



Graduate Student “Survival” Handbook

Arizona State University College
of Liberal Arts and Sciences

June 2018

Welcome!

Welcome to the Department of Psychology's Doctoral Programs! This intent of this handbook's is to provide guidance and information for the six doctoral programs in Psychology. It should be used in conjunction with Arizona State University's [Graduate College Policies and Procedures manual](#).

While this handbook contains links to current policies and procedures both within and outside of the Department of Psychology, it is good practice to double check with the [College of Liberal Arts and Sciences](#) (CLAS) and the [Graduate College](#) websites for the latest information. Please note that in some cases you'll find differences between The Graduate College and CLAS policies and procedures, and Psychology Doctoral program requirements. In these cases, our program has established higher standards and will take precedence.

It is important to recognize that program policies and requirements differ across the six doctoral programs. It is also important to read the area-specific content thoroughly and to check with your advisor or area head faculty with any questions you may have. It is the responsibility of each student to understand and observe all requirements and procedures specified by the Graduate College and Psychology Doctoral programs.

Academic Integrity is one of the most important set of standards for graduate students at ASU to uphold. All new graduate students are required to complete an 'Academic Integrity Module' on the Blackboard site. You can find the policies on Academic Integrity for the College of Liberal Arts and Sciences (CLAS) and ASU here:

[CLAS Academic](#)

[Integrity ASU](#)

[Academic Integrity](#)

The Department of Psychology expects graduate students to abide by the [APA ethical code of conduct](#)

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CHAPTER 1
GENERAL INFORMATION

Values and Expectations for Graduate Student Mentoring

MUTUAL EXPECTATIONS. The fundamental goal of a mentoring relationship is to benefit the student and a good faculty mentor is important to a student's success. Good mentors act as role models and provide advice, resources and opportunities, support, and feedback. The mentor-student relationship is bidirectional. The student is responsible for meeting milestones and for being active in seeking advice, information, and feedback. If desired, the student can receive mentoring from multiple faculty members and should not feel constrained by the limits of a single faculty advisor/chair.

RESPECT FOR STUDENTS. Whether providing academic support or related services, a mentor should create a respectful learning environment that helps the student achieve professional and career goals. The faculty mentor strives to be supportive, equitable, accessible, encouraging, and respectful. The mentor fosters the graduate student's professional confidence and encourages critical thinking and creativity, providing an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment. The mentor adheres to the APA ethical principles and code of conduct (<http://www.apa.org/ethics/code/index.aspx>) and to ASU policies (<https://www.asu.edu/titleIX/> and <https://www.asu.edu/aad/manuals/acd/>). The mentor recognizes that the student's interests and goals can change and supports the student in changing mentors as needed.

DIVERSITY. The faculty mentor nurtures and builds community for students from historically underrepresented groups and for international students. The faculty mentor welcomes students' perspectives on diversity issues, while understanding that their viewpoints are their own. The mentor recognizes each student's unique strengths and scholarly promise, and this helps eliminate stereotypes.

MEETING ON A REGULAR BASIS. The faculty mentor asks the graduate student to develop and share a work plan that includes short-term and long-term goals, as well as a timeframe for achieving those goals. They make sure the student's plan is feasible and meets the program's requirements. The mentor and student discuss the plan to help the student balance the competing demands of multiple roles. The mentor communicates with the student regarding how frequently they can meet, with an understanding that it is the student's responsibility to arrange and take the lead in these meetings. Faculty mentors let students know if they have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. The mentor is explicit about the components of successful meetings. The mentor lets the student know whether the student may contact the mentor at home, and under what circumstances, and asks for the student's preferences as well. The mentor and student discuss how often assessments of student progress will occur and what type of feedback will be given. The student is informed of the mentor's typical response time to student work and how the student can best prompt the mentor if a response has not been received within that specified time.

PROGRAM MILESTONES. The mentor guides the student through the requirements and deadlines of the graduate program. This includes course selection and strategies for successful completion, selection of thesis/comps/dissertation committee members, and facilitation of timely committee meetings as articulated in the graduate handbook (or more frequent committee meetings if needed).

INTELLECTUAL CONTRIBUTIONS. Intellectual policy issues are discussed in the initial phase of each project. The mentor discusses authorship policies regarding papers with the student. The mentor explains upfront the approach to handling authorship, before any work is done. The faculty mentor

is explicit about the amount of work the student is expected to complete. The mentor acknowledges the student's contributions to projects and works with the student to publish their joint work in a timely manner.

CAREER GOALS. The mentor facilitates the training of the student in skills needed to be a successful professional. The mentor provides career advice and assists in finding a position for the student after graduation, in accordance with the student's career goals. The mentor provides honest letters of recommendation and is available to give advice and feedback on the student's goals. If additional expertise is needed, the mentor helps the student identify relevant sources of information and advice about achieving these goals.

GRADUATE STUDENTS AS MEMBERS OF FACULTY RESEARCH TEAMS. The graduate student is expected to share common research responsibilities in the research group/lab and to utilize resources carefully and frugally. The mentor is committed to the student's research projects in that the mentor helps plan and direct those projects, sets reasonable and attainable goals, and establishes a timeline for completion. There is great variability across types of laboratories and projects in terms of the time required; the mentor discusses expectations for student workload and work schedule (e.g., expectations for holidays/vacations). The mentor recognizes the possibility of conflicts between the interests of the mentor's own larger research program and the particular research goals of the student. Although it may not always be possible to accommodate the student's research goals within a particular lab (for example due to financial constraints), the mentor always attempts to support the student's pursuit of their own research.

GRADUATE STUDENTS AS TA/RAs. Graduate students have a responsibility to fulfill their contractual obligations as TAs or RAs. The student informs the mentor of the number of hours dedicated to teaching and/or research obligations; the mentor encourages the student not to exceed the number of hours stipulated in the contract. The student is responsible for informing the TA/RA supervisor(s) and mentor of any changes or circumstances that would interfere with carrying out these obligations. The student always attempts to ensure stability and continuity for faculty, programs, and departments. The student has a responsibility to seek accurate information about the conditions of TA/RA employment (e.g., asking faculty supervisors about how to handle sick leave, vacation, and professional development opportunities). If the student has a concern, the student should discuss it with the mentor, Area Head, or other appropriate faculty member (e.g., Director of Graduate Studies, Chair of the Department).

GRADUATE STUDENTS AS FUTURE MEMBERS OF THE SCHOLARLY COMMUNITY. The mentor leads by example, modeling best practices in the following areas: oral and written communication, grant writing, lab management, participant research policies, ethical conduct in research, and scientific professionalism. The mentor participates in and encourages the student to attend area, departmental, and professional meetings and help the student network with others during such activities.

ADDRESSING PROBLEMS IN THE MENTORING RELATIONSHIP. As in any relationship, problems or conflicts may arise. When this occurs, the goal is to address the problem openly in a context of mutual respect. The student can reach out to the mentor, and the mentor should be open and receptive to such discussion. If a student feels the need for additional support for such a discussion, the student should consult with other faculty members, including the Area Head, Director of Graduate Studies, or Department Chair. These individuals can provide advice and/or offer to meet with the student and the mentor to resolve the problem. Other graduate students can also be valuable resources, including the student representatives to the Graduate Studies Committee. We encourage students to have these difficult conversations when necessary even though we

recognize that students may be apprehensive and that they may have concerns about potential negative impacts on them. We want students to know that the Psychology Department faculty are committed to ensuring that there will be no negative repercussions for students who express concerns.

DRAFT: Sample Mentor and Graduate Student Contract for those who wish to use one (adapted from the Interdisciplinary Research Colloquium at ASU)

The mentor-student relationship in graduate school can be described as a personal relationship in which a faculty member acts as a guide, role model, teacher, and sponsor of a graduate student. Investment in this relationship is voluntary and based on the belief that if the relationship is no longer beneficial, both faculty member and student agree to significantly redefine or terminate the relationship. The following are relevant components of this mentor-student relationship:

Frequency of face-to-face contact to discuss the student's progress and/or goals

- **We agree to meet at this frequency:**

Specific expectations for workload in the lab

What work will be done? Scheduling issues? How to handle vacations/holidays/illness? Are the expectations reasonable given course load, additional RA/TA responsibilities?

- **These are expectations concerning workload in the lab:**

Short-term goals

What type of guidance does the student need in order to learn and contribute most effectively (e.g., independent vs. one-on-one work)? What type of guidance does the faculty member typically provide?

- **These are our agreed-upon, short-term goals:**

Long-term goals

Faculty need to evaluate what they can provide and what the student needs. Students need to be realistic about what is possible and proactively get information about their mentor's expectations, developing a balance between seeking help and taking on more responsibility as the relationship progresses.

- **These are our agreed-upon, long-term goals:**

Expectations regarding communication and confidentiality

Discuss preferred means of communication (email, cell phone) and response times. Be clear about the level of confidentiality that you will have.

- **This is our agreement regarding levels of communication:**

Frequency of evaluation of the relationship, goals, and objectives

- **We agree to this frequency of evaluations:**

Any other specific roles and expectations of the faculty mentor

- **These are other specific roles and expectations the student has for the mentor:**

Any other specific roles and expectations of the student

- **These are other specific roles and expectations the mentor has for the student:**

By signing this agreement, both the faculty mentor and graduate student are affirming they have reviewed the above and are willing to support this mentoring relationship.

Faculty Mentor

Graduate Student

Date

Date

References: Johnson, W.B., & Huwe, J.M. (2003). Getting Mentored in Graduate School, 111, 163
Mentoring: A Guide for Students <http://grad.washington.edu/mentoring/students/getting-started.shtml>

Recommended Fall Schedules for 1st-Year Students

The following are suggested schedules. Free electives or changes in the recommended schedule should be confirmed with the students' area Director.

Clinical

PSY 530 Intermediate Stats

PSY 573 Psychopathology

PSY 574 Psychotherapy

OR

PSY 578 Developmental Psychopathology

PSY 592 Research (Research Mentor)

NOTE: Psychotherapy is offered in alternating years. In years in which Psychotherapy is offered, we advise first-year students with strong child clinical interests to take Developmental Psychopathology rather than Psychotherapy. All other students should take Psychotherapy and not Developmental Psychopathology. In years in which Psychotherapy is not offered, students without strong interests in child clinical may either take Developmental Psychology or take a course that fulfills one of the breadth requirements.

Cognition, Action, & Perception

PSY 598 Cognitive Science seminar required

PSY 530 Intermediate Stats - required

PSY 592 Research (Graduate Advisor) required

"In addition, take one or two three-credit courses taught by Cognitive Science core faculty"

Social

PSY 530 Intermediate Stats

PSY 550 Advanced Social

PSY 591 Current Topics/ Social Psychology

PSY 592 Research (Graduate Advisor)

Developmental

PSY 530 Intermediate Stats

PSY 591 Social Cognitive Development: Theory of Mind PSY

592 Research (Graduate Advisor)

Quantitative

PSY 530	Intermediate Statistics
PSY 591	Quantitative Seminar
PSY 592	Research (Graduate Advisor)

Behavior and Behavioral Neurosciences

PSY 591	Behavioral Neuroscience Seminar - required
PSY 530	Intermediate Stats - required PSY
591	Behavioral Neuroendocrinology
PSY 512	Advanced Learning

Registration

The [Schedule of Classes](#) is viewed on-line

Steps to On-Line Registration:

1. Your schedule can be printed out through access of [MYASU](#)
2. Pay fees according to the information in the **Schedule of Classes**.

Your fee statement will reflect total fees—DO NOT PANIC! Students who have received scholarships for their out-of-state and in-state tuition will need to go to the Financial Aid Option.

Full time enrollment for graduate students is 9 or more credit hours per semester. Students who are a RA/TA are required to enroll in 6 credit hours per semester, which is considered full-time for graduate assistants. International F-1 and J-1 students are required to maintain full-time enrollment status each fall and spring semester. Student loans and some fellowships may also require a full-time standing. If you are unsure of your required credit load, consult your advisor or Graduate Coordinator.

Audit Courses

Courses for which you register for **audit** credit may be counted toward your course load for the semester in which you enroll. **HOWEVER**, audit does not count toward your TA/RA or Fellowship requirement of 6 hours **and** does not count toward deferring student loans **and** cannot be used on a plan of study. You cannot “only” take an audit course in any given semester because you will not have continuous enrollment and will not be eligible to graduate. Therefore, you might need to be careful of signing up for audit credit unless:

1. You are not a RA/TA
2. You have no student loans or a Fellowship
3. You want to take a course just for fun (e.g., PE: Underwater Basketball) or a course that will add to your program (e.g., PH: Freud’s Statistical Theory of the Principles of Cognitive and Environmental Psychology) but not to be used on the Plan of Study.

Tuition & Fees

In 2004, the Regents mandated a 100% tuition rebate for all 20-hour per week TA/RAs. You must be enrolled in classes at all times to get the TA/RA stipend; including summer for one credit only. Graduate students are responsible to pay the associated enrollment fees incurred with registration.

Fee payment schedules can be found at the [ASU Tuition and Fees page](#)

Student IDs

Student ID photos will be taken at the Sun Card Office in the Memorial Union between the hours of 8:00am and 5:00pm Monday through Friday. Additional information on all of the Sun Card features may be viewed at [ASU Sun Card](#).

Continuous Enrollment

Graduate Students must be continuously enrolled in their degree program. Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, conducting a doctoral prospectus, defending theses or dissertations, graduating from the degree program or if any funding will be awarded. Failing to remain continuously enrolled will result in lack of academic progress with the [Graduate College](#). Students with graduate assistantships are also subject to [Graduate College enrollment requirement policies](#)

Drop-Add

Drop-Add is the period during which you may change your schedule after you have registered and paid your fees. You can drop-add through [MYASU](#).

For further information regarding deadlines for drop-add, course withdrawals, refunds, etc., see the current [Semester Calendar](#).

Parking Decals

Parking decals are required for vehicles which you will drive to campus. The closer to campus you park, naturally, the more you will pay. They are valid for one year beginning August 15.

If you wish to purchase a parking decal, go to the Parking Transit Services (PTS) which is located at 525 S. Forest #105 (just southwest of the Stadium). PTS requires the vehicle's license plate number and a photo ID (of the owner, not the car). PTS is open from 7:30am to 5:00pm. Information may be obtained online at [PTS](#).

Each vehicle registered at ASU must comply with Arizona emission standards during the entire registration period.

Everyone is encouraged to support travel reduction measures by using mass transit, the University shuttle bus, bicycling, or walking whenever possible.

