usually tries to find at least one faculty member willing to advise the student. In the end, however, if no faculty that the student is willing to work with are willing to work with the student, the student can be dismissed from the program.

## APPLIED PSYCHOLOGY DOCTORAL DEGREE PROGRAM

### Overview of the Doctoral Program

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 problems facing society. The Psychology Department offers the Ph.D. in Applied Psychology with five areas of concentration:

- Applied Developmental Psychology
- Applied Quantitative Methods
- Applied Social Psychology
- Community Psychology
- Industrial/Organizational Psychology

Candidates for the Doctor of Philosophy must satisfy all the requirements for the master's degree plus additional achievements and work, described below as the four major stages of core training experiences. A program of study for each student is determined in consultation with their 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 may require additional courses within the electives, which are reflected in the Curriculum Plans.** (Area Curriculum Plans will be added as an Appendix during the 2023-2024 academic year. In the meantime, consult your advisor for required courses.)

This part of the Handbook provides more detail about the doctoral program by summarizing the stages of core training experiences, including a detailed list of activities. It lays out required coursework, the doctoral curriculum (with example plans), and timely progress norms. It includes information about optional internships as well as detailed procedures for completing comprehensive examinations and the dissertation. A section directly following this one provides information for students entering with previous graduate coursework, which explains how to transfer in courses and waive program requirements.

**Stages of Core Training Experiences**

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* include courses in Advanced Applied Psychology and the Research Methods sequence; and *Elective Courses* which allow students to tailor their skills in specific Major and optional Minor areas. All supporting coursework must be completed before taking comprehensive exams.
2. **Comprehensive Exams** ("Comps"). These are designed to assess the breadth of student knowledge in key programmatic areas. Comprehensive exams are offered twice a year, in the Fall and Spring terms. The comprehensive examinations are often taken during a student's the third year in the program but must be passed no later than the fifth year. As explained in the Appendices, students in the Applied Developmental and Applied Social areas have timed and take-home options for written comprehensive exams; and students in the Community and Industrial/Organizational areas have the option to complete a Major Area Paper (MAP) instead of the comprehensive exam.
3. **Process-Oriented Applied Training** (i.e., optional internships) are available 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 an approved Dissertation committee, and be advanced to candidacy within one year of passing their comprehensive exams. The student may petition to their advisor and Graduate Chair in writing for a maximum of one-year extension of this requirement. The Graduate Chair and the advisor 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 (three in exceptional circumstances) with approved extension, the student will be permanently dropped from the program. Please note that the Graduate School's rules stipulate that students have a maximum of three years from the completion of comprehensive examinations to advancement to candidacy.
    b. *Dissertation Defense*
    After the student has conducted and analyzed the independent research they proposed, they must also complete a dissertation defense. A successful dissertation defense and graduation from the program must occur no later than five calendar years after advancement to candidacy. Extensions must be approved by the Dean of the Graduate School.

**List of Doctoral Degree Stages (following the Master's Degree)**

1. **Coursework.** Complete required coursework.
    - If students wish to use previous graduate coursework in the program, they should complete the process for

transferring coursework in and/or waiving program requirements.

2. **Comprehensive exams**. Complete doctoral comprehensive examinations.
   - Propose comprehensive exams.
     - Identify comprehensive examination area.
     - Consider a minor exam or concentration (optional).
     - Select comprehensive examination committee.
     - Develop comprehensive exam proposal.
     - Hold committee meeting to approve comprehensive exam proposal.
   - Complete written portion of comprehensive exams.
     - Students in Applied Development and Applied Social areas: Take written comprehensive exams.
     - Students in Community and Industrial/Organizational areas: Complete Major Area Paper.
   - Take oral exams.
   - Submit *GO-22. Report on Passing Comprehensive Examinations*.
3. **Process-oriented applied training**. Consider an internship (optional).
4. **Empirical research**. Complete dissertation research.
   - Develop dissertation topic and research plan.
   - Form dissertation committee.
     - Discuss with advisor and invite committee members.
     - Submit *GO-16D. Appointment of Doctoral Dissertation Committee*.
   - Propose dissertation.
     - Write dissertation proposal.
     - Distribute draft of proposal to committee.
     - Announce proposal meeting to faculty and students.
     - Hold dissertation proposal colloquium.
     - Revise proposal.
     - Upon approval, submit *GO-23. Doctoral Request for Advancement to Candidacy*.
   - Complete dissertation.
     - Submit formal Human Subjects Research Application.
     - Conduct and write dissertation.
     - File an application for the degree.
     - Distribute draft of dissertation to committee.
     - Hold pre-defense meeting (optional).
   - Defend dissertation.
     - Schedule oral examination dissertation defense.
     - Submit Dissertation Abstract to Graduate School for approval.
     - Distribute final draft of dissertation to committee.
     - Hold dissertation defense (oral examination).
     - Revise dissertation.
   - Obtain final dissertation approval by the university.
     - Get Dissertation Formatting Approved by the Graduate School (see http://www.pdx.edu/ogs/thesis-and-dissertation-information).
     - Submit electronic copy of dissertation and abstract to the Graduate School.
     - Submit Microfilming Agreement Form and Dissertation Abstract to the Graduate School.
   - Submit the *GO-17D. Recommendation for the Degree (Doctoral Level)* form for graduation.
5. Graduation!
   - Complete the National Research Council Survey of Earned Doctorates.

***Note***. See also "Summary of Procedures for Doctoral Degree" in the PSU Bulletin and the Graduate School website.

**Timely Progress through the Doctoral Program**

To remain in good standing in the program and to remain eligible for departmental funding, students are expected to make timely progress through program milestones. What is considered timely progress will depend on whether (and how much) previous graduate coursework students transfer in and whether they waive the thesis. Moreover, in some areas, students are expected to complete milestones a bit sooner, and in some a bit later. Hence, there are a range of norms for timely progress. However, there are hard departmental and Graduate School deadlines past which students become ineligible for departmental funding or are dismissed from the program.

Below are the normative expectations for students' timely progress through program milestones, for students transferring in no previous course work and waiving no requirements. Students who waive the thesis requirement are expected to finish in four years, and students who transfer in coursework, depending on the amount they transfer in, are expected to finish correspondingly earlier.

**Range of Timely Progress Norms**

| Milestone | 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 |
| Defend 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) | 3.5 to 4.5 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 |

**Timely Progress Norms in a Course Plan**

| | Fall | Winter | Spring |
|---|---|---|---|
| **Year 1** | | | |
| **Year 2** | | EARLY ON TIME<br>Propose Master's thesis | EARLY ON TIME<br>Defend Master's thesis |
| **Year 3** | EARLY ON TIME<br>Comps (following thesis completion) | EARLY ON TIME<br>Internship | |
| | | END OF ON TIME<br>Propose Master's thesis | END OF ON TIME<br>Defend Master's thesis |
| **Year 4** | EARLY ON TIME<br>Propose Dissertation | | EARLY ON TIME<br>Defend Dissertation |
| | | | END OF ON TIME<br>Comps<br>**Dept Rule: Failure to defend Master's thesis by end of Year 4 makes students ineligible for further dept. funding** |
| **Year 5** | | | |
| | END OF ON TIME<br>Propose Dissertation<br>**GS Rule: Must propose dissertation within 1 year of passing comps.** | | END OF ON TIME<br>Defend Dissertation<br>**GS Rule: Failure to comp by end of Year 5 results in dismissal.** |

***Notes*.** Comps = Doctoral Comprehensive Examinations; GS = Graduate School; Dept = Psychology Department. Note that it is possible to finish the required number of credits to graduate from the doctoral program in four years (27 credits per year X 4 years = 108 credits).

***Important Deadlines***

Timely progress norms include deadlines that affect student eligibility for department funding and whether students can remain in the program. They include:

- To remain eligible for departmental funding, students must successfully defend their master's thesis within four years of starting the program (i.e., by the end of spring term of their fourth year).
- To remain in the program, students must pass comps within five years of starting the program (i.e., by the end of spring term of their fifth year). Otherwise, they will be dismissed from the program.
- The department expects students to propose their dissertation within one year after passing their comprehensive exams (unless an extension is granted). The Graduate School enforces a deadline of three years.

**Required Coursework**

Coursework for the doctoral degree, which incorporates coursework for the master's degree, is divided into five main categories: (1) Advanced Applied Core courses; (2) methodology core courses; (3) courses in the major concentration; (4) elective courses; and (5) independent research (thesis and dissertation). If students decide to participate in an internship, these credits count toward electives.

1. *Applied Psychology Core*

Students are required to take three Advanced Applied core courses, one in their area and two others of their choice. The following courses meet this requirement:

- *PSY 611. Advanced Community Psychology*
- *PSY 614. Advanced Applied Social Psychology*
- *PSY 615. Advanced Applied Developmental Psychology*
- *PSY 616. Advanced Applied Organizational Psychology*

As part of applied core courses, students are also required to take *PSY 518/618 Ethics and Professional Issues in Applied Research and Practice*. This course examines ethical issues of importance to applied psychologists with special attention to the use of human subjects in psychological research, and addresses ethical issues in professional relationships and in the teaching of psychology.

2. *Methodology Core*

All students are required to demonstrate competence in methodology, research design, and applied statistical techniques. For this requirement, the student must pass the three-quarter sequence:

- *PSY 621. Univariate Quantitative Methods*
- *PSY 622. Multiple Regression and Multivariate Quantitative Methods*
- *PSY 624. Research Design in Applied Psychology*

***Note*. Doctoral students must achieve a grade of B+ or higher PSY 621, PSY 622, and PSY 624.** Any student who does not achieve a B+ or higher 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.

Moreover, students are required to complete one additional methodology elective course. This can be in any area of methodology, inside or outside of the department. Many students choose to take courses in qualitative methods (e.g., *PSY 637. Qualitative Research Methods for Social Inquiry*) or advanced courses in quantitative methods (e.g., *PSY 623. Structural Equation Modeling* or *PSY 626. Multilevel Regression Modeling*). Examples of methodology coursework outside the department include courses through the Sociology Department, the School of Social Work, and the School of Gender, Race, and Nations on advanced qualitative methods, mixed methods, and decolonizing methodologies.

3. *Major Concentration Courses*

Beyond the required Applied Psychology and Methodology courses, students complete a minimum of 3 courses within their area. This allows students to tailor their skills in a particular major area of concentration (i.e., Applied Developmental, Applied Quantitative, Applied Social, Community Psychology, or Industrial/Organizational). Some areas require more than 3 courses to fulfill the Major Concentration requirement so students should refer to their area's Area Curriculum Plan for more detail. (Area Curriculum Plans will be added as an Appendix during the 2023-2024 academic year. In the meantime, consult your advisor for required courses.)

4. *Electives*

Additional elective courses offer opportunities for students to develop a specialization in a particular Minor area of concentration (e.g., Business, Education, Systems Science, or an area of Applied Psychology within our department such as Occupational Health Psychology, and so on) 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 a part of their yearly plan – see the Annual Reviews section).

Electives generally consist of graduate seminars in psychology. However, students may also choose to take by-arrangement coursework with an individual faculty member for elective credits. Students are also encouraged to explore relevant graduate coursework from a variety of other departments and related disciplines within the University.

5. *Independent Research*

Finally, students must register for 8 hours of Thesis credit (PSY 503) and 27 hours of Dissertation credit (PSY 603). The instructor of record should be the student's thesis or dissertation supervisor (see By-arrangement Requests).

***Note***. *PSY 603. Dissertation* credits in excess of 27 cannot be counted toward the degree. Once students have completed 27 credits of *PSY 603. Dissertation* and have successfully proposed their dissertation, they are eligible for a reduced rate of tuition, called Continuous Enrollment Credit, as described in a later section.

**Curriculum for Ph.D. in Applied Psychology**

| Focus of Training | Course Number and Title | Credits | Total |
|---|---|---|---|
| 1. Applied Psychology Core | Three of the following four courses:<br>*PSY 611. Advanced Community Psychology*<br>*PSY 614. Advanced Applied Social Psychology*<br>*PSY 615. Advanced Applied Developmental Psychology*<br>*PSY 616. Advanced Applied Organizational Psychology*<br>**and**<br>*PSY 618. Ethics and Professional Issues in Applied Research and Practice* | 12<br><br>4 | 16 |
| 2. Methodology Core | *PSY 621. Univariate Quantitative Methods*<br>*PSY 622. Multiple Regression and Multivariate Quantitative Methods*<br>*PSY 624. Research Design in Applied Psychology*<br>**and**<br>PSY 5xx/6xx Required Methodology Elective | 5<br>5<br>4<br><br>4 | 18 |
| 3. Major Concentration Area | 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+ | 12+ |
| 4. Additional Electives (including area requirements) | Electives (including optional Minor Concentration Areas and/or *PSY 604. Internship* credits of up to 9) | 27 | 27 |
| 5. Independent Research | *PSY 503. Thesis*<br>*PSY 603. Dissertation* | 8<br>27 | 35 |
| | | **Total** | **108** |

***Notes***. The program requires a minimum of 45 credit hours in Psychology (i.e., PSY 5XX/6XX). Methodology core courses (*PSY 621, PSY 622,* and *PSY 623*) must all be passed with a grade of B+ or higher (see

section on the Methodology Core above).
Students can take multiple courses numbered *PSY 610* as long as they have different titles and cover different material.

**Example Doctoral Course Plan**

| | Fall Quarter | Cr. | Winter Quarter | Cr. | Spring Quarter | Cr. | Total |
|---|---|---|---|---|---|---|---|
| **Year 1** | PSY 621<br>PSY 614, 616, or Elective<br><br>Total credits | 5<br>4<br><br>9 | PSY 622<br>PSY 615 or Elective<br><br>Total credits | 5<br>4<br><br>9 | PSY 624<br>PSY 611 or Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | 27 |
| **Year 2** | PSY 616, 614, or Elective<br>Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | PSY 615 or Elective<br>Elective<br>*PSY 503. Thesis*<br>Total credits | 4<br>4<br>1<br>9 | PSY 611 or Elective<br>*PSY 503. Thesis*<br><br>Total credits | 4<br>5<br><br>9 | 27 |
| **Year 3** | Elective<br>Elective<br>PSY 605. R & C<br>Total credits | 4<br>4<br>1<br>9 | *PSY 618. Ethics*<br>Elective<br>PSY 605. R & C<br>Total credits | 4<br>4<br>1<br>9 | Elective<br>Elective<br>PSY 605. R & C<br>Total credits | 4<br>4<br>1<br>9 | 27 |
| **Year 4** | Elective<br>*PSY 604. Internship*<br><br>Total credits | 4<br>5<br><br>9 | Elective<br>*PSY 604. Internship*<br>PSY 605. R & C<br>Total credits | 4<br>4<br>1<br>9 | *PSY 603. Dissertation* (9)<br><br><br>Total credits | 9<br><br><br>9 | 27 |
| **Year 5** | *PSY 603. Dissertation*<br><br>Total credits | 9<br><br>9 | *PSY 603. Dissertation*<br><br>Total credits | 9<br><br>9 | *PSY 603c. Dissertation*<br><br>Total credits | 9<br><br>9 | 27 |
| | | | | | **TOTAL CREDITS needed to graduate** | **108** | 135 |

***Notes***. Cr. = credits. To maintain full-time status, students must take a minimum of 9 credits each term.
Students outside the Developmental area must receive approval from the instructors to take *PSY 515/615. Advanced Applied Developmental Psychology* in their first year.
Please confer with your advisor on the selection of courses. Students should consider electives that would count toward (1) their comprehensive exam, (2) the required additional methodology course requirement, (3) the required course in Ethics (PSY 518/618), or (4) for an optional minor area of specialization.

