



GRADUATE STUDENT HANDBOOK

Psychological Science Training Program

Department of Psychological Sciences

Fall 2023

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*All forms should be typed (except signatures) unless otherwise noted.

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INTRODUCTION

This Handbook informs students about and systematically guides them through the graduate training program in Psychological Science. In addition to summarizing the requirements and expectations of the Department of Psychological Sciences, it advises students about the sequence and timing of various requirements. It is the responsibility of all students to become familiar with the procedures described in this Handbook and to seek clarification from their advisors, the appropriate Director of Training, the Graduate Coordinator, or other faculty about those requirements or procedures not clear to them. Students are strongly encouraged to monitor their progress in the program through use of the attached *Student Progress Checklist*. (in the Forms Section of the Handbook).

Also appended to this Handbook are a number of the forms students complete at various stages of their training, and many of the policies that describe in detail the requirements for completing the program. Students should plan their training carefully and to seek faculty advising. Many students will find it helpful to track their progress in the program by using the Completed and Projected Course of Study form (in the Forms section of the Handbook).

Generally, the Graduate Handbook that is in effect during the first Fall semester in which a graduate student enrolls is the Graduate Handbook that guides a student's program requirements. Because graduate training evolves over time, it may be the case, however, that there will be changes to program requirements over the course of a student's program of study. Should the training committee(s) deem such changes as necessary, the director of the training program will notify students in writing as to when such changes take place and for whom they apply.

In addition to this Handbook, it is the responsibility of graduate students to familiarize themselves with policies and procedures outlined in the Graduate Catalog, the Graduate College's *Guide to Graduate Education*, and other policies necessary for graduate-level training in psychology. The Graduate Catalog can be found online at: <http://www.kent.edu/graduatecollege/graduate-catalog>. The *Guide to Graduate Education* can be found at: <https://www.kent.edu/graduatecollege/academic-policies-forms>. In particular, students are expected to be familiar with the nondiscrimination policies, the current APA Ethics Code, and relevant forms and deadlines maintained by the Graduate College (<http://www.kent.edu/graduatecollege/>). The record retention policy can be found at <https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-collection-retention-and-dissemination>.

THE “QUICKSTART” GUIDE TO THE PSYCHOLOGICAL SCIENCE TRAINING PROGRAM

The tables below are designed to be a quick reference to major tasks, deadlines, relevant handbook pages, and forms encountered while progressing through the program. While designed to be helpful, this table should not substitute for reading the handbook in full. Department forms are in this handbook, and forms used by the University have links below to the relevant “forms webpages.” **Unless otherwise noted, all forms should be submitted to the graduate coordinator once you have obtained your advisor’s and, if applicable, all committee member signatures. The graduate coordinator will then sign and pass onto the chair and arrange for signatures from the College of Arts and Sciences.**

Deadlines in the handbook indicate the LATEST that progress markers should be attained, as failing to meet these deadlines can put a student’s progress or continued funding at risk. Recommended and optimal progress in the program often involves completing progress markers **earlier** than the latest deadline, to allow ample time for all subsequent progress markers and requirements (i.e., candidacy, dissertation). Students should consult with their advisors about their career goals and the appropriate timeline to satisfy progress markers given their goals.

Year 1	Coursework, first year project, research, and beginning thesis work		
Fall	Petition for course equivalencies, if applicable	p.12	
Spring	Submit materials for annual evaluation (April 1)	p.15	Research Activity Report (p. 47)
Summer	Assemble thesis committee, and submit signed thesis topic approval form and paragraph describing thesis to graduate coordinator	p. 15	Thesis Topic Approval Form

Year 2	Completion of coursework and thesis, presentation of first year project		
Fall	Indicate interest in Quantitative Methods Concentration by end of Fall	p. 28	Quant Concentration Application (p. 51) (submit to Dr. Was)
	Present 1st year project in 2 nd year symposium	p.14	
Spring	Submit materials for annual evaluation (April 1)	p.15	Research Activity Report (p. 47)
	<u>Final</u> deadline for co-authorship on extramural conference presentation by end of year 2	p. 16	
Summer	Recommended deadline for defending and submitting thesis (adhering to most current style guide requirements), summer of 2 nd year	p. 17	Thesis Defense Guidelines Report of Thesis Final Examination Thesis Evaluation Form Thesis Signature Page (in the A&S Style Guide)
	Recommended deadline for Admission to Doctoral Candidacy	p. 19	Application (p. 44)

Year 3 Teaching, candidacy, and continued research/presentation/publication			
Spring	Submit materials for annual evaluation (April 1)	p.15	Research Activity Report (p. 47)
Summer	Final deadline for defending and submitting thesis (adhering to most current style guide requirements), summer of 3rd year	p.17	Thesis Defense Guidelines Report of Thesis Final Examination Thesis Evaluation Form Thesis Signature Page (in the A&S Style Guide)
	Final deadline for Admission to Doctoral Candidacy	p.19	Application (p. 44)
	Final deadline for co-authorship on submitted manuscript by end of year 3	p. 16	

Year 4 Teaching, dissertation, 4 th year talk, and continued research/presentation/publication			
Spring	Present 4th year talk	p.14	
	Final deadline for completing candidacy requirement - end of Spring of 4th year; advisor informs training director of outcome.	p.19-24	Report of Candidacy Form (to be initiated by student upon passing of candidacy).
	Assemble dissertation committee	p.25	Graduate Faculty Roster
	Submit materials for annual evaluation (April 1)	p.15	Research Activity Report (p. 47)
	Final deadline for co-authorship on accepted manuscript by end of year 4	p. 16	

Year 5 Teaching, dissertation, and continued research/presentation/publication			
Fall	Final deadline to submit dissertation prospectus to committee by October 15 th , to be eligible for 6 th year funding if necessary	p. 27	Appendix A
	Final deadline to defend dissertation prospectus, and submit signed dissertation topic approval form and abstract of your prospectus to graduate coordinator	p. 25	Dissertation Topic Approval Form
Spring	Schedule dissertation defense, advisor requests grad faculty representative	p.26	Grad Faculty Rep Request Form

Advisor schedules pre-defense meeting with dissertation committee		
Defend dissertation	p.26	Report of Dissertation Final Examination Diss Signature Page (in the A&S Style Guide)
Submit final formatted dissertation, following the most current style guide requirements	p.26	A&S Style Guide
If needed, submit petition for 6 th year funding by April 1st	p. 28	Appendix A
Submit materials for annual evaluation if staying in program for 6 th year (April 1)	p.15	Research Activity Report (p. 47)

OVERVIEW OF GRADUATE PROGRAMS

The Department of Psychological Sciences offers training leading to the Master of Arts in Psychological Science and Doctor of Philosophy degrees in Clinical Psychology and Psychological Science, with further specialization possible in both areas. Within the Psychological Science program, it is possible to specialize in the areas of behavioral neuroscience, cognitive/cognitive development, social health psychology.

The graduate program recognizes the necessity for students to acquire fundamental knowledge of general psychology as well as more specialized training. The program is designed to acquaint students with the theoretical and research content in their areas of specialized study and to teach them the research skills necessary to become competent investigators. The Department considers research training important for all psychologists, regardless of their specific occupational goals, and believes it should begin as early as possible.

The Psychological Science Training Committee, which consists of all full-time Psychological Science faculty, monitors the progress for students in the Psychological Science PhD program. The Clinical Psychological Science Training Committee, which consists of all full-time Clinical faculty, monitors the progress of students in the Clinical Psychological Science PhD program. The Chair and Graduate Coordinator, who oversee the graduate programs, are ex officio members of both committees.

The Clinical Psychology and Psychological Science programs are well integrated. Because the philosophy and expectation of the Department is that all graduates of the program receive some training in general psychology, there are several shared course requirements, overlapping methodology requirements, and representation of both Clinical Psychology and Psychological Science faculty members on all thesis and dissertation committees.

THE PSYCHOLOGICAL SCIENCE PhD PROGRAM

The Ph.D. in Psychological Science psychology is primarily a research degree, with a structure that reflects this orientation. Some faculty conduct applied research and the students who work with them can gain applied experience. Most graduates of the program are employed in colleges and universities across the country, where they are engaged in teaching and research in psychology. The primary objective of the program is to provide the skills and knowledge necessary for students to excel in research and teaching. To meet this objective, students are required to complete extensive coursework, complete a first-year research project, thesis, candidacy exam, and dissertation, and teach at least one undergraduate course as the instructor-of-record.

Psychological Science students are expected to graduate with their M.A. no later than the summer of their third year and complete their doctorate within five years of entering the program. In order to make satisfactory progress, every Psychological Science student in the doctoral program must have a faculty mentor to supervise their dissertation. Thus, students in the doctoral program (i.e., post M.A. and matriculated into the doctoral program) must have a faculty

mentor who is a tenure-track member of the Psychology Department at the beginning of each semester; without a faculty mentor, a student is subject to dismissal from the program.

ADVISING/MENTORING

Students are admitted to work with a particular Graduate Faculty member who will serve as their research mentor and advisor. New students should meet with their advisor during the first week of the fall semester at the latest, and all students should meet regularly with their advisor throughout their graduate career. The Department expects that all graduate students will have completed their coursework by the end of the Spring semester of the third year. Hence, students should plan their academic program with their advisor. In addition, students are required to get their advisor's signed approval of their course registrations each semester.

The advisor will also supervise the student's master's thesis and dissertation. When the dissertation advisor is an associate member of the Graduate Faculty, the student and advisor need to select a co-advisor who is a full member of the Graduate Faculty.

Given the training model espoused by our Department, each graduate student should take advantage of the mentoring provided by their faculty advisor. Generally, a graduate student's primary mentor is their research advisor. However, there are several circumstances in which a graduate student is required to establish a secondary mentoring relationship with another faculty member. For example, graduate students pursuing the Quantitative Methods Concentration must have a mentor among the faculty in the quantitative area with whom they establish a mentoring relationship that focuses on advising and consultation related to the student's program of study in the quantitative area.