Arizona Residency Requirements

You need to start working on obtaining Arizona residency as soon as you arrive. If you do not become AZ residents, you will be vulnerable to paying out of state tuition if you are not a 20 hour per week RA/TA. You should discuss this with your area head if you cannot become an AZ resident. Just remember to do the following things:

1. Register your car in Arizona. (1703 E. Larkspur Ln. Tempe; Open 8am-5pm M-F)
2. Get an Arizona Driver's License. (Same address as above)
3. Register to vote. (Same address as above)
4. Keep your rent receipts to show that you are living here prior to the academic year.
5. Keep your utility receipts.
6. Keep pay check stubs showing that you are paying Arizona and Federal taxes as an Arizona resident.
7. Not a dependent for tax purposes.

The Residency Classification Office has prepared an information sheet on this topic that is very helpful. There is a web page at [Residency Classification](#) which answers questions about residency.

Other Student Resources

Valuable resources for graduate students are on the [Campus Services](#) tab of your MYASU page. There, you can find links to Health Insurance, Counseling, Disability Resources and Library Resources to name a few.

The [International Students and Scholars Center](#) serves international students and provides a wealth of resources and support with visas, travel, academic support and employment.

The Department's Relations with the Public

The comments in this section have to do not only with the Department's relations with the lay public, but also with our relations with members of allied professions, governmental officials, and psychologists outside the Department. Each of these is a large and varied group. The lay public, for instance, includes our undergraduate students, clients of the Clinical Psychology Center and Child Study Laboratory, research subjects, visitors to the Department, and citizens of region who may know of us only very intermittently through the publicity given to one or another of the Department's programs. As members of a state university we quite properly have a direct responsibility to, and accountability to, the citizens and government of Arizona. We also clearly have responsibilities to the national organizations and professional associations with which we are affiliated, and our concept of public relations extends to these bodies also.

All graduate students involved in professional activities with undergraduate students or clients are requested to carry out their duties just as if they were the official representatives of the Department to the public, which is, of course, very often exactly how you will be perceived. The Department views entry into graduate training as in many ways quite disjunctive with the patterns of the undergraduate life which immediately preceded it. Modes of social interaction, dress, and oral expression which were appropriate to social relationships prior to graduate training will in many instances not transfer readily to the professional roles which accompany graduate training. While in many respects the professional roles of graduate students must evolve slowly over the course of the PhD program, it is nevertheless true that individuals outside the Department will view you essentially as professionals from the moment you join the Department. Furthermore, they are not apt to make fine distinctions as to when you are in or out of a professional role, regardless of the context of the interaction.

For these several reasons, all graduate students are requested at all times to consider the possible impact of their behavior upon the perceptions and attitudes of the non-psychologists with whom they interact, not only in explicitly professional interactions, but also in other places and situations in which non-psychologists are likely to perceive you as professionals. While the latter consideration applies to all areas of specialization, it is perhaps most obvious in the clinical area, where the undergraduate student who observes you at a distance in the library on one day may turn out to be your client the next day.

Similarly, in any area of human research, it is clear that the subject's view of you as a scientific investigator may be facilitated or impaired according to his/her observations of you in other situations. As a general guideline, it is requested that graduate students consider the professional role implications of their style of interaction, speech, and dress when acting in any assigned professional capacity or in any situation likely to be perceived by a non-psychologist.

It should be noted that the issues discussed above do not bear upon the civil rights of graduate students but upon their professional obligations. Further, the faculty will usually assume that good judgment regarding professional conduct is not something they should have to teach explicitly, and therefore prefer usually to leave such matters to the student's discretion.

There is, however, a particular category of professional interaction in which the Department will take a very specific interest—those situations in which stipend support or training appointments are provided by non-university agencies which set explicit, advance requirements concerning the behavior of graduate students when working with the agency or its clients or wards. Agencies are quite free under the Constitution to set requirements, during working hours, regarding styles of interaction, speech, or dress (including grooming). When graduate students accept non-university appointments with advance knowledge of such requirements, it is essential that the requirements be complied with. If they do not appear to be appropriate requirements in the graduate student's view, the question should be raised with the area director or the department chair before accepting the appointment.

Discrimination and Sexual Harassment

The Chair of the Department is available to hear any complaint of alleged discrimination in employment, educational programs or activities because of race, color, national origin, religion, sex, sexual orientation, age, disability or Vietnam era veteran status. If a person feels discomfort talking to the Chair (or an Area Director, or mentor, or anyone else in the Department) complaint may be filed with the Office of Equal Opportunity/Affirmative Action for investigation and resolution. That office is located in the Wilson Hall Room 122 (602) 965-5057.

The following conduct shall constitute a violation of ASU's sexual harassment policy:

1. making sexual advances or requesting sexual favors if submission to or rejection of such conduct is the implicit or explicit basis for imposing or granting terms and conditions of employment or education at the University.
2. making sexual advances, requesting sexual favors, or otherwise discriminating on the basis of gender in a manner that unlawfully creates an intimidating, hostile, or offensive working, residential, or educational environment at the University or that otherwise unlawfully interferes with an individual's work or educational performance
3. engaging in any sexual contact against a person who has not given or committing any act of sexual assault, public sexual indecency or sexual abuse against a person who has not given consent, if the act is committed on University property or in connection with any University-sponsored event or activity
4. acting, recommending action, or refusing to take action in a supervisory position in return for sexual favors, or as a reprisal against a person who has rejected, reported, filed a complaint regarding, or been the object of sexual harassment
5. disregarding, failing to investigate, or delaying investigation of allegations of sexual harassment to the extent that action, reporting, or investigation is appropriate or required by one's supervisory position.

Contact one of the following for information or assistance: Student Life at 965-6547, or the EO/AA Office at 965-5057.

Grievance Procedures

In the event that a problem arises, whether it be personal, academic, or professional, the recommended procedure is:

1. Talk to your advisor.
2. If your advisor is part of the problem, talk to your area director.
3. If that doesn't create resolution, talk to the Director of Graduate Studies.
4. If the problem is still unresolved, make an appointment to talk to the Chair.

5. If necessary, the issue would be directed to the Graduate College.

You may enter this procedure at any one of the steps (e.g., #4 first, #2 first) You can find the procedures for the [CLAS academic grievance process](#).

Leave of Absence

The graduate students of each area are expected to maintain full time, in-residence status each semester until completion of the doctoral orals, unless an exception is specifically recommended by the area faculty and approved by the department chair. Full-time status is considered to consist of a minimum of 6 credit-hours for students holding stipend appointments. Because of the Department's expectation, unauthorized periods of absence by students would probably result in dismissal on the assumption that they have decided to discontinue the program.

Area faculties may recommend leaves of absence for reasons of health, military service, and certain other exceptional circumstances. If a program of study must be interrupted for one or more semesters, the student may apply for leave status, not to exceed one calendar year. An application for leave status must be approved by the Dean of the Graduate College prior to the semester it is taken. The Continuous Enrollment form should be completed when you wish to take a leave of Absence, the form can be found on the graduate site [ASU Graduate Forms](#). Please select the Doctoral form not the Master's form.

Doctoral students who do not obtain an approved leave of absence prior to the start of the semester for which they do not register are required to submit a new degree application to re-enter their program.

The department will have the opportunity to make a recommendation on these applications.

The Graduate College has determined that a graduate student who does not enroll at any point during one calendar year will automatically be withdrawn from their program, unless, of course, they are on officially approved leave.

Medical/Compassionate Withdrawal

There are extenuating circumstances when a student may need to withdraw from the University for medical or personal reasons. To request a medical/compassionate withdrawal, you must submit a [Request for Documented Medical/Compassionate Withdrawal](#) form along with appropriate documentation to the College Designee. CLAS provides an excellent resource for this type of leave process at the [Medical/Compassionate Withdrawal website](#).

Re-admittance

Students who are returning from a leave of absence that was not approved by the Graduate College must be readmitted through the Graduate College before they can register for any classes. There is a \$70.00 nonrefundable charge.

Continuous Enrollment Policies for students on Internship and for students who are defending their dissertations: Students who are on Internship **must be** registered for a 1 hour course (GRD 595: Continuing Registration OR PSY792 Research OR PSY 795 Continuing Registration) during both the Fall and Spring semesters of their internship year.

Doctoral students have a continuous registration requirement. Also, in order for student loans **NOT** to become due, the student must be continuously enrolled. PSY 795 (Enrollment in Continuing Registration) satisfies those needs. GRD 595 (Continuing Registration) is an exclusive one-credit course, offered by the Graduate College, designed for interns who have completed all program requirements except the internship. Tuition and fees are waived under this course, and students pay a minimal processing fee each semester they enroll.

A REMINDER: You must be enrolled for at least one credit hour of PSY 799 Dissertation that appears on the plan of study or one hour of appropriate graduate level credit during the semester in which you defend your dissertation.

“Practice of Psychology” Rule

The following policy applies to all clinical students and is offered here for informational purposes.

The “practice of psychology” is defined as any teaching, research, clinical, consulting or applied function commonly associated with the activities of psychologists.

Any practice of psychology by psychology graduate students must be either arranged for and monitored by the student’s program (e.g., agency placements, TA assignments) or otherwise reviewed and approved. Students are responsible for bringing any practice activities not provided by the program to the attention of their program advisors, in advance of any participation if at all possible. Program advisors are to judge whether the activity requires review by the program faculty. Examples of practices normally requiring faculty review would be community college teaching, clinical services delivery, organizational consultation, and research duties not arranged by the program. Example of activities which the program advisor might approve without additional formal review are one-time research presentations at a community agency or professional meeting and participation in a workshop directed by a certified psychologist.

Evaluation of Students and Causes for Dismissal

As a graduate student it is your responsibility to be aware not only of your program’s requirements, but also policies set in place by the ASU Graduate College that influence your [degree progress](#).

The Process: Annual Student Evaluation

The Faculty of the Department (broken down into training areas) will provide an annual written evaluation for each graduate student. Each year students submit a progress report that addresses coursework, research activities, teaching if applicable, practicum if applicable, professional service, and any other psychology-relevant activities. The department also solicits feedback from the supervisor of the student’s research or teaching assistantship. Training areas faculty meet to discuss the evaluation. Students receive a written letter of evaluation prepared by the area head, and a copy of the letter is placed in the student’s file. This feedback is intended to recognize graduate student accomplishments and to provide advice for improvement. Although no formula for an overall evaluation exists, poor or substandard performance in any single area will be a matter for substantial concern, and probation or dismissal are possible outcomes. If a training area wishes to recommend probation or dismissal, the area head will forward that recommendation to the Director of Graduate Studies. Recommendations for probation or dismissal may also be made at times other than the annual evaluation. If a student is placed on probation, the written notification will describe the conditions necessary for ending the probationary period, including time limits and requirements. Students have 10 working days to appeal this recommendation in writing to the Director of Graduate Studies.

The Criteria:

Some categories of possible causes for probation or dismissal are:

1. deception or falsification of statements in the admission application
2. unauthorized periods of absence from the graduate program
3. seriously compromising the relations of the Department with the public
4. breaches of ethical judgment or professional responsibility
5. breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data)

6. serious instances of personality and character traits or behaviors inappropriate for the professional roles for which the student is attempting to prepare him/herself
7. serious misuse of departmental or university facilities
8. failure to pass the speak test in English after three years
9. lack of satisfactory academic progress

Lack of satisfactory academic progress includes performance in coursework, research, and the development of relevant professional competences (e.g., clinical work, teaching). Possible causes for probation or dismissal based on a lack of satisfactory progress are:

- a) failure to complete required course work in a timely manner according to program requirements
- b) failure to maintain a 3.0 GPA
- c) poor performance in research
- d) poor performance in professional activities (e.g., teaching or in the clinical program, failure to develop clinical competencies)
- e) failure to complete program milestones in a timely fashion. Timing of program milestones has been specified for each training areas (see each training area policy for details).

Exceptions to the training area's time expectations for program milestones can be granted only by student petition to the training area, and are granted by the training area based on unusual circumstances (e.g., transferring across programs, accommodations for health problems or disabilities, language barriers). It is recommended that the area head put this new time table in writing, and this new time should also be reflected in the student's annual evaluation.

Clinical - Policy for Satisfactory Progress

To maintain satisfactory standing, students should maintain a B average in courses, complete milestones in a timely fashion, and show good progress in the development of professional competencies.

The timeline for students entering without a master's degree or significant prior graduate work:

Master's thesis prospectus: fall semester, second year

Master's thesis data meeting: spring semester, second year

Master's thesis defense: fall semester, third year

Comprehensive exam submission: first day of classes, fall semester, fourth year

Dissertation prospectus: October 1, fifth year

Internship readiness: October, fifth year

Students who are admitted with a master's degree or significant prior graduate work should see the full description of comprehensive examination policies.

Satisfactory progress in clinical training is evaluated in all practicum courses, clinical placements and internships. Work as a teaching assistant or research assistant is evaluated annually by supervisors. Students' annual reviews by the clinical faculty coincide with the timeline shown above. Coursework, research and professional training (clinical work and teaching) are evaluated during annual reviews. Students receive letters from the Director of Clinical Training that describe the results of annual evaluations.

Cognitive Science- Policy for Satisfactory Progress

To maintain satisfactory standing and continue in the Cognitive Science training area, students must complete milestones in a timely fashion and show good progress in the development of a research program. Throughout the program, students must have a primary advisor to supervise their research.

The timeline for students entering without a master's degree is as follows:

First-year project: The first year project involves designing, conducting, and reporting research under the direct supervision of the student's advisor.

By the end of the student's first semester, two additional faculty members, called "readers," are selected to assist in the development of the project. The student must meet with the readers (either separately or as a committee) at least once. Also by the end of the first semester, the student will give a presentation of the plans for the first year project to the area faculty and graduate students.

No later than two weeks before the end of the second semester, the student provides to all CS faculty a written draft describing the project. The readers provide feedback to the student. The student gives an oral presentation to the CS faculty and graduate students by the end of the student's second semester.

Master's Thesis: committee formed and prospectus completed during the second year; thesis defended by the end of the year.

Comprehensive exams: completed by the end of the fourth year.

Dissertation: completed and defended by the end of the fifth year.

Courses: Students must also complete at least two graduate level statistic courses, at least six, 3-credit courses taught by at least five CS core faculties, and two additional courses. These courses are generally completed during the first two to three years.