***Expected Advanced Applied Psychology Core Course Offerings***

Courses in the advanced applied psychology core are typically offered every year in the same sequence:

- Fall quarter:
  - *PSY 516/616. Advanced Applied Organizational Psychology*
  - *PSY 514/614. Advanced Applied Social Psychology*
- Winter quarter:
  - *PSY 615/615. Advanced Applied Developmental Psychology*
  - *PSY 518/618. Ethics and Professional Issues in Applied Research and Practice*
- Spring quarter: *PSY 511/611. Advanced Community Psychology*

***Credit Distribution and Limitation for the Doctoral Degree***

The following limitations are placed on the use of credits in by-arrangement courses:

- A maximum of 8 credits in *PSY 503. Thesis* and 27 credits in *PSY 603. Dissertation*.
- A maximum of 12 credits in (1) *PSY 501/601. Research*, (2) *PSY 502/602. Independent Study*, and/or (3) *PSY 505/605. Reading and Conference* combined.
- A maximum of 9 credits in (1) *PSY 504/604. Internship*, (2) *PSY 508/608. Workshop*, and/or (3) *PSY 509/609. Practicum* combined.
- A range of 8-12 credits in PSY 507/607. Seminar.

**Comprehensive Examinations**

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. We encourage students to use the exams as an opportunity to explore potential dissertation topics. As one option, students can add a minor, allowing them to use the comprehensive exam to integrate and demonstrate knowledge about a minor area of study.

### *Timing of Comprehensive Exams*

Doctoral students may take the comprehensive exams only after they have completed:

- the master's thesis (with an approved *GO-17M. Recommendation for the Degree (Master's level)* or waived thesis),
- a successful Post-Master's Review,
- the credit hours required to support the exam area, and
- an approved comprehensive exam proposal.

Comprehensive exams are normally given twice per year:

- Week five of Fall quarter, and
- Week five of Spring quarter.

***Note***. Major Area Papers are usually due earlier in the term than week 5 based on decisions agreed upon during the comprehensive exam proposal meeting, as described in more detail in the Appendices.

Proposals for comprehensive examinations must be approved so that there is a **full quarter** between the approval of the proposal and the beginning of the quarter in which students wish to take their comprehensive exams.

- For students taking comps in **Fall**, proposals must be approved by the end of the **previous Spring quarter**.
- For students taking comps in **Spring**, proposals must be approved by the end of the **previous Fall quarter**.

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, students who do not pass their comprehensive exams by the end of their 5th year will be dismissed from the program**.

### *Options for Major Area Comprehensive Exams*

For the first several decades of the doctoral program, all students took comprehensive exams in what could be called the "traditional" or "classic" format, involving timed written and oral exams administered over multiple days on campus. Students were also examined in both major and minor areas of expertise (and sometimes in Quantitative Methods and Systems Science as well). Starting in 2016, the department approved additional options for completing major area exams. And starting in 2022, faculty made minors optional and approved alternative ways of completing them.

For the major comprehensive exams, there are two options, which differ by area.

- *Applied Developmental and Applied Social areas*. Exams are offered in the "traditional" format, described in the Handbook below.
  - In addition, students can choose whether to use: (1) the timed format, which takes place during specified hours on multiple days; or (2) the "take-home" format in which students are given all the questions at the beginning of the week and turn in their answers at the end of the week. The details of these options differ somewhat between areas and so are described in detail for each area the Appendices.
  - For the Applied Developmental options, see Appendix B1.
  - For the Applied Social options, see Appendix B2.
- *Community and Industrial/Organizational areas*. Students in these areas can take the traditional exam (described in the *Handbook* below) or they can choose to replace it with a Major Area Paper (MAP). These MAPs differ somewhat between areas and are described in detail for each area in the Appendices.
  - For a description of the Community MAP, see Appendix B3.
  - For a description of the Industrial/Organizational MAP, see Appendix B4.
- *Applied Quantitative Psychology area*. Students in this area can take the traditional exam (described in the *Handbook* below). Faculty in this area have not yet decided whether other options will be available to their students. When these decisions have been reached (and the options, if they are other than the traditional, are approved by faculty), they will be added to the Handbook (planned for academic year 2023-2024). Until then, students in this area should check in with their advisor for more information.

### *Optional Minor Exam or Course Concentration*

Students have the option of creating a specialized minor area of concentration tailored to their interests (e.g., Occupational Health Psychology, Diversity, Business, Education, Methods, or another area of Applied Psychology within our department). There are no restrictions on the focus of students' minors; any minor can be pursued as long as students can find relevant coursework and faculty willing to represent the topic. However, the minor is no longer required, except for students who receive funding from the Occupational Health Psychology training grant (see note below). The options for earning a minor are the same for students from all the areas. Students can do one or both or neither of these options. Students can also earn more than one minor.

- *Minor exam*. Students can complete a written minor as part of their major comprehensive exams. Because this process is similar to the traditional major comprehensive exam, this option is explained in this section along with the major exam.
- *Course concentration*. Students can earn a minor based on a concentration of coursework, with no written or oral exams. Since this option is completely unconnected to the comprehensive exam process, it is explained subsequently in its own section.

***Note***. Students receiving funding from the Occupational Health Psychology (OHP) training grant are obligated to complete a course concentration minor in OHP. This is a requirement of the funder.

### *Overview of Major Comprehensive Exams*

Major comprehensive exams consist 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 area faculty. Major area comprehensive exams are limited to the concentrations offered in the Ph.D. program:

- Applied Developmental Psychology
- Applied Social Psychology
- Community Psychology
- Industrial and Organizational Psychology
- Applied Quantitative Psychology

Major comprehensive exams consist of three main parts:

1. *Proposal*: Prepare and develop, write, and get approval for a proposal.
2. *Written exams*: Take the written exam.
3. *Oral exam*: Take the oral exam.
   (Re-taking the exam, if necessary)

### *Courses in Support of the Major Comprehensive Exam*

A minimum of **four** courses (i.e., typically 4 credit hours each) are necessary to support the major area exam. The number and nature of courses acceptable to support the major are determined and must be approved by the major area faculty. At the same time, faculty should ensure fairness and consistency in the number and nature of courses used to support the major exam across students pursuing the same major.

*Optional minor exam. A minimum of* ***three*** *courses (i.e., typically 4 credit hours each) are necessary to support the minor area exam; the number and nature of acceptable courses are determined and must be approved by the faculty member representing the minor area*.

There are limitations in terms of what courses can be used to support major *(or minor)* comprehensive exams:

- No more than 8 credit hours of by-arrangement courses (PSY 503, PSY 505/605, or PSY 507/607) can be used as part of the major *(or minor)* exams.
- By-arrangement courses numbered PSY 501/601 or PSY 504/604, 601 cannot be used towards the major (*or minor*) exams.

### *Comprehensive Exam Proposal*

1. *Form a Comprehensive Exam Committee*. There are two at least two 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 are 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 exam.

*Optional minor. If the student is pursuing a written minor exam, the committee includes an additional faculty member representing the minor area*.

2. *Develop a Comprehensive Exam Proposal*. The comprehensive exam proposal document is composed of:
   - a proposal cover sheet with approval signatures from all committee members and the Graduate Program Chair,
   - a 1-2 page description of a possible dissertation topic,
   - a list of all the students' previous coursework,
   - a list of coursework related to the proposal exam area,
   - a list of topics and readings for each course, and
   - a description of the agreed upon procedures for the exam (e.g., timed or take-home).

   The core reading list is determined in advance by the faculty in ther area, but exam committee members may tailor it to provide more emphasis in a particular area pertinent to the student's area of expertise. Note that the reading list for major exams is determined by the faculty in the area. Although the department strives for comparability of the reading lists across major areas in terms of length, the list is ultimately up to the faculty in the major area.

   *Optional minor. If the student is pursuing a written minor exam, the proposal includes a minor reading list*.

3. *Hold a Proposal Meeting*. Students schedule the comprehensive exam proposal meeting. They should also meet or check in with individual examiners prior to the meeting to obtain informal approval for their proposal.

   The proposal meeting, which lasts about an hour, is informal and involves a discussion among the student and the examiners to:
   - fine-tune the topics and reading list(s),
   - verify the details of the examination procedure as written in the proposal (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 1 weeks of the written exam).

   ***Note***. To foster equity across students, decisions about specific procedures are informed by area practices. All procedural details are included in the comprehensive exam proposal and agreed upon in the proposal meeting.

4. *Submit Proposal for Approval*. The student revises the proposal as needed, and then sends the final proposal to the departmental Graduate Office Specialist who routes it for signature by the committee and approval by the Graduate Chair. The student and committee members receive a signed copy of the final approved proposal and the Graduate Office Specialist places a copy in the student's file.

   *Reminder about 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 Fall term**.

***Written Exam Administration***

Major area written exams are carried out following the procedures that were described in the comprehensive exam proposal and clarified during the proposal meeting. Comprehensive exams are administered under an honor system such that faculty do not monitor student examinees while they are taking their exams.

The Graduate Chair makes sure that agreed upon procedures are followed. The Graduate Chair:

- Checks in with faculty prior to the exam, and reminds them of the timing and procedures for each student, and collects exam questions.
- Checks in with the student prior to the exam and confirms procedural details, including when the student will receive their questions and when they will return their answers. Any questions students have ahead of the exams are answered at this time.

Students take the exams on personal computers in a space agreed upon by the student and comprehensive exam committee (e.g., in a room in Cramer Hall, at the student's home). Students receive the exam questions from the Graduate Chair or faculty in the area at the agreed upon time(s) and return their answers to the Graduate Chair or area faculty at the agreed upon time(s). At any time during the exam, students can:

- Check in with the Graduate Chair with procedural questions.
- Check in with the exam committee about substantive issues, such as clarification of an exam question or a request for information about length of answers.

***Note***. In the unlikely event that an emergency arises while the student is taking the exam (e.g., the student falls ill or has a car accident), the student should inform the Graduate Chair and area faculty as soon as possible to problem-solve about how/whether to complete the exam.

An individual faculty member from each area (typically the exam committee chair) is responsible, on a rotating basis, for administration of the exams and for distributing copies of the answers to readers within 48 hours of receiving the exam.

*Optional minor. If the student is pursuing a written minor exam, these same procedures are followed to administer that exam.*

***Evaluation of Written Exam***

The student's answer to each major exam question is read by at least two faculty from the area. To score the exam, faculty give students a score of:

- check-plus (5 points; excellent),
- check (4 points; passing),
- check-minus (3 points; marginal), or
- X (1 point; fail).

The committee chair collects individual grades from faculty. For each question, the chair averages the individual grades from the two faculty members to create a single overall grade. Then the chair combines the scores on all the major exam questions to create an overall average score. To pass the major area exam, students must receive an average score of **3.5 or higher**. 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.

If the student passes the written exam, the student proceeds to the Oral Exam. The committee chair notifies the student and the rest of the committee (typically by the end of the weekend following the exam) whether they will proceed to the oral exam. Typically, this is done with a phone call. If the student fails the exam, the committee chair also calls and explains the next steps. Students who do not pass the written major exam are given one additional chance to pass the exam the next time exams are offered (see below for details).

*Optional minor. If the student is pursuing a written minor exam, the same procedures are followed to evaluate the minor written exam. However, if the student fails the minor exam, this has no effect on whether they proceed to orals. Since the minor exam is optional, if students pass the major exam, they proceed 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 or gaps in the major exam. The oral exams are typically scheduled within one week (or two weeks at the most) following the written exams. At least 24 hours before the scheduled time of the oral exam, the chair of the committee provides the student with the 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 area. Additionally, the exam committee can 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). At the same time, the feedback should not be so lengthy and specific that it telegraphs the desired answers to students or delays providing feedback to the student prior to the oral exam.

The oral exam is scheduled for two hours, and typically is organized as follows:

- 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.
- While the student is out of the room, the committee votes on the student's grade for the entire exam. Performance on the written and oral portions of the exam are evaluated together so that a student is assigned one numerical score for the exam based on their performance on both. Each committee member votes by secret ballot on the status of the student in their exam area according to the following. (Faculty are not restricted to integers when voting.)
    - 5 = exceptional

- 4 = satisfies norm of a solid Ph.D. student
- 3 = marginal
- 2 = too weak for marginal, but not a clear failure
- 1 = fail and should not continue in program.

To pass, the student must have an average score across the major exam of **at least 3.8.**

- Students are not allowed to share their exam questions or answers with other students.

*Optional minor. If the student is pursuing a written minor exam, the same procedures are followed in the oral exams to cover material from the minor written exam. If the student fails the minor oral exam, however, this has no effect on whether they pass the major exam. Since the minor exam is optional, if students pass the major oral exam, they meet the requirement of passing their doctoral comprehensive exams.*

***Retaking Comprehensive Examinations***

*University policy*. If the student fails the entire comprehensive exam or any section of it, 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 examination are final.

*Departmental policy*. Students who do not pass their written or oral major exams are given one additional chance to pass the portion of the exam they failed the next time exams are offered. To prepare the student to succeed on the second attempt, the student is given a time line for retaking the exam as well as feedback on the first exam. Specifically, if a student is retaking some or all parts of the written or oral exam, formative feedback must be provided, such that the student is apprised of the shortcomings in their performance on the first exam and has a clear understanding of how to prepare for the reexamination. Concise and developmentally-oriented feedback highlighting specific areas that need improvement is given in person to the student and followed by a written notice, which is included in the comprehensive examination report in the student's file.

Feedback processes are to be consistent across students, except when a rationale for divergence can be clearly articulated as determined by consultation with the Graduate Chair or Graduate Committee. Such feedback must be provided to the student **within 3 weeks** of the notification that the student did not pass the exam. All of our students are encouraged to seek writing support through the Writing Center.

***Documenting the Results with the Department and Graduate School***

Following each comprehensive exam administration, the exam committee completes a PSY-12. Comprehensive Exam Scoring Report, which is internal to the department. Once the final outcome of comprehensive exams is determined (either the student has passed or the student has failed the examination a second time), the student (with the help of their advisor if needed) completes and submits a *GO-22. Report on Passing Comprehensive Examinations* to the departmental Graduate Office Specialist, who routes it for signature by the committee and the Graduate Chair, sends it to the Graduate School, and places a copy in the student's file.