Mentoring involves many activities, ranging from development of a course plan to meet one's career goals, development of skills related to teaching and research and the provision of constructive feedback related to these domains, and consultation on professional issues and career development. At a minimum, a graduate student should expect the following from their mentor: the development of goals/objectives for a specified time period; availability for periodic meetings; the provision of regular and constructive feedback regarding student progress; and any other responsibilities stipulated by Departmental policy or the Graduate Handbook. However, it is important to keep in mind that mentoring involves a relationship; thus, it is the responsibility of the graduate student to seek out these mentoring activities and to follow through in a timely fashion with any activities on which they and their mentor agree.

If problems arise in a student's mentoring relationship with a faculty member, they should contact the director of his/her training program to discuss the problem(s).

In cases when a student feels it may be appropriate for their training and/or research interests to change their research advisor, the Department recommends that the student speak first with their respective training director who can help the student navigate the process of switching advisors. The training director may also consult with the Chair and/or the Graduate Program Coordinator during this process. If another faculty member is willing to serve as the student's new advisor, the training director will work with the new and former advisor to develop a clear

plan for transition. However, changing research advisors may not be possible in all cases. The training director, graduate program coordinator or Chair are available to discuss such situations if a student feels it may be beneficial to change their research advisor. The process of switching advisors includes identifying a member of the faculty who is willing to assume the role, which comes with certain responsibilities such as chairing the thesis, candidacy examination, and/or dissertation committee(s). Due to the way graduate assistantships are funded, students who switch advisors need to be flexible with respect to their graduate assistantship position. Identifying an appropriate advisor is ultimately the responsibility of the student.

ADVISING COMMITTEES IN PSYCHOLOGICAL SCIENCE

Training in Psychological Sciences (TIPS) follows a mentorship model in which all graduate students are admitted to work in the lab of a faculty member who serves as their primary research mentor. Students are also assigned an Advising Committee.

Composition: Each Advising Committee consists of three faculty members: 1) The student's primary research mentor, 2) one faculty member in the student's area, and 3) one faculty member not in the student's area. Members are TIPS faculty (with possible exceptions for students in the behavioral neuroscience (BN) area). Committees are assigned semi-randomly to balance out rank and workload of faculty members.

Purpose and Structure: The purpose of the advising committee is to (1) provide students with additional mentorship, particularly concerning student progress through the program and career ambitions, (2) assist students with explicit goal setting and goal accountability, and (3) provide primary mentors with additional support.

All students are expected to meet with their entire committee at least once a year throughout their graduate career. First-year students are also expected to meet their committee members in the fall semester of their first year. Exact dates for scheduling these meetings and turning in Progress Checklist and Research Activity Form will be provided through email by the Director of Psychological Sciences training.

The student is responsible for finding a time that all committee members are available to meet. The purpose of the meeting is primarily to provide feedback to help the student achieve their goals and to troubleshoot any barriers or roadblocks as a committee. It is intended to provide students with additional information that they can use to gauge their own progress with respect to their own career and other goals. The committee meetings are intended to be informative and helpful for the student rather than evaluative. However, it is also part of the committee's role to help identify where students may be struggling or falling behind and to devise strategies to help the student succeed as appropriate.

In addition, students may choose to meet with members of their committee individually as it is helpful for them at any point. The committee members are intended to serve as a resource that students can use to obtain additional feedback and support.

REGISTRATION REQUIREMENTS

Students are expected to register for a minimum of eight (8) credits each semester of the academic year and eight (8) credit hours for the Summer sessions throughout the time they are graduate students. This may be any combination of traditional/lecture courses, individual investigations, research, thesis, or dissertation credits. These requirements are based on University Policy as documented on the Graduate College's website (<https://www.kent.edu/graduatecollege>) and in the Graduate Catalog. Specifically, the graduation requirements state, "The program requires full-time continuous enrollment, including summers" and there are currently no distance learning courses in which to enroll in the program.

During fall semester of year 1, students are automatically enrolled in credits by their faculty advisor. From then on, students will receive an email each semester from the coordinator of graduate programs with information on course registration. Typically, students need to complete a Course Registration Approval Form and receive their faculty advisor's approval prior to registering for courses online via Flashline.

COURSE EQUIVALENCIES FOR GRADUATE CREDITS

Students may submit to their Training Director a request to have previously completed graduate courses evaluated for equivalency to courses in the program curriculum. The courses are evaluated by faculty teaching the analogous KSU courses. The appropriate Training Director is notified in writing whether or not the course is equivalent to the KSU course. Where a course equivalency is determined, the course requirement is waived. After all evaluations for course equivalencies for a particular student are completed, the appropriate Training Director informs the student of the equivalencies. The decision of the Training Director may be appealed to the Coordinator of Graduate Programs.

1. Quantitative Statistical Analysis I and II - One or both courses may be satisfied by such equivalencies. Quantitative requirements beyond these two courses will typically not be waived, except under unusual circumstances.

PSYCHOLOGICAL SCIENCE COURSE REQUIREMENTS

When registering for courses and interpreting the course numbers in this Handbook, remember that courses starting with 1, 2, 3, 4, and 5 are undergraduate courses (e.g., PSYC 50974 History of Psychology is an undergraduate course). Courses starting with 6 are considered masters-level courses (e.g., PSYC 61580 Social Psychology) and courses starting with a 7 or 8 are doctoral level courses (e.g., PSYC 71580 Social Psychology). Note that these courses are often "slashed" 6/7 courses. A student who has not yet earned 30 credit hours of graduate coursework at the University should enroll in the 6-level course, and a student who has earned 30 or more credit hours of graduate coursework should enroll in the 7-level course. In this case, PSYC 61580 and 71580 are exactly the same from the perspective of taking the course or fulfilling requirements.

Course requirements may be grouped into the following categories: (1) Quantitative and Methodology, (2) College Teaching of Psychology, (3) Additional Elective Courses. The course requirements are also summarized in Appendix F.

QUANTITATIVE AND METHODOLOGY REQUIREMENTS. All students must complete the following two courses during the first year in the graduate program:

PSYC 6/71651	Quantitative Statistical Analysis I
PSYC 6/71654	Quantitative Statistical Analysis II

Psychological Science students also need to take **Research Methods in Psychological Science (PSYC 6/72685)**, ideally in their first year but no later than their second year.

COLLEGE TEACHING OF PSYCHOLOGY. Students assigned to teach their own section of courses must complete PSYC 71894: College Teaching of Psychology. Ideally, students would enroll in this course during the same semester in which they are teaching. The course is typically taken during the fall semester of the third year. This course may not be used to satisfy an elective requirement. If you never teach a section of a course, PSYC 71894 is not a graduation requirement.

SUPERVISION OF TEACHING FELLOWS (TFs). Because graduate students take College Teaching of Psychology just prior to and during the first semester they teach, the faculty member who teaches College Teaching is responsible for supervising their teaching during that first semester. After the first semester of teaching, each TF's advisor supervises the TF during their second semester of teaching. The student's advisor will review a syllabus and at least one exam and will attend at least one lecture. The advisor will provide written feedback to the student and meet with the student to discuss the feedback. TFs who receive satisfactory evaluations will not be required to have their faculty advisor supervise subsequent years of teaching. The Advisor Feedback form for Graduate Teaching Fellows can be found in the Forms section.

If there are problems:

- 1st Semester – If after reviewing the student evaluations, it appears that a TF has had difficulty during their first semester of teaching, the Chair will notify the student's advisor and consult with the faculty member responsible for the College Teaching of Psychology course.
- 2nd Semester – If after reviewing the student evaluations, it appears that a TF has had difficulty over two semesters, the Chair will involve the TF's advisor, and the advisor will work with the student to improve their classroom performance.
- If, after teaching satisfactorily for two semesters, a TF's student evaluations suggest emerging difficulties, the Chair will consult with the TF's advisor, and together make appropriate recommendations. If a TF fails to perform satisfactorily in the classroom after working with their advisor and other designated individuals, whether or not the student can continue teaching in the Department will be at the Chair's discretion. These same recommendations would apply if undergraduate students have filed verifiable complaints about the teaching fellow that are considered legitimate

ELECTIVES. In addition to satisfying the Quantitative/Methodology and College Teaching requirements, students must complete a minimum of three additional courses. The student is to

meet with the advisor to plan out coursework that will assure appropriate depth and breadth. An advisor may judge that the student needs more than the three additional courses to adequately prepare in their field. Most of the additional courses are typically in the student's major (behavioral neuroscience, cognitive/cognitive development, or social health).

A course from outside the Department of Psychological Sciences may also qualify, but the student must check with their advisor and obtain permission from the Training Director to verify that the course qualifies.

COURSE REMEDIATION POLICY. A grade lower than a B- in any course must be remediated in order to receive credit for the course toward completion of degree requirements. The specific remediation plan needs to be developed by the course instructor and approved by the Director of Psychological Science Training and will consist of one of the following: (a) repeat the course the next time it is offered; (b) take a comparable course; (c) write a paper; and/or (d) pass an exam prepared by the instructor. Regardless of the specific remediation agreed upon, the student is expected to demonstrate mastery of the course material at a level considered by the instructor to be equivalent at least to a grade of "B-". If a course is successfully remediated, the student will be considered to have met that course requirement; however, the grade for the course will not be changed. The student must discuss remediating a course grade with the instructor within one semester after completing the course.

CLASSROOM CONDUCT. Professional behavior is expected of graduate students at all times, including in classes. Graduate students are expected to attend all graduate classes and arrive to each class on time. In the event that a student must miss a class, it is the student's responsibility to notify the faculty instructor as soon as possible and provide a justification for the absence. Graduate students are expected to complete all course assignments in a timely manner and take exams when they are scheduled. In the event that it is impossible for a student to complete an assignment by the deadline, it is the student's responsibility to notify the faculty member immediately and explore what, if any, arrangements can be made. Students are expected to be actively engaged in class and computers should be used for purposes of taking notes only, and phones should remain stored. Violations of professional behavior may be reported to advisors and training directors.

Students are also expected to attend departmental colloquia.