Students entering with a master's degree should consult with the Area Head within the first month of graduate school to outline deadlines that are commensurate with that student's prior graduate work.

Throughout their graduate career, students are expected to build curriculum vitae that reflect their developing program of research, including research activities (e.g., conference presentations, published manuscripts, grants) that go beyond the three projects outlined above.

Annual evaluations will be conducted to provide students with feedback regarding their progress and to identify any students who are making unsatisfactory progress. In all but the most serious circumstances, students who are not making sufficient progress will be granted a probationary period before dismissal is considered.

All other details for satisfactory progress are general to all psychology graduate students and are provided in other sections of the Graduate Student handbook.

Social- Policy for Satisfactory Progress

The annual evaluation process is designed to ensure program expectations are clear and students know exactly what they need to do in order to succeed. Students are rarely dismissed from our program.

However, in keeping with the requirements of the university and the psychology department, the program has established a policy on satisfactory performance that protects the rights of students while clearly setting out program requirements.

Students are expected to maintain high standards in the quality of their work and progress in a timely fashion according to an approved program of study designed to meet their individualized training goals. The annual evaluation process and potential criteria for probation or dismissal are those for the department as a whole, stated above.

Ideally the typical student's program of study will take five years for completion. In recognition of disciplinary shifts in expectations for what accomplishments denote a successful graduate tenure, and our program's enrollments of students who may require specialized coursework or training experiences (e.g., time-consuming community-based research for students with strong applied interest), the program allows some flexibility in milestone timing for students who exhibit excellence in other areas of performance. Adjustments to the typical timeline below are expected to will reflect negotiations with the student's academic advisor. The program faculty shall monitor student progress towards training goals. The student's annual evaluation will include specific feedback about what the student is expected to do to stay on track with regard to milestone timing, and students who do not meet timing expectations will be put on probation. After a year of probationary status, progress will be considered unsatisfactory if expectations continue to be unmet.

The program specifies the following time frames as the outside limits for accomplishing program milestones.

We distinguish two circumstances, one for students who enter the program with a bachelor's degree and one for students who enter the program with a master's degree in psychology or other discipline providing comparable behavioral science training (acceptance of a prior Master's degree is at the discretion of the social psychology program faculty).

1. To be considered as making satisfactory progress, students who enter the Social Psychology Program with a bachelor's degree must:
 - a. Successfully defend their Master's within three years;
 - b. Complete and defend the comprehensive examination within two years following completion of the master's oral defense; and
 - c. Complete and defend the dissertation within two years following completion of the comprehensive examination.
2. To be considered as making satisfactory progress, students who enter the Social Psychology Ph.D. program with a master's degree must:
 - a. Complete and defend the comprehensive examination within four years, and
 - b. Complete and defend the dissertation within two years following completion of the comprehensive examination.

The program allows amendment of these timing deadlines by a petition that must be recommended by the student's academic advisor and approved in advance by the majority of the social program faculty. Exceeding the time limits prescribed above without an approved petition on file is cause for dismissal. In cases where a student is granted leave from the program, the clock will be stopped for the leave's duration.

It is recognized that a variety of unexpected issues, including illness and disruptions in data collection, may result in unanticipated delays in meeting milestone requirements. In such cases, which are expected to be rare, a petition for extension recommended by the student's academic adviser may be granted by approval of the majority of the program faculty.

Developmental- Policy for Satisfactory Progress Timing of the Master's degree

1. In most cases, the Developmental Program faculty expects that students will complete their master's degrees by the end of their second year, or soon thereafter.
2. If the master's is not defended by the end of the student's 3rd year, the student would not receive Developmental Program summer money beginning that summer.
3. If the master's is defended by the end of the student's 4th year Developmental program summer money would be reinstated beginning that summer.
4. Students have one year after defense of the master's to pass their comprehensives (options include an exam, a paper, or a grant proposal). If the student does not pass the comprehensives within that time, he or she is given a maximum of a one-year extension. Failure to pass the comprehensives a second time results in dismissal from the program.
5. In unusual circumstances, the student (with his/ her advisor's approval) may petition the developmental psychology faculty for release from these scheduling requirements and purpose an alternate schedule, to be voted on by the program faculty.
6. Please note: in accordance with Psychology Department policy, all students in their 6th year and thereafter will be on lowered priority for departmental TA-ships during the academic year. The student (with his/ her advisor's approval) may petition the developmental psychology faculty for a time extension to complete the program beyond the 5th year. Such time extension petition needs to include a milestone time line for degree completion.

Quantitative- Policy for Satisfactory Progress

The Quantitative Program specifies the following time frames as the outside limits for accomplishing program milestones in a timely fashion. We distinguish three progressions: (1) one for students who enter the program with a bachelor's degree; (2) one for students who enter the program with a non-quantitative master's degree, and (3) one for students who enter the program with a master's degree in a quantitative area. Each group of students has a distinct progression for satisfactory progress.

1. Students who enter the Quantitative Ph.D. Program with a bachelor's degree.
 - a. Students must have a successful Master's oral defense after three years in order to be considered as making satisfactory progress
 - b. Following completion of the Master's oral defense, students must complete and defend the comprehensive examination within two years to be considered as making satisfactory progress
 - c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered as making satisfactory progress
2. Students who enter the Quantitative Ph.D. program with a non-quantitative master's degree. These students are required to complete a first year quantitative research project before they can proceed to the comprehensive examination. The purpose of the first year quantitative project is to provide the student with experience in carrying out quantitative research before the student enters into the comprehensive examination preparation. The first year project is under the direction of a quantitative faculty mentor. The student will prepare a document based on the research project which will be reviewed by the mentor and a second quantitative faculty member. The student will defend the first year research project to the mentor and the additional reader.

- a. Students must complete the first year quantitative project within two years to be considered as making satisfactory progress
 - b. Following completion of the first year project, students must complete and defend the comprehensive examination within two years to be considered as making satisfactory progress;
 - c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered satisfactory progress.
3. Students who enter the Quantitative Ph.D. program with a master's degree in a quantitative area from another university. The quantitative faculty will review the master's degree credentials of the student to decide whether the student's master's degree is deemed to be sufficiently quantitative to as to be accepted as such by the quantitative program. This review includes a reading of the master's thesis by quantitative faculty and a decision to accept, or not accept the thesis as satisfying a quantitative master's thesis. The student will be informed of the decision before the student must make a decision as to whether to join the ASU quantitative psychology concentration.
- a. The first year quantitative research project is waived for students with a quantitative master's degree accepted by the quantitative faculty.
 - b. Students must complete and defend the comprehensive examination within three years to be considered as making satisfactory progress.
 - c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered as making satisfactory progress.

Behavior Neuroscience- Policy for Satisfactory Progress

Time frame for Doctoral Students to Maintain Satisfactory Progress in the Behavioral Neuroscience Program:

- 1: First-year project: Students must complete a first-year research project by the end of the spring semester of their first year. This project is meant to introduce the student to the data dissemination process and need not reflect a complete publishable experiment. The student is expected to submit a manuscript in APA style at least a week in advance of a formal oral presentation in the area seminar.
- 2: Master's thesis defense and Comprehensive Exam: Students must successfully complete their Master's thesis and pass their comprehensive exam by the end of their fourth year in order to be considered as making satisfactory progress. The Master's thesis must be completed before continuing with the Comprehensive Exam. A Master's thesis is a mentor-driven document, in which the thesis advisor works closely with the student from start to end. While the Master's thesis is often based upon the first year project, there are cases in which the two differ.
- 3: Dissertation Prospectus and Dissertation: To be considered as making satisfactory progress students must complete their Dissertation Prospectus and Dissertation within four years of the Comprehensive Examination. A major difference between a Master's thesis and a Ph.D. dissertation is that the Master's thesis is mentor-driven and based upon a single, publishable study. In contrast, a Ph.D. dissertation demonstrates more independence and understanding of the current literature by the student proposing hypotheses that can be tested in several experiments.

To maintain satisfactory standing, a student would have to meet the Graduate College's standard for course grades and complete milestones in a timely fashion.

In general, students in the Behavioral Neuroscience Program progress through the milestone within 5-6 years

(i.e., 3 years to complete master's and comprehensive exam and 2-3 years to complete dissertation). The above timeline specifies the upper limit of progress considered to be satisfactory, which supersedes the Department's and Graduate College's limits.

CHAPTER 2
FINANCIAL INFORMATION

Students' Financial Support

Policy on Funding Priorities for Grad Students

We strive to fund all students throughout their course of study. However, given finite resources we must create a system of priorities so that we can use our resources to the best benefit both for students and for the Psychology Department and so that our funding decisions can be fair and systematic.

These priorities govern use of TA lines and not RA lines on individual faculty grants.

1. Students in years 1-5 will have priority. Students in years 6 and above will drop in priority. Sometimes, exceptions may be made. Some exceptions might be:
 - a. Students in good academic standing who have written successful fellowship/grant proposals will not be "penalized" for those years. Similarly, requests from students in good standing can be considered past the 5th year when they have previously supported themselves through mechanisms not associated with the Psychology Department.
 - b. In rare circumstances, a particular specialized skill might be required (e.g., Quant TA). If no student in years 1-5 can be identified to fill that need, then a more advanced student may be given higher priority.
 - c. In some circumstances, areas might propose different timetables for students (e.g., those who enter with Master's Degrees)
2. Students who have satisfactory or better ratings in their TA or RA performance will have higher priority. Students who receive unsatisfactory ratings in either TA or RA performance will have lower priority.
3. Students in good standing in their programs will have priority. Students who have received ratings of "not making satisfactory progress" in their annual evaluations will have lower priority.
4. These Department priorities override area allocation. That is, an area will not use a TA line to fund a "low priority" student if another area has an unfunded "high priority" student.

Whom to Consult Concerning Financial Support

The administrative director of each area is primarily responsible for the pattern of student support in that area. The area director works closely with the Chair with respect to long-range planning of stipend support. Questions concerning appointments inside or outside the University should be addressed to the area director or Department Chair.

Students are requested specifically not to approach the representative of any agency with an inquiry concerning a training placement without having first cleared it with the area director or Department Chair.

Extra Work/Outside Work

Of concern to the Department are situations in which a student receiving stipend support wishes to do extra work, which is psychological or nonpsychological, for remuneration. It may seem that the Department should have no interest in this situation, but that is not the case. When the Department arranges RA or TA stipend support, it is with the understanding that the work involved is relevant to the student's academic program, and limited to about 20 hours per week, so that the student may continue in full-time status (with a minimum of 6 academic credits per semester). This is consistent with ASU policy as stated in the ASU TA/RA Handbook (available on the Graduate College website). Obviously, work in excess of 20 hours per week imperils this plan.

When students are not supported by the Department (i.e., they do not have either RA or TA support), we expect that in most cases the student will seek outside work. In these cases, we also expect that the work will be limited to about 20 hours per week so that students may continue in full-time student status.

However, whether or not students are supported by the Department, they should consult with their faculty advisor and also secure the written approval of their training area director before undertaking outside work. International students also need to consult the Graduate College website or International Students Office to make sure that they are in compliance with the regulations on work policies for international students. As stated on the Graduate College webpage (4/20/2011) "employment for international students on F-1 or J-1 visas must be limited to 20 hours per week while school is in session (summer sessions are voluntary and are not limited). This is a federal regulation and the individual degree program is responsible for enforcement."

The Psychology Department policy for requiring consultation with faculty advisors and written approval from training area directors before committing to outside work is in no way intended to prohibit or discourage graduate students outside work activities. Indeed, outside work activities can have important training benefits and financial benefits to the student. Rather, advance consultation with the faculty advisor and the area director can protect the student from possible negative consequences of outside employment (e.g., over commitment that interferes with the student's progress through the program; accidental violations of ethical or financial policies such as violations of policies that govern various student fellowships).

Summer Employment

While some stipend appointments may be made on an 11- or 12 month basis, many (including teaching assistantships) are not and the competition for financial support in the summer is apt to be quite difficult. While the Department's resources are very limited in the summer, we have been fortunate in receiving a small number of teaching assistantships. Applicants are limited to those persons who have served as teaching or research assistants/associates during the previous academic year.

Announcement of (and applications for) these positions usually occur during the month of March and applications should be turned in to Silke.

Students employed during the summer (either as a TA or RA) must be enrolled for at least 1 semester hour during the summer work period. If a student works at least 50% time (20 hours/week), then he/she will receive a 100% tuition offset for the one hour. Ten hours/week will result in a 50% tuition offset.

Fellowships and Scholarships

There are a number of fellowships and scholarships available through the University. Awards are made upon recommendation to the Graduate College from the Department. Students interested in these awards, should see the Director of Graduate Studies. Information regarding scholarships can be obtained on-line at [graduate financing](#).

The Financial Aid Office offers a series of brochures regarding scholarships, fellowships, grants, loans, etc. which are available to students or on-line at [Financial Aid](#).

Scholarships

If you have been awarded a scholarship, you will have received a letter of award from the Graduate College. You should take the letter with you when you pay your fees. The staff person on duty will then deduct your scholarship. If for some reason they do not show you as receiving an award in the database, contact the Financial Aid Officer at the Graduate College, 965-3521. If you use ASU Interactive, select the Financial Aid option to

process your award.

Departmental Graduate Assistantships

Graduate assistantships are commonly referred to as “Teaching assistantships” but are technically categorized as

1. teaching assistant
2. teaching associate
3. research assistant
4. research associate

Associateships refer to an appointment at an advanced graduate level - - a master’s degree.

The Department Chair assigns the duties of graduate assistants in consultation with Silke Krueger and the area directors. Graduate assistants

1. are assigned to work under the direct supervision of one faculty member (but it may be more) who will determine the details of the student’s responsibility.
2. are considered to be on half-time (20 hours per week) or one quarter time (10 hours per week) appointments for the academic year.
3. are expected to begin their assistantship responsibilities on August 18 and end them on May 15 of each academic year.
4. are expected to familiarize themselves with the policies and procedures of Teaching Assistantships with the [Graduate College TA/RA Handbook](#).

Required Orientation

ASU TA Orientation & Training is designed to teach new ASU graduate teaching assistantships about their role as student instructors, as well as provide them with strategies for successfully interacting with students and tips on how to lead discussions and grad students’ work. If you are working as a TA you must attend the Orientations each year given by the Graduate College.

You must also attend the Psychology Departmental TA Orientation.