**Optional Minor Area Course Concentration**

Students have the opportunity to pursue one or more minor areas within the doctoral program via a concentration of coursework. Minor area concentrations are constellations of specialized courses involving a coherent topic area. Examples of prior minors include Occupational Health Psychology (OHP), required for all students funded by the OHP Training grant, Human Diversity, Business, Developmental Science and Education, Methods, Systems Science, or an area of Applied Psychology within our department that is not the student's major area of study. There are no restrictions on the focus of students' minors; any minor can be pursued as long as students can find relevant coursework and faculty willing to support the topic.

Completing one or more minor areas of concentration is optional. 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.

***Note***. 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.

***Courses in Support of the Minor Concentration***

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 be maintained across students pursuing the same minor.

***Process of Completing a Minor Course Concentration***

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

1. *Completing the Agreement*. The student consults with their 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 needed 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 passes 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 departmental Graduate Office Specialist that the named minor area of concentration is complete. The student provides the Graduate Office Specialist with a document to place in their file which includes the following information:
   - 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).

**Optional Internships**

Internships are a highly valued component of applied training. Students have the option to complete up to 9 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.

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. 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. In general, university or college teaching does not satisfy this requirement.

***Timing of the Internship***

The internship generally is taken after completion of formal coursework. Before beginning an 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.

***Enrollment in Internship Credit***

Students should enroll in *PSY 604. Internship* making sure the word "internship" is in the course title. Students may take up to 9 credit hours of internships. Student are expected to work three hours per week per credit hour. **Internships must be conducted in the same term as students are enrolled in internship credit(s).**

***Note***. Students should be aware that in order to receive tuition remission and a stipend during the internship, they must also be performing TA or RA duties for the university.

***Internship Process***

Arrangements for the internship are made by the student in conjunction with their advisor. Before beginning the internship, the student and faculty member discuss the goals of the internship as understood by the student and their advisor. Upon completion of the internship, the student writes a 2-3 page double spaced report for the faculty advisor, using the departmental *PSY-14. Internship Completion Report*. 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.

Please note that anytime students engage in professional activities away from the University, including for Internships, regardless of monetary compensation or course credit, they represent 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**

The dissertation is the culminating empirical project of the student's doctoral program. It must be original research designed and carried out by the student. For decades, the only option for the dissertation was the "traditional" or "classic" single study format. However, in 2013, the faculty approved an additional option, the multiple manuscript format, in which students complete a dissertation involving several related studies.

***Overview of the Process***

Students must complete a total of 27 credits of *PSY 603. Dissertation*. The Graduate School requires that at least one credit be taken during the term of the dissertation defense. Note, however, that students are eligible for TA-ships and tuition remissions only during terms when the student is registered as a full-time student (9 credits).

The dissertation process is very similar to the master's thesis process (see dissertation stages below), with the option of additional dissertation pre-proposal and/or pre-defense meetings. These additional meetings 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.

Students have multiple responsibilities in organizing the flow of the dissertation process, including:

- making sure that the *GO-16D. Appointment of Doctoral Dissertation Committee* is submitted and approved by the Graduate School well in advance of the proposal meeting,
- scheduling the dissertation proposal and defense meetings early in the quarter since follow-up meetings may be needed before the proposal or dissertation is approved,
- scheduling 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, and
- making sure that the *GO-17D. Recommendation for the Degree (Doctoral Level)* is submitted by the stipulated deadline for the student to graduate during the desired term.

All Graduate School deadlines are hard deadlines.

- Unlike with the master's committee, the doctoral dissertation committee must be approved by the Graduate School **before** the proposal meeting can be held. The Graduate School suggests allowing 6 weeks for the form to be approved. If the student does not have an approved *GO-16D. Appointment of the Doctoral Dissertation Committee*, **the proposal meeting cannot be held**. If it is held anyway, it will be **declared invalid** and a second meeting must be conducted.
- Students are only allowed to walk in the graduation ceremony if they have completed all the requirements for the degree by the deadlines published by the Graduate School.

As with the master's thesis process, the faculty supervisor has the final word on when the proposal and dissertation draft documents are ready to go to the committee. As a result, it is impossible to know ahead of time exactly how long these steps will take. It is the dissertation supervisor's role, based on their experience and judgement, to determine when the proposal and dissertation are ready. It is in students' best interests to hold the proposal and defense meetings only after the proposal is completely ready for consideration by the committee. Hence, students should allow ample time for preparation and revisions if they wish to graduate by a specific target deadline.

***Dissertation Stages***

1. Propose dissertation.
   - Select topic, and choose dissertation supervisor and committee.
     - Submit a digital *GO-16D. Appointment of Doctoral Dissertation Committee* form
   - Develop proposal.
   - Distribute draft of proposal to committee.
   - Hold pre-proposal meeting (optional).
   - Hold proposal colloquium (only **after** the GO-16D form has been approved by the Graduate School).
     - Complete revisions.
     - Submit Dissertation Proposal Approval Form (departmental form).
2. Conduct and write up dissertation research.
   - Complete the Human Subjects Review process.
     - Submit the *GO-23. Doctoral Request for Advancement to Candidacy* form.
   - Meet with committee prior to the defense, if needed or desired.
   - Distribute draft of full dissertation to committee.
3. Defend Dissertation.
   - Hold pre-defense meeting (encouraged).
   - Hold final oral dissertation defense.
   - Complete revisions.
   - Submit dissertation to the Graduate School; complete corrections as required.
   - Apply for graduation: Submit *GO-17D. Recommendation for the Degree (Doctoral Level)* form.

***Dissertation Committee***

The dissertation committee must consist of at least four and not more than six faculty members. Typically, students recruit four faculty with the guidance of their advisor, at least two of whom must be regular Psychology faculty; the two additional members may also be from Psychology faculty or from another department at PSU or OHSU. One of the full-time Psychology faculty members is 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, but may not serve as chair. If they are not already, the dissertation supervisor then becomes the student's general advisor as well.

If it is necessary to go off campus for a committee member with specific expertise not available among PSU faculty, a CV for that proposed member must be submitted with the *GO-16D. Appointment of Doctoral Dissertation Committee* form. This off-campus member may substitute for one of the three to five regular committee members. All committee members must have doctoral degrees and be recognized researchers and experts in a field appropriate to support the student's research. For the complete guideline for Committee Membership, refer to the Graduate School website.

***Official Appointment of Dissertation Committee***

The student submits a digital *GO-16D. Appointment of Doctoral Dissertation Committee* form to the Graduate School to request the official appointment of their dissertation committee. The GO-16D form requires the following information (for details see the Graduate School website):

- the proposed title or topic of dissertation
- the estimated date of proposal defense
- whether Human Subjects are involved (yes or no)
- names and information about committee members:
  - for each PSU committee member: pdx.edu email address and department name,
  - for PSU emeritus faculty members: pdx.edu email address and department name, and
  - for off-campus members: name, email address, institution name, **and CV.**

***Dissertation Options and Proposal***

Students have the option of two formats for the dissertation:

- the "traditional or "classic" single study format
- the multiple manuscript format, which involves several studies and can include prior student publications

The decision about which format to pursue is based on the best interests of the student, in consultation with the faculty advisor and with approval of the dissertation committee. The single study format is the default, but the multiple manuscript format may be useful for students whose future career paths emphasize research publications. For example, students pursuing academic careers often chose the multiple manuscript dissertation. In general, multiple manuscript style dissertations are more work, because they involve multiple studies, but they also provide a scaffolded opportunity for students to learn about the publication process and complete publications while still a student.

When the multiple manuscript format was approved as an option in 2013, the Graduate Committee developed a set of guidelines to support students and their committees as they consider their development and implementation; guidelines are based on a comprehensive review of normative practice in Psychology departments around the country. The student, faculty advisor, and dissertation committee should consider the following when deciding whether the multiple manuscript style format is appropriate for a student:

- the coherence of the student's research ideas around a specific line of inquiry,
- the student's capacity to produce multiple manuscripts on this topic,
- the likelihood that the manuscripts will get published, and
- the likelihood that the student can complete the dissertation in a timely manner.

Once the option has been decided, the student, in consultation with dissertation committee members, develops a brief problem statement and outline of a research plan. This statement is then expanded into a 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 Graduate School requirements for a dissertation. The organization of the proposal differs depending on the option the student is pursuing.

*Single Study Dissertation Format*

Dissertations in the single study format are organized around a single dissertation study, and include the following information:

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.

*Multiple Manuscript Style Dissertation Format*

In the multiple study format, the dissertation is organized around several related studies. These studies can include prior student publications. Because the content of the multiple manuscript style dissertation may vary for different students, the dissertation committee should consider the following in approving the dissertation proposal:

- the body of work reflects expertise around a specific topic area,
- the work makes a significant contribution to understanding the topic,
- the student makes independent contributions to all aspects of the research (writing introductions and discussion sections, generating research ideas, collecting data, conducting analysis and preparing results) worthy of lead authorship on the manuscripts, and
- the resulting manuscripts are appropriate in style and content for submission to a journal or edited book.

The dissertation committee should also determine the appropriate written elements of dissertation proposal. Per University requirements, multi-paper dissertations must include a general introductory and concluding chapter separate from the target studies/papers which appear between these book-ended chapters. The proposal is comprised of:

1. An introductory chapter that includes:
   - a review of relevant literature
   - a discussion of the theories that guide this body of work
   - explicit sections that link the dissertation manuscripts to each other, the literature, and theories
2. Multiple studies
   - any previous manuscripts that are already published or under review that are included as part of the dissertation;
   - the proposed introduction, methods section, analysis plan, and summary discussion for new manuscripts that will be written as part of the dissertation;
3. A discussion chapter that includes:

- the contributions that this body of work makes to the literature,
- future directions that the student will take in their further pursuit of this line of research.

### *Dissertation 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 to six committee members be present.

The student distributes copies of the proposal to members at least two weeks prior to the meeting. The pre-proposal meeting, which is relatively 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 proposal 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 encouraged to meet individually with or otherwise solicit feedback from committee members prior to scheduling the dissertation colloquium. This provides opportunities for students to benefit from the expertise of committee members as the proposal is taking shape.

### *Dissertation Proposal Colloquium*

When the Chair deems that the dissertation proposal draft is ready, the student schedules the colloquium which lasts two hours. 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 their advisor which the advisor then distributes 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 faculty in the Psychology Department, and
- attaches an electronic copy of the dissertation proposal abstract.

Faculty or other students may request electronic copies of the document from the student.

***Note***. The student must be registered for at least one dissertation credit during the term they propose.

The colloquium is open to all Psychology faculty, graduate students, and others the student wishes to invite (e.g., family, friends, community partners). To be valid, the student must have an approved GO-16D form and 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 discuss and approve the proposal. The meeting follows the same format at the master's proposal meeting, described in detail previously. At this meeting, the student makes a formal presentation and answers questions from the committee regarding the proposed research. Typically, students are asked to make additional changes in the proposal, as per recommendations by the committee members.

When revisions have been made and committee members are satisfied that the student's proposal merits approval, the next step is for the student to submit the research for review by the Human Subjects Research Protection Program at PSU.

### *Submit Research for Human Subjects Research Review*

Following a successful proposal meeting, graduate student whose dissertation research involves conducting research using human subject participants, including secondary data analysis, submit the research for review by the university's Human Subjects Research Review Committee (HSRRC). Approval from this committee is required for the research **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. Students should allow 4 to 6 weeks for approval.

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 Graduate School.

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. Students should allow from 4 to 6 weeks to receive approval from the Human Subjects Research Review Committee.

### *Advancement to Candidacy*

Advancement to candidacy is an important milestone in the doctoral program. It means that the student has completed all the requirements for the doctoral degree except the final defense of their dissertation. According to the department, students are expected to be advanced to candidacy within one year of passing their comprehensive exams (unless they receive an exception); the Graduate school requires students to advance to candidacy within three years of passing their comps (unless they receive an exception). Once advanced to candidacy, a student has the status of “ABD” or “all but dissertation.”

In order to be advanced to candidacy, students must meet all the requirements established by the Graduate School, including:

- complete all required courses,
- have a dissertation proposal that is approved by their committee, and
- have official approval of the proposal by the Human Subjects Committee.

To request advancement to candidacy, the student (with the help of their advisor as needed) completes and submits the *GO-23. Doctoral Request for Advancement to Candidacy* form to the departmental Graduate Office Specialist, who routes it for signature, forwards it to the Graduate School, and places a copy in the student’s file. The Dean of the Graduate School then advances the student to candidacy for the degree.

The dissertation can be defended in at any point after advancement to candidacy. However, degree conferral (i.e., graduation) must occur:

- after a **minimum of 4 months**, and
- a **maximum of 5 years** following advancement to candidacy.

### *Proceeding with the Dissertation Research*

Students then proceed with their dissertation research. If students are pursuing the multiple manuscript option, they may submit articles for publication prior to the defense. However, it may be useful to confer with committee members to get feedback prior to submission. It is also possible that, as students complete their planned data analyses, results are not publishable. After conferring with their advisor, students are allowed to reconsider plans for manuscripts, including additional analyses, new research questions, or additional data. As changes unfold, students notify committee members and secure their informal approval for the proposed plans. It is not required to hold another committee meeting, but students or advisors may choose to do so.

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

### *Continuous Enrollment Credits*

Once a student has met certain requirements, they are eligible for a **steeply reduced rate of tuition**, called Continuous Enrollment (CE) credits. The reduced rate is $10 per credit plus applicable mandatory fees. The goal of this initiative, started in 2022, is to:

- reduce financial burden for students who have already enrolled for the minimum required number of dissertation credits,
- allow students to keep loans in forbearance at a reduced cost, and
- provide eligibility at a reduced cost for campus services that require part-time enrollment (health insurance, housing).

This rate saves money for PSU, if the student is receiving tuition remission through a department or grant. It is especially helpful for students who are no longer eligible for departmental tuition remission.

Advanced doctoral students are eligible for CE when they have:

- earned 27 credits of *PSY 603. Dissertation,*
- successfully proposed their dissertation, and
- been advanced to candidacy.

Students are notified by the Graduate School when they are eligible, but students should also monitor their eligibility. Eligible students sign up for *PSY 603C. Dissertation* credits (“C” is for “Continuous enrollment”).The reduced tuition rate is for 603 CE credits only. If students register for other courses in the same term, they will be assessed regular tuition for those non-603 CE credits.

It is important to note that CE is *only* a reduced tuition rate. It *does not change anything else* such as the definition of an academic credit or eligibility for employment and campus services based on registration.

- GA eligibility is still 9 credits per term (or 5 in the final two terms before graduation). PLACEHOLDER: More information on these options will be added in the next Handbook update.
- For financial aid purposes, full-time enrollment is 9 credits and half-time enrollment is 5-8 credits.

### *Pre-Defense Meeting*

The department encourages students to hold 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 to six committee members should 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 Final Oral Examination.

### *Timing of the Dissertation Defense*

All Graduate School deadlines for graduation are hard deadlines. The student files the Application for Graduation form with the Graduate School before the first week of the anticipated term of graduation.

