<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Contact Information</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td><strong>GRADUATE PROGRAMS</strong></td>
<td>6</td>
</tr>
<tr>
<td>Financial Support</td>
<td>6</td>
</tr>
<tr>
<td>Departmental Funding Policy for Advanced Students</td>
<td>7</td>
</tr>
<tr>
<td>Outside Employment</td>
<td>8</td>
</tr>
<tr>
<td>Advising</td>
<td>8</td>
</tr>
<tr>
<td>Mentoring</td>
<td>8</td>
</tr>
<tr>
<td>Evaluations</td>
<td>9</td>
</tr>
<tr>
<td>Registration Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Course Requirements Common to the Two Programs</td>
<td>11</td>
</tr>
<tr>
<td>Methodology Requirements</td>
<td>11</td>
</tr>
<tr>
<td>College Teaching of Psychology Requirement</td>
<td>11</td>
</tr>
<tr>
<td>Ethics, Grants and Professional Development</td>
<td>11</td>
</tr>
<tr>
<td>Supervision of Teaching Fellows (TFs)</td>
<td>12</td>
</tr>
<tr>
<td>Minor in Quantitative Methods</td>
<td>12</td>
</tr>
<tr>
<td>Transferring Graduate Credits</td>
<td>14</td>
</tr>
<tr>
<td>Requirements for the Masters Degree</td>
<td>14</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Grades</td>
<td>15</td>
</tr>
<tr>
<td>Thesis Topic Approval</td>
<td>15</td>
</tr>
<tr>
<td>Thesis Registration</td>
<td>15</td>
</tr>
<tr>
<td>Thesis Oral Examination</td>
<td>15</td>
</tr>
<tr>
<td>Requirements for the Ph.D.</td>
<td>16</td>
</tr>
<tr>
<td>Application for Admission</td>
<td>16</td>
</tr>
<tr>
<td>Doctoral Candidacy Requirement</td>
<td>16</td>
</tr>
<tr>
<td>Dissertation Registration</td>
<td>16</td>
</tr>
<tr>
<td>Dissertation Prospectus</td>
<td>16</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>17</td>
</tr>
<tr>
<td>Procedures for Leaves of Absence and Dismissals</td>
<td>18</td>
</tr>
<tr>
<td>Dismissal</td>
<td>18</td>
</tr>
<tr>
<td><strong>THE CLINICAL PSYCHOLOGY PROGRAM</strong></td>
<td>19</td>
</tr>
<tr>
<td>Financial Support for Clinical Psychology Students</td>
<td>19</td>
</tr>
<tr>
<td>Clinical Course Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Departmental Core</td>
<td>21</td>
</tr>
<tr>
<td>Clinical Core</td>
<td>21</td>
</tr>
<tr>
<td>Electives</td>
<td>22</td>
</tr>
<tr>
<td>Course Remediation Policy</td>
<td>22</td>
</tr>
<tr>
<td>Clinical Course Waivers for Research Projects</td>
<td>22</td>
</tr>
<tr>
<td>Clinical Practica</td>
<td>23</td>
</tr>
</tbody>
</table>
Specialization (Optional) ................................................................. 23
  Adult Psychopathology .............................................................. 24
  Assessment .............................................................................. 24
  Neuropsychology ...................................................................... 24
  Child/Adolescent .................................................................... 25
  Health Psychology .................................................................... 25
Additional Requirements for the Masters Degree .................... 26
Additional Requirements for the Ph.D. ................................. 26
  Application for Admission to Doctoral Candidacy ................. 26
  Doctoral Candidacy Requirement ......................................... 26
  Dissertation Prospectus ......................................................... 28
Policy for Granting Departmentally Sanctioned Clinical Hours .... 28

THE PSYCHOLOGICAL SCIENCE PROGRAM ........................................ 29

  Financial Support for Psychological Science Students .......... 29
  Evaluations ........................................................................... 29
  Additional Course Requirements ........................................... 30
  Brown Bag Policy ................................................................. 30
    Presentation of First Year Project ....................................... 30
    Fourth Year Brown Bag Presentations .............................. 31
Specialization (Optional) ................................................................. 31
    Developmental Specialization ........................................... 31
    Health Psychology Specialization ..................................... 32
    Additional Requirements for the Masters Degree .............. 33
Additional Requirements for the Ph.D. ................................. 33
    The Examination Formats ............................................... 33
    The Candidacy Paper ......................................................... 35
    Grading and Rewrites ....................................................... 35

APPENDICES .................................................................................. 37
## Graduate Program Contact Information

<table>
<thead>
<tr>
<th>Coordinator of Graduate Studies:</th>
<th>330-672-4731</th>
<th><a href="mailto:jupdegr1@kent.edu">jupdegr1@kent.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. John Updegraff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Secretary:</th>
<th>330-672-2167</th>
<th><a href="mailto:psoltis@kent.edu">psoltis@kent.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Soltis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions Coordinator:</th>
<th>330-672-3786</th>
<th><a href="mailto:mspitzna@kent.edu">mspitzna@kent.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Beth Spitznagel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions Secretary:</th>
<th>330-672-8536</th>
<th><a href="mailto:mfinan1@kent.edu">mfinan1@kent.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Finan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Directors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Training Program: Dr. Beth Wildman</td>
<td>330-672-2119</td>
<td><a href="mailto:bwildman@kent.edu">bwildman@kent.edu</a></td>
</tr>
<tr>
<td>Psychological Science Training Program: Dr. Katherine Rawson</td>
<td>330-672-3789</td>
<td><a href="mailto:krawson1@kent.edu">krawson1@kent.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area Point People</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Neuroscience: Dr. Stephen Fountain</td>
<td>330-672-3826</td>
<td><a href="mailto:sfountai@kent.edu">sfountai@kent.edu</a></td>
</tr>
<tr>
<td>Clinical-Adult: Dr. David Fresco</td>
<td>330-672-4049</td>
<td><a href="mailto:fresco@kent.edu">fresco@kent.edu</a></td>
</tr>
<tr>
<td>Clinical-Assessment: Dr. Yossef Ben-Porath</td>
<td>330-672-2684</td>
<td><a href="mailto:ybenpora@kent.edu">ybenpora@kent.edu</a></td>
</tr>
<tr>
<td>Clinical-Child: Dr. Beth Wildman</td>
<td>330-672-2119</td>
<td><a href="mailto:bwildman@kent.edu">bwildman@kent.edu</a></td>
</tr>
<tr>
<td>Clinical-Neuroscience: Dr. Beth Spitznagel</td>
<td>330-672-2399</td>
<td><a href="mailto:mspitzna@kent.edu">mspitzna@kent.edu</a></td>
</tr>
<tr>
<td>Cognitive Psychology: Dr. John Dunlosky</td>
<td>330-672-2207</td>
<td><a href="mailto:jdunlosk@kent.edu">jdunlosk@kent.edu</a></td>
</tr>
<tr>
<td>Developmental Psychology: Dr. Manfred van Dulmen</td>
<td>330-672-2504</td>
<td><a href="mailto:mvandul@kent.edu">mvandul@kent.edu</a></td>
</tr>
<tr>
<td>Health Psychology: Dr. John Updegraff</td>
<td>330-672-4731</td>
<td><a href="mailto:jupdegr1@kent.edu">jupdegr1@kent.edu</a></td>
</tr>
<tr>
<td>Social Psychology: Dr. John Updegraff</td>
<td>330-672-4731</td>
<td><a href="mailto:jupdegr1@kent.edu">jupdegr1@kent.edu</a></td>
</tr>
<tr>
<td>Quantitative Psychology: Dr. Chris Was</td>
<td>330-672-2929</td>
<td><a href="mailto:cwas@kent.edu">cwas@kent.edu</a></td>
</tr>
</tbody>
</table>
INTRODUCTION

This Handbook informs students about and systematically guides them through the graduate program. 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 (Appendix A for Clinical Psychology, Appendix B for Psychological Science).

Also appended to this Handbook are "model" programs for completing the doctoral degree in Clinical Psychology (Appendix Q) and Psychological Science (Appendix R), 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. These model programs are only illustrative and obviously do not replace the need for students to 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 Appendix S.

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 Catalog can be found online at: http://www.kent.edu/graduatestudies/graduate-catalog.
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. The Clinical Psychology program allows specialization in adult psychopathology, assessment, neuropsychology, child clinical/adolescent, and health psychology. Within the Psychological Science program it is possible to specialize in the areas of behavioral neuroscience, developmental, cognitive, health, or social psychology.

The curriculum and other aspects of training offered by the Department prepare students for careers in research, teaching, and clinical practice. The graduate program recognizes the necessity for students to acquire a 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 Clinical Psychology and Psychological Science programs are well integrated. Since 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.

FINANCIAL SUPPORT

The Department considers student financial support a very high priority and every effort is made to provide support for both entering and advanced graduate students who are making satisfactory progress in the program. The sources of student support include research and teaching assistantships allocated to the Department by the University, research grants funded by various extramural agencies, fellowships from the APA Minority Fellowship program, federal work study funds, and stipends funded by contracts with the community placement facilities participating in the clinical training program. All graduate students who expect to be supported by a graduate assistantship or on a clinical placement 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.

The Clinical Training Committee, which consists of all full-time Clinical faculty, monitors the progress of students in the Clinical Psychology PhD program. The Psychological Science Training Committee, which consists of all full-time Psychological Science faculty, does the same for students in the Psychological Science PhD program. The Chair and Graduate Coordinator, who oversee the graduate programs, are ex officio members of both committees. Students who are doing satisfactory work in the graduate program, as determined by the appropriate Training Committee on the basis of grades, performance in clinical practica and placements and performance in research, timely
completion of the M.A. degree, and performance in assistantships, can ordinarily expect to continue to receive financial support, subject to the availability of funds. See Department Policy on Graduate Funding in the Appendix C. Financial support information specific to the Clinical Psychology program and the Psychological Science program will be presented in later sections.

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.