TA Responsibilities

The purpose of the TA assignment is to provide support and assistance to the faculty member who is teaching the course and to the student who is taking the course. The assignment can also be of value to the TA by serving as a refresher course, as an opportunity to learn new knowledge/information, and as an opportunity to acquire teaching skills and experience, which are highly valuable in today’s academic job market. It is to be remembered that the faculty member who is teaching the course is in charge of course content, course requirements, course conduct, and course grading policies.

In order for the experience to be as valuable as possible, it is important that you read and adhere to the following policies:

1. The TA assigned to a course will follow the rules and guidelines set forth by the instructor of the course without change.
2. The TA will provide the services requested in a prompt manner.
3. The TA will hold a minimum of 3-5 office hours per week to meet with students.
4. The TA will meet the 20-hour work requirement.

The mentoring relationship fostered by the TA assignment can be of great value, both to the faculty member and the student by keeping in mind the following:

1. Be respectful to each other.
2. Keep communication lines open and honest.
3. If a problem arises, deal with it promptly.

There are several ways to seek resolution of a problem that cannot be handled by the persons involved; see Silke Krueger, Business Operations Manager; see the Undergraduate Studies Director, Clark Presson; see the Graduate Studies Director, Laurie Chassin; and/or see the Department Chair, Steve Neuberg.

Failure to provide assigned duties, initiation or contribution to class disruptions, and/or willful disregard of rules and procedures set forth by the course instructor can result in discipline, up to and including dismissal from the TA position.

TA Expectations

1. TA and Instructor should meet before the semester starts
 - a. Faculty- Set time aside before classes start
 - i. Make sure TA has all necessary materials (book, syllabus)
 - ii. Make sure TA knows responsibilities
2. TA- Contact faculty member and set up meeting before classes start - Be sure you know the above information
3. Clarify Expectations
 - a. Faculty-clarify the job responsibilities—define the tasks—e.g., will the TA guest lecture? Lead discussions? Grade assignments? Hold office hours? Attend each class? Manage Blackboard? Define the deadlines—when are things due?
 - b. TA- ask questions-make sure you know all of the above
4. Manage Workload
 - a. Faculty-workload should not exceed 20 hours per week (10 hours if you have a half of a TA)
 - b. TA – keep track of hours, give faculty advance notice of conflicts or problems (big tests, out of town trips, etc.), recognize that workloads vary across classes, instructors, and times of the semester
5. Maintain Communication
 - a. Faculty - have regular meetings throughout the semester-maintain communication through phone and email-suggest that TA meet with past TAs in the class
 - b. TA – attend meetings, keep faculty informed
6. Communicate about grading (best done BEFORE the first grading assignment)
 - a. Faculty- make sure that the students have good answer keys, be clear about expectations (e.g., grade distributions). Create a policy for resolving disagreements about grades, Be sensitive to issues of maintaining vs undermining the TA’s credibility with the students
 - b. TA- clarify expectations and discuss with the faculty member how to resolve differences about grades, be sensitive to issues of faculty grading standards and policies, maintain the faculty member’s autonomy over their own grading decisions
7. Clarify Details and Logistics: How to do the job
 - a. Faculty: Provide TA with information about office locations, office hours, meeting times, preferred methods of communications, how to post grades, etc.

- b. TA: Make sure you get the information that you need and know how to get needed information

8. Mentoring the TA

- a. Faculty- help the TA develop teaching skills (e.g., invite guest lectures, give feedback, share your teaching tips and experiences; consider offering a simultaneous 501 class for your TA
- b. TA- ask for help and feedback, discuss the skills that you want to learn, volunteer for tasks that provide you with teaching experience

9. Go for help if needed

- a. Faculty- have a problem? Can't resolve it by talking to the TA? See the Area Head faculty or Laurie or Clark
- b. TA- have a problem? Can't resolve it by talking to the supervising faculty member? See your Area Head faculty or Laurie Chassin (Director of Graduate Studies, laurie.chassin@asu.edu; 965-1616) or Clark Presson (Director of Undergrad Studies, presson@asu.edu; 965-1617) or your advisor

Difficult Topics

Situations in which students are behaving inappropriately (including situations of academic dishonesty) can be complicated and difficult to handle. They are also the subject of larger policies within the ASU community. So, when these situations arise, you need to immediately communicate with your supervising faculty member.

Clark Presson, Director of Undergraduate Studies, (presson@asu.edu; 965-1617) is very knowledgeable and can be very helpful in these situations. **Don't wing it—these can be troublesome.**

Teaching

In preparation for this teaching experience, students are encouraged to take PSY 501, Teaching Seminar.

Teaching Evaluations

As required by the Arizona Board of Regents and ASU policy, evaluations are conducted of all ASU courses. The online process is independent of any classroom activity. Course evaluations are anonymous and are released to instructors after grades are posted. Students complete course evaluations near the end of the semester. Results are shared with departments and instructors to provide student feedback on instruction.

Testing Services

Testing Services provides the scoring of examinations. An instructor must submit an answer key for the examination, a half-sheet information form, and the completed answer sheets. Testing Services will return to you the corrected answer sheets, the answer key, and a printout of the students' scores. The Main Office will take the tests to Testing Services and pick them up.

*Teaching as defined for this purpose is: sole responsibility for the teaching and grading of a course or laboratory.

Posting of Grades

During the semester, any posting of grades must occur in a manner which will not compromise the student's privacy. Therefore, names may not be used **nor** can all numbers of the ID number be used. It is recommended that grades be posted by the students affiliate ID#. Grades should be either posted outside the instructor's office or in the glass cases outside the Psychology Building on the West end of the first floor. Final grades are posted on-line on your MYASU space.

Overrides

Graduate Teaching Assistants should not give overrides for his/her class(es). Overrides are handled in the Undergraduate Advising Office and all students desiring an override should be directed there.

Make-Up Exams

Make-up exams will be administered by either the Main Office staff or the Area Secretary at an instructor's request if no other option is available. This should be requested as a last resort. The examination should be in an envelope with the student's name. Any instructions should also appear on the outside of the envelope so the staff person may direct the student appropriately.

Note-Taking Service Policy

The departmental policy regarding professional note takers in class are as follows:

1. An instructor retains the right to decide whether or not to allow the note-taking service to attend a class.
2. A note-taker should be allowed in class only if there is available seating. A registered student **always** has priority.
3. An instructor may never benefit financially in any way from the service.
4. An instructor who agrees to the presence of a note-taker in must assure that at least one copy of the notes deposited in the Reserve Section of the Library for the use of students who choose not to purchase them.

Disabled Students

The Disabled Students Resource Office will administer tests as needed for disabled students as well as prepare tapes of the course's textbooks and a number of other services for the disabled student. An examination must be left in the Undergraduate Studies Office, PSY B236, for DSR to pick-up at least one day prior to the regular examination time. DSR will return the completed examination to the instructor.

Responsibility for Class Absence

An instructor is responsible for meeting his class unless there is a health-related reason or prior permission has been obtained. Permission for absence from a class meeting should be made in consultation with the TA's supervisor, department chair, and/or area director. If the absence is sudden and unavoidable, a phone call should be placed to Christine Belger or on of the other front office staff as soon as possible so that the class can be cancelled or rescheduled. Supervisors **must** be informed of any planned absences, when a class is meeting at a time or place other than the original time and place, if the class is being cancelled or when the class will be under the control of someone other than the assigned instructor. Needless to say, absences should occur infrequently and the quality of the course should be the uppermost concern.

Academic Dishonesty

The Department of Psychology has a Policy Statement regarding Academic Dishonesty. A copy of it is included in Appendix A.

Preamble: Academic dishonesty is both detrimental to the goals of education and scholarship and demoralizing to the spirit of learning and teaching. Students together with faculty, assume as part of their obligation to themselves, other students, and the University the responsibility to encourage qualities of honesty and integrity. The following statement represents the official policy on academic dishonesty of the Department of Psychology.

Definition of Academic Dishonesty: Academic dishonesty includes, but is not limited to, acts of fraud or deception on an examination, laboratory work, or class assignment; acts of forgery or unauthorized alteration of any official academic record or document; and attempts to gain credit for work which the student has either not actually performed or has plagiarized from another person's work.

Plagiarism is characterized as the act of taking ideas and writings from another person and passing them off as his/her own work. Quotation marks, page number, and author reference are required for adequate acknowledgment of word-for-word copying of another's work. An author reference is sufficient acknowledgment for the rephrasing in your own words the work of another person. Other forms of plagiarism include reproducing a friend's paper and obtaining a paper from a paper preparation service. Furthermore, include reproducing a friend's paper for academic credit in two or more courses is considered an act of academic dishonesty, except in those rare instances in which the instructor is informed and gives prior approval.

Reporting and Investigation of Academic Dishonesty: The reporting of suspect incidents of academic dishonesty is the responsibility of all members of the University community. Academic dishonesty is of special concern to honest students since they may be deprived of receiving higher earned grades because of artificially elevated grade distributions and inflated grade levels. Apparent instances of academic dishonesty are to be reported to the course instructor who will conduct an investigation in a manner that protects the individual rights of the persons involved.

Sanctions for Academic Dishonesty: When concluding that an incident of academic dishonesty has occurred, the course instructor may apply sanctions ranging from discussion and/or verbal reprimand to the student to more concrete actions. These actions include but are not limited to lowering credit for the assignment, giving a failing grade for either the assignment or the entire course, recommendation to the chairperson of suspension and/or dismissal of the student from the Psychology Program, and/or a recommendation to the Dean of Students to deal with the incident of academic dishonesty.

Student Appeal of Sanction: A student may appeal sanctions imposed for alleged academic dishonesty by preparing a written report, which both disclaims the charge of academic dishonesty and presents alternative information and/or arguments defending against this charge. Appeals shall be made first to the instructor of the course in which the incident occurred, second, to the Chair-person of the Department of Psychology, and third to the Office of the Dean.

Pay Schedule

Teaching assistants and research assistants receive 20 equal paychecks over the academic year. Payroll is run Bi-weekly. We are paid every other Friday.

Paychecks are picked up in the Main Office. Paychecks will **not** be released to anyone other than the designated payee unless prior arrangements have been made, and you must sign for your check.

Arrangements for direct deposit to a bank may be done online through Interactive but your HR paperwork must be done and handed in then you have to wait a week before you can log onto the interactive system.

You can also do your W4 paperwork online.

Providing Proof of Citizenship or Right to Work in the U.S.

The Federal Government requires that all new employees provided proof that they are a U.S. citizen or have the right to work in the U.S. This proof must be presented to the Human Resources Office **no later than 3 working days** from the date of hire. This proof takes the form of either a **U.S. Passport** or a combination of the following: **state issued driver's license or military card AND a state issued birth certificate OR original social security card.** Failure to provide this proof will result in a payroll delay.

This new hire paperwork must be done before you can receive a paycheck.

Teaching or Research Associate Salary Increase

A salary increase is awarded when a graduate student has advanced to a post-master's level in their program. Evidence of the earned master's degree is required before the salary increase will be awarded.

1. If the degree is conferred in the Spring or Summer semester, the salary increase will occur in the

- following Fall semester.
2. If the degree is conferred in the Fall semester, the salary increase will occur in the following Spring semester.

Tuition Offset

All students who are awarded any type of 20 hour per week assistantship (teaching or research) automatically receive scholarships to cover 100% of the out-of-state & in-state portion of tuition.

Departmental Travel Funds

AVAILABLE AWARDS AND FUNDING

1. **Graduate & Professional Student Association (GPSA):** \$950 max per academic year. Review the GPSA website for more info.
2. **Department of Psychology:** \$200 per year for travel reimbursements to all students who are authors or co-authors on convention presentations and who fill out the paperwork for the Graduate College travel funds (whether or not they receive any Graduate College money).
3. **ASU Graduate College Travel Funds:** maximum \$500. Travel Awards reimburse graduate students for the airfare and/or registration cost of professional conferences and workshops. Per diem, hotel, and miscellaneous expenses are not permissible. Check the ASU Graduate College website for more information about application deadlines and rules. See application instructions next page.

NOTE: For ASU Graduate College Travel Funds, approval is a two-step process. Applications must *initially* be submitted to the Department of Psychology Director of Graduate Studies for prioritization. They are *then forwarded* by the Department to the ASU Graduate College for consideration. Because of limited funding, only a small number of requests can be funded.
4. **See if your faculty mentor's grant has funds for graduate travel** —we encourage faculty to match the Department's \$200.

Division of Graduate Studies Travel Funds

Guidelines for the Graduate College funding of Travel

Competitive Travel Grants reimburse graduate students cost of airfare (maximum \$500) to support student participation in professional conferences. Students who are invited to attend small, prestigious professional development workshops should apply for Tripke Travel Awards.

The ASU Graduate College requires Departments to provide a priority ranking of graduate students applying for The Graduate College travel funds. The priority ranking will be applied by The Graduate College when the requests from applicants for funding exceed the amount available. The Department of Psychology will rank applications based on the following priorities and policies.

Higher priority will be given to applicants not previously funded for travel, or with the longest time interval since the most recently funded travel.

Higher priority will be given to students in years 2-5 of doctoral training than in year 1 or 6+. Higher priority will be given to applicants who are first authors of presentations.

Higher priority will be given to students who are on the job market.

Applications for Graduate College support will not be considered after the relevant deadline. Graduate travel awards from The Graduate College are for out-of-state airfare only. The Department of Psychology will continue to provide \$200 per calendar year for travel reimbursements to all students who are authors or co-authors on convention presentations.

FAQs

Are you low in priority?

Are you driving to the conference and don't need airfare?

Did you miss the Grad College deadline?

You can still apply for the Psychology Department portion of travel funds once per fiscal year as long as you are presenting a paper. Simply follow the instructions below, skipping steps 2 and 5. (Just submit your forms to the Psychology Department main office).