In order to avoid disappointments when students are **trying to make a deadline for graduation**, they should be sure to allow plenty of time for the steps in the dissertation process. The student must allow time to make sure that the dissertation supervisor is satisfied that the final draft of the dissertation is ready for consideration by the committee. Moreover, students should schedule their defense meeting early in the term so that they can accommodate the need for revisions.

***Note***. Faculty members are only available for dissertation meetings September 16 – June 15, during the regular academic term (i.e., not during summer nor during Winter or Spring Breaks).

### *Final Oral Exam: Dissertation Defense*

When the student has made all the revisions to their dissertation required by their committee at the pre-defense and the dissertation chair deems that the final draft of the dissertation is ready for the committee, the student distributes the document to the committee a minimum of **two weeks prior** to Oral Examination.

The student schedules the final oral dissertation defense, which lasts two hours. The student and the committee must agree on the date and time. In order to secure a room for the defense, the student confers with the Psychology staff. One week prior to the colloquium, the student sends via e-mail an announcement to their advisor which the advisor distributes 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 faculty in the Psychology Department, and
- attaches an electronic copy of the dissertation proposal abstract.

Faculty or other students may request an electronic copy of the document from the student.

***Note***. The student must be registered for at least one dissertation credit during the term they defend.

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 and follows the same steps as the master's thesis defense meeting, described in detail previously. At this meeting, the candidate is expected to prepare and present orally a formal statement highlighting the research methodology and results. The oral presentation should not exceed 40 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 purposes of the questioning and discussion are to:

- further illuminate, for the candidate and the committee, the significance and limitations of the research, and
- 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 modifications to the dissertation.

If the candidate fails the final oral examination, the committee may recommend that the Dean of the Graduate School permit the candidate to take another oral examination after a minimum of three months; results of the second oral examination are final.

Once the defense has been passed, the student (with the help of their adviser if needed) fills out their portion of the relevant Graduate School form, *GO-17D. Recommendation for the Degree (Doctoral level)*, and submits it to the departmental Graduate Office Specialist, who routes the form for signature, forwards the signed form to the Graduate School, and places a copy in the student's file. Students also automatically receive a copy of the GO-17D form once it is all signed.

***Approval of Dissertation***

Any revisions of the dissertation discussed at the final oral defense must be incorporated by the student before final approval is given to the dissertation. If the dissertation chair or committee members wish to review the final revisions, students are required to give them at least two weeks to read the document before giving their approval. After the student has received final approval for the dissertation, the student submits the approved dissertation to the Graduate School; the formatting guidelines are available at http://www.pdx.edu/ogs/thesis-and-dissertation-information. The student must also submit the completed Dissertation Signature Page and the ETD Access form to the Graduate School. To do this, the student (with help of their advisor as needed) completes their portion of the Dissertation Signature Page and submits it to the departmental Graduate Office Specialist, who routes the form for signature and forwards the signed page to the Graduate School. In addition, the student should give a copy of the final dissertation to the advisor and any committee members who request it.

**Application for Graduation of the Doctoral Degree**

Conferral of the doctoral degree is **not** automatic following the completion of the dissertation. Students must apply for graduation. As described previously, the process is governed by a series of strict deadlines enforced by the Graduate School.

Once the degree is conferred, students are invited to complete the National Research Council Survey of Earned Doctorates.

## STUDENTS ENTERING WITH GRADUATE COURSEWORK

Sometimes incoming graduate students have completed previous graduate coursework or a master's thesis at other institutions. Whether or not they received a degree, under certain conditions, this work can be used to fulfill or waive requirements here in the Psychology program. This section explains the ways previous work can be used and the steps students need to take to get it incorporated once they arrive.

To be used to transfer credits or waive courses in this program, previous courses must be graduate credits from a regionally-accredited institution, no older than 7 years, and letter graded A or B only (no P/NP). To waive the thesis requirement, the previous thesis must have been completed at an accredited institution within the last 7 years. In general, previous coursework or master's theses can be used in our program in three ways:

- *Transfer credit*. In this case, previous coursework counts as actual credits toward a student's degree in the Psychology program at PSU. Hence, transfer credits speed up students' progress in our program and may allow them to graduate in less than five years. Since previous coursework turns into credits at PSU, this process involves approval by the Graduate School.
- *Waive requirements.* In this case, students who have completed coursework or a thesis that are equivalent or comparable to the requirements in our program are deemed to have fulfilled those requirements already and do not need to repeat them in our program. Since requirements are internal to the program, this process involves

departmental consideration.

***Note***. As explained below, students completing a terminal master's degree cannot waive the thesis requirement.

- *Comprehensive exams*. In this case, students use coursework from other institutions as part of the courses needed to fulfill their major or minor comprehensive exams or course concentration minors. Since these are specific to the comprehensive exams or course concentrations, this process only involves approval by the student's comprehensive exam committee or minor area faculty.

Students are encouraged to begin the steps needed to apply for transfer credits or to waive requirements as soon as they arrive in the program. The first step in this process is a thorough discussion with their advisor, considering the possibilities and whether it is in the student's best interests to transfer credits or waive requirements. No one is required to transfer in coursework or waive program requirements, and there are advantages and disadvantages of doing so.

- For example, students who waive the master's thesis, are eligible for only four years of departmental funding instead of five. So, some students elect *not* to waive the thesis.
- As another example, if a student has already completed a course equivalent to a required course, they would typically benefit from waiving that course so that they would not have to repeat it and could take a different course instead. However, for the quantitative series, some students benefit from retaking the courses and consolidating the material. So, they may elect *not* to waive these courses.

Students are encouraged to also discuss their options with the Graduate Chair and other faculty. Such discussions are welcome. Students should make considered decisions in a timely fashion, since transferring in or waiving coursework will have an impact on the courses that students will take in the program. As a rule of thumb, students should try to have transfers and waivers completed during their first two quarters in the program. The steps and deadlines for each process are described below.

***Note***. To have transfers and waivers fulfill or waive program requirements in the student's record in the Degree Audit Recording System (DARS), the Graduate Chair must enter them individually. As they approach graduation, students should check their DARS and, if needed, remind the Graduate Chair to make these updates. Otherwise, the Graduate School will send reminders to the Graduate Chair in week 5 of the term students have applied for graduation.

**Transfer Credit**

After due discussion with their advisors, students who have completed previous graduate work that meet certain conditions (described on the *GO-21M* or *GO-21D* forms), whether or not they received a degree, may decide to transfer credit in partial fulfillment of the requirements for a master's or doctoral degree at PSU. To do so students complete (with the help of their advisor as needed):

- the *GO-21D. Proposed Transfer of Credit (Doctoral Level)* for students in the Ph.D. program.
- the *GO-21M. Proposed Transfer of Credit (Master's Level)* for students admitted into the terminal master's program.

Students submit the form to the departmental Graduate Office Specialist, who will route it for approval by the student's advisor and the Graduate Chair, forward it to the Graduate School, and place a copy in the student's file. This form should be submitted for approval as soon as possible after admission but no later than the term the student applies to advance to candidacy or files for graduation with a degree that entails the transfer credits.

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, but may transfer in more than that for the PhD.

PLACEHOLDER. A departmental rule on the maximum number of credits that can be transferred into the doctoral program will be added during 2023/2024 academic year. Until then, the maximum will be one half of the credits needed to graduate or 54 credits.

***Note***. There are some complexities with transferring credits (e.g., how coursework taken on the semester system is translated into credits based on quarters), but these are spelled out on the *GO-21D* and *GO-21M*, so that students can be sure when program requirements are met.

## Waiver of Program Requirements

Students who wish to have previous work meet program requirements may submit a *PSY-23. Course Waiver & Thesis Waiver* form (departmental form). The same form can be used for either the waiver of a course or a waiver of the thesis.

### *Waiver of Required Graduate Courses or Electives*

Previous coursework can be used to waive both specific courses and elective courses. Course waivers are accomplished on a course-by-course basis. The first step is to determine whether the previous course a student has taken is equivalent to the specific course required in the Psychology program, or to a Psychology elective. This is accomplished by:

- determining the instructor(s) in the department who teach(s) (or has taught) that specific required course or elective (by asking their advisor or the Main Office staff), and then
- contacting that faculty member by email, requesting an evaluation of whether the previous course can substitute for the PSU course, and sending along the syllabus from the previous course (and any other supportive documents requested).

The faculty member responds, typically within a week, and if they determine that the course is equivalent, then the student fills out a *PSY-23. Course Waiver & Thesis Waiver* form for that course, and sends it to the Graduate Office Specialist, who routes it for approval by the faculty member and the Graduate Chair, and places a copy of the signed form in the student's file.

The student repeats this process for every course they would like to waive.

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

Students admitted for a terminal master's are not allowed to waive the thesis requirement. They must complete the master's thesis. All students must complete the culminating empirical project for the degree program into which they have been admitted. So, for example, no doctoral students are allowed to waive the dissertation requirement.

Doctoral students who have completed a graduate level thesis or empirical project within the last 7 years at an accredited institution and who wish to have the thesis requirement in the Psychology program waived submit their thesis or project to the student's advisor, in order to determine whether the work is comparable, both in terms of topic and quality, to a thesis in Psychology. To make this determination, two faculty members in the student's area of concentration (typically the student's advisor and one additional faculty member) must read and approve the prior thesis.

If the faculty members determine that the previous thesis or empirical project is comparable, then the student fills out a *PSY-23. Course Waiver & Thesis Waiver* form for that course, and sends it to the Graduate Office Specialist, who routes it for approval by the student's advisor and the Graduate Chair. The Graduate Chair who makes the final decision regarding waivers after receiving input from relevant faculty.

***Note***. Although approval waives the thesis requirement, students are still required to earn 108 total graduate credits, including approved transfer 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 Psychology's threshold of quality (as determined by two faculty in the student's major area) must complete a master's thesis.

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

## Use of Previous Coursework for Comprehensive Doctoral Exams or Minor Course Concentrations

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 or to complete a minor course concentration, provided they are less than seven years old. However, students need to have completed at PSU at least two courses in their major or minor area of the comprehensive exam or the minor course concentration.

## Combining Transfer Credits and Course Waivers

The three ways of using previous coursework (i.e., as transfer credit, to waive required courses, or for comprehensive exams or minor course concentrations) are not mutually exclusive. That is, coursework can be transferred in, allow students to waive specific program requirements, *and* be used on comprehensive exams. However, these processes follow different steps, so it is important to complete the ones needed to obtain the required result. For example, approval of a waiver petition constitutes a waiver of a required course, but not a waiver of required credits. That is, if a student **waives** a 4-credit course, they still have to take a different course to earn the 4 credits the required course would have provided toward graduation. To have the course count for the 4 credits needed, students have to **transfer** the course credits into the program.

- For example, both Student A and Student B have taken a course that is equivalent to the required course *PSY 621. Univariate Quantitative Methods*.
- Student A **waives** the course. So although they (1) are not required to take *PSY 621* (waiver), they will still have to (2) take another 5-credit course to earn the 5-credits usually generated by taking *PSY 621*.
- Student B not only **waives** *PSY 621*, but also **transfers** in the course credit. This student (1) is not required to take PSY 621 (waiver) *and* (2) does not need to take a different course because of the credits that transferred in (transfer).

## GRADUATE STUDENT EVALUATION

The graduate program in the Department of Psychology at Portland State University entails multiple components, including research apprenticeship, coursework, colloquia, internships, and service activities that provide students with opportunities to begin assuming the professional role of applied 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 attainment 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.

Department faculty have 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, and so on).

### *Problems of Professional Competence*

If students show problems of professional competence while in the graduate program, it is the obligation of the Department of Psychology to address them. To do so, faculty developed a set of policies and procedures, described in Appendix A. This process, approved by faculty in 2011, is consistent with ethical standards of the American Psychological Association.

The remainder of this section explains departmental and university policies governing the successful completion of graduate coursework, including grading, incompletes, repeat of graduate coursework, audits, academic probation, disqualification, re-admission after disqualification, and course overloads. All departmental policies are described in this Handbook, but students are still responsible for knowing and following additional university policies not included here. (These are spelled out in the PSU *Bulletin* and on the Graduate School website.)

### Graduate Coursework

The Psychology Department has set the following specific policies for satisfactory completion of coursework in the graduate program. Note that there are multiple possible consequences for students who do not maintain satisfactory completion of coursework. They include:

- Ineligibility for departmental funding
- Possible dismissal from the program

***Note***. There are also possible consequences for eligibility for financial aid. These are university policies, not governed by the department, and so are not included here.

***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, internship, and thesis/dissertation credits.
4. Doctoral students must achieve a B+ or higher grade in:
   - *PSY 5/621. Univariate Quantitative Methods*
   - *PSY 5/622. Multiple Regression and Multivariate Quantitative Methods*
   - *PSY 5/624. Research Design in Applied Psychology*

   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*** *(Department Policy)*

Graduate students are expected to complete the courses for which they register. However, sometimes this is not possible and students must take an incomplete. If so, students are expected to finish the coursework and remediate the incomplete as soon as possible. Graduate students are not allowed to carry more than a certain maximum number of incompletes.

PLACEHOLDER. The university used to have guidelines governing incompletes, in which graduate students who had any incompletes at all were no longer eligible for assistantships. However, the Graduate School has now dropped this requirement. Hence, during the 2023/2024 academic year, Psychology faculty will be working to develop a departmental policy governing the maximum number of incompletes students are allowed to carry. For now, the current PSU Financial Aid guidelines are being used. Since students must complete at least 2/3 (67%) of the coursework they attempt in order to remain eligible for financial aid, students in Psychology must complete at least 2/3 (67%) of the coursework they attempt (not counting *PSY 503. Thesis* and *PSY 603. Dissertation* credits, which are only graded after the final oral defense) in order to remain eligible for departmental funding.

***Note.*** All thesis and dissertation credits show on a transcript as an "I" (incomplete/in progress) until the final oral defense is completed. These do not enter into the calculation of incompletes.

***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*** *(University Guidelines)*

Graduate students are allowed to audit courses but audits are not covered by tuition remission and do count towards the minimum of 9 for Graduate Assistantship eligibility.

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, since they are not covered by tuition remission, students must pay the cost of audits themselves.

***Note***. Students are also allowed to ask faculty whether they can sit in on graduate classes or specific lectures. It is up to the faculty member whether to permit this.

***Academic Probation*** *(University Guidelines)*

A graduate student with regular or conditional degree status will be placed on academic 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 a graduate program 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, 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:

- 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
- 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 Graduate School. 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 again.

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

***Course Overloads and Overload Petitions***

Although it is not recommended, graduate students are allowed to take more than 9 credits. To sign up for more than 9 credit hours, students need the approval of their advisor and the Graduate Chair. Approval to the Graduate Chair can be requested by the student via an email that is cc'd to their advisor. Since it is difficult to imagine scenarios in which an overload would be in the student's interest, an explanation of the situation is required.