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 he/she has 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 his/her dissertation committee by October 15th of his/her 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 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, he/she 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).

RESPONSIBILITY FOR TUITION/FEES DURING CLINICAL INTERNSHIP. When on internship, Clinical Psychology students are responsible for paying their tuition and fees, and should budget accordingly.

OUTSIDE EMPLOYMENT. Although neither the University nor the Department has any rules regarding students' employment outside of the University while they are enrolled as full-time students, past experience, as well as common sense, would suggest that students' progress in completing their graduate training in a timely fashion is very likely to be impeded if they are working beyond the requirements of an assistantship or placement. Students are strongly encouraged to avoid outside employment and to seek consultation from their respective Training Directors before encumbering themselves in this manner.

ADVISING

All entering students are assigned interim faculty advisors. Students should meet with their interim advisor during the first week of the fall semester. The M.A. thesis advisor, who is selected by the student, replaces the interim advisor. Students are at liberty to approach any member of the full-time faculty from the Department of Psychological Sciences about serving as their thesis advisor, regardless of the faculty member’s area of interest. Students are required to get their advisor’s signed approval of their course registrations each semester.

It is the Department’s expectation that all graduate students will have completed their coursework by the end of the Spring semester of the third year. Thus, once students have identified a thesis advisor, they should plan their academic program with him/her.

In selecting their dissertation advisor, who need not be the same person as their thesis advisor, students may approach any member of the Department’s full-time faculty who is a full member of the Graduate Faculty. When students identify a dissertation advisor who is an associate member of the Graduate Faculty, they need to select a co-advisor who is a full member of the Graduate Faculty.

MENTORING

Given the training model espoused by our Department, each graduate student should take advantage of the mentoring provided by his/her faculty advisor. Generally, a
graduate student’s primary mentor is his/her 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, a Clinical Psychology student who works with an Psychological Science faculty member must have an advisor among the Clinical Psychology faculty with whom he/she establishes a mentoring relationship that focuses on his/her professional development in the clinical realm. Similarly, graduate students pursuing the Minor in Quantitative Methods 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 his/her 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 he/she and his/her mentor agree.

If problems arise in a student’s mentoring relationship with a faculty member, he/she should contact the director of his/her training program to discuss the problem(s) (Approved 4/12/12).

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 (Appendix D for Clinical Psychology, Appendix E for Psychological Science), quality of performance and timeliness of thesis and dissertation research, performance in clinical practica and placements, 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, practicum and placement supervisor(s), assistantship supervisor(s), and other faculty members having contact with the student.

It should be noted that students in the Clinical Psychology program are also evaluated by the Clinical Psychology faculty on their capacity and potential to function as clinical
psychologists. Students are evaluated in areas such as their ability to function in professional roles in clinical practica, on clinical placements, and on their internship. While it is impossible to specify precisely all the variables that might influence one's ability to function professionally, these include the ability to develop and maintain appropriate relationships with clients, the capacity for professionally appropriate intimacy, and the personal integrity not to exploit clients. Furthermore, students' professional functioning should reflect increasing levels of maturity, judgment, and professional independence as they progress in the program. When Clinical Psychology students' performance in professional activities such as assessment and psychotherapy suggests that their own adjustment interferes with their professional functioning, they may be asked to obtain various types of remediation, such as additional courses, guided readings, and/or personal psychotherapy. If the Clinical Training Committee determines that the process of remediation has not been effective, it may recommend that the student be dismissed from the Clinical Psychology program, even if the student's performance in courses, research activities, and other more objectively measured tasks has been satisfactory.

Regular evaluation of student performance is a part of our training programs in Psychology, as well as a requirement of the College of Arts and Sciences’ policy on academic standing for graduate students (see http://www.kent.edu/graduatestudies/guide-to-graduate-education/section-5.1 for these additional policies). Students are evaluated for their performance in the Spring semester every year by the appropriate training committee. The results of each evaluation are summarized in a letter to the student. If the evaluation identifies concerns about the student's performance, the training committee will specify remediation conditions that the student must meet. 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. Students in the graduate program in Clinical Psychology also may be dismissed for a failure to perform adequately in their clinical work. (See the sections on Dismissal and Appendix F for additional information.) 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. The Clinical Training Committee may delay acting upon the student's request for admission to candidacy until the student has had the opportunity to seek professional remediation.

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 F 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).

### REGISTRATION REQUIREMENTS

Students are expected to register for a minimum of eight (8) credits each semester of the academic year and six (6) 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, clinical practica, supervised clinical experience, thesis, or dissertation credits.

### COURSE REQUIREMENTS COMMON TO THE TWO PROGRAMS

Course requirements may be grouped into the following categories: (1) Quantitative and Methodology, (2) College Teaching of Psychology, (3) Professional Development, (4) Clinical Practica, (5) Clinical Core, and (6) Elective Courses. The Quantitative and Methodology, Teaching, and Professional Development requirements are essentially the same for both the Clinical Psychology and Psychological Science programs and are described below. The additional course requirements that are specific to the Clinical Psychology program are described later in this handbook and summarized in Appendix G and those specific to the Psychological Science program are described later in this handbook and summarized in Appendix H.

### 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 should plan to take Psychological Research Methods (PSYC 81691) in their first year, and should take it no later than their second year.

*Clinical* students also must complete PSYC 61685: Clinical Research Methods, and at least one additional quantitative methodology course (PSYC81691 Seminar in Quantitative Methods). The Department currently offers four different sections of this seminar: Hierarchical Linear Modeling; Longitudinal Data Analysis; Psychometrics; Structural Equation Modeling.

### COLLEGE TEACHING OF PSYCHOLOGY REQUIREMENT

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.

### ETHICS, GRANTS, AND PROFESSIONAL DEVELOPMENT IN PSYCHOLOGICAL SCIENCE REQUIREMENT

Success in the profession of psychological science requires not only knowledge of content areas, but also a firm understanding of the myriad professional issues in the field of psychology, including ethical issues in research and data reporting, grantsmanship, academic writing, job searching, and work/life balance. All students in Years 1-4 are required to participate in the “Ethics, Grants, and Professional Development in Psychological Science” seminar series. Throughout each academic year, there are a number of sessions tailored to students in
each year of the program. Students are required to participate in the sessions and complete the seminar assignments that correspond to their year in the program.

SUPERVISION OF TEACHING FELLOWS (TFs). Since 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 his/her second semester of teaching. His/her 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 Appendix I.

If there are problems:

- 1st Semester – If after reviewing the student evaluations, it appears that a TF has had difficulty during his/her 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 his/her student to improve his/her 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 his/her advisor and other designated individuals, whether or not he/she 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. (Policy Adopted 8-31-06)

MINOR IN QUANTITATIVE METHODS. 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 Minor in Quantitative Methods (MQM).

The goal of the MQM 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 MQM is the focus on the application of quantitative methods; although each faculty member has expertise in an area of statistics, he or she also conducts research in a substantive area of psychology. The MQM 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 MQM are intended to supplement, rather than compete with, students’ training in substantive areas of research. Therefore, the MQM 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 MQM 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 MQM 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 minor should, by the end of the fall semester of their second year, identify a mentor from the quantitative faculty and submit a short application to the Coordinator for the Quantitative Minor Program, Dr. Was. This application should include a brief paragraph indicating how their career would benefit from pursuing the quantitative minor and information on grades for quantitative courses. Starting Fall 2016, in order to gain admission to the quantitative minor program, students cannot have less than an A in the quantitative sequence courses. To earn the quantitative minor, 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 Minor Sheet (see Appendix J).
Quantitative Faculty

- Jeffrey Ciesla
- Manfred van Dulmen
- Chris Flessner
- Judith Gere
- Chris Was

Affiliated Faculty

- John Dunlosky
- David Fresco
- Kathryn Kerns

**TRANSFERRING GRADUATE CREDITS**

Students may submit to their Training Director a request to receive credit for previously completed graduate courses. 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. 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 Graduate Coordinator.

1. Core courses - Where a course equivalency is determined, the core area requirement is waived. All four core areas may be satisfied by such equivalencies.
2. Quantitative Statistical Analysis I and II - Where a course equivalency is determined, the course requirement is waived. 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.
3. For Clinical Psychology students, up to three of the six clinical core courses and up to four electives may be satisfied through course equivalencies. Practicum requirements typically will not be waived, except under unusual circumstances.

**REQUIREMENTS FOR THE MASTERS DEGREE**

The M.A. in Psychological Science degree 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. 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, Psychological Research Methods or Clinical Research Methods, 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 methodology 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.

**THESIS TOPIC APPROVAL.** When a thesis topic has been approved by the student's thesis advisor, the student should fill out the Thesis Topic Approval Form and turn it into the Graduate Coordinator for approval to begin his/her thesis project. The Graduate Coordinator will file the form with the College of Arts and Sciences, and, according to Graduate College procedures, this must be done no later than the semester preceding that in which the student expects to receive the degree. However, for graduate students in the Clinical Psychology program, the deadline for filing this form is earlier; clinical students must file these forms by the end of Summer III of their first year in graduate school. The form is available from the Graduate Secretary or online at http://www.kent.edu/graduatestudies/forms-library.

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 paper work is the student's responsibility. Failure to file this form can delay graduation.

**THESIS REGISTRATION.** When a student is ready to begin his/her thesis research, he/she 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 generally 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 his/her thesis in an oral examination. The thesis document must be distributed to the thesis committee at least 10 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. 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. This form appears in Appendix K for Clinical Psychology students, and Appendix L for Psychological Science students. 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 from the Department’s Graduate Secretary and online at [http://www.kent.edu/graduatestudies/forms-library](http://www.kent.edu/graduatestudies/forms-library). Initiating appropriate 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, evaluate appropriately 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 T.

### REQUIREMENTS FOR THE PH.D.

The general requirements for the doctoral degree are described below. The additional requirements of the Clinical Psychology program and Psychological Science programs are listed in later sections of this handbook.

**APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY.** After completion of the M.A. thesis defense, students may apply for admission to doctoral candidacy by submitting an *Application for Admission to Doctoral Candidacy* to the appropriate training committee (Appendix M for Clinical Psychology students; Appendix N for Psychological Science students). Admission to doctoral candidacy does not occur automatically, but is based upon a demonstration of excellence in a variety of areas, including the student’s performance in the classroom and the quality of his/her research/professional activities. Clinical Psychology students also must have performed satisfactorily in clinical practica. 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, have completed all their coursework, and have completed their residency requirement. The candidacy requirement procedures and time line for Clinical Psychology students and Psychological Science students are described in later sections of this Handbook. Students who do not fulfill the candidacy requirement within this time span are required to submit an explanation for the delay to the appropriate Training Committee.

**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 PROSPECTUS. Upon the successful completion of the candidacy requirement, the Ph.D. candidate will prepare a dissertation proposal under the supervision of a faculty advisor. A dissertation committee will be appointed to provide guidance to the candidate in the planning and execution of the research project. The committee consists of 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 prospectus should be distributed to the committee at least two weeks in advance of the prospectus defense.

After the prospectus has been accepted by the dissertation committee, but prior to the actual initiation of the dissertation research, the student should obtain approval from the KSU Institutional Review Board or Animal Care and Use Committee. After the Dissertation Topic Approval Form is signed by the advisor and committee members, it is submitted to the Graduate Coordinator. The forms are available online: http://www.kent.edu/graduatestudies/forms-library. (See Graduate School Catalog for rules pertaining to dissertation credits.).

The Prospectus must be defended and the Dissertation Topic Approval Form must be filed with the College of Arts and Sciences no later than the semester preceding that in which the candidate expects to receive the degree.

FINAL ORAL EXAMINATION. 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 two weeks before the pre-orals meeting. The advisor 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 he/she agrees 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. This form is available from the Graduate Secretary and online at http://www.kent.edu/graduatestudies/forms-library.

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.
PROCEDURES FOR LEAVES OF ABSENCE AND DISMISSALS

LEAVES OF ABSENCE (LOAs): A student may request a leave of absence for a legitimate educational or personal reason. The student should submit a written request for a leave of absence, detailing his/her reason for the leave and a projected date of return, to his/her Training Director. The Training Director will take the request to the training committee, who considers the request. 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, following the procedures outlined here: http://www.kent.edu/graduatestudies/faq-leave-policy. The request is then reviewed by the Department chair, the Dean of the College of Arts of Sciences, and the Dean of Graduate Studies, who approves or disapproves the request. Prior to requesting a LOA, students should familiarize themselves with University Policies regarding LOAs, which are detailed here: http://www.kent.edu/graduatestudies/faq-leave-policy.

If a student’s leave of absence is approved and takes effect during a semester, he/she will need to make provisions to withdraw from his/her classes.

DISMISSAL: If a student fails to meet program requirements, the appropriate training committee may recommend to the Chair that the student be dismissed from his/her 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 in the graduate program in Clinical Psychology also may be dismissed for a failure to perform adequately in their clinical work. As mentioned previously, while it is impossible to specify precisely all the variables that might influence one’s ability to function professionally, these include the ability to develop and maintain appropriate relationships with clients, the capacity for professionally appropriate intimacy, and the personal integrity not to exploit clients. Furthermore, students’ professional functioning should reflect increasing levels of maturity, judgment, and professional independence as they progress in the program. If the Clinical Training Committee has recommended a course of remediation and subsequently determines that the process of remediation has not been effective, it may recommend that the student be dismissed from the Clinical Psychology program, even if the student’s performance in courses, research activities, and other more objectively measured tasks has been satisfactory.

Students have two levels of appeal: one within the Department and one at the College level. (Appendix F 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 Dean of the College of Arts and Sciences recommending dismissal. If the Dean accepts the recommendation, he then notifies the student regarding his/her dismissal.
THE CLINICAL PROGRAM

The Clinical Psychology program adheres to the Clinical Scientist model of training, which emphasizes integration of science and clinical practice. The aim is for the student to develop a comprehensive knowledge of general and clinical psychology, an area of special expertise in research, and relevant clinical skills.

Clinical Psychology students are expected to complete their M.A. by the Spring semester of their third year and their doctorate within seven years of entering the program with a B.A., and five years if entering with an M.A. In order to promote adequate student planning and cohesion in their doctoral program, Clinical Psychology students should develop a comprehensive doctoral program of study, including their research plans. This plan should be developed in the spring semester of their first year, in consultation with the student’s advisor.

FINANCIAL SUPPORT FOR CLINICAL STUDENTS

All students performing at an acceptable level can expect financial support during their first three years in the program in the form of a graduate assistantship or teaching fellowship, subject to the availability of funds and provided they are making adequate progress, as determined by the Clinical Training Committee. In the fourth year, Clinical Psychology students who have completed their M.A. and have demonstrated the development of adequate clinical skills and professional independence will be supported by departmentally arranged placements with local mental health/social/medical/forensic facilities. Most of these placements start on July 1. Students who stay for a fifth year in the program before internship may be provided with a second placement if enough placements are available. In some cases, students in the 4th and 5th years may be placed in community settings part-time, approximately 10 hours/week, and teach an undergraduate course on campus.

Students need to be aware of two circumstances which may have significant financial impact in their fourth year. Many of the agencies with which the department affiliates accept only students who have completed their M.A. degree. Thus, students need to have completed their master’s degree by the end of the Spring semester of their third year. Additionally, fourth year Clinical Psychology students do not receive full tuition fellowships. The department’s contribution during the fourth year covers only Dissertation I or II credits and two credits of Supervised Clinical Experience. A student who has been admitted to the doctoral program by the end of the third year, and therefore can register for Dissertation credits (which are relatively inexpensive), will have no out of pocket expenses. Failure to meet these requirements in a timely manner will result in out of pocket expenses.

Given that the Department relies heavily on clinical placements to fund advanced Clinical Psychology students, it is the Department’s expectation that all fourth year Clinical Psychology students who expect to be funded during their fifth year will provide a ranking of clinical placements during the Spring semester of their fourth year. Should a student’s mentor have funding for an advanced graduate student or the student has his/her own fellowship funding, he/she has the option of forgoing a second placement.

In the event that there are more students seeking placements than are available, the following criteria are used in determining placement priorities: a) students who have
had no prior placement, then b) students who have completed/defended their M.A.. If sufficient placements are available for students interested in a second clinical placements, priority for the second placement will be based upon progress through the program.

One issue that arises is how the Clinical Training Committee gauges student progress through the program. The graduate program in Clinical Psychology has been designed such that it can be completed in five years (including a full-time APA-approved internship). However, our data suggest that the median number of years to graduation (including an APA-approved internship) is six years.

It is the CTC’s expectation that students will complete the following progress markers in a timely fashion:

- Students will have filed their Thesis Topic Approval Forms by the end of Summer III of their first year of graduate school;
- Students will have completed the following coursework by the end of the Spring semester of their third year: Departmental Core, Clinical Core, Quantitative/Methodology requirements, and elective courses;
- Because the majority of clinical placements expect that students will have their master’s degrees before they begin placement (see below), students will have graduated with their MA degree by the Spring semester of their third year;
- Students will complete Clinical Practicum in a satisfactory manner, thus demonstrating readiness for clinical placement;
- Students will complete their candidacy requirement within six months of completion of all requirements for the Master’s degree, which means completion of (a) the thesis defense and (b) all departmental, clinical, and quantitative core course requirements (not electives), and (c) the third year clinical practicum;
- Students will complete their clinical placement in a satisfactory manner, thus demonstrating readiness for internship;
- Students will distribute their dissertation prospectus to their committee members by September 15th of the year that they intend to apply for internship. For those students who intend to complete the program in five years, they will distribute their dissertation prospectus by September 15th of their fourth year. For those students who intend to complete the program in six years, they will distribute their dissertation prospectus by September 15th of their fifth year.

Funding for advanced graduate students will be contingent upon availability of funds and satisfying these progress markers in a timely manner. The CTC recognizes that there are, at times, extenuating circumstances that may interfere with a student’s progress through the program. It is the student’s responsibility to inform the CTC regarding any extenuating circumstances. When appropriate, the CTC will consider such extenuating circumstances when marking recommendations regarding an advanced graduate student’s priority for funding.
DEPARTMENTAL core REQUIREMENTS. These courses (listed below) should be completed before the M.A. is awarded. Prior to completion of the M.A. Clinical Psychology students must complete one course from each of the first three groups and Social Psychology.

PSYC 6/71350  Physiological Psychology  
PSYC 6/71054  Learning and Conditioning  

PSYC 6/70413  Cognitive Neuropsychology  
PSYC 6/70453  *Introduction to Cognitive Psychology  
*Students in the child/adolescent clinical program may substitute PSYC 70604, Cognitive Development.  

PSYC 70615  Social and Personality Development  
PSYC 70604  Cognitive Development  

PSYC 6/71580  Social Psychology  

From time to time, faculty may offer Special Topics courses in the core areas that may fulfill competency in the area. Please check with the Director of Clinical Training if you would like to take one of these Special Topics courses in lieu of a core course in order to make sure that the course will meet core competency requirements.

In addition to satisfying the Departmental Core, Methodology, and Ethics, Grants & Professional Development requirements, Clinical Psychology students are expected to complete the clinical core, five* electives, and clinical practica. The minimally acceptable grade in a course is a “B-.” Students who receive grades lower than “B-” should refer to the Course Remediation Policy below.

*The requirement of five electives assumes completion of the Ethics, Grants, and Professional Development sequence. Students who started in the program in Fall 2013 should obtain readings for the topics covered in the first year sessions of the course and be familiar with them. Students who started the program prior to Fall 2013 are required to have six rather than five electives, as was the requirement prior to Fall 2014.