BROWN BAG POLICY

Brown Bag presentations are valuable for both the student presenter and the student listener because they give presenters practice in explaining their research to a broad audience and give listeners practice in comprehending presentations that are outside of their area of expertise. A good presentation sets the research in a broad context that makes its importance clear to a general audience. Accordingly, every student is required to make two presentations at the Psychological Science Brown Bag during their tenure in the program: one during the fall of the second year and the other during the spring of the fourth year. The first will summarize the first year project. The second will summarize a research project (or multiple projects) of the student's choosing.

PRESENTATION OF FIRST YEAR PROJECT. Presentations should have the same format as presentations at national or regional conferences such as the Midwestern Psychological Association conference (MPA). The student should prepare a 12-minute presentation and three to five minutes for questions from the audience. Note that the first-year project does not necessarily have to be the same research project that the student writes for their Master's thesis. All students will give their presentations mid-Fall semester. Students will receive written evaluative feedback from faculty within one week from presenting their talk. Specifically, students will receive feedback on topics such as style and clarity, knowledge of the topic, handling of questions, including comments on strengths and suggestions for improving the talk.

FOURTH YEAR BROWN BAG PRESENTATIONS. Presentations are to be 45-minute talks, followed by a 10-15 minute question and answer period. These presentations are to be similar to job talks or invited colloquia. They should summarize a broad program of research.

The student's advisor will help the student prepare these presentations. Ordinarily, the student will give a practice talk that the advisor and a few other students critique before giving the Brown Bag presentation. Within a week from the talk, presenters will receive written evaluative feedback regarding the form and content of the presentation from the faculty. Specifically, students will receive feedback on topics such as style, organization, clarity, communication of importance of topic, knowledge of the topic, handling of questions, including comments on strengths and suggestions for improving the talk.

All Psychological Science Students are required to attend all Psychological Science Brown Bag presentations. In addition, students are also required to participate regularly in a brown bag in their area of concentration (e.g., social/health). There may be other presentations (e.g., a practice job talk), but student attendance at these is optional.

Students are also expected to attend departmental colloquia.

EVALUATIONS

The guiding principle in student evaluations is whether the student is making adequate progress in completing program requirements. Students should be aware that some of the time limits specified in this Handbook are shorter than those indicated in the Graduate School Catalog. These shorter time limits supersede those specified in the Graduate School Catalog.

Each student's progress is evaluated on two levels, first by the advisor and then by the appropriate Training Committee. Evaluations are based on academic achievement, research activity, and professional standards criteria. These criteria include grades in courses and seminars, scholarly activity as reflected in students' *Research Activity Reports* (see Forms), quality of performance and timeliness of thesis and dissertation research, performance in research, performance of graduate assistantship duties, and such activities as attendance at brown bags, colloquia, conferences, and presentation and publication of research papers. These criteria are evaluated by the advisor, assistantship supervisor(s), and other faculty members having contact with the student.

Regular evaluation of student performance is a part of our training programs in the Psychological Sciences Department, as well as a requirement of the Graduate College's policy on academic standing for graduate students (see <https://catalog.kent.edu/academic-policies/academic-standing-graduate-student/> for these additional policies). Students are evaluated for their performance in the Spring semester every year by the training committee. The results of each evaluation are summarized in a letter to the student from the Training Director. If the evaluation identifies concerns about the student's performance, the training committee will, in most cases, specify remediation conditions that the student must meet. However, the committee may feel it inappropriate to recommend remediation for every performance concern (e.g., in the case of egregious conduct). If remediation is recommended, failure to meet these conditions may be grounds for suspending funding or recommending dismissal. Dismissal from the program may be recommended for poor academic performance, failure to complete program deadlines in a timely manner, a lack of trainability as determined by the training committee, failure to demonstrate professional behavior, or ethical violations. Also, a student may fail to be admitted to doctoral candidacy because the relevant training committee considers the student to lack the potential to complete the doctoral program in a timely and appropriately scholarly manner.

For the annual review of student progress each Spring, all students are required to submit a checklist which indicates their progress in completing the first-year project, thesis, and dissertation requirements. In addition, they are to report on their research activities by completing the *Research Activity* form (see Forms). These forms are to be submitted to the Director of Psychological Science Training by April 1st. The markers of minimally adequate progress in Research Activity include (a) co-authorship on an extramural conference presentation by the end of the second year, (b) co-authorship on a submitted manuscript by the end of the third year, and (c) co-authorship on an accepted manuscript by the end of the fourth year. These progress markers, together with the evaluation of academic achievement and professional standards, will inform the committee's evaluation of the likelihood of the student's admission to doctoral candidacy and eligibility for continued financial support. Importantly, these markers indicate minimally adequate progress in research *for purposes of student evaluation in the program*. In contrast, this minimal level of research productivity is likely to be inadequate for students to achieve some career goals after completing their degree. Thus, students are strongly encouraged to discuss research productivity goals with their advisors on a regular basis and to strive to achieve levels of research productivity that will optimize the likelihood a student will be able to achieve their career goals.

The performance of students in their first semester in the Psychological Science program is reviewed by the Psychological Science Training Committee during January of the following semester. Students are not asked to submit materials for this review. The review primarily concerns performance in courses and the research assistantship, progress on the first-year research project, and attendance at the Psychological Science Brown Bag.

The *Appeal of Dismissal and Grievance Procedure* in Appendix C summarizes the review process involved and students' rights to participate in this process. Whenever students believe that their rights have been disregarded, or if they do not agree with their training committee's decision (and have exhausted their appeal options), they have access to University grievance

procedures that can be found online in the *University Policy Register* (University Policy 4-02.3 Student Academic Complaints, Section G).

REQUIREMENTS FOR THE MASTERS DEGREE

The M.A. in Psychological Science is designed to provide students with a general background in psychology and is a prerequisite for more specialized training leading to the Doctor of Philosophy degree. The M.A. is a research degree, awarded after the student has satisfied the Department's scholarship and research requirements. Students are expected to successfully complete the M.A. by the end of their third year. The general requirements are described below.

COURSE REQUIREMENTS. The M.A. degree requires a minimum of 30 hours of credit, including completion of the first-year quantitative sequence, Research Methods in Psychological Science, and six credits of continuous registration in Thesis I. If the M.A. has not been completed after enrollment in six credits of Thesis I, students should register continually for Thesis II each semester, including summer, until all degree requirements are met. (See [Graduate School Catalog](#) for rules pertaining to thesis credits.) While progressing toward completion of the M.A. degree, students should strive to complete as many of the remaining course requirements as time and scheduling permit. The focus, however, should be on timely completion of the M.A. degree.

GRADES. In order to qualify for graduation with an M.A. degree, the College of Arts and Sciences requires students to have a 3.00 (B) average from all graduate courses attempted. The minimally acceptable grade in the required quantitative courses (PSYC 6/71651, Quantitative Statistical Analysis I and PSYC 6/71654, Quantitative Statistical Analysis II) is a B-. Students who receive a grade lower than this will be expected to remediate this deficiency after consultation with the specific course instructor.

A master's degree candidate who receives a combination of more than eight hours of "B-" or lower grades, or more than four hours of grades lower than a C, is subject to dismissal. Furthermore, when the Training Committee deems that the number of Incompletes (I's) on a student's record indicates poor progress toward completion of a degree, it may recommend dismissal of the student.

ADDITIONAL REQUIREMENTS. Students are to complete a first-year research project, which may be related to the masters' thesis, but not a substitute for it. They must give a presentation of their results at the Psychological Science Brown Bag.

THESIS TOPIC APPROVAL. Steps for completing the thesis topic approval form (also known as Notification of Approved Thesis Topic Form) include in order 1) discussing and receiving approval on the thesis topic with the student's research mentor 2) obtaining a potential list of committee members [minimum of 4 faculty members, see composition requirements below] 3) sending the Notification of Approved Thesis Topic Form to the potential committee along with a paragraph outlining the thesis topic to be approved and signed, 5) sending the completed form to the Graduate Secretary. The form is available online at <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>.

Required Composition of Thesis Committee

Committee Member 1	Student's advisor	N/A
Committee Member 2	Psychological Sciences	Requested by student
Committee Member 3	Either	Requested by student
Committee Member 4	Clinical Psychological Sciences	Requested by student

Prior to the actual initiation of the thesis research, the student, in consultation with their advisor, should seek approval from the *KSU Institutional Review Board* or *Animal Care and Use Committee*. Initiating appropriate paperwork is the student's responsibility. Failure to file this form can delay graduation.

THESIS REGISTRATION. When a student is ready to begin thesis research, they must register continuously for Thesis credits, including summers, until all requirements for the master's degree are met. Students must register for 6 CH of Thesis I, and they ideally fulfill this requirement by registering for 3 CHs of Thesis I in two consecutive semesters. Once students have completed 6 CH of Thesis I, they must continuously register for 2 CHs of Thesis II through the semester in which they graduate with their master's degree.

THESIS ORAL EXAMINATION. Each M.A. candidate must defend their thesis in an oral examination. Full details about the format and procedures for thesis examinations are described in Section 6.2 of the Graduate Catalog : <https://catalog.kent.edu/academic-policies/thesis-masters-degree/>. The thesis document must be distributed to the thesis committee at least 10 business days in advance of the oral defense. The examination committee will consist of at least four faculty members, including the advisor and three other departmental faculty members. At least one member of the examining committee must be from the Psychological Science faculty and one from the Clinical Psychology faculty (not counting the student's advisor). This committee evaluates the quality of the thesis and the quality of the student's thesis defense. For both Clinical Psychology and Psychological Science students, the committee offers opinions concerning the likelihood that the student will be able to complete a doctoral dissertation that meets departmental standards (see the "Master's Thesis and Defense Evaluation Form" in the Forms section of this handbook). Students should come to the defense with the appropriate form available for the committee to complete. The student should also bring to the defense a completed *Report of Final Examination* form, which must be filed with the College of Arts and Sciences in order to receive the Master's degree. The form is available online at <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>. Initiating paperwork is the student's responsibility.

At times, students delay initiating their thesis research because of their misperceptions about the scope of the task. The M.A. thesis should be primarily a demonstration that the student has acquired the methodological skills to conduct empirical research, appropriately evaluate the data collected, report the findings in a professionally prescribed manner, and interpret the significance of the research at an appropriate level of generalization. Guidelines for writing the M.A. thesis may be found in Appendix D.