The Graduate School 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 Graduate School approval of registration in excess of 16 credit hours. A student registering for 17-19 hours must obtain the approval of their advisor, the Graduate Chair, and the Dean of the Graduate School. If a student has a graduate assistantship, they must also obtain the approval of the department Chair. To request such an overload, students must complete and submit an overload petition (also available on the Graduate School website) to the Graduate Office Specialist, who will route it for approval by the student's advisor and the Graduate Chair, and submit it to the Graduate School.

***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.

**Annual Plans and Reviews**

Students and their advisors participate in two processes to provide students feedback, guidance, and notice about the quality of their work in the graduate program and their timely progress through program milestones.

- *Yearly plan*. The first is forward looking and involves creating and discussing a plan for the coming year. This process allows students, with the support of their advisors, to intentionally set and work toward developmentally-appropriate goals.
- *Annual review*. The second is backward looking, and provides students with feedback about their performance and progress in the program over the previous year. This process allows students, with the support of their advisors, to celebrate their progress and tackle any areas that need improvement.

***Yearly Plan***

Fall term of each year, each graduate student drafts a statement outlining their plans for the coming academic year. This plan includes courses the student intends to take, a timeline for major milestone 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 with their advisor in order to facilitate the student's progress. The student submits a copy of this plan to their advisor and meets with the advisor as needed.

***Note***. Although advisors are supposed to scaffold the planning process, graduate students are also encouraged to initiate discussion by drafting a yearly plan, sending it to their advisor, and requesting feedback and a meeting for discussion (as needed).

***Annual Review***

Every Spring term, the Psychology Department faculty as a whole review every student's academic performance over that year. The goal is to discuss with students their progress, strengths, and areas for development, as well as to deal with any issues raised by student performance that does not meet expectations. This information is used both for communicating individual accomplishments and providing individual feedback, as well as for tracking the program as a whole.

*Review Process*

The process of student annual review, which is the same every Spring, is initiated by the Graduate Chair and consists of multiple steps:

1. Students receive a memo from the Graduate Chair requesting information about the student's scholarly activities and accomplishments from the past year. The email includes specific forms to complete (see Appendix C) and a request for a current CV.
2. Students submit these materials to the Graduate Chair, their advisor, and the by the requested date.

   ***Note***. Completion and submission of this information is **mandatory** by the stipulated deadline.
3. Faculty from each area meet to discuss their students' performance and provisionally assign each student to one of four categories:
   - *Exceptional*, indicating that student performance in multiple areas has been outstanding and exceeded expectations for a student at their level.
   - *Good*, indicating that student performance has been solid and satisfactory, meeting all expectations for a student at their level.
   - *Good with concerns*, indicating that, although student performance has been satisfactory in some areas, the student has not met expectations in other areas.
   - *Needs improvement*, indicating that there are serious issues with the student's performance that need remediation.
4. Faculty then meet as a whole to discuss and evaluate each student's progress and to collect additional information for evaluation and feedback to the student. During or immediately following this Faculty Meeting, advisors finalize the category assignment for each of their student's performance that year.
5. Advisors then prepare memos for individual students summarizing their strengths and accomplishments (and, if needed, specifying areas of concern and targets for future performance).
6. The Graduate Office Specialist prepares letters from the department providing information to students about the results of faculty evaluation and including the memo from their advisor. Letters should go out, at latest, by the last day of Spring term.
7. Letters are then countersigned by students and returned to the Graduate Office Specialist, who places copies in the student's file.
8. Students meet with their advisor (as needed) to discuss the departmental letter and advisor memo.

*Criteria for Evaluation*

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 continued investment of high effort, dedication, and outcomes of good quality. Beyond these minima, students are evaluated against a standard of excellence. We expect students 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. We expect students to demonstrate performance that merits an evaluation of "*Good"* or "*Exceptional*."

If a student's performance is satisfactory in some areas but does not meet expectations in one or more other areas, they receive a "*Good with Concerns*" evaluation letter. If a student fails to meet degree requirements, they receive a "*Needs Improvement*" evaluation letter. In both cases, the student's advisor is required to write a memo summarizing their student's accomplishments, detailing the concerns and issues identified by faculty, specifying areas that require improvement and performance goals that must be met.

*Processes of Follow-up*

If they receive a "*Good with Concerns*" or a "*Needs Improvement*" evaluation letter, the student, along with their advisor, are required to create a developmental agreement to address these concerns and a timeline for reaching target performance goals. The plan will be monitored on a quarterly basis via meetings with the advisor with documented notes of progress to the student's file. Complete resolution of these concerns as described in the developmental agreement is necessary to maintain good standing and continue in the graduate program.

If a student is not making timely progress in completing the program requirements, this could have implications for future receipt of departmental funding (i.e., graduate assistantships) or retention in the program. If a student fails to make continued progress as described in their development agreement and meet 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.

> ***Note***. Even if evaluations do not mention specific requirements described in this Handbook (e.g., timely progress in completing program milestones or the maximum number of incomplete courses allowed), students are still responsible for meeting all program requirements.

All students receive departmental letters. Faculty are required to write memos for students who receive "*Good, with Concerns*" and "*Needs Improvement*" evaluation letters. Faculty are also supposed to write memos for their students who receive positive evaluations. If their advisor does not do so, students are encouraged to request such memos and to schedule meetings in order to discuss this feedback and any questions students may have about their performance or the evaluation process. The Graduate Chair can assist students in requesting feedback memos from their advisors, and also welcomes questions or discussion with graduate students about any aspect of the evaluation process.

## GRADUATE ASSISTANTSHIPS AND ELGIBILTY FOR FUNDING

Although graduate student support is always dependent on the availability of funding to the department, to date the department has been successful in providing continuous funding for students who remain in good standing and make timely progress toward the degree. These may be graduate teaching assistantships (GTAs or TAs), research assistantships (GRAs or RAs), or part time instructorships (extra wage sections) and typically include a combination of research and teaching responsibilities. In general, as a first priority, assistantship money is used to support continuing students who are in good standing and making timely progress. Next, incoming students are considered for funding.

When students are hired as graduate assistants, they are hired as employees of PSU and their work is governed by PSU's agreements with the Graduate Employees Union (GEU). The guidelines below are intended to be consistent with those contracts, but if there are any inconsistencies, the GEU contract takes priority. If students ever feel that their rights under this contract are not being protected, they are encouraged to consult their union representative. The department is also committed to carrying out the GEU contract, and so the department Chair and the Grad Chair, although they do not speak for PSU on union matters, are also happy to discuss any issues with graduate students at any time.

Graduate student funding depends on the departmental budget which is the direct responsibility of the department Chair. Hence, the Chair is responsible for decisions about student funding and also for communicating those decisions to graduate students in a timely and understandable manner. The Chair is also the departmental supervisor of all assistantships in the department and so responsible for ensuring the quality of graduate student performance and experience in these assistantships. Chairs in Psychology have a long history of advocating to the Dean (who allocates funds for doctoral programs in the College of Liberal Arts and Sciences) for higher stipends for our graduate students.

The number of years of funding available to students depends on the program to which they are admitted and the program requirements they waive. In general, the department attempts to provide:

- **Five years** of support for students admitted to the doctoral program who do *not* waive the master's thesis requirement.
- **Four years** of support for students admitted to the doctoral program who do waive the master's thesis requirement.
- **Three years** of support for students admitted to a terminal master's degree. These students may receive up to a total of five years of funding if they are subsequently admitted to the doctoral program.

Funding is allocated based on the date students start the program. For example, for a student with five years of funding, funding ends five years after they start the program, or the calendar date marking spring of their fifth year. If a student takes a leave of absence or for any other reason takes a break from the program, their funding still ends five years after their start date. For more details, see the section on Leave of Absence.

A graduate assistant (GA) 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. 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 and typically covers the full cost of tuition and mandatory fees, except for the first term matriculation fee and student health insurance.

**Graduate Assistantship Responsibilities and Expectations**

Participation in graduate assistantships (GAs) is an important component of student training and learning while also providing service to the department and university. Teaching assistantships (TAs) provide graduate students an apprenticeship in pedagogy and opportunities to learn from and support excellent teaching and instruction. Research assistantships (RAs) provide students with an apprenticeship in applied research and opportunities to learn from and support excellent applied research. TAs, though their work and care for our students, also make central contributions to the department's undergraduate and graduate programs. TAs contribute directly to the learning and success of our students, and their support and guidance can make a difference in individual student's academic and personal lives. Assistantships also contribute to faculty success, by providing essential supports to their teaching and research projects.

Graduate TAs and RAs also help to generate revenue that supports the department and university. They contribute to undergraduate classes that generate revenue via student tuition and they contribute to grant-funded research that generates revenue via grants' indirect cost returns. In fact, the undergraduate program is the largest source of revenue for the department and (via the departmental budget) provides funding for the doctoral program, including graduate student TAs and the Summer Research Institute. Hence, the work graduate students provide in TA- and RA-ships is central to the entire department, including the support of the graduate program itself.

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

TAs are assigned to support an individual instructor who is teaching a particular class. Because their specific duties depend on what the instructor needs, students' responsibilities in different TA assignments will vary. However, in general, students can expect to be requested to provide a range of supports, including the following:

| | |
|---|---|
| • Attending class, and helping with<br>o Preparation: Set up audiovisual<br>o During class: Monitoring discussions or the "chat" function in virtual classes<br>o After class: Collecting papers<br>• Canvas responsibilities, such as<br>o Setting up exams<br>o Managing students assignments<br>• Grading, such as<br>o Developing rubrics | • Holding office hours or otherwise<br>o Tutoring or answering student questions<br>o Reviewing assignments with students<br>• Advising<br>• Coordinating with other TAs, graduate or undergraduate<br>• Responsibilities for students, such as those<br>o Who are registered with the DRC<br>o Who fall behind on attendance or work<br>• Copying (e.g., syllabi, handouts) |

| | |
|---|---|
| ○ Grading assignments<br>○ Explaining grading to students | • Library work (e.g., finding materials) |

***Note***. Per GEU agreements, TAs are ***not*** allowed to be assigned only to grading duties.

Since responsibilities can vary, it is important for TAs to learn about and discuss their instructor's expectations and the specific duties they will be assigned at the start of the term. To facilitate these discussions, the department provides the *TA Responsibility Agreement/Checklist,* included in Appendix D. Graduate students can bring this checklist to discussions with their instructor to help clarify the nature and timing of the duties their instructor needs to support the class.

In some classes, there are possibilities for TAs to take on more advanced responsibilities, such as providing a lecture on a specific topic, facilitating a student discussion, or explaining a class assignment or project. These are usually negotiated between the instructor and TA based on the structure of the class and the match between a class topic and students' expertise. Students are encouraged to take on these tasks or, if not invited by the instructor, to explore with the instructor the options of taking on such tasks, especially as students approach the time when they may be eligible to teach a class of their own as an instructor of record. TA-ships are intended to serve as apprenticeships for teaching and to prepare students for their own teaching. Students are expected to treat TA-ships as opportunities for learning and skill building as well as professional responsibilities.

***Note***. In order to understand their obligations to protect students' rights to privacy under the Family Educational Rights and Privacy Act (FERPA), graduate students are required to complete PSU's online FERPA tutorial.

*Expectations of Graduate TAs and RAs*

Graduate students are expected to take their TA and RA responsibilities very seriously as part of their professional training and performance in the program. Students are expected to take initiative and to be responsive in performing their TA and RA responsibilities. For example, as soon as a graduate student receives their TA assignment, they should contact the instructor to see whether/how they can aid in class preparation and to set up a time to meet with the instructor to discuss their responsibilities.

TAs are expected to treat the instructors they TA for with respect and appreciation, and to respond promptly to instructor emails and requests. They are also expected to be flexible in fulfilling their assigned duties. For example, if instructors request students to attend class or help with online learning platforms (e.g., Canvas), students are expected to attend class and to learn how to use these learning platforms. If students are not using all their TA or RA hours, they are expected to let their supervisor know and see if there are additional tasks they can take on. Instructors, students, and the department depend on graduate students fulfilling their professional TA and RA responsibilities with enthusiasm, conscientiousness, and care. In general, our graduate students are outstanding TAs and RAs.

*Expectations of TA and RA Supervisors*

The department also holds high expectations of instructors and faculty who supervise graduate TAs and RAs. They are expected to provide high quality supervision that, while prioritizing the class or research project, also considers the learning and development of graduate assistants. They are expected to treat graduate students with respect and appreciation, to clearly communicate responsibilities in a timely fashion, and to scaffold tasks that are unfamiliar or difficult. They are expected to provide the tools and resources (e.g., copy code) students need to complete their assignments. PSU also provides resources for graduate assistants, for example, tutorials on the online learning platform used at PSU.

Supervisors are expected to be accessible and responsive to student emails and requests, and to provide students with sufficient time to complete duties without undue time pressure. They are expected, within the constraints of the class or research project, to take students' other responsibilities (e.g., graduate class projects or exams, conference attendance) into consideration when discussing duties and timelines. Supervisors are required to fit TA and RA responsibilities into the footprint of the hours graduate assistants are assigned (see next section for details). Although RAs have more latitude if their work also contributes to their program milestones or own careers, these hours are a hard ceiling on the time TAs are allowed to work. Supervisors are not allowed to request and graduate students are not allowed to agree to or volunteer more hours than they are assigned in a given quarter. In general, faculty and instructors in Psychology are outstanding teachers and research supervisors.

Any student problems or concerns related to graduate assistantships should be communicated to the department Chair (the direct supervisor of all TA and RA graduate assistants), the Graduate Chair, or the student's advisor.

**Graduate Assistantship Workload**

Graduate assistants are paid a salary on a monthly basis as compensation for the services they provide. The salary is not directly dependent on the actual number of hours worked each month (i.e., GAs are *not* paid an hourly wage), but rather is paid for satisfactory performance of the professional responsibilities required to do their job.

At the same time, there are guidelines governing the total number of hours worked for specific assignments. TA and RA assignments are calibrated based on FTE (or full-time equivalent). An FTE represents the proportion of a full-time job (i.e., 40 hours/week) a student is assigned. So, for example, if a student is assigned a TA with an FTE of .30, this would be roughly equivalent to 12 hours a week (40 hours X .30 FTE = 12 hours/week). TAs and RAs are paid over 13 weeks each quarter, so the total number of hours for the quarter would be 156 (12 hours/week times 13 weeks).

Students can calculate the total number of hours for their assignments as follows:

- Multiply the FTE (expressed as a decimal) times 40 hours/week.
  - That yields the hours per week.
- Multiply the hours per week times 13 weeks in a quarter.
  - That yields the total number of hours in a quarter.