CLINICAL CORE. The Clinical Core consists of the following courses:

PSYC 6/70272  Introduction to Psychological Assessment  
PSYC 6/70273  Advanced Psychological Assessment: Adult  
PSYC 6/70371  Introduction to Psychological Therapy  
PSYC 80391  Developmental Psychopathology  
PSYC 61993  *Practicum in Diagnostic Interviewing  
*Students will register for 2 credits in the first year and 1 credit in their second year.  

PSYC 6/70324  Professional and Ethical Issues in Clinical Psychology  
PSYC 80391  Emotion
**ELECTIVES:** Five additional elective courses are required. They must be chosen in consultation with the student's advisor and have relevance to the student's proposed plan of study. Courses outside of the Department of Psychological Sciences usually will not be approved for meeting this requirement. However, if students feel there are unique educational reasons to take an elective course outside of the Department, they may petition the Clinical Training Committee to take such a course to fulfill an elective requirement.

**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 Clinical 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.

**COURSE WAIVERS FOR RESEARCH PROJECTS.** Clinical Psychology students may substitute research project(s) for elective courses. The guidelines for requesting a course waiver are as follows:

1. The student selects a full-time faculty member from the Department of Psychological Sciences who agrees to supervise the project. The faculty member decides whether the student needs to register for research credits for the project; the student does not register for the course being waived.

2. The student prepares a proposal for the research project detailing its (a) goals, (b) methods of research, (c) proposed product (e.g., manuscript submitted for publication), and (d) proposed schedule for completion of the project. The general criteria for the project are:

   a. The proposed research may not be a direct part of the student's research assistantship responsibilities, thesis, or dissertation research;
   b. the student must take the initiative and assume primary responsibility for the project, although it may be collaborative with a faculty member;
   c. the project should require a time commitment comparable to that of a graduate course (or two if two course waivers are requested) although it is recognized that it may not be possible to complete the research within the time-frame of one semester;
   d. the proposed research must fall within the scope of feasibility for a student project; and
   e. the project must yield a written product. A copy of the written product is placed in the student's file.

3. The proposal is submitted to the advisor and the Director of Clinical Training for approval, along with the Research Waiver Approval form (see Appendix U). If the proposed project is approved, the advisor will notify the student in writing of the approval, and place a copy of the proposal and the signed approval form in the
student’s file, at which time the student may begin the project. During the period in which the student is conducting this project, he or she should enroll in 3 CH’s of Research under the supervision of the advisor. If a student pursues more than two course waivers, the Clinical Training Committee will review the student’s proposal and make a recommendation to the Director of Clinical Training.

Clinical Psychology students may request waivers for up to four elective courses. The number of courses waived per research project is negotiated on an individual basis, depending on the magnitude of the research project. In general, this research should not be part of the thesis/dissertation, although it may be an extension of the thesis/dissertation. The criterion for acceptable completion of the research project can be any of the following:

a. a manuscript suitable for submission for publication;
b. preparation of a grant proposal;
c. preparation of a book chapter;
d. oral or poster presentation at a regional/national conference with the student as senior author.

When the project has been completed, the responsible faculty member acknowledges fulfillment of the written product obligation in a letter to the student, completes and signs the last part of the student’s Research Waiver Approval form (see Appendix U), and gives the form to the Graduate Secretary to be recorded and placed in the student’s file.

**CLINICAL PRACTICA.** Clinical Psychology PhD students also must complete eight semesters of practica, 1000 hours of field placement in a departmentally arranged community agency, and a full-time, APA-accredited internship of a calendar year’s duration. While participating in practica or a clinical placement, students should be registered for these activities, including during a summer term, by enrolling for a minimum of one course credit. During students’ internship, they should continue their registration for dissertation credits.

Practicum experiences are structured in a developmentally progressive manner, requiring increasing levels of clinical skills and professional independence. To that end, second year students are assigned a grade of "IP" at the end of the fall semester. At the end of the spring semester, students are assigned a grade of "S/U" and are advised about their progress in developing the skills necessary for going on placement. At the end of students’ third year, the CTC will be actively involved in deciding whether a student is ready to go on placement. The two major criteria in making this decision are whether the student has completed their M.A. and whether the student has developed the skills necessary to function at the level of professional independence required in placements. Failure to meet either of these criteria is likely to prevent the student from going on a clinical placement, which is likely to have serious implications for completing the remaining degree requirements and for the student’s continued financial support.

**SPECIALIZATION (Optional)**

Students may complete specialized training in Adult Psychopathology, Assessment, Neuropsychology, Child/Adolescent, or Health Psychology. Any of these specializations can be completed without taking additional courses beyond those required for all students. The requirements are as follows:
ADULT PSYCHOPATHOLOGY. This specialization entails the following courses, practica, and thesis/dissertation:

1) **Courses:** In consultation with the advisor, students identify an area of concentration within adult psychopathology. Students must then take at least three courses that are relevant to their concentration in psychopathology. It is also recommended that students take PSYC 6/71260: Theories of Personality as an elective.

2) **Practica/Placement:** For third year practicum, students should either take the adult advanced general practicum or a specialty practicum related to their concentration. Students should seek field placements and internships in facilities that offer opportunities for adult assessment and/or treatment.

3) **Thesis/Dissertation:** The thesis and dissertation topics must be related to adult psychopathology, specifically in the identified area of concentration.

ASSESSMENT. This specialization entails the following courses and practica:

1) **Courses:** In addition to the Departmental and Clinical Core courses, students should take elective assessment courses including:

   Child Assessment
   Behavioral Assessment
   Neuropsychological Assessment
   Seminar: Advanced MMPI-2 Interpretation

   Some of these elective course requirements may be waived to give students more time for involvement in additional research projects

   The Forensic Psychology course will also be of interest to many Assessment Psychology students.

2) **Practica:** Assessment Psychology students should select a third year practicum experience and a fourth year community placement that will enhance assessment skills.

NEUROPSYCHOLOGY. This specialization is modeled after the Houston Conference recommendations and requires completion of the following activities:

1) **Courses:** The following courses must be completed:

   PSYC 60276/70276 Neuropsychological Assessment
   PSYC 80391 Introduction to Functional Anatomy
   PSYC 60895/70895 Psychopharmacology

2) **Practica:** Third year practicum in neuropsychology, in addition to other clinical and clinical research experiences.

3) **Dissertation:** The dissertation topic must be related to neuropsychology.

4) **Internship:** Completion of an APA-accredited internship with significant
neuropsychological training, including both patient care and didactic activities.

CHILD/ADOLESCENT. This specialization entails the following courses, practica, and dissertation:

1) Courses: The first four courses listed below must be completed in the first two years of study, in preparation for the third year specialty practicum.

As part of the Departmental Core, students must take:
- PSYC 70615 Social and Personality Development
- PSYC 6/71054 Learning and Conditioning
- PSYC 70604 Cognitive Development

They also must take as clinical electives:
- PSYC 6/70376 Child Psychotherapy
- PSYC 6/70274 Child Assessment

Students also are required to take a diversity course, such as
- PSYC 6/71548 Psychology of Gender and Minorities or
- PSYC 80391 Ethnic Minority Issues in Psychology

2) Practica: Third year specialty practicum in child/adolescent or one combining child/adolescent and clinical neuropsychology with children. Field placement in a facility which provides an opportunity to work with children and families for at least part of the placement experience.

3) Dissertation: The dissertation topic must be related to child and/or family issues.

HEALTH PSYCHOLOGY. This specialization entails the following courses, practica, and thesis/dissertation:

1) Courses: Complete 3 courses that cover at least 2 of the following areas. Other courses from other departments (e.g., Public Health) may be permissible but will need approval by the Health Psychology faculty.

Biological Aspects of Health
- Psychobiology
- Psychobiological Aspects of Health Psychology
- Cardiovascular Behavioral Medicine
- Psychoneuroimmunology
- Psychopharmacology
- Functional Neuroanatomy

Social Aspects of Health
- Health Behavior
- Psychosocial Aspects of Health
- Psychology of Exercise

Clinical Aspects of Health
Clinical Aspects of Health
Pediatric Psychology
Cardiovascular Behavioral Medicine

2) Practica: To the extent possible, gain supervised clinical experience or research experience in clinical intervention in Health Psychology. Third year practicum students might gain this experience either at SUMMA or other settings providing Health Psychology services.


ADDITIONAL REQUIREMENTS FOR THE MASTERS DEGREE

Clinical Psychology students are expected to have a formal thesis topic approved by their advisor and committee by the end of the Spring semester of their first year. The Thesis Topic Approval Form must be filed by the end of Summer III of the first year of graduate school. For Clinical Psychology students, completion of the M.A. by the Spring semester of the third year is considered satisfactory progress. Students needing an extension beyond the third full year must submit a request in writing to the Clinical Training Committee by the end of the third year.

ADDITIONAL REQUIREMENTS FOR THE PH.D.

APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY. When Clinical Psychology students apply for admission to doctoral candidacy, after completion of their M.A., they are expected to have a grade point average of at least 3.3 (B+). Additionally, the quality of their clinical work, the timeliness with which they have completed their M.A. degree, and the judgment of the faculty about a student's professional and personal development are all considered.

As mentioned previously, when Clinical Psychology students' performance in professional activities such as assessment and psychotherapy suggests that their own adjustment interferes with their professional functioning, they may be asked to obtain various types of remediation, such as additional courses, guided readings, and/or personal psychotherapy. The Clinical Training Committee may delay acting upon the student's request for admission to doctoral candidacy until the student has had the opportunity to seek professional remediation.

DOCTORAL CANDIDACY REQUIREMENT. Clinical Psychology students admitted to doctoral candidacy are required to fulfill a candidacy requirement by writing a 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.
**Procedures:** The candidacy paper is evaluated by a committee of three departmental faculty members, at least two of which must are expected to be members of the Clinical Training Committee. This committee is chaired by the student’s advisor. The second member of the committee is chosen by the student and advisor, and the third is appointed by the Director of Clinical Training. 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. Once the proposal and outline are approved, the student writes the paper independently, without help from his/her advisor or anyone else, and submits it to the committee.