REQUIREMENTS FOR DOCTORAL CANDIDACY

APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY. After completion of the M.A. thesis defense, students may apply for admission to doctoral candidacy by submitting the *Application for Admission to Doctoral Candidacy* (see Forms) to their training director. Admission to doctoral candidacy does not occur automatically but is based upon a demonstration of excellence in a variety of areas, including the quality of the student's research and professional activities, the master's thesis committee's evaluation (see Master's Thesis Defense and Evaluation Form, above), and performance in the classroom. Students are expected to have a grade point average of at least 3.3 (B+) when they apply for admission to doctoral candidacy.

DOCTORAL CANDIDACY REQUIREMENT. Students must fulfill a candidacy requirement after they have been admitted to doctoral candidacy and have completed all their coursework (but not in the same semester in which they have their M.A. orals). There are four options described below. All students are expected to pass the doctoral candidacy exam no later than the end of the Spring semester of their 4th year.

COMPOSITION OF COMMITTEE. Each student's committee will be composed of three full-time faculty members from the Department of Psychological Sciences who have expertise in the student's major field of study or in a cognate area. The student's major advisor will be included in the membership. Selection of members need not be restricted to Psychological Science faculty. The Director of Psychological Science Training should be notified once the committee is established.

While the major advisor will be responsible for coordinating these tasks, all three members will be involved in the construction and evaluation of the examination. After independently evaluating the student's performance, the committee members will confer and reach a consensus regarding the outcome, which can be pass, revise and resubmit, or fail.

Based on consultation with and approval from one's advisor, students will complete a sit-down candidacy exam, a take-home candidacy exam, a candidacy paper, or a grant proposal. Details on these four options are provided below.

THE SIT-DOWN EXAMINATION FORMAT. The sit-down exam can be taken anytime during the year in one of three general areas: behavioral neuroscience, cognitive / cognitive development, and social-health psychology. The student, in consultation with their advisor, specifies a specialty area that fits within the student's interests. The *general portion* of the exam is coordinated by a committee drawn entirely from within one of the three areas. If a student's general area does not fit within any of the three areas, they may petition the Psychological Science Training Committee for an ad hoc general exam committee. The petition should include a rationale for the ad hoc area, a description of the area's contents, and a proposed faculty committee. The area must be coherent within Psychological Science and be as broad as one of the core courses. The petition must be submitted to the Director of Psychological Science Training in the semester preceding administration of the exam.

The *specialty portion* is coordinated by a committee that is well versed in the specialty area. The specialty committee may or may not be identical to the general committee. Each student's committee is composed of three full-time faculty members who have expertise in the student's major field of study or in a related area. The student's major advisor is presumably included on the committee. Selection of members need not be restricted to Psychological Science faculty. The Director of Psychological Science Training should be notified once the committee is established.

While the major advisor is responsible for coordinating the exam, all three members are involved in the construction and evaluation of the examination. Additionally, the student must submit a reading list that covers each of the topics on the general and specialty portions of the exam. This reading list must be approved by the student's committee at least two months in advance of the examination.

The three areas (behavioral neuroscience, cognitive / cognitive development, and social health) have different approaches for organizing the exam, so students should consult with their advisor and committee members for any specifics concerning reading lists, structure and pattern among the questions, etc. A methodology question is included on one portion of the exam, typically the specialty portion. In constructing the exam, the committee should allow students at least some options among test questions.

The goal of the general candidacy exam in the Psychological Science training program is for students to demonstrate sufficient knowledge and understanding of the existing literature in their general area of study (i.e., behavioral neuroscience, cognitive / cognitive development, social-health). Students should show competency in the ability to think critically about the current state of the field, including conceptual and theoretical reasoning. In addition, students are expected to demonstrate expertise in synthesizing literatures, and understanding methodological and contextual issues. For the specialty exam, the primary goal is for students to engage in extensive reading in literatures related to their anticipated dissertation topic, demonstrate knowledge of these literatures as well as synthesize and critique these literatures.

Each portion of the exam (general and specialty) will be administered on a separate day, typically Monday and Wednesday of the same week. For each exam, students will have 8 hours to answer several questions with open books and open notes. A complete description of the procedures for the Sit-Down exams can be found in Appendix G.

THE TAKE-HOME EXAMINATION FORMAT. The take-home exam committee consists of three departmental faculty members. This committee is chaired by the student's advisor and the two other members will be chosen by the student and advisor. The take-home exam can be given anytime during the year. For this candidacy exam option, students must choose a topic related to their program of research. The topic may be directly or indirectly relevant to the student's intended dissertation research, but the scope of coverage for the candidacy exam should be somewhat broader than what would be included in the project-specific literature review of a dissertation document. The candidacy exam topic and a corresponding reading list must be approved by the advisor and exam committee at least two months prior to the exam.

Prior to the exam, the advisor will also seek approval of the exam question(s) from the committee. The exam question(s) will require students to address the current state of knowledge in the field on the approved topic, as well as the following four areas: 1) conceptual/theoretical issues, 2) methodological critiques, 3) contextual findings or gaps, and 4) synthesis of the literature with a discussion of possible future directions for the stated topic.

Students will be given two weeks to answer the compound question(s) pertaining to the approved topic. Students will get the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary (either by picking up a hard copy or requesting an electronic copy via email) and will submit the exam via email to the Graduate Secretary and the advisor no later than 8am Monday morning two weeks later. Although there are not specific page length restrictions, exams that adequately address compound questions are likely to be at least 15 pages (double spaced).

THE CANDIDACY PAPER. The candidacy paper is a thorough integrative review of the literature on a topic of choice. Students are expected to aim toward making some theoretical or methodological contribution to the area of scientific psychology related to the student's future dissertation project, but going beyond the scope of the dissertation topic in some meaningful way. Papers may advance theory or systematically evaluate alternative theories or methods. Papers must represent an advanced graduate level of understanding and writing concerning the topic and ideally will be suitable for publication in a journal that publishes review papers, or as a book chapter. Length limits are from 35-75 pages.

The candidacy paper committee consists of three departmental faculty members. This committee is chaired by the student's advisor and the two other members will be chosen by the student and advisor. The student first submits a 2-3 page proposal describing the aims, goals, and scope of the proposed paper, a detailed outline of the paper, and a preliminary reading list or list of references. The committee must approve the proposal and outline. Committee members may offer input and request revisions before approving them. Because all students must complete candidacy exams by the end of the Spring semester of their 4th year, the proposal and outline for the paper must be approved by the committee no later than November 20th in the Fall semester of the 4th year. Accordingly, students should submit their proposal to their committee no later than October 20th in the Fall semester of the 4th year, to allow time for faculty to evaluate the proposal and for students to make any requested revisions to the proposal prior to the November 20th approval deadline.

Once the proposal and outline are approved, the student writes the paper independently, without help from their advisor or other faculty or students, and submits it to the committee. Once the committee approves the proposal, the paper must be completed and passed (including completion of any revisions requested) within 6 months. To facilitate completion of this requirement in a timely way, the Training Committee recommends the following timeline. Students should distribute the candidacy paper to their committee within 4 to 4.5 months of the start of the 6-month period allotted for this requirement. Doing so will allow for 2 weeks for evaluation by the committee and then sufficient time to make any revisions in time to meet the 6-month completion date.

THE GRANT PROPOSAL FORMAT. For the grant proposal format, students are expected to represent an advanced graduate level of understanding and writing concerning the state of the relevant literature. Students should make clear how their proposed work would provide a novel and important advancement beyond existing research. Grant proposals ideally will be suitable for eventual submission to a funding agency. The exam committee consists of three departmental faculty members. This committee is chaired by the student's advisor and the two other members will be chosen by the student and advisor.

The student first submits a prospectus to the committee that includes the following components:

- A description of the funding mechanism to which the grant proposal is intended to be submitted. The student should summarize the required components of a complete proposal that would be submitted to that mechanism, including the sections of the proposal, page lengths for each section (specifying formatting requirements, such as whether single or double spaced), and the time span of the funding mechanism. The student should also indicate which of these proposal components will be included in the candidacy exam that will be submitted to the committee, and which will not. The general expectation is that the candidacy exam will include the substantive research content of the grant proposal but not the additional forms that also typically accompany a grant proposal (e.g., biosketches, budget justifications).
- A detailed outline of the content that will be included in the substantive component(s) of the grant proposal that will constitute the candidacy exam.
- A description of how the grant proposal that is submitted for the candidacy exam will differ from and/or build beyond the student's intended dissertation project. Candidacy exam proposals and dissertation projects need not be completely independent of one another, but they cannot be completely redundant with one another. Whether the candidacy exam is sufficiently distinct from the dissertation will be determined by the exam committee. The student should clearly describe the nature and degree of overlap between the grant proposal and the research that will subsequently be the focus of the dissertation.
- A preliminary reading list or list of references.

The committee must approve the prospectus. Committee members may offer input and request revisions before approving the prospectus. In some cases, the committee may request that the student expand a section of the grant proposal beyond the specified page lengths (e.g., if the target length of the Background/Introduction/Rationale section of a grant proposal would be insufficient for the student to demonstrate advanced mastery of the relevant literature for purposes of the candidacy exam). Because all students must complete candidacy exams by the end of the Spring semester of their 4th year, the prospectus must be approved by the committee no later than November 20th in the Fall semester of the 4th year. Accordingly, students should submit their prospectus to their committee no later than October 20th in the Fall semester of the 4th year, to allow time for faculty to evaluate the prospectus and for students to make any requested revisions to the prospectus prior to the November 20th approval deadline.

Once the prospectus is approved, the student writes the grant proposal independently, without help from their advisor or other faculty or students, and submits it to the committee. Once the committee approves the prospectus, the exam must be completed and passed (including completion of any revisions requested) within 6 months. To facilitate completion of this requirement in a timely way, the Training Committee recommends the following timeline. Students should distribute the grant proposal to their committee within 4 to 4.5 months of the start of the 6-month period allotted for this requirement. Doing so will allow for 2 weeks for evaluation by the committee and then sufficient time to make any revisions in time to meet the 6-month completion date.