Per Diem rates can be found at: <https://gao.az.gov/travel/welcome-gao-travel>

Application Instructions for the ASU Graduate College Travel Funds

1. Complete the Department Justification Form (next page) in ink:
2. Fill out the [Graduate College Travel Award Application](#)
 - a. the college is College of Liberal Arts & Sciences (CLAS).
 - b. the Department Cost Share is \$200.
 - c. the University Account Number will be MG51005.
 - d. Laurie Chassin, Director of Graduate Studies, should be listed in the Academic Unit block.
 - e. have your advisor sign the ASU Graduate College Travel form.
3. Review ASU's travel rules at <https://cfo.asu.edu/myasutrip> and complete the ASU travel request form by clicking on Step 1. You'll be required to login to MyASU. Psychology's main office will fill in the account number and obtain the ATO's signature.
4. Include a copy of the abstract from your conference presentation with your application materials including a paragraph or statement on how the conference will benefit your research and ASU.
5. Submit all properly completed and signed forms to Angie Woods or Kelsie Nabors for review *prior* to submitting them to Laurie Chassin, Director of Graduate Studies for her signature and prioritization. You may place your reviewed and completed travel application in Laurie Chassin's mail box in the Psychology building or in the box outside her office door (Psych North Rm 312-313)

FORMS ARE DUE TO LAURIE CHASSIN ONE WEEK BEFORE THE ASU THE GRADUATE COLLEGE DEADLINE

**Departmental Travel Funds
Department Justification Form**

1. What is your program year?
2. Have you previously received a travel grant from the ASU Graduate College?

If yes, when?
3. Are you presenting a poster or paper?
4. Are you the first or second Author?
5. Are you on the job market?
6. How will ASU benefit from your trip?

Required attachments (see Application Instructions on previous page):

- abstract of your poster or presentation;
- a paragraph stating justification for the trip;
- completed ASU Travel Form;
- completed ASU The Graduate College Travel Form;
- GPSA travel fund award (if applicable).

Office staff will obtain the Department Chair's signature on travel forms as necessary.

CHAPTER 3

MASTER'S IN PASSING

Overview of the Master's

During the first year, those students completing master's degrees should consult one or more faculty members concerning selection of the topic for their research. Normally this process should be well advanced by the first part of the second semester and should result in an approval prospectus by the end of the second semester.

The research usually differs from the dissertation research in that, being conducted while the student is clearly in the role of research apprentice, the expectations for originality are somewhat less, and the overall supervision of the committee chair is apt to be somewhat closer. While students may, with their supervisor's approval, undertake projects unrelated to ongoing faculty research, usually the master's research is related in some way to the research program of the supervisor. The student has a right to expect candid counsel from his supervisor concerning the feasibility of possible topics from the standpoint of the time likely to be required for completion, technical requirements, availability of subjects, and other strategic matters. The student is fully responsible for the selection of his topic and the execution of the project once the prospectus is approved, but the supervisor always has the right to make suggestions and also to provide overall guidance to a project that is carried out under the sponsorship of the faculty member's continuing research program.

Procedures to get your MIP

The graduate office keeps all [graduate deadline dates](#) online, so you can refer to them at any time to determine when you will graduate. If you plan on obtaining your masters' then start the process of "graduating" with a Master's at the beginning of the semester in which you want to graduate. The Graduate College has many requirements so do not wait until the last minute to file your plan of study. [Plan of Study How To Guide](#)

1. Fill out Master's in Passing form (MIP) - It is called [Master's in Passing Request Form](#).
2. Send Master's in Passing Form by email to Psychology Department Graduate Coordinator. The Graduate Coordinator will send it to the Graduate College liaison.
3. The Graduate College will send out an email notifying you to fill out your MIP Plan of Study online (This is when your MIP will show on MyASU interactive). Do not expect to graduate if you wait until the last minute to file your plan of study. Do as soon as you get the email.
4. Approximately six weeks prior to defense, apply to graduate. Approximately one month prior to thesis defense, complete defense schedule form with graduate college.
5. When you apply for graduation mark on your application this is an MIP (Masters in Passing). There is a charge of \$50 when you apply.

Dates and Deadlines

The Division of Graduate Studies (DGS) [Graduation Deadlines Procedures](#) found on-line, lists current deadlines for students to complete graduation requirements, which include applying for graduation. Check these dates carefully. The Graduate College strictly adheres to their deadlines, and requires at least 10 working days scheduled to process your request to schedule your defense and submit your thesis. All documents must be submitted at least 10 working days before the scheduled defense date. There is a chart called the [10 working day calendar](#) that you can access online.

Supervisory Committee

A Supervisory Committee has three basic charges:

1. To recommend and approve the program of study
2. To advise regarding the research for a thesis or dissertation
3. To administer the final oral examination in defense of the thesis or dissertation

Membership on the Supervisory Committee is restricted to regular, full-time members of the University faculty who hold a doctoral degree and who are well-qualified in the student's particular area of research, experienced in research methods and knowledgeable about recent advances in the field of study. In exceptional cases, upon recommendation of the department and with the approval of the Dean of the Graduate College, the committee may include well-qualified non-faculty (adjunct) members.

The Supervisory Committee for a masters' degree program will consist of three persons, a chair, and two members. You may have a member from outside psychology—such as someone from zoology, math, or social work.

The Committee members listed on the Plan of Study will serve as the Supervisory Committee. No additional paperwork is necessary- unless there is a change in membership. Then, the [graduate forms](#) are available online. There are two forms available:

1. Committee Approval (Individual Student, 1 time) used if the committee member will serve on only one time.
2. Committee Approval (Program, 5-yr) this is for Master's programs only.

Graduate Advisors

All entering students, prior to their arrival, will be assigned an adviser by their area faculty. The adviser is responsible for reviewing the student's academic and professional goals with him/her and providing guidance toward their attainment. Entering students should consult their adviser during the registration period (earlier if possible) concerning the plan of course work for both semesters of the first year. For students entering with advanced standing (i.e., with some graduate work accomplished elsewhere), the adviser will assist the student in determining which course credits may be transferred and, when indicated, refer questions of this sort to the area faculty for decision.

Students are expected to promptly establish a research apprentice relationship with a faculty member during their first semester. This initial research involvement need not, and often does not, lead to the master's thesis or dissertation research. Frequently the adviser is also the supervisor of the initial research involvement, although the student's interest may lead him/her to work with a different faculty member, and he/she is normally quite free to do so. At such time as the student's research relationship becomes clearly established with a faculty member other than the student's adviser, he/she should consult his/her area director concerning the reassignment of advisers. A change of adviser can usually be made at any time with approval of the department chair, area director, and the new adviser.

Master Plan of Study

The Master Plan of Study begins with the MIP form. Refer to the section on "Procedures to get your MIP" found on page 31 earlier in this chapter. Once it is processed by the graduate college you will receive an email saying you can now register for graduation and also you will be able to see your MIP in your MyASU interactive. This is your Master Plan of Study.

It is in the student's best interest to have the official plan of study approved by the Graduate College at the

earliest possible date. The Department's recommendation is that the Master's in Passing Plan of Study should be filed no later than November 15th of the student's second year.

The Master Plan of Study must contain 30 semester hours of coursework approved by the student's Supervisory Committee, Department Chair and the Dean of the Graduate College. The credit hour breakdown is as follows:

18 hours of classroom work (this includes PSY 590)

6 hours of thesis PSY 599; you cannot list more than 6 hours on your (MIP) plan of study 6 hours of research work PSY 592

The classes must be for credit, not audit, no incomplete courses (other than PSY 592 and PSY 599) or classes to be taken in future semesters should be listed

A maximum of 6 semester hours (20% of the total minimum semester hours required for the master's degree) of graduate credit taken at other institutions (prior to admission to a graduate degree program at ASU) may be included in a plan of study. An additional 3 hours of non-degree credit (taken at ASU) also may be included on the plan of study, for a total of 9 hrs. If the Master's degree has been completed the area committee will review the transcript to determine whether all 30 credits will be accepted.

Transfer courses must have been taken in an accredited college or university and must be acceptable for inclusion in graduate degree programs at that institution. Only courses with an "A" or "B" grade may be transferred. Grades on transferred credit are not included in calculating the grade point averages. For further information regarding the types of credit not transferable, consult the [Graduate Catalog](#).

The Master Plan of Study is not inflexible and any changes the student wishes to make in it as he/she progresses may be proposed at any time. Changes can be made online, including the additions, deletions, and/or changes to the plan. This course change form must be approved by the Committee Chair and the Department Chair.

Petitions

A petition must accompany the Master Plan of Study at the time of filing if the following are to be included:

1. Course work completed more than 6 years before the intended date of graduation.
2. Course work in excess of 9 semester hours completed prior to admission to a degree program.

A sample plan of study can be seen in Appendix A.

Research Projects/Activities

It is the consensus of the departmental faculty that much of graduate training is essentially a research apprenticeship, and students should plan their programs with great care so as to ensure the continuity of that apprenticeship. At certain points in the graduate program, the student may feel some conflict over the time to be devoted to the several activities he is engaged in. In resolving these scheduling conflicts, it is essential that the schedule which is worked out does not interfere with the student's ongoing research activities. While the doctoral dissertation is typically the most important single piece of research the student accomplishes; its success is dependent upon the cumulative research apprentice training received from the beginning of graduate study.

In the first year or two of graduate study, students will often be assigned relatively specific research duties by their faculty superiors. It is unquestionably in the best interests of all concerned to foster independence as an investigator as soon as is feasible and, within the limits imposed by the nature of the various ongoing projects, this

policy is pursued throughout the Department. Students need sometimes to remember, however, that the faculty investigator is totally responsible for the research activities of his laboratory and must weigh the preferences of individual research apprentices in that context.

The nature of the relationship between student and supervisor is frequently harmonious and productive from the start, with little effort required of either party in order to establish effective communication.

Whether harmonious and productive or not, students should feel free to request a change of supervisors if they wish to, and supervisors should also feel free to suggest such changes when they feel them to be warranted.

While such negotiations will occasionally require considerable tact and sensitivity, the basic consideration is that both parties must be fully satisfied that the relationship is constructive and that they desire to continue it.

While the research training that has been described above as apprenticeship usually involves intensive work with one faculty supervisor at a time, departmental regulations do not prohibit working with two or more supervisors simultaneously on quite different topics, nor do they prohibit a student from undertaking a project of his own in which no present faculty member is willing to provide administrative supervision of the project, and willing to recommend to the Chair of the Department that space be assigned to it, if space within the Psychology Building should be needed.

All research with human subjects, whether of an experimental character or not, must be approved in advance by the department's and the University's Committee on Human Research. Investigators who anticipate possible objections to their proposed procedures are advised to consult the Chair of the Committee on Human Research. If, at any stage of the research, a legal, ethical, or public relations issue becomes apparent, it is the responsibility of the investigator immediately to inform the Chair of the Department, and, in the case of graduate students, the faculty supervisor.

Applications for conducting research are available in the Undergraduate Studies Office, PSY 202.

The department also takes very seriously the adherence to ethical guidelines in the treatment of animals.

Statements concerning the care and research use of animals are posted in the animal laboratories, and graduate students are expected to be fully informed about them. The Chair of the Animal Care Committee is administratively responsible for ensuring the appropriateness of research use of animals, and any questions on this topic should be addressed to them.

PGS 101 QUESTIONNAIRE

Every semester the Department sponsors a mass testing program involving the students enrolled in the Introduction to Psychology course. The PGS 100 Questionnaire is an opportunity to screen potential subjects for research or just collect large amount of data quickly and easily. A memo is sent to all faculty and graduate students who might desire to include scales of the Questionnaire. All scales must be approved in advance by the University Human Subjects Committee. Because of heavy demand for Questionnaire data, multiple forms of the Questionnaire must be used and there is no limit of 50 scale items per researcher. This means that, except in rare cases, your scale will be distributed to only a portion of the PGS 100 students. Past experience suggests that you can usually count on at least 500 responses to your scale, though the number of forms used and, subsequently, the number of responses you get depends on the total number of scale items submitted. Researchers submitting scales for the Questionnaire are expected to help administer the Questionnaire, during class time, to several sections of the course.

Research Prospectus

The research prospectus must be approved by the Supervisory Committee before any data are collected, except for clearly designated instances of pilot data which will not be included in the finished study.

Students should confer with their supervisors before preparing the prospectus for advice concerning its format;

however, the following observations will apply in most instances:

1. The preparation of the prospectus should begin with a thorough literature search and the presentation of the literature review in the prospectus must be sufficient in scope as to make the statement of the problem fully comprehensible without requiring the reader to consult other sources.
2. The prospectus should report all those details of the method, including experimental design, subjects, and procedures, which are deemed necessary for the reader to make an effective evaluation.
3. While the prospectus is customarily a shorter document than the completed thesis, it need not be a very brief document, and students should be wary of giving committee members prospectuses which omit significant details of the method; you should not have to “explain” your proposed project in the prospectus meeting—it should be fully comprehensible from the written prospectus.

The form to be signed at the prospectus meeting is available online at [psychology milestone forms](#). The Prospectus form is a departmental requirement and is maintained in the student’s file. Reserve a room for this meeting with any staff member at least 1-2 weeks in advance. After the meeting please turn the form into the graduate coordinator.

Data Meeting

Following approval of the prospectus meeting, the Department requires only one further meeting before the oral examination, although the committee may require, or the student request, additional meetings. The second required meeting, called the data meeting, is held when the process of data collection has been completed (at least as called for in the prospectus) and the major statistical analyses have been performed. The student submits to his committee, at least 2 weeks in advance of the meeting, a written statement of the principal findings and the manner in which they relate to the hypotheses or objectives of the study. From an examination of this statement, and from discussion with the student at the meeting, the committee will determine whether the thesis is ready to be written, or whether further research steps must be included.

The form to be signed at the data meeting is available online at [psychology milestone forms](#). The form is a departmental requirement and is maintained in the student’s file. Reserve a room for this meeting with any staff member. After the meeting please turn the form into the graduate coordinator.

Applying for Graduation

- Graduate, \$50 (\$25 for each additional concurrent degree).
- Late fee, if applicable, \$35.

If you’re graduating in...	Your deadline is...
Fall or winter	October 1
Spring	February 15
Summer	June 15

Note: If application deadline falls on a weekend or holiday, the deadline will be extended to the next business day.

To ensure that your name appears in the ASU commencement book and to avoid paying a late fee, the application must be received by the appropriate deadline.

Names of August graduates are in the fall commencement book, but graduates may choose to participate in either the spring or fall ceremony. Contact your college for details.

Note: If you are re-filing for graduation, you do not have to pay the fee again, but you do need to send an updated application, or an email stating updated term of graduation to graduation@asu.edu.

How to Apply for Graduation Online: Apply online for Master's in Passing

For your convenience, you may [apply to graduate online](#). Please note that a credit card is required (see fees above).

Requirements to apply online:

1. Have an approved Declaration of Graduation (undergraduate students) or Plan of Study (graduate students) on file.
2. Register for your final semester (graduate students may apply to graduate before registering for their final semester – please see Graduate Students Graduation Deadlines and Procedures for further information).