The committee reads the paper, and each member provides a written review and votes on options: pass, pass pending revisions, revise and resubmit, or fail. Candidacy paper 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, he/she 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 paper has been revised and resubmitted once and still does not pass, the student fails the candidacy requirement. In such a case, the Clinical Training Committee will decide on a course of action, which may involve recommending dismissal of the student.

Students apply for admission for doctoral candidacy after they complete their master’s degree and have sufficient practicum experience to allow for evaluation of their clinical skills. Students entering with a master’s degree with a thesis equivalent may apply for admission to doctoral candidacy after they have completed sufficient practicum experience to allow for evaluation of their clinical skills. Students entering with a master’s degree who have to complete a thesis equivalency project may apply for admission to doctoral candidacy after completing their thesis equivalency project and sufficient practicum experience to allow for evaluation of their clinical skills. All clinical students are expected to apply for admission to doctoral candidacy no later than the end of Spring semester of their third year. The final paper must be completed within six months of completion of (a) all requirements for the Master’s degree, (b) all departmental core, clinical core, and quantitative core course requirements (not electives), and (c) the third year clinical practicum.

Once the student’s performance has been evaluated, the student’s advisor communicates the outcome of the exam to the Director of Clinical Training, who notifies the Graduate Coordinator and Graduate Secretary.

To facilitate completion of this requirement in a timely way, the Clinical Training Committee recommends the following timeline. Students should complete and distribute their candidacy paper proposal to their committee for review and approval within two one months of the start of the six month period allotted for this requirement. Students should distribute the candidacy paper to their committee within 4 to 4.5 months of the start of the six month period allotted for this requirement. Thus, if a
student completed all of the requirements for the Master’s thesis and third-year practicum and graduated in mid-May, his/her proposal would be distributed to his/her committee in mid-July, his/her candidacy paper would be distributed between in mid-September and the first of October, and he/she would have sufficient time to make any revisions in time to meet the mid-November completion date.

**DISSERTATION PROSPECTUS.** Clinical Psychology students must have a dissertation prospectus approved before their applications for internship will be endorsed by the Director of Clinical Training, which is a requirement of all APA-accredited internships. In order not to penalize students for possible delays caused by difficulties in scheduling dissertation committee meetings, internship applications will be endorsed if the dissertation prospectus has been approved by the student’s advisor and copies have been distributed to the dissertation committee by September 15. While there is some variability among internship sites with respect to application deadlines, careful planning is needed to complete the dissertation prospectus prior to applying for an internship.

**POLICY FOR GRANTING DEPARTMENTALLY SANCTIONED CLINICAL HOURS**

From time to time students have requested the CTC to sanction clinical hours for work that is carried out in external agencies that are not part of departmentally assigned externships or clinical placements. That is, the department does not typically allow these hours to be counted in internship applications as part of the student’s supervised training experience. However, the department recognizes that sometimes students have the opportunity to participate in clinical work that could be legitimately construed as a valuable addition to their supervised clinical training. If students present a written request, the CTC will consider such requests on a case by case basis. The request must be submitted to the CTC **prior to beginning the activity**. Retroactive requests will not be considered. The request should describe (a) the student’s specific goals, (b) the nature of the activity, (c) the time commitment per week, (d) the number of weeks, and (e) the supervision to be received. The following conditions should be satisfied in order for the CTC to grant such a request:

- The clinical activity is supervised by a licensed psychologist
- The activity is delimited and specific in nature (e.g. a time limited group experience).
- The activity is not available through other parts of the training program.
- The activity is approved by the student’s faculty advisor.
- The student is making adequate progress toward his/her degree.
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.

Psychological Science students are expected to graduate with their M.A. by the summer of their third year and complete their doctorate within five years of entering the program. Students who have an M.A. in psychology from another university are expected to finish the doctoral program in four years. In order to make satisfactory progress, every Psychological Science student in the doctoral program must have a faculty mentor to supervise his or her 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.

All students performing at an acceptable level can expect financial support for their first four 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 C.

Typically, financial support comes in the form of a research assistantship in the first two years and a teaching fellowship after that. Many students have taken a fifth year to finish the program, and in most cases, have been supported as a part-time instructor or on a graduate assistantship.

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, which may be found in Appendix E. These forms are to be submitted to the Director of Psychological Science Training by
April 1st. As indicated on page 9 of the Graduate Handbook (section Evaluations), evaluations are based on academic achievement (e.g. Course Grades), research activity and professional standards criteria. 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.

### ADDITIONAL COURSE REQUIREMENTS

In addition to satisfying the Methodology and College Teaching of Psychology requirements, Psychological Science students must regularly attend research brown bags (see below), satisfactorily participate in the “Ethics, Grants, and Professional Development for Psychological Science” seminar series, and 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 his or her field. Most of the additional courses are typically in the student’s major (behavioral neuroscience, developmental, cognitive, health, or social). Course requirements for the specialization in Developmental and Health appear later in the Handbook.

A course from outside the Department of Psychological Sciences may also qualify, but the student must check with his or her advisor and get permission from the Director of Psychological Science Training to verify that it does.

### 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 his or her 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 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 MPA. The student should prepare a twelve minute presentation and leave up to eight minutes for questions from the audience. All students will give their presentations in mid to late October. If there are so many presentations that the session would go beyond two
hours, two sessions on separate days may be held.

**FOURTH YEAR BROWN BAG PRESENTATIONS.** Presentations are to be 45 minute talks, followed by a 5-10 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. Presenters should expect evaluative feedback regarding the form and content of the presentation from the audience. Audience feedback is expected to be friendly, constructive, and brief. The ETC Director will moderate the discussion, and redirect it if it becomes unproductive.

All Psychological Science Students are required to attend all Brown Bag presentations given in the fall semester by second year students and those given in the spring semester by fourth year students. 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.

**SPECIALIZATION (Optional)**

**Developmental Specialization in Psychological Science.** Students in the Developmental area must meet all of the general requirements for Psychological Science students, as well as the requirements below.

1) **Specific Course Requirements:**

All students must take Social and Personality Development, Cognitive Development, Analysis of Change and Development, and one other graduate course that has substantial child/adolescent development content. Examples of courses the student might take for the latter are Child Psychopathology, Metacognition, or Gender and Minorities. The student should consult with his or her advisor when picking the elective course.

2) **Candidacy Exam:**

The PSTC has approved four options for the candidacy exam, and all of these options are available to students in this area. Options for the candidacy exams in Psychological Science are described elsewhere. The faculty in this area strongly recommend that our students select Option 3, which includes a sit down General Exam and a take home Specialty Exam.

The reading list for the General Exam includes the readings assigned the semester the student took Social and Personality Development, Cognitive Development, and Analysis of Change and Development. In addition, faculty in the area may assign additional readings.

Students who choose to sit for the one day General exam for Developmental will
answer four questions, including two subtopics in Cognitive Development and two subtopics in Social and Personality Development. Subtopics in Cognitive Development include: Infant Cognition; Language, Memory and Concepts; and Reasoning, Problem-solving and Academic Skills. Subtopics in Social and Personality Development include: Family and Peer Relationships; Self and Social Cognition; and Developmental Psychopathology. The student will choose the subtopic areas for his/her General Exam, except that the subtopic closest to the student’s topic for the Specialty Exam cannot be selected for the General Exam.

**Specialty Exam:** either Cognitive Development or Social and Personality Development.

Students will select the topic for their specialty exam in consultation with the advisor. The topic should be broader than the dissertation topic so that the student will develop knowledge about related areas of research. The student will work with his or her advisor to develop a reading list of approximately 90 references, with a mix of conceptual and empirical pieces. The reading list must be approved by the specialty exam committee two months prior to the administration of the exam.

The student will answer three questions in a sit down exam or one compound question for a take home exam. With either option, the student is expected to show depth of understanding and analysis. At least one question in the specialty exam will cover methodology.

**Health Psychology Specialization in Psychological Science.** This specialization entails the following:

1) **Courses:** Complete 3 courses that cover at least 2 of the following areas. Other courses from other departments (e.g., Public Health) may be permissible but will need approval by the Health Psychology faculty.

   **Biological Aspects of Health**
   - Psychobiology
   - Psychobiological Aspects of Health Psychology
   - Cardiovascular Behavioral Medicine
   - Psychoneuroimmunology
   - Psychopharmacology
   - Functional Neuroanatomy

   **Social Aspects of Health**
   - Health Behavior
   - Psychosocial Aspects of Health
   - Psychology of Exercise

   **Clinical Aspects of Health**
   - Clinical Aspects of Health
   - Pediatric Psychology
   - Cardiovascular Behavioral Medicine
   - Psychology of Exercise

2) **Thesis/dissertation:** Complete a master's thesis and/or doctoral dissertation in a health topic.
ADDITIONAL REQUIREMENTS FOR THE MASTERS DEGREE

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 at the beginning of their second year (e.g., October). Students must also satisfactorily participate in the “Ethics, Grants, and Professional Development for Psychological Science” seminar series that are tailored to Year 1 and Year 2 students.

ADDITIONAL REQUIREMENTS FOR THE Ph.D.

Regarding requirements for the Ph.D., the only rules that are specific to the Psychological Science program (i.e., that go beyond the general requirements described earlier in this Handbook) concern the doctoral candidacy exams. Psychological Science students may request permission from the Psychological Science Training Committee to take this examination after they have been admitted to the doctoral program (but not in the same semester in which they have their M.A. orals), have completed all their coursework, and have completed their residency requirements. There are four options: three options include examinations and the fourth is a candidacy paper. All students are expected to pass the doctoral candidacy exam by the end of Summer session III of their 4th year.

*Based on consultation with and approval from one’s advisor,* students will either (a) be administered their candidacy exams in one of three formats or (b) complete the candidacy paper. Details on these options (three formats for the exams and the candidacy paper) are provided below.