GRADING AND REWRITES.

For all four options, once the student's performance has been evaluated, the student's advisor communicates the outcome of the exam to the Director of Psychological Science Training, who notifies the Graduate Coordinator and Graduate Secretary. The student should then complete the [Report of Candidacy Form](https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms) (available at: <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>), obtain the advisors signature, and then send to the graduate coordinator.

Sit-down and Take-home Examinations:

The grading and evaluation of the candidacy exams will take into account the format chosen for the exam. Given the additional time allotted for the completion of the take-home exam (compared to the sit-down exam), there will be a higher expectation of students' performance in their answers with respect to synthesis, critique, and conceptual thinking.

After independently evaluating the student's performance, the committee members confer and reach a consensus regarding outcome. Possible outcomes include pass, revise and resubmit, or fail. For the sit-down exam, the general and specialty portions are evaluated separately so that it is possible to pass one part and fail the other. If the outcome is "revise and resubmit," students will be given no more than two weeks to rewrite a question(s) for the exam. All members of the respective committee will read the revision, as appropriate. If the student's examining committee is not satisfied with the rewrite, the student will have two more weeks to revise and resubmit the answer to the question.

For cases in which a student fails an exam, the student will need to retake the exam. Before retaking the examination, students are provided with feedback and recommendations for improving their performance. The committee may choose to modify some or all of the exam question(s) for the retake. Students are expected to successfully complete all retakes of the examination by the end of the Spring semester of their 4th year. If a student has submitted a candidacy exam three times (including revisions) and still does not pass, the student fails the candidacy requirement. In such a case, the Psychological Science Training Committee will decide on a course of action, which may involve recommending dismissal of the student. Once the student's performance has been evaluated, the student's advisor communicates the outcome of the exam to the Director of Psychological Science Training, who notifies the Graduate Coordinator and Graduate Secretary. The student should then complete the [Report of](#)

Candidacy Form available at: <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>), obtain the advisors signature, and then send to the Graduate Coordinator.

The Candidacy Paper and Grant Proposal Examinations:

After the student submits the candidacy paper or grant proposal, the committee reads the exam, and each member provides a written review and votes on options: pass, revise and resubmit, or fail. After initial submission of the exam, committee members will have two weeks to read and evaluate the paper and provide feedback. If a committee member will not be able to meet this deadline during the summer months, they will work out an alternate schedule with the student's advisor. The individual reviews may be given to the student, or the committee may choose to synopsize them into one larger review. For a student to pass, no more than one member may vote anything other than pass. If a student has submitted a candidacy paper or grant proposal three times (including revisions) and still does not pass, the student fails the candidacy requirement. In such a case, the Psychological Science Training Committee will decide on a course of action, which may involve recommending dismissal of the student. Once the student's performance has been evaluated, the student's advisor communicates the outcome of the exam to the Director of Psychological Science Training, who notifies the Graduate Coordinator and Graduate Secretary. The student should then complete the Report of Candidacy Form available at: <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>), obtain the advisors signature, and then send to the Graduate Coordinator.

REQUIREMENTS FOR THE PHD

DISSERTATION REGISTRATION. Once students have completed their coursework and have been admitted to doctoral candidacy, they may register for dissertation hours. Students must register for two consecutive semesters of Dissertation I (15 CH each semester), and, after completing 30 CH of Dissertation I, they must register continuously for 15 CH of Dissertation II each semester, including summer, until all requirements for the degree have been met. Failure to be registered continually will result in the student being classified as "inactive." An inactive student will need to petition the appropriate training committee to be reinstated to active status.

DISSERTATION COMMITTEE AND PROSPECTUS DEFENSE. Upon the successful completion of the candidacy requirement, the Ph.D. candidate will prepare a dissertation proposal under the supervision of a faculty advisor. The prospectus should be distributed to the committee at least 10 business days in advance of the prospectus defense. The prospectus defense involves a short presentation to the student's committee, with additional time for questions and discussion.

The advisor, in consultation with the student, will appoint a dissertation committee to provide guidance to the candidate in the planning and execution of the research project. This group will consist, at minimum, of four members: The advisor, two or more faculty members from the Department of Psychological Sciences (including at least one Psychological Science and at least one Clinical Psychology faculty member) and one graduate faculty member from another department. The advisor and two committee members must be members of the graduate faculty who have been approved to direct dissertations (if the advisor has not yet been approved to direct dissertations, a co-advisor who has been approved to direct dissertations will count as one of the above members). Full details about dissertation committee composition can be found here: <https://www.kent.edu/graduatecollege/section-73-dissertation>. The current graduate faculty roster (with graduate faculty statuses) can be found here, which can aid students and advisors in identifying appropriate members of the committee: <https://www.kent.edu/graduatecollege/graduate-faculty-status>.

Committee Member 1 (required)	Student's advisor	At least 3 of these 4 required members must have full graduate <i>and</i> "D" status, meaning they are approved to <i>direct</i> dissertations.
Committee Member 2 (required)	Psychological Sciences	
Committee Member 3 (required)	Clinical Psychological Sciences	
Committee Member 4 (required)	Another Department	
Additional Members (optional)	Any department, program	Must have associate or full graduate status, and approved to serve on a dissertation committee
Graduate Faculty Representative (often also serves as Moderator)	Assigned by the College when the student is ready for final oral examination, only present for pre-orals and final defense	

The Prospectus must be defended and the Dissertation Topic Approval Form should be signed by the advisor and committee at the conclusion of the prospectus defense, and the student should send the signed form and a paragraph describing the dissertation topic to the Graduate Coordinator following the prospectus defense. The form is available online: <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>. The student should

also obtain approval from the *KSU Institutional Review Board* or *Animal Care and Use Committee*, as the paperwork requires entering the approved protocol number.

FINAL ORAL EXAMINATION. Full details of the procedures and format of the dissertation final oral examination are described in Graduate Catalog, at: <https://catalog.kent.edu/academic-policies/dissertation-doctoral-degree/>. When the final dissertation document is deemed ready to distribute to the committee, the advisor will ask the Dean of the College of Arts and Sciences to select a Graduate Faculty Representative, who is the second graduate faculty from another department to be on the dissertation committee. The advisor makes this request at <http://www.kent.edu/cas/graduate-faculty-representative>. The dissertation will be read by the members of the dissertation committee. After all members have read the dissertation, the advisor will schedule a pre-orals meeting (without the student) to determine if the dissertation is ready to be defended. The dissertation should be distributed to the committee at least 10 business days before the pre-orals meeting. At the pre-orals meeting, the advisor, committee, and graduate faculty representative judge whether the dissertation is ready to defend. If it is deemed ready to defend, the advisor and committee complete the pre-defense form and the advisor returns the form to the department's graduate secretary. At the pre-orals meeting, the advisor also selects another faculty member from outside the department to serve as moderator for the final oral examination. It is possible for the Graduate Faculty Representative to serve as moderator if they agree to do so. The moderator does not examine the student but merely coordinates the proceedings (e.g., allowing each member of the committee equal time for questioning). The final oral examination schedule is disseminated to the Department and is open to the university community. After concluding the orals, a completed *Report of Final Examination Form* must be filed with the College of Arts and Sciences. All forms related to the pre-defense and defense are available from the Graduate Secretary and online at <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>.

Some journals have been rejecting submissions that were largely based on a thesis or dissertation with a response that the thesis or dissertation were already published (e.g., on ProQuest). The Kent State University policy for submitting the dissertation to OhioLINK for publication by ProQuest is here: <https://catalog.kent.edu/academic-policies/dissertation-doctoral-degree/> You are encouraged to request an embargo of publication of the dissertation by ProQuest to allow you to publish your dissertation. When you submit your dissertation to OhioLINK, there should be an option to request a temporary embargo (e.g., 1 year). See <https://www.library.kent.edu/about/departments/copyright-services/delays-publication-embargoes>

Each training program has time limits for completion of the Ph.D. Students needing an extension beyond those time limits must submit a request in writing to the appropriate training committee. An extension may be granted with or without qualifications, which may require the student to demonstrate their currency in the field by repeating the candidacy requirement. Denial of the extension results in dismissal. Approval of the Dean of the College of Arts and Sciences is required for extensions beyond the first year.

FINANCIAL SUPPORT FOR PSYCHOLOGICAL SCIENCE PHD STUDENTS

All students who are doing satisfactory work can expect financial support for their first five years in the program, subject to the availability of funds and provided they are making adequate progress in the program as determined by the Psychological Science Training Committee. The review of student progress that is conducted by the Psychological Science Training Committee in the Spring semester each year is especially important in the student's second and third years. On these occasions, the committee evaluates the likelihood of the student's admission to doctoral candidacy and eligibility for continued financial support. Completion of the M.A. degree by the end of the third year is considered minimally adequate progress. *Students who have not completed the MA by this time will have to pay the difference between masters and doctoral level tuition until they complete the MA, which will result in significant out of pocket expenses.* See the Policy on Graduate Funding in Appendix A.

Typically, financial support comes in the form of a graduate assistantship in the first five years. Some students have taken a sixth year to finish the program, and in most cases, they have been supported as a part-time instructor or on a teaching assistantship. The policy for funding sixth year students is described in Appendix A.

Students who complete a graduate assistantship request form are obliged to accept the assistantship they are assigned. Although uncommon, students may be interested in an assistantship/financial support outside the Department of Psychological Sciences. Students in residence who are interested in seeking financial support outside the Department of Psychological Sciences need to seek approval from their advisor and training program director. Students who are receiving support outside the Department need to demonstrate the relevance of the experience to their training. The Department will only consider those requests that clearly demonstrate that the experience is directly relevant to the student's training program.

All graduate students who expect to be supported by a graduate assistantship are required to apply for federal work study (FWS) funds every year, although they are not required to accept FWS. Because many sources of student support are based on the academic year, there may be greater variability in the amount and availability of support for summers.