**Examples of Average Workloads for Assistantship Assignments involving Different Levels of FTE**

| Full Time Equivalent (FTE) Assignment | Average Hours per Workweek | Total Work Hours per 13 Week Employment Period |
|---|---|---|
| .33 | .33 FTE X 40 = **13.2** | 13.2 hrs./week X 13 weeks = **172** |
| .38 | .38 FTE X 40 = **15.2** | 15.2 hrs./week X 13 weeks = **198** |
| .49 | .49 FTE X 40 = **19.5** | 19.6 hrs./week X 13 weeks = **254** |

***Note***. PSU does not permit graduate students to be assigned an FTE that totals more .49. A student's total FTE is the sum of all the FTE they have been assigned for all jobs, for example, for work from different departments or as both an RA and a TA. This limit is designed to ensure that students can make timely progress in their degree programs.

Typically, the number of hours required per week will not be equally distributed over the term. Hence, supervisors should provide advance information regarding the time requirements of the assistantship. 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. Faculty and graduate assistants are encouraged to remain flexible. Within the constraints of the class or research project, TAs and RAs are encouraged to work with their supervisors so that students' other responsibilities (e.g., graduate class projects or exams, conference attendance) are considered when timing of duties are worked out. If a Teaching Assistant is working with more than one faculty member, the faculty members should make efforts to coordinate the timing and total workload. 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 "saved" to be used later.

Although the number of hours needed to support a class or research project may change from week to week, depending on the activities that week (e.g., data collection or grading a big assignment), the total number of hours per term that a graduate student can work as a TA is a hard ceiling. Instructors are not permitted to ask and students are not permitted to volunteer to work additional hours. All hours that a student puts in on working on an assignment (e.g., meeting with the instructor, holding office hours, and so on) count toward the total hours worked. Transportation time does not.

RA hours are more complicated to calculate, since work on externally-funded projects often has direct benefits for students' milestones and future careers, such as providing data for a thesis or a publication. However, supervisors (usually students' advisors) and graduate students themselves should keep these guidelines for overall workload in mind when assigning or agreeing to particular tasks.

*Negotiating Timing and Responsibilities*

It is the supervisor's responsibility to ensure that the work assigned does not exceed the students' assigned FTE. However, graduate students are also expected to work with their supervisors by providing them the feedback and information they need to accomplish this. For example:

- Instructors and research supervisors sometimes have a difficult time estimating the amount of time a specific task will require. Hence, it is the responsibility of the TA or RA to keep their supervisor apprised of the amount of time a given task is taking.
- When a task needs to be completed by a certain date (e.g., a scheduled exam or data collection), supervisors sometimes have a difficult time estimating the amount of lead time needed to complete the task (e.g., creating the exam in Canvas or prepping the data collection). Hence, graduate students are expected to let supervisors know how much lead time they will need to complete assignments by certain dates.
- Graduate students should notify their supervisors if they are coming up to the end of the hours they are allowed to work.
- If an instructor is assigning work that the TA expects will exceed this ceiling, they are encouraged to meet with the supervisor to problem solve, for example to:
  - Discuss whether there are ways the student can complete the work more efficiently (e.g., provide less detailed feedback when grading assignments).
  - Consider other people who can take on some of the responsibilities (e.g., undergraduates TAs, the instructor).
  - Identify the high priority activities the TA should finish first in case they come to the end of their hours.
  - Reduce the workload by dropping some responsibilities.

**Decisions about RA and TA Assignments**

In general, RA assignments, which are funded by specific faculty (e.g., via externally-funded grant projects or faculty fellowships) are assigned at the discretion of the faculty member who is funding the RA-ship. Faculty select students based on the student's capacity, expertise, and demonstrated performance. Although the faculty member has the final word on which graduate student is most suited to carry out particular RA responsibilities, graduate students are encouraged to let faculty know if they are interested in working on a grant-related project. Sometimes faculty also offer graduate students who are not their advisees opportunities to work for a portion of their time on a grant-related project. In these scenarios, students may be given a "slice" of an RA-ship or "bump," that, in combination with a TA-ship, brings the student's total FTE up to .49.

It is always challenging for the department to work out TA assignments. TAs are assigned based on a complicated process that involves taking into consideration a changing set of factors every quarter. These factors include:

- The number of student TAs available and the number of classes that require TA support.
- The match between the times classes are offered and students' availabilities (based on their class schedules).
- Students plans/desires to teach as an instructor of record, so they can TA for courses they will eventually teach.
- Students' year in the program, so that (ideally) first year students can have the same assignments across the year.
- Student expertise and skill set.
- Faculty requests for specific students.
- Students' DRC accommodations.
- Students' family responsibilities (i.e., caring for children or elderly parents).

As a result, it is not possible or equitable to take into consideration graduate students' personal preferences for specific days/times, class modalities (online or in-person), or instructors. If students are interested in working with a specific instructor, they can let the instructor know and the instructor has the option of requesting them as a TA. These requests cannot always be filled. If students have health conditions or disabilities that constrain their availabilities, they must work with Human Resources to coordinate accommodations. Human Resources will notify the supervisor listed on the Work Assignment Notice (WAN) of the approved accommodations. The department is required to honor all such approved accommodations. If students have pressing family responsibilities (e.g., single parent caring for young children where no evening childcare is available), efforts will be made to take these responsibilities into consideration in assignments (e.g., not assigning these students to evening classes). In order to proactively incorporate these accommodations and needs into the TA assignment process, students are responsible for letting the department know about HR-approved accommodations and family responsibility needs at the same time they turn in their class schedule to the Main Office.

Once TA assignments are in place and notifications have been sent out, it is is incredibly difficult to make changes without causing a domino effect that creates a substantial amount of work for the department. So, for example, if a student forgets to put a scheduled lab meeting on their report to Main Office staff or the meeting time is changed, assignments cannot be changed to accommodate these situations. On occasion, a student may be permitted to switch assignments with another student, if they find another student willing to do so, but these direct swaps will only be approved if staff has the time needed to complete the paperwork required.

**Teaching Assistantships for Graduate-Level Courses**

In a few instances, graduate teaching assistants are assigned to graduate classes (e.g., the quantitative series). TAs must have previously taken any graduate course to 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. As per FERPA guidelines, students' grades must be kept confidential.

**Teaching Assistants as Instructors of Record for Undergraduate Classes**

Teaching for the department is considered both a privilege and a big responsibility. Students can request or be assigned an instructional teaching position only after they have attained a master's degree.

- If students enter the program with a master's degree, they are *not* allowed to teach their first year, so that they can make a smooth transition to graduate school.
- Students are *not* allowed to teach the quarter that they take their comprehensive exams.

Typically, students who are assigned as an instructor of record while on a TA-ship are funded at .49 FTE to reflect that extra work involved in taking responsibility for one's own class.

Students are considered for an instructional teaching position based on the needs of the department and the expertise and experience of the student. Hence, students who have the experience and capacity to teach classes that the department routinely offers (like *PSY 321. Research Methods* or *PSY 311. Human Development*) are more likely to be given opportunities to teach. In general, students will be asked if they are interested in teaching before they are given a teaching assignment. Students typically first TA for the class they will eventually teach. Once a student has taught, the department also considers the student evaluations they receive, with the expectation that only students who receive positive evaluations (which our graduate students typically do) will be invited to teach again.

Students are also encouraged to let the department know if they would like to teach. They can contact the Associate Chair (who is the Director of the Undergraduate Program), the department Chair, or the Main Office staff. If students who have RA responsibilities wish to teach, they should also let their advisors know, since this would involve switching their assistantship assignments, first to a TA for they class the eventually wish to teach and then to a TA-ship when they are teaching.

> ***Note.*** Students interested in developing their skills as teachers are encouraged to participate in PSU's Certificate of Innovation in College Teaching offered by the Office of Academic Innovation.

***Adjunct Teaching***

After students are no longer eligible for departmental funding, they still have the possibility to teach for the department as an adjunct instructor. This can be a good option for students who have only four years of funding or who need more than five years to complete the program. Doctoral students are offered adjunct teaching based on the needs of the department and the expertise and experience of the student.

If they are interested in teaching as an adjunct, students are encouraged to let the department know—their advisor, the Associate Chair, the department Chair, or the Main Office staff. Teaching assignments are made very early (e.g., December for the following Fall), so students should let the department know as soon as possible.

**Summer Research Institute**

Although always subject to the availability of funding, over the last two decades the department has been able to offer graduate students up to four years of summer funding through an innovative program called the Summer Research Institute (SRI), funded through a combination of departmental monies and funds from external grants. Students are funded as an RA for their advisor's research for up to 13 weeks of summer term. Participation is voluntary and graduate students need to opt-in.

***Availability***

Funding is available to students for four years in total, specifically for the summers following their first through fourth years. Students who choose not to participate cannot save the funding they did not use for a later date. Advisors must agree to supervise students during the summer, and if they choose not to (since faculty are not on contract or paid during summer), the department will find another faculty member willing to supervise the student and receive the RA hours on their research project.

***Process***

Early in the calendar year, the department Chair or Main Office staff ask faculty to identify students who are interested in participating in SRI the coming summer.

- All students currently in their first through fourth years are eligible and should let their advisor know if they are interested in participating in SRI.
- Students can choose to work the maximum, that is, at the highest FTE available (pegged to the FTE students receive for departmental funding during the academic year) for the entire 13 weeks. Or they can choose to work at a lower FTE or for fewer weeks. Unlike during the academic year, there is no minimum FTE for summer assistantships.
- Faculty provide student information to the Chair or Main Office staff, who contacts the student if they have any questions.
- The hiring process is the same as with regular assistantships during the academic year.

***Responsibilities***

Students are expected to provide the same kind of high quality participation and put in the same number of hours (according to their FTE assignment, see the section on Graduate Assistant Workload above) as with academic year appointments. Students should work with their advisors to identify specific tasks that faculty need done for their research projects, to plan and monitor hours worked, and to make sure that students have the supervision they need to complete tasks in a timely fashion. These RAs are targeted to faculty research, and so students should not primarily be working on their own program milestones. Faculty are responsible for ensuring that graduate students put in the time and complete work commensurate with their RA assistantships.

**Eligibility for Departmental Funding**

Most students maintain their eligibility for departmental funding throughout their time in the program. They do so by showing excellence in the performance of their TA or RA duties, remaining in good academic standing, and making timely progress through their program milestones. To support their success, it is essential for students to be aware of ways they can become *ineligible* for departmental funding:

- Poor academic standing based on grades or incompletes.
- Substandard performance of assistantship duties.
- Lack of timely progress on program milestones.
- Leave of absence.

Note that some of these ways are based on university requirements; these also make students ineligible for funding through external grants (i.e., RA-ships). Others are based on departmental requirements and do not apply to RA funding, which is more at the discretion of the faculty who holds the funding. Students are encouraged to consult the Graduate Employee Union (GEU) contract and their GEU representatives for information about their potential involvement in these procedures.

***Ineligibility for Funding due to Poor Academic Standing***

Students can become ineligible for funding based on their graded performance and completion of coursework. These rules apply to both TA or RA positions.

- To remain eligible for assistantship funding, students must maintain a graduate GPA of 3.0 or higher, and have no grade on their transcript below a B.
- To remain eligible for assistantship funding, students must successfully complete and earn a grade in at least two thirds (67%) of the graduate coursework for which they register (not counting *PSY 503. Thesis* and *PSY 603. Dissertation* credits, which are only graded after the final oral defense).

***Ineligibility for Funding due to Substandard Performance of Assistantship Duties***

Students can also become ineligible for funding based on their performance of assistantship duties. These rules apply to both TA or RA positions.

*Process*

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 completes a Performance Evaluation of the student's work in the position. PLACEHOLDER. A link to this form will be added in the next Handbook update.
2. The faculty member meets with the student and discusses the basis for the evaluation and makes 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 submits an updated Performance Evaluation to the department Chair. The Chair meets and discusses the report with the student.

*Action*

- One unsatisfactory report: The report is placed in the student's permanent file. For any future assignment, the student is assigned to a different faculty member.
- Two unsatisfactory reports: The student is not eligible for funding from the department.

***Ineligibility due to Lack of Timely Progress***

As noted in the discussion of Timely Progress norms, students are expected to complete their master's thesis between the end of their second and third year. Students who have not successfully defended their master's thesis by the last day of Spring term of their fourth year are no longer eligible for departmental funding as teaching assistants. They may still be eligible for funding as RAs on faculty grants.

***Funding during Leave of Absence***

Students are not eligible for departmental funding while they are on a leave of absence from the program. However, **the clock continues to run on their funding**. That is because funding is allocated based on the date students enter the program. Funding is allocated this way because of the way departmental budgets function at PSU. Student funding is embedded in each year's departmental budget, and anything that is not spent in a particular year (such as student funding for an assistantship) is not carried over to the next year. It is "swept" or returned to the College. So, the funding cannot be saved to be used in a later year. It is as if students' funding is on a conveyer belt that continues to move whether the student uses the funding or not.

- For example, for a student with access to five years of funding, funding ends five years after they start the program, or spring of their fifth year. If a student with the potential of five years of funding starts the program in 2020, their funding ends at the end of Spring quarter 2025. If the student takes a leave of absence, their funding still ends in 2025, five years from their start date.
- This means, for example, that students with five years of funding available to them at the start of their program who take a year's leave of absence will end up with four years of funding, since their funding ends five years after they started the program.

Students are encouraged to discuss these issues with the department Chair or the Graduate Chair to be sure that they understand the implications for funding when they are deciding whether to take a Leave of Absence from the program.

***Note.*** Students can finish the required number of credits to graduate from the doctoral program in four years (27 credits per year X 4 years = 108 credits).

## STUDENT PARTICIPATION IN DEPARTMENTAL EVENTS AND DECISION-MAKING

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.

## Departmental Events for Graduate Students

Two of the most enjoyable and festive departmental events are organized around graduate student progress and success. They include:

- The Second Year Data Blitz
- Celebrating Our Successes

### *Second Year Data Blitz*

Every spring, the department gathers to hear second year student make brief presentations about their thesis progress. All faculty and grad students attend to cheer on each student wherever they are at in the thesis process: from figuring out research questions to having defended their thesis. Each student presents for five minutes, and most use a few PowerPoint slides to tell the story of their thesis progress. The event is hosted by the Graduate Office Specialist, who makes sure that there are cake and other refreshments for the departmental mingle afterwards.

### *Celebrating Our Successes*

This is an end-of-the-year celebration, focused primarily on graduate students. The whole department attends and celebrates all of our graduate students’ accomplishments over the last year, but especially the successful completion of four milestones:

- defending the thesis,
- passing comps,
- proposing the dissertation, and
- defending the dissertation.

The Graduate Office Specialist collects information about graduate student accomplishments from the CVs they submit for their annual evaluations and creates an impressive list, which can be used to let the rest of the university know about our graduate students’ achievements. At the celebration, The Graduate Chair calls out names and asks graduate students to come forward and provide any advice they would give to more junior students on negotiating these milestones. The department cheers, then we snack and chat. The celebration is a great way to end the year together.

## Graduate Student Participation in Departmental Decision-making

There are several special instances in which graduate student representation is required or allowed. These include the following.

### *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 members of the Graduate Committee to attend a student meeting on the topic.