**THE EXAMINATION FORMATS.** The exams are given three times a year (August, January, and May) in five general areas: behavioral neuroscience, child/adolescent, cognitive, health, and social psychology. The student, in consultation with his/her 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 five areas. If a student's general area does not fit within any of the four areas, he/she 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. The five areas, behavioral neuroscience, developmental, cognitive, health, and social, 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, developmental, cognitive, 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.

To this end, based on consultation with and approval from one's advisor, students will be administered their candidacy exams in one of the following three formats:

**Format 1: Sit Down Exam for both the General and Specialty portions.**

Each exam 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 P.

**Format 2: Take Home Exam for both the General and Specialty portions.**

For the general portion of the candidacy exam, students will be given five days to answer a compound question pertaining to the literature in their general field of study. This question will require students to address the current state of knowledge on a given topic that broadly covers the field, as well as the following four areas for the stated topic: 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 sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on Friday of the same week.

For the specialty portion of the candidacy exam, students must choose a topic related to their anticipated dissertation research. This topic must be approved by the advisor and specialty exam committee prior to the compilation of the reading list. Then, similar to the general portion of the exam, students will be given five days to answer a compound question pertaining to the approved topic. This question 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 sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on Friday of the same week.
the same week.

**Format 3: Sit Down Exam for the General portion and Take Home Exam for the Specialty portion.**

For the general portion of the candidacy exam, the format would follow the procedures for the Sit Down Exam described in Appendix P, one 8-hour day, with multiple questions to be answered with open books and open notes.

For the specialty portion of the candidacy exam, students must choose a topic related to their anticipated dissertation research. This topic must be approved by the advisor and specialty exam committee prior to compilation of the reading list. Then, students will be given five days to answer a compound question pertaining to the approved topic. This question 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 sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on Friday of the same week.

**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 proposal and outline for the paper must be approved by the committee no later than March 30th in the Spring semester of the 4th year. The paper must be completed and passed no later than the end of Summer session III of the 4th year.

**GRADING AND REWRITES.**

**Examinations: Formats 1, 2, and 3**

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 exams in Format 2 (and the Specialty Exam in Format 3), 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. The general and specialty portions are evaluated separately so that it is possible to pass one part and fail the other. In some instances, a student’s general and/or specialty examining committee may judge that even though the overall performance on a candidacy exam is “passing,” the
student’s performance on some aspect of the exam is such that it would be useful for the student to revise or rewrite their answer in that area. Regardless of the format chosen for the candidacy exam, students will have the opportunity to revise/rewrite an answer or some aspect of the answer. Students will be given no more than 2 weeks to rewrite a question(s) for each exam (i.e., 2 weeks total for the General Exam and 2 weeks total for the Specialty 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 2 more weeks to revise and resubmit the answer to the question. The rewriting of a question or questions will not alter the committee’s prior decision that the student’s overall performance was “passing.”

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. 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.

The Candidacy Paper: Format 4

The candidacy paper is evaluated by a committee 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. Once the proposal and outline are approved, the student writes the paper independently, without help from his/her advisor or other faculty, and submits it to the committee. The committee reads the paper, and each member provides a written review and votes on options: pass, pass pending revisions, revise and resubmit, or fail. 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 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.
A. Student Progress Checklist – Clinical Psychology
B. Student Progress Checklist – Psychological Science
C. Psychology Department Policy on Graduate Funding
D. Research Activity Report – Clinical Psychology
E. Research Activity Report – Psychological Science
F. Appeal of Dismissal from Graduate Program(s)
G. Clinical Psychology Training Program Requirements
H. Psychological Science Training Program Requirements
I. Advisor Feedback Form – Graduate Student Teaching Fellows
J. Quantitative Minor Sheet
K. Masters Thesis and Defense Evaluation Form – Clinical Psychology
L. Masters Thesis and Defense Evaluation Form – Psychological Science
M. Application for Admission to Doctoral Candidacy – Clinical Psychology
N. Application for Admission to Doctoral Candidacy – Psychological Science
O. Readiness for Placement
P. Procedures for Administering Sit-Down Psychological Science Candidacy Examinations
Q. Model Program for Clinical Psychology Students
R. Model Program for Psychological Science Students
S. Completed and Projected Courses of Study
T. Guidelines for Writing the Master’s Thesis
U. Research Waiver Project Approval
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course equivalencies accepted by Dept. (list):</td>
<td></td>
</tr>
<tr>
<td>Departmental core completed</td>
<td></td>
</tr>
<tr>
<td>Professional Development completed</td>
<td></td>
</tr>
<tr>
<td>M.A. thesis topic approved by advisor</td>
<td></td>
</tr>
<tr>
<td>IRB/IACUC approval received</td>
<td></td>
</tr>
<tr>
<td>Thesis Topic Approval Form filed</td>
<td></td>
</tr>
<tr>
<td>M.A. oral defense completed</td>
<td></td>
</tr>
<tr>
<td>Methodology courses completed</td>
<td></td>
</tr>
<tr>
<td>Clinical core completed</td>
<td></td>
</tr>
<tr>
<td>Additional required courses completed</td>
<td></td>
</tr>
<tr>
<td>Course waiver(s) approved (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Courses taught:</td>
<td></td>
</tr>
<tr>
<td>Application for admission to candidacy</td>
<td></td>
</tr>
<tr>
<td>Candidacy paper proposal accepted</td>
<td></td>
</tr>
<tr>
<td>Candidacy paper completed</td>
<td></td>
</tr>
<tr>
<td>Ph.D. prospectus approved</td>
<td></td>
</tr>
<tr>
<td>IRB/IACUC approval</td>
<td></td>
</tr>
<tr>
<td>Application for Internship</td>
<td></td>
</tr>
<tr>
<td>Ph.D. oral defense</td>
<td></td>
</tr>
<tr>
<td>Dissertation Defense Exam Form and Student Information Form Turned in to</td>
<td></td>
</tr>
<tr>
<td>Graduate Secretary</td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>DATE COMPLETED</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Course equivalencies accepted by Dept. (list):</td>
<td></td>
</tr>
<tr>
<td>First-year Project Presented</td>
<td></td>
</tr>
<tr>
<td>Professional Development completed</td>
<td></td>
</tr>
<tr>
<td>M.A. thesis topic approved by advisor</td>
<td></td>
</tr>
<tr>
<td>IRB/IACUC approval received</td>
<td></td>
</tr>
<tr>
<td>Thesis Topic Approval Form filed</td>
<td></td>
</tr>
<tr>
<td>M.A. oral defense completed</td>
<td></td>
</tr>
<tr>
<td>Methodology courses completed</td>
<td></td>
</tr>
<tr>
<td>Additional required courses completed</td>
<td></td>
</tr>
<tr>
<td>Courses taught:</td>
<td></td>
</tr>
<tr>
<td>Application for admission to candidacy</td>
<td></td>
</tr>
<tr>
<td>Candidacy examination(s) requested</td>
<td></td>
</tr>
<tr>
<td>Candidacy examination(s) completed:</td>
<td></td>
</tr>
<tr>
<td>General section</td>
<td></td>
</tr>
<tr>
<td>Specialty section</td>
<td></td>
</tr>
<tr>
<td>4th year Brown Bag Presentation</td>
<td></td>
</tr>
<tr>
<td>Ph.D. prospectus approved</td>
<td></td>
</tr>
<tr>
<td>IRB/IACUC approval</td>
<td></td>
</tr>
<tr>
<td>Ph.D. oral defense</td>
<td></td>
</tr>
<tr>
<td>Dissertation Defense Exam Form and Student Information Form Turned in to</td>
<td></td>
</tr>
<tr>
<td>Graduate Secretary</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
PSYCHOLOGY DEPARTMENT POLICY ON GRADUATE FUNDING

- 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.
APPENDIX D
RESEARCH ACTIVITY REPORT: CLINICAL PSYCHOLOGY

NAME: ________________________________________________

SEMESTER, YEAR: _______________________________________

Using the format indicated on this page, describe all of your research activities since starting at Kent State, but please boldface or otherwise mark clearly the activities you have done since last year's evaluations, including work on assistantships, thesis/dissertation, and any additional research. Be sure to provide information for every listed category; indicate "none" or N/A where appropriate.

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 & authors, that have been submitted for publication.

3. MANUSCRIPTS IN PREPARATION. List manuscripts you are currently preparing or are helping to prepare for publication by giving the tentative title of the paper and a list of the authors of the paper. In a few sentences, describe your contribution to the writing that has been accomplished this semester, including a brief list of the major sections of the paper that are completed or are near completion.

4. PRESENTATIONS AT NATIONAL OR REGIONAL CONFERENCES. Give complete citation. Include abstracts already submitted for future meetings.

5. OTHER PRESENTATIONS. These should include presentations of your research for brown bags, the APC, the KSU Graduate Research Conference, etc.

6. OTHER RESEARCH ACTIVITY. Describe all other research activities not listed above, including, for example, 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, 7) writing not described above, and 8) any other research-related activities, 9) course waivers requested and their status.

7. COURSE WAIVERS. Requested and their status.

8. GRANTS. List all grant proposals you submitted or grants you were awarded this semester (e.g., Sigma Xi Dissertation Grant). For each, list the following information:
   Title:
   Granting Agency/Organization:
   Status (pending, funded, etc.):

9. RESEARCH AWARDS, DISTINCTIONS, AFFILIATIONS. Include memberships in professional organizations.
10. COMMENTS ON RESEARCH OPPORTUNITIES AND OBSTACLES. If you wish, describe any factors that have facilitated or hindered your research progress this semester. 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 have taught this year, please update the teaching activity table, which should include your scores (and the norms) for the three items (questions 19, 20, & 21) from your student evaluations. Please just complete the table below, with each row including values from a single course. This teaching activity log should include evaluations from ALL the courses you have taught.