OUTSIDE EMPLOYMENT. There are no formal rules regarding students' employment outside of the University while they are enrolled as full-time students. Past experience suggests students who are employed outside of the University often have problems completing their graduate training in a timely fashion as graduate training and the graduate assistantship together constitute a full-time workload. Students should seek consultation from their advisor before seeking outside employment in order to avoid encumbering their progress in the program and meeting the hours for their assistantship. If outside employment is found to be impeding progress in the program or the requirements of their assistantship, the assistantship may need to be relinquished.

QUANTITATIVE METHODS CONCENTRATION (OPTIONAL)

As the field of psychology continues to advance at a rapid pace, it is becoming quite evident that quantitative methods are integral to psychological research. Knowledge of advanced statistical techniques can open new pathways to the study of human behavior by allowing social scientists to examine hypotheses using a new framework or paradigm. Students in both programs have the option to pursue a Quantitative Methods Concentration (QMC). After Fall 2022, the concentration can appear on a student's transcript. To add this concentration to the transcript, the student will need to initiate a Change in Program of Study form (at <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>) to add the concentration. Consult with the Coordinator of the Quantitative Methods Concentration on the best time to initiate this form.

The goal of the QMC is to train individuals in some of the more recent developments of statistical science and, particularly, the application of these developments to real-world psychological data. One unique feature of the QMC is the focus on the application of quantitative methods; although each faculty member has expertise in an area of statistics, they also conduct research in a substantive area of psychology. The QMC is intended for those students who intend to pursue academic careers, wherein the use of advanced quantitative methods in one's own program of research is highly valued, and who also intend to teach undergraduate or graduate courses in statistical methods.

Coursework: The courses required for the QMC are intended to supplement, rather than compete with, students' training in substantive areas of research. Therefore, the QMC requires only 15 credits of quantitative coursework. Six credits are earned by successful completion of the first-year quantitative psychology sequence (PSYC61651/61654), which is required of all graduate students in the department. Students then must successfully complete three additional courses (nine credits) beyond the first-year sequence, which may also count as departmental electives. Examples of courses and seminars that have been offered include Multivariate Statistics, Hierarchical Linear Modeling, Longitudinal Data Analysis, Structural Equation Modeling, and Psychometrics. Students may also choose to complete courses from other departments, pending approval of the quantitative faculty.

To encourage the application of quantitative training to real-world data sets, students have the option of replacing one of the three advanced electives with an independent research project (3 credits). This independent research project must have a quantitative focus, and must be approved by all of the quantitative faculty members; the supervisor of the project, however, can be any of the department's graduate faculty members. Prior to engaging in the project, students should consult with both their advisor and a quantitative faculty member regarding the topic of this independent research project. A brief written proposal (1-2 pages) must be approved by the student's advisor and the quantitative faculty before the student can register for this research project. Successful completion of this project will allow the students to waive one elective course.

Teaching Experience: Psychologists with strong quantitative skills are often expected to disseminate statistical knowledge to their colleagues; thus, students who pursue the QMC must have at least one practicum experience. This teaching experience can be as an instructor of an undergraduate course (PSYC 21621: Quantitative Methods in Psychology; PSYC

31684: Quantitative Methods in Psychology II), or being the teaching assistant for the first-year graduate sequence.

Research Experience: Students who complete the QMC should need to either (a) complete a thesis/dissertation that has a strong quantitative component, or (b) publish a first-authored quantitative-focused paper or a first-authored content paper with sophisticated analyses, as determined by the student's quantitative mentor. Specifically, students should demonstrate that they are able to appropriately conduct and interpret sophisticated statistical analyses. Note, however, that this requirement does not necessarily suggest that students need to develop a new statistical technique or methodology.

Application and Identification of Mentor. Students interested in pursuing the QMC should, by the end of the fall semester of their second year, identify a mentor from the quantitative faculty (Ciesla, Gere, Hamrick, Was) and submit a short application to the Coordinator for the Quantitative Concentration, Dr. Was. To identify a quant mentor, students should contact a member of the quantitative faculty that is familiar with the types of analyses the student intends to conduct (discuss with primary faculty advisor). Typically, the student will set up a short meeting with the quant mentor to discuss the requirements of the QMC and how the QMC will be beneficial to the student's career goals.

The application (in Appendix) should include a brief paragraph indicating how their career would benefit from pursuing the QMC and information on grades for quantitative courses. Starting Fall 2016, in order to gain admission to the QMC, students cannot have less than an A in the quantitative sequence courses. To earn the QMC, students must have no more than one B in the three additional courses. This application will be reviewed by the quantitative faculty with input from the student's primary faculty mentor. To track progress, students should complete the Quantitative Concentration Sheet (in Appendix).

APPENDICES

- A. Departmental Policy on Graduate Funding
- B. Procedures for Leaves of Absences and Dismissal
- C. Appeal of Dismissal from Graduate Program(s)
- D. Guidelines for Writing MA Thesis
- E. Procedures for Requesting Change of PhD Program
- F. Psychological Science Training Program Requirements
- G. Procedures for Administering Sit-Down Candidacy Exam

APPENDIX A: DEPARTMENTAL POLICY ON GRADUATE FUNDINGS

General Policies

Continued graduate funding is contingent on adequate performance and progress in the program and availability of funds.

All students are expected to graduate with their M.A. within three years of entry into the graduate program. For Clinical Psychology students, the deadline is earlier (completion of the M.A. degree by the Spring semester of the third year), because clinical placements expect students to have their master's degree when they begin their clinical placement. Psychological Science students are expected to complete their M.A. degree by the Summer of their third year.

Upon completion of the master's degree students are eligible to register for Dissertation I. Accordingly, for all 4th year students, the department will cover the cost of registering for Dissertation I or Dissertation II in the fall and spring semester. For 4th year Clinical Psychology students, the department also covers 1 credit hour of Supervised Clinical Experience. All 4th year students who have not defended their thesis will have tuition and fees that exceed these allocations and will be responsible for the balance, which is typically several thousand dollars/semester.

Exceptions can be made when the student's training committee determines that the student has not completed the master's thesis because of extenuating circumstances beyond the student's control. To be granted an exception, students must first appeal to their training committee.

Departmental Funding Policy for Advanced (Sixth Year) Students

Historically, there have been some circumstances under which sixth year graduate students may receive an assistantship. These have included the following: (1) a graduate student's faculty mentor has funding, and they have an assistantship available for an advanced graduate student; or (2) a graduate student is nominated for and receives a competitive University fellowship.

Should there be additional assistantship funding available for sixth year graduate students after the Department has accommodated the funding needs of less advanced students, assistantship funding only will be available to graduate students who have made satisfactory progress through the program as determined by the student's training committee. In addition, the student must have a complete copy of the dissertation prospectus distributed to their dissertation committee by October 15th of their fifth year of graduate school. Those students who have met these criteria and who are requesting funding for their sixth year must petition their training program by April 1st of their fifth year. In this petition, they must certify that their dissertation prospectus was distributed by October 15th of their fifth year, they must provide the date of their prospectus defense, and they must justify their need for assistantship funding during their sixth year. Students will be notified by May 1st of their 5th year whether they have funding for their sixth year.

For advanced (sixth year) graduate students, academic year assistantships and summer assistantships are awarded separately. Summer assistantships will be available to sixth year graduate students under the following conditions: (1) the Department has funds available for advanced graduate students; (2) the graduate student has continued to make satisfactory progress through the program; (3) during the annual evaluations completed by each training committee in the Spring, the training committee determines that the graduate student should have priority for summer funding; and (4) the student will be in residence during the time required by the summer assignment.

The Clinical Psychology and Psychological Science training committees recognize that there are, at times, extenuating circumstances that may interfere with a student's progress through the program. If an advanced graduate student is requesting assistantship funding, it is the student's responsibility to inform the CTC or the ETC regarding any extenuating circumstances. When appropriate, the training committees will consider such extenuating circumstances when making recommendations regarding an advanced graduate student's priority for funding.

If an advanced graduate student is ineligible for assistantship funding, they may be eligible for part-time teaching. It is important to know that for part-time teaching, instructors are compensated for each course they teach. Students who are interested in part-time teaching should be sure to complete the teaching request form when it is distributed (Approved 4/26/12).

APPENDIX B: PROCEDURES FOR LEAVES OF ABSENCES AND DISMISSAL

LEAVES OF ABSENCE (LOAs): A student may request a leave of absence for a personal, family, financial, or other compelling reason. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships and veterans benefits), loan repayment, immigration status, health insurance, university housing and time-to-degree completion. If a student is considering a leave of absence, it is recommended that they speak to their advisor, Training Director or Graduate Coordinator first to understand potential implications of a leave of absence on any of the aforementioned matters.

If a student wishes to request a leave of absence, they student should submit a written request for a leave of absence, detailing their reason for the leave, a projected date of return, and a readmission plan developed in consultation with their advisor to their Training Director. The Training Director will take the request to the training committee, who considers the request. The training committee may request additional information so that the readmission plan is clearly understood by all parties prior to the start of the leave. If the training committee recommends that the request be granted, the Training Director will notify the student, the Graduate Coordinator, and the Department Chair, and the student will request the LOA through their Flashline account (the link to the Flashline form can be found here <https://www.kent.edu/graduatecollege/kent-state-graduate-program-forms>).

Prior to requesting a LOA, students should familiarize themselves with University Policies regarding LOAs, which are detailed here: <https://www.kent.edu/policyreq/administrative-policy-regarding-leaves-absence-graduate-students>. If a student's leave of absence is approved and takes effect during a semester, they will need to make provisions to withdraw from their classes.

DISMISSAL: If a student fails to meet program requirements, University policies, or professional and ethical standards of the field (for example, see APA's Ethical Principles of Psychologists and Code of Conduct at <https://www.apa.org/ethics/code/>), the appropriate training committee may recommend to the Chair that the student be dismissed from their program. Dismissal from the graduate program may be recommended for poor academic performance, failure to complete program deadlines in a timely manner, a lack of trainability as determined by the training committee, failure to demonstrate professional behavior, or ethical violations.