The Graduate Chair will meet with the Psychology Graduate Student Association (PGSA) to facilitate communication between faculty and graduate students. The Chair always welcomes input, feedback, and discussion with PGSA or individual graduate students. The Graduate Committee is also charged with facilitating communication with graduate students as a whole, and can do so in a variety of ways, including via emails providing or soliciting information, holding educational sessions on topics relevant to graduate students, sending out surveys to graduate students, meeting with PGSA, or inviting all students to meet with the committee on certain topics.

### *The Diversity Committee*

Graduate students will also be recruited (or may volunteer) to join the Diversity Committee, whose charge is to “actively support an inclusive and vibrant intellectual environment in which human diversity is recognized and valued. The work of the committee is infused throughout all academic aspects of the department.” The responsibilities of the Diversity Committee, as described in their charge, include the following.

- The committee supports departmental efforts to recruit and retain faculty and students of diverse backgrounds.
- The committee promotes awareness and understanding of diversity-related topics, and fosters the capacity of faculty and students to work competently with people of diverse populations and in diverse settings.
- The committee supports the graduate and undergraduate programs in a way that strengthens students' capacity to learn about, embrace, and promote diversity.

- The committee supports efforts to incorporate diversity as an important aspect of psychological science.
- The committee drafts and proposes diversity-related policies and procedures for consideration by the department faculty.

***Orientation of New Graduate Students***

The Psychology Graduate Student Association (PGSA) is responsible for a portion of the departmental orientation of new graduate students, which takes place during the weeks before classes start in the Fall. For example, PGSA typically arranges for student panels, campus tours, and a GEU representative to present an overview of the union.

PGSA is also encouraged to hold their own meetings to orient new students, for which the department typically provides some support.

***Search Committees***

Graduate representatives will be appointed to faculty search committees. Students are expected to read files on candidates and to participate in discussion and selection of candidates to interview. Letters of recommendation and discussion of candidates are confidential. All graduate students are expected to attend sessions in which faculty candidates meet with graduate students, and students are encouraged to attend candidates' colloquia as well.

Graduate student input will be solicited prior to faculty deliberations on new hires. At the beginning of the Faculty Meeting dedicated to discussion of the hire, graduate students typically present their feedback about candidates to faculty, often accompanied by a written report. Graduate students also answer any faculty questions at that time. Graduate students are not present during subsequent faculty deliberations or voting.

***Faculty Meetings and the Department Chair***

The department has created multiple channels for regularly communicating with graduate students and listening to graduate student feedback, concerns, and questions. Two of these channels are: (1) graduate student attendance at Faculty Meetings, and (2) regular communication with the department Chair. Graduate students select representative(s) who are invited to attend Faculty Meetings. If sensitive personnel matters or specific graduate students are discussed, then representatives will not be present. The Associate Chair, who organizes the Faculty Meeting schedule, is responsible for letting graduate student representatives know when meetings are scheduled and which meetings they should/can attend.

The department Chair is charged with regularly communicating with graduate students, especially on issues where the Chair has sole authority, such as budget and funding. The Chair will make and communicate decisions involving these issues in a timely and understandable manner, and respond to student questions about these issues in the same manner. The Chair welcomes input, feedback, and discussion with individual graduate students, student groups, and the PGSA.

***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 Promotion Retention Tenure (PRT) Committee.

***Psychology Graduate Student Association***

All graduate students are encouraged to join the Psychology Graduate Student Association (PGSA).

PLACEHOLDER. Information from PGSA describing their function and current committees and liaison roles will be added to this section in the next Handbook update.

## RESOURCES FOR GRADUATE STUDENTS

The department is committed to the well-being, development, and success of our graduate students. The department uses many of its discretionary resources in support of graduate students. The university also provides services and opportunities to graduate students. This section pulls together many of them.

- As described below, the Graduate Committee complied a drive of departmental and university resources for graduate students on the PSU PSY Graduate Student Resources Drive.
- For more information about university resources, such as professional development opportunities, see the section on Graduate Student Resources on the Graduate School website.

- There are specific emergency funds available for graduate students from the university and college. These include:
    - University and college emergency funds.
    - The Graduate Student Retention and Completion Fund, designed to help pay for tuition remission for graduate students who are close to finishing their degree program and only need 1 or 2 additional credits.
    - Graduate students are also encouraged to check in with their advisors or the Graduate Chair who may be aware of a broader array of resources.
- For information about resources students can access through their library privileges, see the Portland State Library website.
- We encourage graduate students who need accommodations to visit the Disability Resource Center at their earliest convenience (or at any point it becomes clear that they may need accommodations) in order to protect their rights and to make sure they have everything they need in place to succeed in the program.
- The Graduate Employees Union, who advocates for all graduate students, also provides many relevant and important resources.
- A university resource for all students is the PSU CARE team which works out of the Office of the Dean of Student Life. Students can contact them any time for support and help. They are experts in providing useful information and helping grad students access a range of resources available at PSU and in the community (e.g., financial, housing, food, health care). They also provide a range of proactive supports, including health and wellness activities, like workshops and support groups.

**Student Work Spaces, Labs, and TA Offices**

Although space on the PSU campus is a valued commodity, the department is dedicated to providing students with workspace and with access to TA office space to work with students in the classes they TA.

***Workspaces***

All graduate students are provided shared work space in their advisor’s lab on the third or fifth floor of Cramer Hall. These include desks, chairs, and storage space (e.g., drawers, shelves, and/or filing cabinets). The department aims to provide working computers in these workspaces, but this may not always be possible and students may need to share computers provided by OIT (Office of Information Technology). The fifth floor also has a shared meeting room (Cramer Hall 541H) and kitchenette (Cramer Hall 541L) for use by graduate students. Students are issued keys to these spaces after completing key requests during the New Student Orientation in early Fall. We strongly encourage graduate students to make use of these spaces since interaction among students is an important part of the graduate school experience.

***TA Offices***

The department also has a few shared offices that adjuncts and graduate teaching assistants and instructors can use to meet with undergraduate and graduate students in the classes for which they TA or teach. Graduate teaching assistants can use these more private spaces to conduct in-person office hours. Graduate students sign up for specific times to use these spaces. Check in with the Graduate Office Specialist for the current system graduate students use to sign up for these spaces.

**Departmental Listserv**

Graduate students are automatically added to the departmental listserve for Psychology graduate students. This listserv is the primary channel through which the department communicates with graduate students, including communications from the department Chair, Main Office staff, Graduate Chair, or faculty. Hence, students are expected to monitor and respond to emails sent to this listserve.

Different kinds of information are sent to students via this listserv, including:

- Regular communication about matters relevant to the graduate program
    - From the department Chair (e.g., about funding)
    - From the Graduate Chair (e.g., about the Second Year Data Blitz)
- Requests for information from graduate students, such as
    - Information about their schedules, needed to make TA assignments every term

  - Information needed to complete their annual reviews
  - Requests for feedback or input about decisions affecting graduate students

- Surveys tailored to graduate students to collect information or opinions, such as
  - Collection of formative feedback to improve the graduate program
  - Collection of information about graduate student priorities for the Graduate Committee

- Notice of departmental, college, and university events, such as
  - Departmental colloquia, job talks, and other professional presentations
  - Departmental celebrations and parties
  - College- or university-sponsored events

- Notice of events specifically designed for graduate students, such as
  - Meetings with the department Chair or Graduate Committee
  - College-sponsored events, like the Teaching Certificate
  - University events, like Graduate Student Affinity Groups or Library trainings

**Psychology Graduate Student Association (PGSA) Listserv**

Every graduate student is encouraged to join the Psychology Graduate Student Association (PGSA) 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 a problem with the listserv, the student should contact PGSA leadership.

**Departmental Mailboxes**

All graduate students have mailboxes in the Psychology Department (Cramer Hall 317) located below and next to the faculty mailboxes. Students can use the departmental address to receive professional mail (e.g., journals) and packages. If students receive a package, they will get a slip in their mailbox that it is held in the Main Office, where they can pick it up.

**Graduate Student Resource Drive**

The PSU PSY Graduate Student Resources Drive is a google drive created by faculty and graduate students on the Graduate Committee based on previous listening sessions with graduate students, who asked for a centralized drive of resources that is easy to navigate and can be shared between mentors and mentees.

In terms of structure, there are four main "big buckets" of resources on the drive, including:

1. Department resources, especially the Graduate Handbook,
2. Basic needs resources,
3. Professional development resources, and
4. TA & RA resources.

All graduate students with the link should be able to access this drive. Students are encouraged to take some time to explore these materials. Although the Graduate Committee continues to manage it, we hope that this drive will function as a "living" drive of resources. and if students have additional resources, they should feel free to add to the drive and/or send the materials to any member of the Graduate Committee and they will update the drive. The Graduate Committee also welcomes any suggestions students have for making this drive even better going forward.

**Policy Governing Graduate Student Use of the Psychology Department Photocopy Machine and Printers**

Graduate students may use the departmental photocopy machine and printers (named "Tom" and "Jerry"), but only for departmental work, such as their teaching and research assistantships or on behalf of their advisor. In response to very expensive copier bills, the following policy was developed by the Psychology faculty to outline appropriate student use of the photocopier and printers. It has been in effect since Spring 2003.

- **The copier and printers are for departmental work only.** This means that it is to be used only for material related to teaching and research assistantships or on behalf of faculty.
- It is not acceptable to copy or print 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).

## PARTICIPATION IN THE GRADUTE PROGRAM

This section explains departmental and university policies governing graduate student leaves of absence, including departmental funding, cancellation of admission, and re-admission to the graduate program.

### Leave of Absence

Almost by definition, graduate students take leaves of absence to deal with serious life events. Hence, when a graduate student begins to think that they may need to take a leave of absence, they are encouraged to discuss their options with their advisor and the Graduate Chair. Both of these faculty know about departmental and university supports for students, and can help them think through all the implications of their decision to take a leave of absence. Such discussions are welcome at any time, because faculty are advocates for graduate students and want to see them succeed and flourish in the program. If the student has been incapacitated by a serious life event (e.g., hospitalized), they are encouraged to contact faculty and start discussions as soon as they are safely able to do so. If students are unable to contact the program themselves, other people (e.g., student's parents, partners, friends), with the student's permission, can also inform faculty or office staff about the student's situation. Per FERPA law, however, the program can provide no information about the student's status to these other people.

A student admitted to the graduate program may petition for a leave of absence (LOA) for up to one calendar year. A leave of absence ensures 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 begin the process (usually after discussion with their advisor), the student writes an email to the Graduate Committee Chair explaining why and for how long the leave is requested. Once the request has been endorsed by the Graduate Chair, the student must also apply to the Graduate School by completing a brief Leave of Absence Request. The student sends this request to the Graduate Office Specialist, who routes it for signature by their advisor and the Graduate Chair. The Office Specialist then submits it to the Graduate School. The leave request must be submitted to the Graduate School no later than the last day to register for classes in the term in which the application is made. When it is approved, the Office Specialist places it in the student's file and the Graduate Chair informs the department Chair and the Graduate Assistant Program Administrator in the College of Liberal Arts and Sciences.

No administrative action is needed to come off of a leave of absence. As soon as the graduate student registers for any graduate credit, the Graduate School automatically terminates the leave.

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 Graduate School.

#### *Funding during a Leave of Absence*

Students are not eligible for departmental funding while they are on a leave of absence from the program. However, **the clock continues to run on their funding**. That is because funding is allocated based on the date students enter the program. Funding is allocated this way because of the way departmental budgets function at PSU. Student funding is embedded in each year's departmental budget, and anything that is not spent in a particular year (such as student funding for an assistantship) is not carried over to the next year. It is "swept" or returned to the College. So, the funding cannot be saved to be used in a later year. It is as if students' funding is on a conveyer belt that continues to move whether the student uses the funding or not.

- For example, for a student with access to five years of funding, funding ends five years after they start the program, or spring of their fifth year. If a student with the potential of five years of funding starts the program in 2020, their funding ends at the end of Spring quarter 2025. If the student takes a leave of absence, their funding still ends in 2025, five years from their start date.
- This means, for example, that students with five years of funding available to them at the start of their program who take a year's leave of absence will end up with four years of funding, since their funding ends five years after they started the program.

Students are encouraged to discuss these issues with the department Chair or the Graduate Chair to be sure that they understand the implications for funding when they are deciding whether to take a Leave of Absence from the program.

***Note.*** Students can finish the required number of credits to graduate from the doctoral program in four years (27 credits per year X 4 years = 108 credits).

**Graduate Student Deferrals into the Program**

Graduate students accepted into the program who have not yet matriculated may submit their requests for a deferred admission to their prospective advisor or the Graduate Chair. In general, such requests are granted but students lose the year of funding that was allocated in the departmental budget for them their first year, based on the way that departmental budgets function at PSU (explained in the paragraph above).

**Continuous Enrollment**

To remain in good standing, students must be enrolled in graduate coursework every term. 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 for that milestone.

Advanced doctoral students are eligible for a **steeply reduced rate of tuition**, called Continuous Enrollment (CE) credits, when they have met three criteria:

- earned 27 credits of *PSY 603. Dissertation,*
- successfully proposed their dissertation, and
- been advanced to candidacy.

The goal of CE credits is to reduce the financial burden for students who have already enrolled for the minimum number of dissertation credits required.

**Cancellation of Admission to Graduate Program**

Students cannot take a leave of absence without approval. A student admitted to the graduate program who during a one-year period:

- does not have an approved leave of absence and
- 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 Graduate School must also go through the formal petition process to be readmitted.

**University Time Limitations**

The Graduate School enforces university guidelines regarding the timing of progress through master's and doctoral programs at PSU. Time limitations are in place for:

- Completing a master's degree
- Completing doctoral comprehensive examinations
- Advancement to candidacy
- Completing the doctoral dissertation and graduating

***Master's Degree***

According to university guidelines, all work submitted for a master's degree (including transferred credit, thesis, final evaluation, and so on) must be completed within a period of **seven calendar years**. After that time period, coursework is considered to have "expired" and required coursework must be retaken.

***Note.*** The Psychology Department has more restrictive expectations for satisfactory progress through the requirements of the master's portion of the program (see section on Timely Progress Norms).

***Comprehensive Exams***

According to university and departmental guidelines, students who do not complete their doctoral comprehensive examinations within **five years** of their admission into the Ph.D. program will be dismissed from the program.

***Advancement to Candidacy***

University policy stipulates that a maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy.

***Note.*** Departmental policy is more stringent and requires advancement within one year, with a maximum extension of up to two additional years in extraordinary circumstances (see "Procedures for Doctoral Degrees" for additional information).

***Doctoral Dissertation***

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.

**Petitions**

All petitions for exceptions or waivers of PSU graduate regulations or graduate degree requirements must be approved by the Graduate Committee Chair and the department Chair and then submitted to the Graduate School for consideration. Such petitions are considered by the Graduate Council, which makes the final decision. Students are encouraged to petition for extensions and exceptions when they are needed.