In Person:

Tempe campus students, please complete the following steps:

1. Register for your final semester of classes. NOTE: Graduate students may apply for graduation before registering for their final semester, but they must have an approved Plan of Study on file with the Graduation Office. Please see Graduate Students Graduate Deadlines and Procedures for further information.
2. Pay the graduation fee at the University Cashier's Office, located in the Student Services Building on the 2nd floor. Please note their hours are 8:15am-4:30pm.
3. Complete the Graduation Survey distributed by the Cashier's Office. Present your graduation fee receipt and completed survey to the Graduation Section of the Registrar's Office.

West campus students, please call (602) 543-8203 or visit the registration site in the University Center Building, Suite 120, Enrollment Services. West students must file for graduation on West Campus.

Polytechnic campus students, please call (480)727-3278 or visit the registration site in building 350 of the Student Affairs Complex. Polytechnic students may file for graduation on either Tempe or Polytechnic campus.

Downtown Phoenix campus students, please call (602) 496-4372 or visit the registration site in the University Center Building, Suite 166, Enrollment Services Office. Downtown students may file for graduation on either Tempe or Downtown campus.

By Mail:

Print the Application for Graduation, complete the form and mail with payment to the address listed on the form. NOTE: If you are re-filing for graduation, you do not have to pay the fee again, but you do need to send an updated application.

To ensure that your name appears in the ASU commencement book and to avoid paying a late fee, the application must be received by the appropriate deadline.

The Thesis Document

It is the policy of the Department that theses be prepared according to the [Publication Manual of the American Psychological Association](#) (6th Ed.).

Format Approval

The *Format Manual*, published by the Graduate College, contains the formatting guidelines you must follow when writing your document. Following the *Format Manual* is necessary because the university requires that each document meet professional standards of published research. The style guide is discipline-specific and covers different formatting issues than the [Format Manual](#), so both should be used when preparing your document.

Final Oral Defense Examination

Announcement of Defense

In accordance with the Graduate College rule, an announcement of the defense must be posted in the Department. This is generally done by posting an abstract of the thesis with the meeting time, place, and date on the top of the sheet.

Enrollment Requirement

Student must be enrolled for at least one credit hour, or one hour of appropriate graduate level credit, during the semester or summer session in which they defend a thesis (or dissertation). If you defend during the summer, enrollment in any summer session will fulfill the requirement. If you defend during a break period, enrollment during the preceding semester is required. If the break is between summer and fall, enrollment in one summer session is required.

Absent Committee Member Procedures

It is desirable that all members of a student's supervisory committee be physically present with the student at the final oral defense of a thesis or dissertation. However, there are situations (e.g. faculty travel, faculty emergencies and/or faculty leave) that may necessitate holding a defense with one or more committee member(s) absent. If a committee member cannot physically attend, they can tele/video conference, or they can appoint a substitute to attend in their place. The substitute should be a regular faculty member with the academic unit.

The supervisory committee chair must be physically present; if there are two co-chairs, one of them may tele/video conference if needed. In either case, please visit the [Graduate College Policies and Procedures](#) manual for specific instructions.

If the chair of the committee cannot attend, the defense must be rescheduled or one of the other committee members must be appointed to serve as a co-chair. To create co-chairs, the student should log into their MYASU and go to the defense tab and add their members. If the member cannot be added through MYASU the student will need to complete the *Committee Change* form available on the [graduate forms](#) website. There are two forms available.

1. Committee Approval (Individual Student, 1 time) used if the committee member will serve on only one time.
2. Committee Approval (Program, 5-yr) this is for Master's programs only.
3. An absent member may be replaced in one of two ways:
 - a. By providing a substitute (approved by the committee chair and the head of the academic unit)

for the defense only. The substitute must be someone who is ordinarily approved to serve on graduate supervisory committees (i.e., tenured or tenure-track ASU faculty).

b. In the case of a long-term absence, by filing a *Committee Change* form, recommending the name of the new member who will be expected to lend support and direction to the research and writing of the document as well as the final oral defense.

4. If a committee member is replaced by option “a” above, the student or committee chair/co- chair must notify the Graduate College before the defense so that we can ensure proper procedures are followed. The absent committee member should provide the substitute questions in writing to be asked at the defense. **When signing the defense paperwork, the substitute should sign the absent committee member’s name, and add his/her initials directly after the signature. The substitute should not sign his or her own name or use any other verbiage (e.g., John Smith for Greg Miller).**
5. The substitute, although respecting the opinions expressed by the regular committee member, must be free to use his/her judgment in voting on whether the student passes or fails the defense.

If all other possibilities have been exhausted and it is absolutely necessary for a committee member to participate via teleconferencing, the student must submit a *Petition to the Graduate College*, signed by the supervisory committee and the head of the academic unit. The petition will be reviewed by the Dean for the exception basis. The petition form is available on the [graduate forms](#) website.

Please note that any committee member who has been approved to participate in a defense via teleconferencing, or who has a substitute attend in his/her place, is still considered an absent member, and there cannot be another absent member or substitute at the defense.

Please contact Student Academic Services in the Graduate College at (480) 965-3521 if you have questions or concerns regarding these procedures.

Maximum Time Limit

Unless stated otherwise for a specific degree program, all work offered toward a master’s degree must be completed within six consecutive years. The six years begin with the first course included on a student’s approved plan of study. For example, if the first course listed was taken fall semester 2002, the student must have completed all requirements by August 2008. The six-year maximum time limit applies to all semester credit hours appearing on a plan of study, including non-degree, transfer, and law credits.

Summary — Thesis Step-by-Step:

- ___ 1. First, pull up “Master’s in Passing Request” form from [graduate forms](#). You must fill this form out and send it by email to the Psychology graduate Coordinator, who will send it to The Graduate College in 10 business days. You should see on your ASU Interactive your Plan of Study (MA). Fill out the Plan of Study listing only 30 hours.
- ___ 2. Formulate and write your prospectus; hold prospectus meeting – Internal form found at [psychology milestone forms](#). Faculty signatures are needed on this form. This form needs to be turned in to the Psychology Department Graduate Coordinator.
- ___ 3. Conduct your research.
- ___ 4. Write up your results; hold data meeting. – Internal form found at [psychology milestone forms](#). Faculty signatures are needed on this form. This form needs to be turned in to the Psychology

Department Graduate Coordinator.

- ___ 5. Write up your thesis following the [Format Manual](#).
- ___ 6. All oral defenses of a thesis must be scheduled with the Graduate College **at least 10 working days in advance** of the planned defense date. Please use the official The Graduate College [Ten Working-Day calendar](#), or In the Interdisciplinary Building, B-Wing (formerly the Administration Building, B-wing), Room 170, when scheduling a defense.
- ___ 7. File for graduation through your MYASU. Make sure you are registered for an appropriate Graduate level course in the Department during the semester in which you defend. There is a fee of \$50.00.
- ___ 8. Use your MYASU to submit your thesis to the Graduate College for format approval and to schedule defense.
- ___ 9. Go to the [graduate deadlines](#) page for deadline dates. Read about the information on this page and note you can click on their 10 day calendar on this page.
- ___ 10. Pass the defense! The pass/fail form is emailed to the Supervisory Committee by the Graduate College once the defense is set and all steps have been done.
- ___ 11. Have pass/fail form signed by the Supervisory Committee and the Committee Chair after the defense is completed including revisions. The form goes to the Psychology

Department Graduate Coordinator for processing, and must be sent to the Graduate College within 10 business days after defense. If revisions are needed, the form must again be signed by your chair after the revisions are completed.

- ___ 12. Take thesis to ASU Bookstore for binding. Remember that you will need to bind 2 copies for the Library, 1 for the department, and 1 for the Chair of your Committee.
- ___ 13. Attend graduation (if you wish).
- ___ 14. Submit a copy of your title page approval page, to the Graduate Coordinator PSY 203.

CHAPTER IV

PH.D.

Doctoral Plan of Study

Student must have an approved Doctoral Plan of Study before their comprehensive orals.

All doctoral plans of studies are done online using the Interactive Plan of Study (iPOS) form available through each student's [MYASU](#) account.

iPOS: Interactive Plan of Study for Graduate Students

Graduate students will file their Doctoral Plan of Study using secure online process called the **Interactive Plan of Study (iPOS)**. This electronic process will guide you through a step-by-step process and present a list of eligible courses to choose from. A number of edits are built in to ensure that students have met university requirements prior to submitting their iPOS. Students will be able to login to review the status at any point along the way. The [iPOS how-to guide](#) will help you.

To access the Interactive Program of Study (iPOS), please follow the steps listed below.

1. Point your web browser to my.asu.edu
2. Enter your ASUrite ID and password and click the "Login" button.
3. Upon successfully logging in, look for the "My Programs" box.
4. Click on the "Interactive Plan of Study (iPOS)."
5. Follow the online instructions, being certain to click "Save and Continue" after entering information on each page.
6. The Graduate Coordinator will verify and release your iPOS to the Division of Graduate Studies (DGS).
7. DGS will not accept the iPOS if you list more than the required 6 hours of PSY 599 thesis, you must list exactly 6 hours/credits. DGS also will not accept more than the required 12 hours of hours of dissertation PSY 799. You must list exactly 12 hours/credits. Your total hours on the iPOS should be at least 84 and no more than 90 credit hours.

If you have questions or comments, please consult with your academic unit's program office.

Overview of the Comprehensive Examinations

The Graduate College requires that each student take a comprehensive examination in his/her discipline after the course work in an approved program of study has been essentially completed and the Master's is completed. The Department of Psychology interprets this to mean that the earliest time the comprehensive examination may be taken is following the completion of two full years of graduate study (with a minimum of 9 hours per semester exclusive of research credits).

Within broad guidelines established by The Graduate College and the Department, the area faculty are free to develop comprehensive examinations along somewhat different lines, and the students will want to consult the examination policy for his/her specific area.

The comprehensive examination is designed to assess a student's level of academic preparation to pursue dissertation research. The comprehensive examination requires the student to demonstrate a thorough understanding of research and theoretical issues through written work and in an oral defense. The comprehensive examination should be completed before the dissertation prospectus is submitted. After the plan of study (completed online see instruction on page 7.2.) has been filed and completed, you may schedule the written and oral comprehensive examinations.

The [Doctoral Comprehensive Oral and Written Exam](#) form is for both the Written and Oral exams. Please print this

form and take it to your Comps Exam. This is a departmental form and it must be returned to the Psychology Department Graduate Coordinator for processing in PeopleSoft. Please make sure your Committee has been updated in your iPOS before you turn in this form.

Passing the Comprehensive Examination

The Graduate College requires that the Department determine whether the student has passed or failed the total comprehensive examination. It is the policy of the Department that the student pass the entire comprehensive (written and oral) examination. If failed you need to petition for a retake but also refer to respective areas that follow.

Examining committees have certain responsibilities beyond simply deciding whether the student has passed or failed comprehensive examinations. If the overall performance is considered barely above a passing one, the committee may request other work of the student, the nature which would depend on the committee's judgment of the deficiencies in the student's performance.

When the determination of "pass" or "fail" is made, the form filed with the Chair of the Supervisory Committee is completed, signed by the committee members and the department.

Re- Taking the Comprehensive Examination

Failure in the comprehensive examinations will be considered final unless the Supervisory Committee recommends, and the Dean of the Graduate College Approves, a re-examination. Only one re- examination is permitted and it must be scheduled within a 3-12 month period after an initial failure. You must submit a petition to retake the exam found on the web under "[Petition to the Graduate College.](#)"

The Comprehensive Paper

The paper itself is to be prepared according to the Publication Manual of the American Psychological Association (6th Ed). There is no required length.

Comprehensive – Clinical

The student is required to submit a paper for consideration by his/her Supervisory Committee. This paper is to represent the student's independent contribution to understanding of current research and theoretical issues in the field. The paper is expected to be at a level of scholarship approaching the level of a paper which is publishable, or of successful grant proposal. Two basic formats are acceptable: literature reviews and grant proposals.

The paper should address issues in one of the following areas of research and theory: Assessment, Treatment, or Psychopathology. It is important to note that these three topic areas are meant to be broadly defined to include community as well as traditional clinical psychology topics. For example, assessment might entail the study of community environments, treatment reviews may focus on a type of prevention program and psychopathology papers may focus on studies of a form of competency.

To qualify for the comprehensive examination, students must complete a master's thesis, maintain a minimum of a B average in all required course-work, and have overall satisfactory ratings in their clinical/professional activities.

For students who are admitted without a master's degree, comprehensive examination papers are submitted on the first day of the Fall semester of the fourth year at the latest. In the rare event that an examination is not submitted on the due date, it will receive a failing grade. The Graduate College allows students to re-take comprehensive examinations once, but no earlier than three months after the first examination. Students who fail to meet the fall deadline will submit their examinations on the first day of classes in the spring semester of the fourth year.

For more specific information, see the Clinical Psychology Program Handbook (pp. 35-37) that can be accessed from the Clinical Psychology graduate program website.

Students, who are admitted with a master's degree, will submit comprehensive exams on the first day of fall semester of their third year in residence at the latest. Students who are admitted with the equivalent of at least one-years' worth of prior graduate work will submit comprehensive examinations on the first day of fall semester of their third year in residence.

Comprehensive-Social

Between defense of the Master's thesis and proposal of the dissertation, social students concentrate their efforts on the development of a major area paper. A four-person Supervisory Committee oversees the project. Although the membership of this committee is often identical with that of the student's Doctoral Committee, changes can and often do occur depending on the similarity of the topic areas that are addressed.

The comprehensive examination process is intended to serve important training and career development goals in the social psychology program. In developing the written comprehensive exam, students are expected to: develop full mastery of the theoretical and empirical literature relevant to their core area of research interest; offer a novel theoretical statement or proposal that integrates the existing research; and on this basis, generate ideas for a novel program of future research with potential for high impact.

Success in social psychology requires not only the ability to design, carry out, and publish strong empirical research, but also the ability to think deeply, with an integrative approach, about existing research in a way that moves theory forward. The comprehensive exam provides training in this important aspect of our discipline. In most cases, it will also lay the conceptual groundwork for the dissertation proposal.

Currently, three options for the comprehensive examination exist.