Students have two levels of appeal: one within the Department and one at the College level. (Appendix C outlines departmental procedures for appeal of dismissal from a graduate program.) If the student chooses not to appeal a decision of the training committee, the Training Director sends a letter to the Chair recommending dismissal. The Chair will then inform the student, the Dean of the College of Arts and Sciences, and the Registrar of the dismissal decision, at which point the Registrar will remove the student from current and future-registered courses and note the dismissal on the student's record. The student then has 10 weekdays to submit a written appeal to the Dean of the College of Arts and Sciences, and at that point the College of Arts and Sciences will consider the appeal following the College's appeal procedures.

APPENDIX C: APPEAL OF DISMISSAL FROM GRADUATE PROGRAM(S)

The training committees evaluate graduate student performance on an ongoing basis, with the stipulation that evaluations occur at least once per academic year. The Clinical Training Committee is responsible for evaluating the performance of students enrolled in the Clinical Psychology PhD program and the Psychological Science Training Committee is responsible for evaluating the performance of students enrolled in the Psychological Science PhD program. Criteria for evaluating student performance are elaborated in the Graduate Student Handbook.

After an evaluation of a particular student's performance in the masters or doctoral program, the training committee may recommend dismissal from the program. In such a case, the student will be sent a letter by the appropriate training director regarding the decision of the training committee. The letter will inform the student that they can appeal the decision to the appropriate training committee. The student will have 10 weekdays to notify the training director in writing that they plan to appeal and the grounds for the appeal. As part of the appeal process, the student may submit to the director any written materials that they want to have the training committee review. The student also may choose to address the training committee in person. The director will notify the student of the date by which written materials must be submitted and the date of the student's presentation, if any, to the training committee. If the Graduate Coordinator is not a member of the training committee, they will be invited to attend the appeal meeting but will not have a vote.

After the training committee reviews materials submitted by the student and/or hears the student's presentation to the committee, another vote will be taken concerning dismissal. The director of the training committee will notify the student in writing of the outcome of the appeal. If the vote is in favor of not recommending dismissal of the student, dismissal actions will be terminated. If the vote is in favor of recommending dismissal of the student, the training director also will inform the Chair of the recommendation in writing. The Chair then will inform the student, the Dean of the College of Arts and Sciences, and the Registrar. The student will be notified that they may appeal the training committee's recommendation to the Dean of the College of Arts and Sciences. For a description of the appeal process at the College level, please refer to University Policy 4-02.3 Student Academic Complaints, Section G.

It should be understood that the procedures described in this section pertain to recommendations of dismissal from a graduate program to which a student previously has been admitted and not to recommendations concerning admission to a doctoral program. It should further be understood that the procedures described here express our typical procedures, but we will align our procedures with the most current policies of the Graduate College and the College of Arts and Sciences, which may change. That is, policies pertaining to Graduate Academic Standing are developed outside the Program or Department, and should be consulted when applicable.

APPENDIX D: GUIDELINES FOR WRITING THE MASTERS THESIS

A major purpose of the master's thesis is to help students acquire skills for becoming competent scientific researchers. The most common form of writing required of researchers in all settings is the empirical journal article. Because this form of writing differs in significant ways from other forms of prose, developing students' skills in the use of this writing style is an important aspect of graduate training. Therefore, the master's thesis should be written in a form modeled after an empirically-based article submitted to a scholarly journal. Students writing their thesis document should approach the task in exactly the same way as if they are preparing a manuscript to be submitted to a journal.

The thesis should be written in APA format unless another format is called for in a specific sub-discipline of psychology.

The introduction should emphasize the specific theoretical and empirical rationale for the particular research (i.e., why this particular study with these particular methods was conducted) rather than a comprehensive review of all the potentially relevant literatures. However, students should be familiar with all relevant literatures and will be subject to questions about them during thesis oral defenses.

The thesis should be brief. A typical thesis should be about 20-30 typed, double-spaced pages (depending in part on the number and/or complexity of the reported studies, etc.). There may be some differences between the master's thesis and a journal article. For instance, the master's thesis may include a slightly more elaborate review of the relevant literature, more complete report of results, or more comprehensive discussion of results. However, students should keep the empirical journal article in mind as the prototype to be matched as closely as possible. Any modifications of the journal article format should be discussed with and approved by the advisor.

For some studies, it will be important to make available to interested readers supplementary materials, such as copies of scales, extended data tables, etc. Such materials can be placed in appendices, but it should be possible for a reader to understand the thesis without reference to such materials.

The Graduate College has agreed to accept theses that are prepared according to the journal article format. However, the final document must conform to the guidelines prescribed by the Graduate College in the "Style Guide and Instructions for Typing Theses and Dissertations" found online at: <https://www.kent.edu/cas/style-guide-dissertations-theses>. It should be noted that the guidelines provided by the Graduate College deal exclusively with the typing of the document (e.g., margins, pagination, table of contents) and not with the content of the thesis.

APPENDIX E: PROCEDURES FOR REQUESTION CHANGE OF PHD PROGRAM

Occasionally, due to a genuine change in professional interests, a graduate student may be interested in changing PhD programs: e.g., from Clinical Psychology PhD to Psychological Sciences PhD, or vice versa.

These changes do not occur automatically at a graduate student's request, and require evaluation by the training program that the student wishes to transfer into. In such circumstances, the student should first seek guidance from their mentor as well as the training director of the program to which the student wishes to transfer, to understand the ramifications of the change for coursework and timeliness of completion of the PhD.

The training committee into which the student wishes to transfer will evaluate the candidate based on the following materials, which should be submitted to the training director of the program that the student wishes to transfer into: (1) a written statement by the student indicating why a transfer is requested and how pursuit of the PhD in the new training program will further their professional goals, as well as any other explanations for the request, (2) a written statement by the student's research mentor to indicate support for the transfer, (3) a current CV, (4) copies of all yearly student evaluations by the originating training program, and (5) copies of all student teaching evaluations (if applicable).

The training program into which the student wishes to transfer will evaluate these materials, and consider the request. In order for such a transfer to be approved, 75% of the faculty votes by the training committee must be "Yes" votes.

APPENDIX F: PSYCHOLOGICAL SCIENCE TRAINING PROGRAM REQUIREMENTS

For all course numbers, those that start with “6” means you have not finished the Master’s degree and those that start with “7” means you have a Master’s degree. So “62492” is the same as “72492.”

METHODOLOGY COURSES (Minimum - advisor /area may require more)

Psych 6/71651 Quantitative Statistical Analysis I
Psych 6/71654 Quantitative Statistical Analysis II
Psych 6/72685 Research Methods in Psychological Science

COLLEGE TEACHING OF PSYCHOLOGY COURSE

The course (Psych 71894) is usually taken in conjunction with the first teaching assignment.

THREE ADDITIONAL COURSES (Minimum – advisor/area may require more)

RESEARCH

First-year project, masters’ thesis, and doctoral dissertation based on original empirical research. The first requirement involves a Brown Bag presentation in October of the second year, and the second requirement involves a Brown Bag presentation (in the format of a job talk) during the fourth year. The other two involve a final oral exam before a committee of faculty.

DOCTORAL CANDIDACY EXAMINATION

A general content examination in the major and a specialty exam in a field within the major. Administered after Masters exam, and before beginning work on the doctoral dissertation.

**APPENDIX G:
PROCEDURES FOR ADMINISTERING SIT-DOWN PSYCHOLOGICAL SCIENCE
DOCTORAL CANDIDACY EXAMINATIONS**

ADMINISTRATION OF THE SIT-DOWN EXAMINATION

One member of the committee will be available throughout the time the student is writing.

OPTIONS AMONG ITEMS. In constructing the exam, committee members should allow students at least some options among test questions.

TIME LIMITATIONS. The time available to take each portion of the exam (general and specialty) is limited to eight (8) hours, beginning no earlier than 8 a.m. and finishing no later than 4:45 p.m. This time includes picking up the exam from the Graduate Secretary, any breaks the student chooses to take, and returning the completed exam to the Graduate Secretary.

INFORMATION ACCESS. During the exam, the student may have available in the examination room for consultation any books, articles, notes, or other printed material, which they choose. Electronic materials (including electronic notes, electronic databases, electronic bibliographies, etc.) are not permitted to be available for searching, consulting, importing, or any other use.

TYPING THE EXAM. Students will leave the original exam in the Psychology Department Office and will take a copy with them to type for distribution to their committee. Only spelling and grammatical changes will be permitted on the typed copy. Students will have 7 days, after completing an exam, to complete the typed copy and to distribute it to the committee.

EVALUATION OF PERFORMANCE. The general and specialty portions will be evaluated separately so that it will be possible to pass one part and fail the other.

INFORMING STUDENT OF PASSAGE OR FAILURE. After conferring with all committee members, the student's major advisor will inform the Director of Psychological Science Training in writing of the committee's decision including the scores awarded by each committee member; the Director of Psychological Science Training will inform the Graduate Coordinator and Graduate Secretary. After the Director of Psychological Science Training has been informed, the advisor may contact the student in person or by telephone. An official letter from the Graduate Coordinator regarding the decision will follow.

RETAKES. Before retaking the examination, students are provided with feedback and recommendations for improving their performance. Within one year after a failure, students are expected to have completed the remediation recommendations and to have retaken the examination. A second failure of the candidacy examinations does not result in automatic dismissal from the graduate program. However, a third failure of the candidacy examination may be grounds for a recommendation of dismissal.

REWRITE POLICY

In some instances, a student's general and/or specialty examining committee may judge that it would be useful for the student to do remedial work in that area. Although there are several ways in which a student may be asked to remediate, in some cases the examining committee may decide that it is appropriate for the student to rewrite one or more questions on the General and/or Specialty sections of the exam. The student will be given no more than two weeks total to rewrite a question(s) for each exam (i.e., two weeks total for the General Exam and two weeks total for the Specialty Exam, for a total of four weeks). All members of the general and/or specialty committees will read the rewrite, as appropriate. If the student's examining committee is not satisfied with the rewrite, the student will have two more weeks to revise and resubmit the answer to the question.