## GRADUATE FORMS AND PROCEDURES

Most required forms are available either on the department Google Drive (odin login required), through the department front desk, or through the Graduate School. A comprehensive list of deadlines for submission of forms is available at the Graduate School website.

*Please refer to our graduate student checklist for detailed information about both departmental and Graduate School forms and the process and order by which they must be completed and submitted. PLACEHOLDER. This form will be added in the next Handbook update.*

## 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.
4. The program will comply fully with all agreements between PSU and the Graduate Employees Union (GEU). Students are encouraged to consult the GEU and their representatives any time they have questions about their rights under the current contract.

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 that 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 them;
3. A disproportionate amount of attention by faculty or staff is required to deal with problematic student behavior;
4. A student's behavior does not change as a function of feedback, remediation efforts, and/or time;
5. Problematic behavior has the 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 their advisor and/or the department Chair and/or by the initiating faculty member with the advisor 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:

- a **Remediation Procedure** in which selected faculty develop a plan for remediation and later reviews progress; and/or
- 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.

> ***Note***. Students are encouraged to consult the Graduate Employee Union (GEU) contract and/or their GEU representatives for information about their potential involvement in these procedures.

**Remediation Procedures**

The Chair of the department (or the Associate Chair, as the Chair's representative) will work with the Graduate 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, they notify 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 meets 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.

Dismissal of a student from the 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") notifies the student and the student's advisor in writing that a concern has developed. The initiating faculty member sends a copy of this notice to the Chair of the department.
2. A Retention Review Committee is 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 be 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 Graduate Chair, the department Chair will appoint another tenured faculty member to assume the responsibilities of committee chair.
3. The student and the student's advisor 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 informs 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:
    - Due to behavior on the part of the graduate student, the student is immediately dismissed from the graduate program.
    - Dismissal from the graduate program is recommended to take place at the end of the current academic term.
    - The committee may recommend that the student remain in the program under conditions of remediation specified by the committee.
    - The committee may find there is sufficient evidence that the concern has been remediated, and recommend that no further action is necessary.
    - The committee may find that there are neither grounds for remediation or dismissal, and recommend no action.
6. The Chair of the Graduate Committee sends 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, they 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 this review, in writing, within another two weeks. Any further appeal of these outcomes would need to be submitted to the Graduate School 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 of 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:**<br><br>***Foundational Competencies***<br>Professionalism, Scientific Knowledge and Methods, Self-Assessment/Self-care, Relationships, Diversity, Ethical Standards<br><br>***Functional Competencies***<br>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 |
| |

**Graduate Student Acknowledgement and Response**

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 response (use additional pages as needed): |
|---|
| |

**Faculty Endorsement**

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.

| **Faculty Signature** | **Date** |
|---|---|
| | |
| | |
| | |
| | |
| | |

**Summative Evaluation of the Remediation Plan**

(Make copies of this page as needed.)

| |
|---|
| Date of Follow-up meeting: |
| Name of graduate student: |
| Primary advisor: |
| Names of faculty in attendance:<br><br>Competency domains and essential components: |
| Expectations for acceptable performance: |
| Expected outcomes (met, partially met, not met): |
| Next evaluation date (if applicable): |

**Graduate Student Acknowledgement and Response**

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 response (use additional pages as needed): |
|---|
| |

# APPENDIX B
# COMPREHNSIVE EXAM OPTIONS

## Appendix B1. Applied Developmental Comprehensive Exam Options

Students completing comprehensive exams in Applied Developmental Psychology may choose between two written exam options: (1) a closed book timed exam, or (2) an open-book take-home exam. There are no differences between closed-book and open-book exam options with regard to the composition of the exam committee, timing of the written exam, or subsequent oral examination occurring after the written exam. All written exams are taken during week 5 of spring or fall quarter, with orals scheduled for week 6. The scoring for both options also follows the procedures laid out in the *Graduate Handbook*. Please refer to the *Graduate Handbook* for specific details.

**Procedures for Comprehensive Exams**

1. Blocks of questions for each course may be **either** (1) closed-book and timed or (2) open-book and not timed.
2. Examiners, in consultation with students, **select the option** that is most appropriate for the course.
   - Students can take all their written exams as closed-book, or all as open-book, or a mixture of the two.
   - Minors can be taken as a course concentration; or in a closed-book or open-book format.
   - For closed-book exams, blocks of four hours over two days are used for the major, and a block of four hours over one day for the minor.
   - For open-book exams, students are given one day per course for the major and one day for the minor.
3. Exams can be taken from a **location of the student's choice**.
4. Students should **specify exactly how the exams will be taken** on the last page of their comprehensive exam proposal.

5. For **closed-book and timed questions** (for the major and/or minor):
   - Student are given 2 hours to complete questions for each course.
   - This portion of the exam is administered on (1) one day (usually Monday) for two courses; (2) two days (usually Monday and Wednesday) for four courses; or (3) three days (usually Monday, Wednesday, and Thursday) for both the major and the minor.
   - The Graduate Chair emails questions to students at 9 am on each exam day and reminds them that their responses are due in four hours (i.e., by 1 pm).
   - There is no explicit expectation for response length for these timed questions.
   - Students are expected to complete the exam without the aid of any study materials (honor system).
   - Students email their responses back the Graduate Chair at or before the time when the responses are due that day.
   - This is repeated for as many days as there are closed-book exams.

6. For the **open-book and untimed option** (for the major and/or minor):
   - The exam is administered over (1) 2 days for two courses; (2) 4 days for 4 courses; or (3) 5 days for the major and minor.
   - The Graduate Chair emails all the open-book and untimed questions for the Major exams (and Minor if selected) to students on Monday at 9 am, with a clear understanding of when they are due (e.g., by Thursday if the entire major exam, or by Friday if also the minor exam).
   - Explicit expectations for response length are provided by the examiner for these untimed questions.
   - Students email the Graduate Chair with their responses to all questions on the open-book portions by 5 pm on the day they are due.

7. Students are permitted to **retain copies of their questions and answers** in preparation for the oral examination. However, sharing these materials or discussing them with others is strictly forbidden. Once the oral exam is completed, students then delete their questions and responses from their email and computers.
8. The **oral portion** of the comprehensive exam is scheduled for week 6. The student's comprehensive exam committee chair will call the student by Sunday to inform them whether they passed the written portion of the exam and will continue to the oral exam. The comps committee chair will create and distribute the zoom link for the rest of the committee.

## Appendix B2. Applied Social Comprehensive Exam Options

Students completing comprehensive exams in Applied Social Psychology may choose either an in-person written exam option or a take-home exam option. There are no differences between the composition of the exam committee, or the subsequent oral examination occurring after the written exam between the written exam choices. The scoring for both options also follows the same procedures laid out in the graduate handbook. Please refer to the graduate handbook for specific details.

**Content and Format of the In-person Written Exam Option**

- The in-person written exam consists of two separate examination periods. Examination periods will take place on two separate consecutive days in the same week (unless agreed up by the committee for an exception), during the 5th week of the term. The exam will usually be taken during the Fall term, but may (with an exception granted by the committee) be taken in the Spring term.
- Each examination period will last 4 hours, and each question should have a ~3 page single-spaced typed answer.
- Exams can be taken from a location of the student's choice, but students are expected to complete the exam without aid of any study materials (honor system).
- Students are permitted to retain copies of their questions and take-home answers in preparation for the oral examination. However, sharing these materials or discussing them with others is strictly forbidden. Once the oral exam is completed, students are required to delete the questions and responses from their email and computers.

**Content and Format of the Take-home Written Exam Option**

- Students will be given 5 business days (Monday through Friday) to complete the written exam starting on the designated date as determined by the comprehensive examination committee and ending on the 5th day at 5 p.m.Typically, this will occur during week 5 of the l academic term, and should be completed no later than the end of week 5. The exam will usually be taken during the Fall term, but may (with an exception granted by the committee) be taken in the Spring.
- On Day 1 of the take-home exam by 9 a.m., students will be provided their set of questions. They will then have until 5 p.m. end of day 5 to complete their answers to the questions and submit them via email to the exam proctor.
- The written exam is open-book. However, students are prohibited from speaking to other students or faculty about the exam, except to ask clarifying questions of their committee.
- Answers are expected to be ~3-4 single-spaced typed pages with complete APA-style citations and references (not included in length).
- Students are permitted to retain copies of their questions and take-home answers in preparation for the oral examination. However, sharing these materials or discussing them with others is strictly forbidden. Once the oral exam is completed, students are required to delete the questions and responses from their email and computers.

**Appendix B3. Community Psychology**

**Major Area Paper Comprehensive Exam Option**

**(Updated 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; (b) their master's thesis process; and (c) their Post-Master's Review. 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**

The committee is made up of three total members. 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).

   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. Students who have not completed their comprehensive exam by the end of their fifth year will 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 they defend their 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. 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 list of their foundational coursework
   - a rationale describing the significance of their area of focus (1 page);
   - a bulleted outline of the MAP (2-3 pages; see suggested MAP sections below)

- the relevance of the paper to their dissertation topic (1 page)
- a reading list reflecting key articles in the literature to be included in the MAP.

The proposal represents a starting point for the MAP, which 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 includes the following components:
   - provides a new integration of an existing body of literature that offers novel ideas, hypotheses, and/or theoretical perspectives,
   - identifies major gaps in the literature, and
   - 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 their 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:

   - Background and Significance
   - Theoretical Grounding
   - Paper Parameters (e.g., key literature search strategy, focal data bases, key search terms, inclusion/exclusion criteria)
   - Methodological Considerations
   - Integrative Literature Review
   - Summary of Findings
   - Critique of Literature Strengths & Limitations
   - Applied Implications
   - References.

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 decides on any revisions that are needed to the proposal. After the students completes them, they submit a copy of the final proposal, which includes a cover sheet with room for signatures by the committee and the Graduate Chair, to the departmental Graduate Office Specialist, who routes to for signature and places a copy of the approved proposal in the student's file. Students must have a fully approved MAP proposal by the end of the quarter prior to the one in which they have targeted an 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, they 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 revise the written MAP; (c) Require the student to retake the oral exam; or (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 Graduate School. Successful completion of the second examination, if applicable, requires a passing score from all committee members, and the committee must consist of exactly the same members 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.

7. **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 Graduate School.

**Appendix B4. Industrial/Organizational 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 tenured or 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. 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. 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 list of their foundational coursework
   - a rationale describing the significance of their area of focus, including new contributions (1 page)
   - 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
   - the relevance of the paper to their dissertation topic

- suggestions for academic journals that the resulting manuscript could be submitted to (including deadlines where applicable)
- a reading list reflecting key articles in the literature to be included in the MAP
- 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:

   - Background and Significance
   - Theoretical Grounding
   - Paper Parameters (e.g., key literature search strategy, focal data bases, key search terms, inclusion/exclusion criteria)
   - Methodological Considerations
   - Integrative Literature Review
   - Summary of Findings
   - Critique of Literature Strengths & Limitations
   - Future Research Directions and Research Propositions
   - Applied Implications
   - References

   The student will identify examples of review articles that have already been published that will inform the structure of the proposed MAP.

4. **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.

5. **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).

   During this meeting, the student's committee offers constructive conceptual advice and feedback on the direction and structure (e.g., missing components) of the planned MAP manuscript. At the end of this meeting, the students' committee decides on any revisions that are needed to the proposal. After the students completes them, they submit a copy of the final proposal, which includes a cover sheet with room for signatures by the committee and the Graduate Chair, to the departmental Graduate Office Specialist, who routes to for signature and places a copy of the approved proposal in the student's file. Students must have a fully approved MAP proposal by the end of the quarter prior to the one in which they have targeted an 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 (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.

7. **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 member. 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 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 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).

8. **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 the Comprehensive Exams section of the Graduate Handbook). The exam committee completes a Comprehensive Examination Report, which is then signed by the Graduate Committee Chair and sent to the Graduate School. 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.

9. **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 Graduate School.

# APPENDIX C
## FORMS FOR ANNUAL REVIEW OF STUDENT PROGRESS

**Annual Review of Student Progress**
**Due: XX XXX**

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**Name:** **Date:**

**Year in Program:** **Advisor:**

**Scientific/scholarly contributions (e.g., publications, conference presentations, other) during this academic year (with your name bolded):**

Publications
- Accepted or in press
- In preparation

Presentations

Posters

Other

**Research progress (status of Master's Thesis, Comp Exams, Dissertation, and any other research {e.g., involvement in various research groups}):**

**Community-based experiences (e.g., action research/practicum, volunteer work, other community involvement this academic year):**

**Financial support this academic year (please indicate source of funding {fellowship, RA, TA) tasks performed, supervisor, benefits derived). Please provide this information for each year since you started graduate study at PSU:**

**Remaining course requirements and major degree tasks (e.g., proposal of thesis, completion of thesis, proposal of comp exam, completion of comp exam, proposal of dissertation):**

**Plans for your minor and your progress in declaring and completing your minor coursework:**

**Your long-term career goals:**

**Plans for 2021-2022 academic year (research, courses, financial support, other research projects, community involvement, major degree tasks):**

## APPENDIX D

## TA RESPONSIBILITY AGREEMENT/CHECKLIST

Student: ______________________ Instructor: ______________________

Course: ______________________ Best way to contact instructor: ________________________

**Note**. FTE means "full-time equivalent" and students' assistantship hours are calculated based on their FTE.
TA hours: (FTE X 40 hours) per week X 13 weeks = total hrs. per term
For example,
for an FTE of .38, TA hours are (.38 X 40) or 15 hrs. per week times 13 weeks = 192 total hours per term
for an FTE of .49, TA hours are (.49 X 40) or 19 hrs. per week times 13 weeks = 254 total hours per term

**Professor and TA should initial each of the following items after review:**

___/___ 1. Instructor and TA have met to discuss the course.

___/___ 2. TA has access to course materials: syllabus, course shell, book, readings, etc.

___/___ **3. Using the list below, Instructor and TA have identified the TA's major responsibilities, along with their associated timing and time commitments.**

___/___ 4. Office hours have been determined (if necessary) and are listed below.

___/___ 5. Any teaching responsibilities (optional) have been agreed upon, and the instructor has explained the scaffolding they provide.

Office Hours: Day: ___________ Time: ____________ Location: _________________

**Please check off responsibilities and provide details as needed:**

____Attend classes (specify activities, e.g., below)
- Preparation: Set up audiovisual
- During class: Run chat
- After class: Collect papers

____Canvas responsibilities (specify activities, e.g., below)
- Setting up exams
- Managing people

____Grading (specify activities, e.g., below)
- Assignments to grade
- Rubrics for grading
- Timing: When & how long grading should take
- Note, per GEU, TAs cannot act only as graders

____

____Office hours (specify activities, e.g., below)
- Tutoring, answering questions
- Reviewing assignments & explaining grading
- Advising

____Coordinating with other TAs, graduate or undergraduate

____Responsibilities for students
- registered at DRC
- who fall behind on work

____Copying (code req'd.)

____Library (proxy card req'd.)

____Other (continue on reverse, if necessary)