1. One option is to prepare a major literature review that thoroughly and innovatively integrates the research on a substantive topic in social psychology. Such papers are expected to offer a novel theoretical proposal, analyze the existing literature in light of that proposal, and lead to a program of new research emerging from the proposal. The comprehensive examination document is expected to be at or close to the caliber appropriate for submission to journals such as *Personality and Social Psychology Review*, *Perspectives in Psychological Science*, *Behavioral and Brain Sciences*, *Psychological Bulletin*, *Psychological Review*, or similar journals. Prior, first-authored publications meeting these criteria and published in a journal of this caliber may, with the approval of the Supervisory Committee and completion of an appropriate defense meeting, be allowed to fulfill the comprehensives exam requirement.
2. A second option is to prepare a quantitative review of research literature, or meta-analysis, designed to lend clarity to the literature in the student's core area of substantive interest, and provide a theoretical advance comparable to that described in option (1). This paper should follow the model of meta-analyses published in *Psychological Review* or *Psychological Bulletin*.
3. The third option is to prepare a grant proposal for a major federal agency or private foundation. Such proposals may be for a program of basic or applied research. A basic criterion in evaluating

applied proposals in that they should be of more than local interest. It is expected that grant proposals will be of sufficient quality to be approved by a national review committee when submitted.

When the comprehensive examination document has been completed, it becomes the basis for a two-hour oral examination. While the examination focuses primarily on the content defined by the paper, questions may also address the student's overall level of preparation within social psychology, especially in relation to the student's core area of substantive interest.

Procedural Issues

1. No later than 12 months following the successful defense of the Master's thesis, students will meet with their comprehensive committee. One week prior to this meeting, students will present committee members with an outline or prospectus of their comprehensives: this should include an executive summary of the topic; a tentative outline; and a tentative reference list. During the meeting, the committee will make recommendations to the student regarding any changes in content, focus, breadth, etc. The function of this meeting is not to create more work for the student in the form of an additional meeting, but to focus the student's efforts appropriately and efficiently.
2. In the event that a student has not yet completed a comprehensive outline or prospectus by this time, he or she will write a memo describing the progress that has been made and explaining why the prospectus has not yet been completed. The student and the Committee will then meet, before the end of the 12-month window, to discuss the current state of the project and the student's lack of progress. Within 18 months following the outline/prospectus meeting, students will complete the comprehensive paper and schedule a defense.
3. In unusual circumstances (e.g., for students who have recently entered the program with a Master's degree), the student (with his/her advisor's approval) may petition the Social Psychology faculty for release from these requirements and may suggest an alternative timetable.

Comprehensives—Developmental

The comprehensive requires the student to demonstrate a thorough understanding of research and theoretical issues in developmental psychology through written work and in an oral defense with members of the student's supervisory committee. Comprehensives are taken after a student has completed his/her Master's thesis and before submission of the dissertation prospectus.

To fulfill the comprehensive examination requirement, eligible students will elect to write either a grant application or a critical review paper. Papers and grant proposals can address any topic related to developmental psychology. As a general guide, comprehensive examination projects can be concerned with any topic that would be suitable for a dissertation in our program.

Grant proposals should conform to one of the existing formats that are used to fund dissertation research in psychology (e.g., National Research Service Award). If yours deviates from this format please consult the faculty about its appropriateness (Brief fellowship applications that focus on the credentials of the applicant and the mentoring environment are not appropriate for comps). If you are unsure whether or not your format would be appropriate, please check with your program's chair. Grant proposals should include all required components except for letters of recommendation and actual IRB approval (the human subjects section is required). Students whose grants draw from a faculty mentor's parent grant should not use "canned" sections from the parent grant. Students must write all sections. For grant applications (such as NRSAs) that are less than 10 single-spaced pages, a 10-15 page supplement (double-spaced, 11 pt Arial font) is required. The supplement entails an expanded background and significance section that provides the context for the significance of the proposed research and its innovativeness. Students will submit the supplement with the grant application at the appropriate deadline.

The process for comprehensive exams allows you to meet with your mentor (and with your committee members) on an unlimited basis. However, all feedback from those meetings needs to be documented and submitted on to the committee along with the comprehensive exams document(s). In addition, your primary advisor on the comprehensive exams committee can read your document one time but s/he cannot edit the document or provide you with tracked changes or tracked comments. No faculty member can edit the document or provide you with tracked changes or tracked comments. If your primary advisor on the comprehensive exams committee reads your document the one time that is permitted, s/he could provide you with verbal feedback; however, you need to document the feedback received. We encourage every student to seek as much feedback as possible and when necessary.

Oral examinations for the grant proposal option should be scheduled as soon as possible after the submission deadlines, but definitely before October 1 for fall submission and before March 1 for spring submissions. If at least three of the four-committee members determine that the written product and oral examination were satisfactory, the student will have passed the exam. Students should begin trying to schedule their orals as early as possible. If possible, students should hand in to the Graduate Coordinator, along with their comps paper, the names of the committee members and the date of the oral. If scheduling is still unknown at the time of the paper submission, please inform the Graduate Coordinator of the orals date as soon as possible. An oral can be conducted with only 3 committee members physically present, and the 4th member sending in questions. Orals should not require any more than 1 ½ hours. If students do not pass, supervisory committees can allow them to apply for a second examination at the next available deadline. In rare circumstances, students may pass with minor revisions. These revisions must be submitted by November 1 for fall submissions and by April 1 for spring submission and will be evaluated by the committee chair.

Critical review paper should identify a topic in the empirical literature that has not been the topic of a recent review. Papers should conform to APA style. The text of the student's paper should be 40-50 pages. The process of preparing a literature review exam entails:

1. Preparation and approval of a **reading list** for the written examination. The reading list is divided into **four sections**, each covering a **distinct sub-area** of the field. The four sub-area should cover a broad range within the student's field. Breadth might be incorporated in a number of ways, including questions that:
 - Span cognitive and social topics
 - Focus on broader developmental theories
 - Include historical perspective
 - Address methodological issues
 - Span a wide range of developmental periods or ages
2. The student's advisor **must approve** the four sub-areas before the reading list is constructed. Typically, sub-areas will align with the interests of committee members, but this is not a necessary constraint.
3. Once the four sub-areas are approved by the advisor, the student should consult each committee member for advice on the reading list. The committee members should help the student compile a reading list for each sub- area. The student should already be familiar with each area; the readings should both **reinforce** and **build upon** the student's knowledge. A typical reading list will include about **1 book** and about **10 articles** (a sort of "top ten" list) per sub-area.

Note: These numbers are only **guidelines**; the actual number of readings **must be negotiated** with the committee members. For example, the student may have their sub-area of primarily interest represented more heavily in the reading list (but not at the expense of the other three sub-areas). Once **each committee member has approved** the reading list, the student is ready to study for the written examination.

4. The **oral examination** is administered. The content is at the discretion of the committee. For example, if a student has excellent written answers, the oral examination may be quite informal, dealing with clarifications or through experiments. If the written answers raise some doubts, the oral examination may be more rigorous. At a typical oral exam, the committee will first ask questions based on the written examination, usually asking students to clarify their answers if needed, and to answer the two skipped questions. Next, the committee may ask questions based on items from the reading list not used in the written examination. Then, the committee may explore what the student has learned in three years. The student must demonstrate competence in all four areas.
5. Finally, the student is excused and the committee votes on a recommendation – either “pass,” or “fail.” If the student fails the exam, he or she must schedule a second exam for the next time period. If the student fails the second exam he or she is dismissed from the program. At the committee’s discretion, a student may be awarded a “pass with distinction.”
6. **Scheduling:** There are two scheduling tracks for the comprehensive exam option.

	Fall	Spring
MA Defense --->	Dec	May
Reading List --->	May	Sept

After the MA defense, students must schedule the exam for the next time period. If they miss that exam, they fail it, and then must schedule the make-up exam for the next time period. If they fail the second exam they are dismissed from the program.

In unusual circumstances, the student (with his/her advisor’s approval) may petition the developmental psychology faculty for release from these scheduling requirements and may suggest an alternative timetable.

With formal selection of a **faculty committee**, consisting of four members, all members should be tenure track or tenured faculty. The committee consists of four faculty, at least three of whom must be members of the Psychology Department. Outside members need to be approved faculty for Psychology by The Graduate College. Each time outside members are involved, the committee composition needs to be reviewed by the graduate studies committee for approval. Students should consult their advisors.

Red tape. Students must submit all the necessary forms, get signatures, etc. Otherwise, the Graduate College will not properly record the exam.

Comprehensives—Quantitative

Comprehensive Paper and Examination. Near the end of the completion of coursework, students concentrate much of their effort on the development of a written comprehensive paper, which may take one of two forms. The first is a scholarly review of a substantial area of methodology (e.g., longitudinal growth modeling, survival analysis, plus discussion of issues and future directions. The student, in the process of developing the paper, becomes an expert in an area. The second is a complete grant proposal suitable for submission to a federal agency. Since grant proposals are often highly constrained in length by the funding initiative (e.g., the NRSA), the comprehensive examination committee may request a shorter review paper in addition to the grant proposal. The comprehensive paper is often the basis of the doctoral dissertation. Again, the student works in close conjunction with a research advisor, as well as with three additional faculty members, the four of whom constitute a comprehensive examination committee. The student defends the comprehensive paper before this committee; this defense constitutes the comprehensive examination. There is no other comprehensive examination.

Comprehensives—Behavioral Neuroscience

The comprehensive exam is designed to ensure the student's master of their field, including its broader issues, theories, and key findings. The exam consists of two phases: A written exam and an oral exam, which follows a week later.

Completion of the comprehensive exam requires several steps:

- (1) **Formal selection of a committee** consisting of four tenured or tenure-track faculty, at least three of whom must be members of the Psychology Department or listed as approved faculty for Psychology by the Graduate College/Office.
- (2) **Preparation of a reading list** covering four key sub-areas of the field and including major works defining those areas (the sub-areas must be approved by the student's primary mentor). There are typically a total of about 25 articles or book chapters on the reading list from each committee member, with the goal to enhance both breadth and depth of knowledge. The final list approximated 100 readings, but the final number depends upon the committee members' and chair's final approval.
- (3) **Approval of the reading list by the faculty committee.** The student should provide the list to all members and modify the reading list as suggested; no formal meeting is required. Students are expected to study from the readings on their list, while continuing to enrich their skill sets, collect data, write manuscripts/proposals, and/or be a teaching assistant. Balancing these many activities is expected to prepare the student for the multi-tasking expectations that would occur later when one is an independent and productive scholar.
- (4) **The written examination** is composed of one question set from each of the four committee members. While a committee member may be selected for his/her area of expertise, the graduate students should be aware that committee members are welcome to pose questions from any part of the reading list. These four question sets may be answered all in one day or answered across two consecutive days, with two questions answered on Day 1 and two questions answered on Day 2. Whether examined over one or two days, the written examination should total eight hours. Questions may be answered via computer and/or hand written diagrams. The types of questions and whether it is open or closed book is up to each committee member; students could get a mixture of each format. At the end of each exam session, the student should print out or email their answers to the primary mentor, who will then distribute them to all committee members. In the next several days, the students should meet with each committee member to obtain feedback on written performance, in order to help prepare for the oral examination.
- (5) **The oral examination** will occur one week after the written exams took place. For the oral exam, the student should be prepared to defend their written answers, and to answer other questions posed by the Committee. A "pass" requires that three of the four committee members vote "satisfactory" or "pass" on each of the written and oral components.

To maintain satisfactory performance, students must successfully complete their Master's thesis and successfully pass the Comprehensive Exam by the end of the fourth year. The Master's thesis must be completed before continuing with the Comprehensive Exam.

If the student fails the comprehensive exam, a second exam will be administered within one semester of the first exam. If the student fails the comprehensive exam twice, he or she will be dismissed from the program.

For a more in-depth description of the comprehensive paper, obtain the Behavioral Neuroscience Program Description Sheet from the Program Secretary.

Comprehensives—Cognitive Science

The comprehensive examination is designed to ensure the student's progress toward becoming a member of the scholarly community who can engage in discussion, debate, teaching, and original thinking. In passing the comprehensive exams, the student should demonstrate competence in multiple areas of cognitive science, including facts and findings at the level of both data and interpretation and an ability to synthesize old and new research.

To qualify for the examination, students must complete a Master's thesis and be in good standing with the Cognitive Science training area. The program is multidisciplinary; thus, we accept non-training faculty on the four-person committee, but a majority of the committee must belong to the training area. The exam consists of two phases: a written exam and, one week later, the oral exam. There are two formats for the written exam. The student is expected to consult with the primary advisor in selecting one of the two options.

Option 1: Together with the committee, the student creates a reading list upon which questions are based. The student is required to complete three out of four questions using no external materials (i.e., closed book and notes) during each of two 4-hour sessions: both the morning and afternoon of a single day or two consecutive days.

Option 2: Together with the committee, the student creates a reading list upon which questions are more loosely based. The exam is "open book"; thus, the student is expected to use more materials so as to reflect a mature understanding of the field of cognition, action, and perception.

The student is required to complete three out of four questions during each of two consecutive weeks and submit a typed reference list of each question ANSWERED. Students should be prepared to describe the design of new research when answering all questions, and it is typical for students to be asked to write a short grant proposal, describing new research, for at least one question.

The comprehensive examination may be re-taken once, pending committee approval. Failure of the comprehensive examination is an indication that the student is not making sufficient progress to continue with the dissertation and will result in dismissal from the program.

All other details regarding comprehensive examinations are general to all psychology graduate students and are provided in other sections of the Graduate Student handbook.

Candidacy

When a student has completed the comprehensive examinations, when the Prospectus meeting (with the required approval and signatures) has been held, and the form (Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus) submitted to The Graduate College, he/she will be admitted to candidacy. The student will receive a letter from The Graduate College congratulating him/her on his/her achievement. There is no charge for being advanced to candidacy and no additional paperwork is required.

PhD. Students achieve candidacy status in a letter from the Dean of The Graduate College upon

1. passing the comprehensive examination; and
2. successfully defending the dissertation prospectus

Overview of the Dissertation

While few students complete the PhD in 3 years (or 5 with the internship in the case of clinical students), it should not be pointed out that there are no administrative or legal barriers to doing so. For the well-organized student who meets each requirement successfully at the earliest opportunity, completion of the PhD within these limits is quite possible and has, in fact, been accomplished. This is not to say that the optimum educational experience for some students might not entail a longer period in residence.

Many of the comments in the section on the master's thesis have obvious relevance to the dissertation as well. A clear point of difference, however, is the greater emphasis placed upon originality in the doctoral research. Even in those situations where the dissertation research is conducted as part of a faculty member's project funded by outside sources, it is expected that the student will be able to devise a substantially original research plan which also fits into the overall theme of his/her supervisor's research program. This does not mean in any way that the supervisor may not make suggestions, or that he/she may not determine that a proposal is too remotely related to be supported by the funds assigned his/her project.