STUDENT PROGRESS CHECKLIST: PSYCHOLOGICAL SCIENCE

ACTIVITY	DATE COMPLETED
Course equivalencies accepted by Dept. (list):	_____
First-year Project Presented	_____
M.A. thesis topic approved by advisor	_____
IRB/IACUC approval received for thesis project	_____
Thesis Topic Approval Form filed	_____
M.A. oral defense completed	_____
Methodology courses completed	_____
Additional required courses completed	_____
Courses taught:	_____
Application for admission to candidacy	_____
Candidacy examination(s) requested	_____
Candidacy examination(s) completed:	_____
General section (if applicable)	_____
Specialty section (if applicable)	_____
4 th year Brown Bag Presentation	_____
Ph.D. prospectus approved	_____
IRB/IACUC approval for Ph.D. project	_____
Ph.D. oral defense	_____
Dissertation Defense Exam Form and Student Information Form Turned in to Graduate Secretary	_____

COMPLETED AND PROJECTED COURSE OF STUDY

Student: _____ Year Entered: _____

Fall 1st Year

Spring 1st Year

Summer 1st Year

Fall 2nd Year

Spring 2nd Year

Summer 2nd Year

Fall 3rd Year

Spring 3rd Year

Summer 3rd year

Fall 4th Year

Spring 4th Year

Summer 4th Year

Fall 5th Year

Spring 5th Year

Anticipated course/research waivers:

Approved (Advisor) _____

Note: this form is not turned in, but included here for planning purposes

ADVISOR FEEDBACK FORM FOR GRADUATE TEACHING FELLOWS

Teaching Fellow's Name: _____

Advisor's Name: _____

Class Observed & Date: _____

Please provide comments/suggestions on each of the following (use back of form if needed)

I. Course Syllabus (clarity & organization; content, e.g., grading procedures, requirements, policies):

II. Representative Exam (e.g., length and coverage):

III. Lecture (e.g., organization, clarity, effective use of class time, knowledge of and level of material presented; effective use of examples, audio-visual materials, etc.):

IV. Overall Recommendation (strengths; suggestions for improvement):

We have had an opportunity to meet and discuss this feedback:

Advisor's Signature: _____

Teaching Fellow: _____

**MASTERS THESIS AND DEFENSE EVALUATION FORM:
PSYCHOLOGICAL SCIENCE**

Student _____

Advisor _____

Date _____

Based solely on the student's performance on the Masters thesis and defense, every member of the committee should rate the student on the two scales below.

The number of committee members endorsing each of the following, concerning the thesis and defense:

(a) pass _____

(b) pass with reservations _____

(c) fail _____

The number of committee members endorsing each of the following, concerning their opinion about how likely it is that the student will be able to complete a dissertation successfully:

(a) highly likely _____

(b) likely _____

(c) questionable _____

(d) unlikely _____

Faculty members can provide written feedback on this form (below or on the back side) or submit written feedback to the advisor (who will share with the student and Director of Training in Psychological Science) no later than a week from the defense date. All comments will be placed in the student's file.

Send to: Student
 Student file
 Advisor
 Director of Training in Psychological Science

**APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY:
PSYCHOLOGICAL SCIENCE**

Name: _____ Entered: _____

GPA: _____

QUANTITATIVE

<u>No.</u>	<u>Course Name</u>	<u>Date & Grade</u>
61651	Quantitative Statistical Analysis I	_____
61654	Quantitative Statistical Analysis II	_____
81691	Psychological Research Methods	_____

COLLEGE TEACHING OF PSYCHOLOGY (71894)

ELECTIVES (At least 3 required; advisor/area may require additional electives)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FIRST-YEAR PROJECT

Title: _____

Advisor: _____

Date presented: _____

THESIS

Title: _____

Advisor: _____

Committee: _____

Date Orals Passed: _____

CANDIDACY EXAM (anticipated)

Date: _____

Committee (3 Faculty): _____

FOR SIT-DOWN FORMAT:

General Exam Topic(s): _____

Specialty Exam Topic(s):

FOR TAKE-HOME, CANDIDACY PAPER, OR GRANT PROPOSAL:

Exam Topic: _____

DISSERTATION

Title (tentative): _____

Advisor: _____

Prospectus date (anticipated): _____

Degree date (anticipated): _____

On a separate sheet, summarize your research and scholarly activities including publications and presentations. Also, describe your research and training experience including courses taught and assistantships. List any honors, awards and professional affiliations. Finally, briefly describe your career goals.

RESEARCH ACTIVITY REPORT: PSYCHOLOGICAL SCIENCE

NAME: _____ **CURRENT GPA** _____

Grades in courses completed:

Quant I _____ Quant II _____ Research Methods _____

College Teaching _____

Other courses (list course names and grades)

_____	_____
_____	_____
_____	_____

Course waivers (list if any):

_____	_____
-------	-------

Transfer credits accepted by KSU (list if any):

_____	_____
_____	_____

ACTIVITY

DATE COMPLETED

First-year Project Presented	_____
M.A. thesis topic approved by advisor	_____
IRB/Animal Care Board approval for thesis project	_____
Thesis Topic Approval Form filed	_____
M.A. oral defense completed	_____
Application for admission to Ph.D. program	_____
Candidacy examination(s) requested	_____
Candidacy examination(s) completed:	_____
4 th year Brown Bag Presentation	_____
Ph.D. prospectus approved	_____
IRB/Animal Care Board approval for Ph.D. project	_____

RESEARCH ACTIVITY

Describe all of your research activities to date in each Categories 1-7 below. For each category, place an asterisk next to entries that have been added since last year's evaluation. Be sure to provide information for every listed category; indicate "none" or N/A where appropriate. Each publication should only be listed under one category (e.g., if a manuscript that was under review last year is now in press, remove it from Category #2 and list it under Category #1 and mark it with an asterisk). Do NOT submit a CV in a separate document. Instead, please adhere to the format indicated below, in which you list the activities relevant to each category below the corresponding category header.

1. **PUBLICATIONS.** List all publications that have appeared in print or that are currently in press. Do not include published abstracts for paper/poster presentations at scientific meetings.
2. **MANUSCRIPTS UNDER REVIEW.** List all manuscripts, including title and authors, that are currently submitted for publication or are being revised for resubmission.
3. **MANUSCRIPTS IN PREPARATION.** List manuscripts you are currently preparing or are helping to prepare for submission. Include the tentative title of the paper and a list of the authors of the paper. Any manuscript listed in this category should also indicate the evaluation year in which it was first listed as an in-preparation manuscript (e.g., if a manuscript you added as in-prep in 2014 is still listed as an in-prep manuscript in 2015, the citation in this category should include "2014" until this manuscript is moved to the "manuscript under review" category). For manuscripts that have been listed for more than one year, in a few sentences, describe your contribution to the writing that has been accomplished this year, including a brief list of the major sections of the paper that are completed or are near completion.
4. **PRESENTATIONS AT REGIONAL, NATIONAL, OR INTERNATIONAL CONFERENCES.** List up to 10 conference presentations (if you have more than 10, list the most recent presentations). Give complete APA citation.
5. **OTHER PRESENTATIONS.** These should include presentations of your research for brown bags, the APC, the KSU Graduate Research Conference, etc.
6. **GRANTS.** List all grant proposals you submitted or grants you were awarded. For each, list the following information:
Title:
Granting Agency/Organization:
Status (pending, funded, etc.):
7. **SCHOLARLY AWARDS, DISTINCTIONS, AND AFFILIATIONS.** Include memberships in professional organizations.

OTHER RESEARCH ACTIVITY. Briefly describe any other research activities not represented by the activities listed in Categories 1-7 above, including work on assistantships, thesis/dissertation, and any "unsupervised" individual research. For example, these activities may include (1) studies you designed or helped design, (2) data you collected, (3) materials, apparatus, software, etc. which you prepared, (4) data analyses you conducted, (5) supervision of undergraduate assistants or other administrative activities related to research, (6) literature searches/reviews, and (7) writing not described above. Only include descriptions of other research activities since last year's evaluation (i.e., this section should NOT include a cumulative report of all research activity since you began in the program). If you are unsure on how extensive your description for this section should be, please consult with your advisor.

COMMENTS ON RESEARCH OPPORTUNITIES AND OBSTACLES. If you wish, describe any factors that have facilitated or hindered your research progress in this academic year. Your comments might be especially appropriate if (1) unusual circumstances have impeded your progress or (2) you have ideas that might improve research opportunities for yourself or other students.

TEACHING ACTIVITY

If you taught this year, please email the pdf of your teaching evaluations (including the quantitative and qualitative feedback) along with this word document. You should send evaluations from ALL the courses you have taught. If there is anything else you would like to share about your teaching, you can enter it here.

Development Goals for Next Year

Provide the following information using bullet points, and be as concrete as possible (e.g., "writing up and submitting my thesis").

What are your research goals for next year?

What are you going to do in the next academic year to meet these research goals?

If applicable, what are your teaching goals for next year?

What are you going to do in the next academic year to meet these teaching goals?

I have met with my advisor to discuss this progress checklist, including my goals for the coming year. (Sign below)

Student: _____ Advisor: _____

Date: _____

QUANTITATIVE CONCENTRATION APPLICATION

Students interested in pursuing the quant concentration should, by the end of the fall semester of their second year, identify a mentor from the quantitative faculty (Ciesla, Gere, Hamrick, Was) and submit this completed application to the Coordinator for the Quantitative Concentration, Dr. Was.

Name: _____

Grades in Quant Courses:

Quant 1 (Fall 20XX): _____

Quant 2 (Spring 20XX): _____

Please include 1-2 paragraphs that address the following:

- How would the Quant Concentration help you achieve your goals (research, teaching, career, etc.)?
- Why do you want to work with your chosen quant mentor?
- If a grade other than “A” appears on your transcript for your quant courses, you may address it in this application.

Quantitative Mentor Name: _____

Quantitative Mentor Signature: _____

Date: _____

QUANTITATIVE CONCENTRATION SHEET

Name: _____

Quantitative Mentor: _____

Coursework

Course Number	Title	Semester	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Independent Research Project for Course Waiver (Optional)

Title: _____

Internship

Assignment: _____

Semester(s): _____

Thesis/Dissertation with Quantitative Focus OR published first-authored content paper with sophisticated analyses:

Title: _____

Date: _____

Signature Student: _____

Signature Quantitative Mentor: _____

Signature Faculty Advisor: _____