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
<th>No. of Evals</th>
<th>Question #19</th>
<th>Question #20</th>
<th>Question #21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section</td>
<td>Norm</td>
<td>Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


APPENDIX E
RESEARCH ACTIVITY REPORT: PSYCHOLOGICAL SCIENCE

NAME:_______________________________________ CURRENT GPA__________

Grades in courses completed:
Quant I ________ Quant II ________ Research Methods ________
Professional Development Seminar: Year 1 ______ Year 2 ______ Year 3 ______
College Teaching ________
Other courses (list course names and grades)
________________________________________________________
________________________________________________________
________________________________________________________
Course waivers (list if any):
________________________________________________________
Transfer credits accepted by KSU (list if any):
________________________________________________________
________________________________________________________

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

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 NATIONAL OR REGIONAL CONFERENCES. List up to 10 conference presentations (if you have more than 10, list the most recent presentations). Give complete 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 this semester (e.g., Sigma Xi Dissertation Grant). For each, list the following information:
   Title:
   Granting Agency/Organization:
   Status (pending, funded, etc.):

7. RESEARCH AWARDS, DISTINCTIONS, 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 have taught this year, please update the teaching activity table, which should include your scores (and the norms) for the three items (questions 19, 20, & 21) from your student evaluations. Please just complete the table below, with each row including values from a single course. This teaching activity log should include evaluations from ALL the courses you have taught.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>NO. Enrolled</th>
<th>NO. OF EVALS</th>
<th>Question #19 (Learning)</th>
<th>Question #20 (Instructor)</th>
<th>Question #21 (Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>SECTION NORM</td>
<td>SECTION NORM</td>
<td>SECTION NORM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45
APPENDIX F
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 she/he can appeal the decision to the appropriate training committee. The student will have two weeks to notify the training director in writing that she/he plans 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 she/he wants 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, he/she 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 Dean of the College of Arts and Sciences. The student will be notified that she/he 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.

Revision Approved by Faculty: March 17, 2011
Revision Distributed to Graduate Students: March 18, 2011
APPENDIX G
CLINICAL TRAINING PROGRAM REQUIREMENTS

DEPARTMENTAL CORE

One course from each of the following groups:

**Biological Aspects of Behavior:** Physiological Psychology or Learning and Conditioning

**Cognitive-Affective Aspects of Behavior:** Cognitive Neuropsychology; Introduction to Cognitive Psychology; Cognitive Development (Child/Adolescent clinical students only)

**Social Bases of Behavior:** Social Psychology

**Developmental Aspects of Behavior:** Social and Personality Development; Cognitive Development

**METHODOLOGY COURSES**

Quantitative Statistical Analysis I
Quantitative Statistical Analysis II
Clinical Research Methods
One elective course

**CLINICAL CORE**

Introduction to Psychological Assessment
Advanced Psychological Assessment
Introduction to Psychological Therapy
Developmental Psychopathology
Practicum in Diagnostic Interviewing
Professional and Ethical Issues in Clinical Psychology
Emotion

**PROFESSIONAL DEVELOPMENT**

Ethics, Grants, and Professional Development for Psychological Science

**ELECTIVE COURSES**

Five* additional courses or seminars that best fit the student’s plan of study; courses in other departments must be approved by the Clinical Training Committee. Practicum, field placement, research, etc. do not count. Up to four of the elective requirements may be waived by doing additional approved research projects.
*The requirement of five electives assumes completion of the Ethics, Grants, and Professional Development sequence. Students who started in the program in Fall 2013 should obtain readings for the topics covered in the first year sessions of the course and be familiar with them. Students who started the program prior to Fall 2013 are required to have six rather than five electives, as was the requirement prior to Fall 2014.

**RESEARCH**

Masters thesis and doctoral dissertation based on original empirical research. Both requirements involve a final oral exam before a committee of faculty.

**DOCTORAL CANDIDACY EXAMINATION**

A candidacy paper that reviews and integrates the literature on a broad area of interest in psychology.

**CLINICAL EXPERIENCE**

Eight semesters of practicum in the Psychological Clinic. Two practica (Psychotherapy Prepracticum, Integration Practicum, and Advanced Practicum: Supervision and Consultation) are didactic practica; three practica are "general practice" ones; and two practica may be either “advanced general” or specialized (eating disorders, sexual offenders, neuropsychological assessment, child/adolescent, etc.

1000 hours of half-time field placement.

2000 hours of APA-accredited internship.
APPENDIX H
PSYCHOLOGICAL SCIENCE TRAINING PROGRAM
REQUIREMENTS

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

- Quantitative Statistical Analysis I
- Quantitative Statistical Analysis II
- Psychological Research Methods

PROFESSIONAL DEVELOPMENT

Ethics, Grants, and Professional Development for Psychological Science (1 CH each Spring in 1st and 2nd year)

COLLEGE TEACHING OF PSYCHOLOGY COURSE

The course 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 I
ADVISOR FEEDBACK FORM
GRADUATE STUDENT 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 Signature: ________________________________

Teaching Fellow: ________________________________
**APPENDIX J**
**QUANTITATIVE MINOR SHEET**

Name: ___________________________

Quantitative Mentor: _____________

**Coursework**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Independent Research Project for Course Waiver (Optional)**

Title: ________________________________________________________________

**Internship**

Assignment: __________________________________________________________

Semester(s): _________________________________________________________

**Thesis/Dissertation with Quantitative Focus**

Title: __________________________________________________________________

Date: _______________________________________

Signature Student: ___________________________

Signature Quantitative Mentor: ___________________

Signature Faculty Advisor: _____________________
# APPENDIX K

**MASTERS THESIS AND DEFENSE EVALUATION FORM: CLINICAL PSYCHOLOGY**

<table>
<thead>
<tr>
<th>Student</th>
<th>Advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

Based solely on the student’s performance on the Masters thesis and defense, thesis committee members are asked to offer their opinions about how likely it is that the student will be able to complete a dissertation successfully.

Please designate the **number of committee members** endorsing each of the following:

<table>
<thead>
<tr>
<th># Members</th>
<th>Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) highly likely</td>
</tr>
<tr>
<td></td>
<td>(b) likely</td>
</tr>
<tr>
<td></td>
<td>(c) questionable</td>
</tr>
<tr>
<td></td>
<td>(d) unlikely</td>
</tr>
</tbody>
</table>

Send to: Student  
Student file  
Advisor  
Director of Clinical Training
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.
APPENDIX M
APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY:
CLINICAL PSYCHOLOGY

Name: ________________________________ Entered:_____________________

DEPARTMENTAL CORE (Indicate when taken and grade).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>61054</td>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>70615</td>
<td>Social &amp; Pers. Dev.</td>
<td></td>
</tr>
<tr>
<td>61580</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>60453</td>
<td>Cognitive*</td>
<td></td>
</tr>
<tr>
<td>61350</td>
<td>Physio.</td>
<td></td>
</tr>
<tr>
<td>70614</td>
<td>Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>70615</td>
<td>Social &amp; Pers. Dev.</td>
<td></td>
</tr>
<tr>
<td>60413</td>
<td>Cog.Neuropsychology*</td>
<td></td>
</tr>
</tbody>
</table>

*Students in the child/adolescent clinical program may substitute PSYC 70604, Cognitive Development.

QUANTITATIVE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>61651</td>
<td>Quantitative Statistical Analysis I</td>
<td></td>
</tr>
<tr>
<td>61654</td>
<td>Quantitative Statistical Analysis II</td>
<td></td>
</tr>
<tr>
<td>61685</td>
<td>Clinical Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Methodology Elective

CLINICAL CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>60272</td>
<td>Introductio to Psychological Assessment</td>
<td></td>
</tr>
<tr>
<td>70273</td>
<td>Advanced Psychological Assessment</td>
<td></td>
</tr>
<tr>
<td>60371</td>
<td>Intro. to Psychological Therapy</td>
<td></td>
</tr>
<tr>
<td>PSYC 80391</td>
<td>Developmental Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PSYC 61993</td>
<td>*Practicum in Diagnostic Interviewing</td>
<td></td>
</tr>
</tbody>
</table>

(*Students will register for 2 credits in the first year and 1 credit in their second year.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>60324</td>
<td>Professional Issues</td>
<td></td>
</tr>
</tbody>
</table>

ETHICS, GRANTS, AND PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
</table>

Ethics, Grants, and Professional Development

ELECTIVES (5 required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC _______</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>PSYC _______</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>PSYC _______</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>PSYC _______</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>PSYC _______</td>
<td>________________________________</td>
<td></td>
</tr>
</tbody>
</table>

GPA _______

Thesis Advisor and Committee ______________________  ______________________

Candidacy Paper or Exam Completion (estimated date) ______________________

Dissertation Advisor ______________________________

Prospectus Defense (anticipated date) ______________________

Dissertation Defense (anticipated date) ______________________

54
PRACTICUM/FIELD EXPERIENCE

60792 Psychotherapy Practicum
60192 Integration Practicum
62392 Clinical Practicum; 3 required
62492 Advanced Practicum; 2 required
62492 Advanced Practicum: Supervision and Consultation

70292 (Clinical Field Exp.)

Agency
Dates
Total Hours

RESEARCH & SCHOLARLY ACTIVITIES

Publications:

Presentations:

RESEARCH/TEACHING EXPERIENCE

Assistantships:

Courses Taught:

HONORS, AWARDS & PROFESSIONAL AFFILIATIONS
APPENDIX N
APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY:
PSYCHOLOGICAL SCIENCE

Name: _______________________________     Entered: ______________

GPA: __________________

**QUANTITATIVE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Name</th>
<th>Date &amp; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>61651</td>
<td>Quantitative Statistical Analysis I</td>
<td>___________</td>
</tr>
<tr>
<td>61654</td>
<td>Quantitative Statistical Analysis II</td>
<td>___________</td>
</tr>
<tr>
<td>81691</td>
<td>Psychological Research Methods</td>
<td>___________</td>
</tr>
</tbody>
</table>

**ETHICS, GRANTS, AND PROFESSIONAL DEVELOPMENT**

Ethics, Grants, and Professional Development

____________

**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 FORMATS 1, 2, OR 3 (sit down or take home exams):

General Exam Topic(s): ______________________________________________

__________________________

Specialty Exam Topic(s):

__________________________

FOR FORMAT 4 (candidacy paper):

Paper Topic: _______________________________________________________

__________________________
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.
APPENDIX O
READINESS FOR PLACEMENT

At the end of the spring semester of the second year, the practicum supervisor will complete the practicum evaluation form. Students will be advised about their progress in achieving competencies considered necessary for a clinical placement in the community. If a student is perceived to be making inadequate progress, consideration will be given to providing the student with a more intensive supervision experience and/or other remediation.

At the end of the student's third year, (completion of the second year of practicum) the student will be evaluated on the "Readiness for Placement" criteria. The CTC will be actively involved in deciding whether a given student is ready to go on placement; a major component of this decision is whether students have developed the skills necessary to function at the level of professional independence required at most placements. Below are criteria that the CTC considers when determining readiness for placement.

"READINESS FOR PLACEMENT" CRITERIA

Ethics, Professional Values and Behavior
Honest, assumes personal responsibility and adherence to professional and ethical values
Is insightful regarding personal psychological issues
Understands importance of self-care in effective practice; attends to self-care
Considers individual and cultural diversity issues in assessment and treatment
Completes paperwork by expected deadlines
Communicates effectively in writing (e.g. therapy notes, reports, and letters)
Complies with clinic rules and regulations
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship
Displays openness to feedback
No evidence of personal issues interfering with effectiveness as therapist

Therapy and Assessment Skills
Establishes therapeutic rapport with clients
Communicates ideas, feelings, and information clearly with clients
Displays basic helping skills
Determines accurate diagnoses
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity
Conceptualizes a case with minimal supervision (i.e., comes into supervision with a working conceptualization that is refined with supervision; displays basic understanding of the relationship between assessment and intervention)
Demonstrates basic knowledge of evidence-based practice
Develops a treatment plan with minimal supervision (i.e., comes into supervision with ideas regarding treatment that are then refined with supervisor)
Recognizes process issues
Affect (both own and clients) does not overwhelm judgment
Is flexible when things don’t go according to plan
Writes psychological reports with minimal supervision (i.e., some assistance with test interpretation and recommendations)
Accurately assesses progress/lack of progress
Prepares clients, with supervision, for termination
NUMBER OF MEMBERS. 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 presumably 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.

FUNCTIONS OF COMMITTEE MEMBERS. 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 final outcome. Committee members should use an explicit and agreed upon grading scale for each question evaluated (e.g., P+, P, P-, or a numerical scale).

ADMINISTRATION OF THE SIT DOWN EXAMINATION

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

SCHEDULING. The Director of Psychological Science Training shall fix the dates for the candidacy exam each semester prior to administration. He/she shall survey all students in the doctoral program as to whether they plan to sit for the exam and what their preferences are for dates for the exam to be administered. Psychological Science psychology faculty members shall also be consulted as to their preferences for dates for administering the candidacy exam. All students taking the exams that semester shall take them at the appointed date.

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 he/she chooses. 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.

**RETAILS.** 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 even though overall performance on a candidacy exam is "passing," the student's performance on some aspect of the exam is such 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. The rewriting of a question or questions will not alter the committee' prior decision that the student's overall performance was "passing."
### APPENDIX Q
**MODEL PROGRAM FOR CLINICAL STUDENTS**

This program is based upon the following requirements: four Departmental Core courses (DC); four Quantitative courses (Q); six Clinical Core courses (CL); eight semesters of Practicum (P); five Electives (E), at least one clinical placement, and an APA-accredited internship. This program of study can be completed in five years; most students take an additional year. During Years 1-4, students will also participate in the “Ethics, Grants, and Professional Development in Psychological Science” seminar series, and should enroll in 1CH of this seminar in Spring of Year 1 and Year 2.

<table>
<thead>
<tr>
<th>YEAR 1 -- FALL</th>
<th>YEAR 1 -- SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro. to Psych. Assess. (CL 1)</td>
<td>Clinical Research Methods (Q 2)</td>
</tr>
<tr>
<td>Developmental Psychopathology (CL 2)</td>
<td>Quantitative Methods II (Q 3)</td>
</tr>
<tr>
<td>Practicum in Diagnostic Interviewing (CL 3)</td>
<td>Adv. Psych. Assess.: Adult (CL 5)</td>
</tr>
<tr>
<td>Intro. Psychotherapy (CL 4)</td>
<td>Psychotherapy Practicum (P 1)</td>
</tr>
<tr>
<td>Quantitative Methods I (Q 1)</td>
<td>Professional Development (PD1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 1 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Core (DC 1)</td>
</tr>
<tr>
<td>Elective (E 1) or Dept. Core (DC 2)</td>
</tr>
<tr>
<td>Integration Practicum (P 2)</td>
</tr>
<tr>
<td>Thesis Topic Approved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2 -- FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Diagnostic Interviewing (CL 3)</td>
</tr>
<tr>
<td>Department Core (DC 2/3)</td>
</tr>
<tr>
<td>Clinical Practicum (P 3)</td>
</tr>
<tr>
<td>Ethics (CL 6), Emotion (CL 7) or Elective (E 1/2)</td>
</tr>
<tr>
<td>Thesis I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (E 3/4/5)</td>
</tr>
<tr>
<td>Thesis II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3 -- FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative course (Q 4)</td>
</tr>
<tr>
<td>Clinical Practicum (P 6)</td>
</tr>
<tr>
<td>Clinical Core (CL 6) or Ethics (CL 6), Emotion (CL 7) or Elective (E 4/5)</td>
</tr>
<tr>
<td>Possible Thesis Defense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practicum: Supervision &amp; Consultation</td>
</tr>
<tr>
<td>Candidacy Paper or Dissertation I</td>
</tr>
<tr>
<td>Placement (July 1st)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4 -- FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation I</td>
</tr>
<tr>
<td>Placement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4 -- SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation II</td>
</tr>
<tr>
<td>Placement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5 -- FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA-accredited internship</td>
</tr>
<tr>
<td>Dissertation II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5 -- SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA-accredited internship</td>
</tr>
<tr>
<td>Dissertation II</td>
</tr>
</tbody>
</table>

62
APPENDIX R
MODEL PROGRAM FOR PSYCHOLOGICAL SCIENCE STUDENTS

This program is based on the following requirements: 3 methodology courses; College Teaching; at least 3 additional courses; professional development seminar; thesis; first-year research project; candidacy examination; and dissertation. Optimally, this program is completed in four years; some students may require more time. During Years 1-4, students will also participate in the "Ethics, Grants, and Professional Development in Psychological Science" seminar series, and should enroll in 1CH of this seminar in Spring of Year 1 and Year 2.

<table>
<thead>
<tr>
<th>YEAR 1 -- FALL</th>
<th>YEAR 1 -- SPRING</th>
<th>YEAR 1 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Course 1</td>
<td>Additional Course 2/3</td>
<td>Thesis I (3) or</td>
</tr>
<tr>
<td>Additional Course 2</td>
<td>Psych. Research Methods</td>
<td>Additional Course 2/3</td>
</tr>
<tr>
<td>Graduate Orientation</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>First-year Project</td>
<td>First-year Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Thesis Topic Approval)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2 -- FALL</th>
<th>YEAR 2 -- SPRING</th>
<th>YEAR 2 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present First-year Project</td>
<td>Additional Course 4</td>
<td>Research Hours (6)</td>
</tr>
<tr>
<td>Additional Course 2</td>
<td>Professional Development</td>
<td>Thesis II (Orals)</td>
</tr>
<tr>
<td>Additional Course 3</td>
<td>Thesis II</td>
<td></td>
</tr>
<tr>
<td>Thesis I (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3 -- FALL</th>
<th>YEAR 3 -- SPRING</th>
<th>YEAR 3 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for Admission</td>
<td>Dissertation I</td>
<td>Dissertation I</td>
</tr>
<tr>
<td>to Doctoral Candidacy</td>
<td>(Prospectus)</td>
<td>(Prospectus)</td>
</tr>
<tr>
<td>College Teaching of Psych</td>
<td>Candidacy Exam (January)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4 -- FALL</th>
<th>YEAR 4 -- SPRING</th>
<th>YEAR 4 -- SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation I</td>
<td>Dissertation II</td>
<td>Dissertation II</td>
</tr>
<tr>
<td></td>
<td>Dissertation II</td>
<td>(Final Orals)</td>
</tr>
<tr>
<td></td>
<td>Brown Bag presentation</td>
<td></td>
</tr>
</tbody>
</table>

Notes. In some cases, it is appropriate to take a course during Summer rather than in Fall or Spring. The student’s advisor will guide in this matter and must approve all course registrations.

In order to obtain the MA degree, students must register for 2 semesters of Thesis I at 3 credits/semester for a total of 6 credits. Thereafter, students can register for additional semesters of Thesis II at 2 credits/semester. For the dissertation, students must register for 2 semesters of Dissertation I at 15 credits/semester for a total of 30 credit hours. Thereafter, students can register for additional semesters of Dissertation II at 15 credits/semester or 1 credit/semester. It is expected that masters/doctoral students will register continually for Thesis II/Dissertation II each semester, including summers, until all MA/Ph.D. degree requirements have been met.
APPENDIX S
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) ____________________________________________
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 U
RESEARCH WAIVER PROJECT APPROVAL

Part I: To be completed when the project is proposed

Student Name

Faculty Supervisor

Project Title

Course Waiver # (circle one): 1 2 3 4

The attached project proposal is approved as a course waiver project. When completed it will allow the student to waive the following elective course requirement(s):

Number of courses to be waived by this project ____________

Signatures:

Faculty Supervisor ____________________________ Date

Director of Clinical Training ____________________________ Date

The signed form should be placed in the student file.

------------------------------------------------------------------------------------------------------------------

Part II: To be completed after the project has been done:

The above course waiver project has now been completed satisfactorily. The product is attached.

Signature:

Faculty Supervisor ____________________________ Date

This signed form and the project product should be turned in to the Graduate Secretary for recording and placing in the student file.