Students should be wary of rumors concerning what will or will not be viewed as an acceptable dissertation. What the Department desires is what universities of quality wish everywhere—that the dissertation should constitute a significant, original, and scientifically rigorous contribution to the literature of the discipline. These criteria may be met by research studies of such great diversity that it is not feasible to set down here guidelines for attaining them. Rather, the student is encouraged to seek his/her supervisor and committee's advice at an early stage in his/her thinking concerning the merit of his/her topic.

Supervisory Committee

The Supervisory Committee for a doctoral degree program will consist of four persons, a chair and three members. The recommended composition of this committee is

3 persons in your area and 1
person outside your area.

The out-of-area person should be a person who can contribute expertise in a needed area (e.g., test construction, survey analysis) that is outside the focus of your topic. He/She may also be from outside of Psychology. The option of a larger committee is available whenever it seems appropriate or desirable.

The in-area person can be outside your sub-discipline and still be considered in-area if his/her area of expertise falls in your topic area (e.g., if you are a social student and your topic includes adolescent children, a faculty member in either clinical or developmental could be considered in-area if his/her specialty is adolescents).

The Committee members included on the Plan of Study will serve as the Supervisory Committee. No additional paperwork is necessary – unless there is a change in membership.

There is a great potential for confusion concerning the differences between

1. the adviser and the chair of the Supervisory Committee and
2. the thesis and dissertation examining committees and the Supervisory Committees.

Consequently, the student is urged to read this section with special care and to resolve promptly any questions he may find unanswered.

While the Department only very rarely admits a student with the expectation of graduate study only for a terminal master's degree, areas of graduate study require a master's degree of all students as part of their progress toward the PhD. A three-person Supervisory Committee for the master's degree should be established after the completion of 12 credit hours of graduate study which would generally occur during the second semester.

The PhD Supervisory Committee of four persons is charged with the responsibility of approving the student's total plan of study for the PhD, including both academic courses and research. The membership of the committee is recommended by the Chair of the Department to the Dean of The Graduate College, following approval by the Director or Graduate Studies and the area head faculty. This Committee is usually formed after the master's defense.

It is the Department's policy that the Chair of the Supervisory Committee and two additional members shall be members of the full-time faculty in the student's area (Exceptions to this can be made in certain cases upon recommendation of the Graduate Studies Committee chair and approval of the Department Chair) and one committee member shall be a full-time member of an area other than the student's. The option of a larger committee is available whenever it seems appropriate or desirable for a particular topic or situation. Part-time persons, in other departments and/or adjunct persons may also serve on Supervisory Committees if approved by the Division of Graduate Studies (DGS) and the Dean of the Graduate College. During the first year, the student should consult his area head faculty concerning the chairship and membership of the committee. The student's adviser at that time may or may not be selected as the chair of the Supervisory Committee or as a member of the committee. Following the preliminary discussion with the area head faculty, the student should consult with his proposed committee chair concerning the remaining membership of the committee. The proposed committee membership is then submitted for approval to the DGS and then the recommendation is sent to the Dean of The Graduate College and appointment of the Supervisory Committee becomes official with notification of his approval.

With the appointment of the Supervisory Committee, the student technically no longer has an adviser but instead a committee chair. It does not seem realistic to expect linguistic habits to reflect this change with perfect accuracy, so nobody will be surprised if you call your committee chair your adviser and departmental communications to the graduate student group may use adviser to refer to both adviser and committee chair.

On one point there should be absolute clarity, however: no student ever has an adviser and a committee chair in the sense of two different members of the faculty; the appointment of a chair of the Supervisory Committee automatically terminates an adviser assignment to a different faculty member. If a non-area faculty is chair of the Supervisory Committee, the student would maintain an informal advisor relationship in his/her area for the purpose of advisement on program issues (e.g., course selection). If the committee is not a member of the training area faculty, the training area may require a co-chair who also serves this informal program advisor function.

To summarize:

By April 15 of the (first year or the middle of the Fall semester of the second year), go to your MyASU, then to your Ph.D. tab to update your Dissertation Supervisory Committee.

HOWEVER, a Plan of Study must be submitted and approved by The Graduate College BEFORE a Supervisory Committee form can be changed. The approval of the Plan of Study usually takes 6-8 weeks SO, plan ahead!!!

The practical significance of this deadline is that it requires the beginning graduate student to have explored his research interests with the faculty sufficiently that a designation of the Supervisory Committee may be made. Apart from the bureaucratic requirement of selecting the Supervisory Committees, there are several additional and very important reasons why the entering graduate student should begin immediately to explore mutual research interests with the faculty; each area of specialization emphasizes research training as a major, often the major, objective of the doctoral program, and all students are expected to be continuously involved in research throughout the course of their study with the Department.

While the procedure and deadlines of the Supervisory Committees should be strictly adhered to, students should feel reassured that there is considerable flexibility in changing the membership, including chairship, of the Supervisory Committee should the student's research interests evolve in directions not originally anticipated. Such changes may be initiated at any time, and require the approval of the Director of Graduate Studies, the Chair of the Department and of the Dean of The Graduate College.

Research Prospectus

The Dissertation Prospectus form is now processed by the department. When you are ready to defend your Proposal you need to print this form [Results of the Doctoral Dissertation Proposal/ Prospectus](#).

Once this form is signed by the committee, it must be turned into the Psychology Department Graduate Coordinator for processing in PeopleSoft.

The Clinical Program requires that students submit the prospectus to the dissertation committee on or before October 1st, and successfully defend it on or before the fall semester defense deadline (mid- October) to be eligible to apply for internship during that fall semester.

The Dissertation Document

It is the policy of the Department that dissertations be prepared according to the [Publication Manual of the American Psychological Association \(5th Ed.\)](#).

A careful review of this document well in advance of the preparation of the final copy of the dissertation is required.

Final Oral Defense Examination

Announcement of Defense

In accordance with The Graduate College rule, an announcement of the defense must be posted in the Department. This is generally done by posting an abstract of the dissertation with the meeting time, place, date, and your name on the top of the sheet. The Graduate College will provide University notification.

Pass/Fail Levels

At the conclusion of the oral defense, the Committee Chair will assign one of four levels of pass/fail based upon the consensus of the Supervisory Committee:

Pass:	Only minor format corrections need to be made (e.g., typographical errors, pagination).
Pass with Minor Revisions	Extensive format/editorial corrections and/or minor substantive changes need to be made (e.g., rewrite some text, correct grammatical errors).
Pass with Major Revisions	Extensive substantive changes need to be made (e.g., chapter rewrite).
Fail	The basic design and/or overall execution of the study are flawed or the candidate's performance in the oral examination is seriously deficient.

Committee, except chair, signs approval page.

Committee signs form and notes required revisions on the form.

Copy sent to Department Graduate Coordinator

Dept. Chair signs pass/fail form once appropriate page is signed by committee chair.

Remember:

Graduate Students who are required to submit these, dissertations, and research papers and whose oral defenses are scheduled through the Graduate College must complete revisions for binding by the submission deadline for the semester following their oral defense and will need to re-file for graduation.

Maximum Time Limit

Doctoral students must complete all program requirements within a ten-year period. The ten-year period starts with the initial enrollment into the doctoral program. In addition, the student must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examinations.

Summary—Dissertation Step-by-Step

- ___ 1. File your Interactive Plan of Study (iPOS) online through MyASU. Before submitting the iPOS print out a copy for your mentor to look over and approve. You must be registered in a graduate level course on your program of study during the semester in which you defend.
- ___ 2. Formulate and write your prospectus; hold prospectus meeting. You must go to the graduate coordinator to get your original comps form for this part to be filed.
- ___ 3. Conduct your research.
- ___ 4. Write up your results; hold a data meeting. Internal form found at [psychology milestone forms](#). Faculty signatures needed on this form. This form needs to be turned in to the Psychology Department Graduate Coordinator.
- ___ 5. Write up your dissertation following the [Format Manual](#)
- ___ 6. File for graduation; make sure you are registered for an appropriate graduate level course in the Department during the semester in which you defend. There is a fee of \$50.00 and a late fee of \$35.00. Go to the [graduate deadlines](#) page for deadline dates.
- ___ 7. Enter dissertation through your MyASU to The Graduate College for format approval and set up your defense.
- ___ 8. Go to [graduate deadlines](#) page for deadline dates and read about the information on this page and note you can click on their 10 day calendar on this page.
- ___ 9. Pass the defense! The pass/fail form is emailed to the Supervisory Committee Chair by The Graduate College once the defense is set. Faculty and Psychology Department chair signatures are needed on this form. The form should be given to the Psychology Department Graduate Coordinator for processing and for forwarding the signed form to The Graduate College within 10 business days.
- ___ 10. Have signature page signed by Department Chair and Supervisory Committee after everything is completed including revisions. If revisions are made to the title page or

abstract, then the document needs to go back to the DGS for format approval again before submitting to the bookstore.

- ___ 11. Please visit your MYASU defense tab for binding options. Remember that you will need to bind 1 for the department, and 1 for the Chair of your committee, the library now keeps electronic copies.
- ___ 12. Attend graduation (if you wish).
- ___ 13. You're done!!!!!!

CHAPTER V
YEARLY TIME-TABLE FOR
FORMS

First Hurdle- Master's Thesis (1st to 3rd Year in Program)

1. File the Master's Thesis Prospectus Meeting form found at [psychology milestone forms](#) - signed by committee at meeting, and turned into the graduate coordinator.
2. File the Master's Data Meeting Form— found at [psychology milestone forms](#) signed by committee at meeting, and turn into the graduate coordinator.
3. Fill out the Master's in Passing Request Form from [graduate forms](#) and email this to the graduate coordinator.
4. Fill out your MIP plan of study form on your ASU Web Page.
5. File the Application for Graduation—do this early in the semester that you intend to defend your thesis and graduate. Please review [Graduation instructions](#) online.
6. Submit Master's Thesis for format approval and schedule master's defense.

Second Hurdle (2nd to 4th year in Program)

1. File Plan of Study for PhD Program online at MyASU. Your PhD iPOS must be approved before you can request your Master's iPOS.
2. Complete your Comps. The paperwork is found at [psychology milestone forms](#). After you have passed or failed your comps, give signed form to the Psychology Department Graduate Coordinator.

Third Hurdle- Dissertation (4th to 8th years in Program)*

1. File Dissertation Data Meeting form-obtain form found at [psychology milestone forms](#) (prior to meeting), have it signed by your committee and return to the Psychology department Graduate Coordinator.
2. File the Application for Graduation—Online through your MyASU. The [Graduate College Instructions](#) can help you.
3. Submit dissertation for format approval and schedule your PhD oral defense through your MyASU.

***NOTE:** Time to completion varies among students, with the average amount of time to earn Ph.D. being 5.5 years.

The Graduate College Time Limits

*****IMPORTANT IMPORTANT IMPORTANT*****

Please note that the time limits set by the Graduate College are SUPERSEDED by the Psychology Department's Time Limits for defining Satisfactory Progress.

The Psychology Department can (and does) set more stringent time limits and students who do not complete their milestones within their training area's schedule, are subject to dismissal.

So, do NOT rely on the Graduate College Timelines alone.

You MUST consult your training area's schedule of milestones and make sure that you are within your training area's definition of satisfactory progress.

Graduate College Time Limits:

Master's Degree

All of the work offered toward a master's degree program must be completed within 6 consecutive years.

Doctor of Philosophy

The candidate must take the final oral examination in defense of the dissertation within 5 years after passing the comprehensive examinations.

Exception

Any exception to the above must be recommended by the supervisory committee and approved by the Dean of the Graduate College and ordinarily will involve repetition of the comprehensive examinations.

Registration

Once admitted to a Ph.D. degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled.

APPENDIX A

SAMPLE CURRICULUM FOR EACH AREA

NOTE:

These sample programs are offered as a format for designing your program of study. There are such numerous combinations for individual students that an effort was only made to present a format. These sample programs should be read in that context and students should formulate their individual program with the assistance of their Supervisory Committee Chair.

Detailed sample programs for students focusing on specific specializations (e.g., Health Psychology, Community/Prevention Research) are available in the area offices.

All courses are 3 credit hours unless otherwise specified.

SAMPLE SCHEDULE: CLINICAL ADULT

Listed below is a sample schedule, which shows a typical sequence of required and elective courses for students in the clinical program Non-child emphasis). Note that, although we outline a five year sequence in which the degree can be completed, most students finish the degree in six year including internship.

YEAR ONE

Fall (12 credits)

- +Analysis of Variance
- +Psychotherapy (if offered)
- +Elective (History and Systems, if Psychotherapy not offered)
- +Psychopathology
- +Research credits

Spring (12 credits)

- +Multiple Regression in Psychological Research
- +Interviewing & Ethics
- +Research Methods
- +Elective or research credits

YEAR TWO

Fall (12 credits)

- +MA Thesis (3)
- +Clinical Practicum I
- +Elective (Biological Bases of Behavior)
- +Psychotherapy (if not offered in year 1)
- +Elective (Affective Bases of Behavior)

Spring (12 credits)

- +MA Thesis (3)
- +Clinical Practicum II
- +Assessment ATM
- +Elective (History & Systems if Psychotherapy taken in year 1).

YEAR THREE

Fall (12 credits)

- +Elective (Cognitive Bases of Behavior)
- +Elective (Social Bases of Behavior)
- +Ph.D. Dissertation (3)
- +Research (3)
- (1/4 time placement)

Spring (12 credits)

- +Elective (Human Development)
- +Ph.D. Dissertation (3)
- +ATM
- +Research (3)
- (1/4 time placement)

YEAR FOUR

Fall (12 credits)

- +Elective
- +Elective
- +Ph.D. Dissertation (3)
- +Research (3)
- (1/4 time placement)

Spring (11 credits)

- +Elective
- +Elective
- +Ph.D. Dissertation (3)
- +Research (3)
- (1/4 time placement)

YEAR FIVE

Fall (1 credit)

- +Internship (1)

PSY 592, 599, 792 and 799 course credits may be taken in the summer.

Spring (1 credit)

- +Internship (1)

SAMPLE SCHEDULE: CHILD CLINICAL EMPHASIS

Listed below is a sample schedule, which shows a typical sequence of required and elective courses for students who chose a child clinical emphasis. Note that, although we outline a five year sequence in which the degree can be completed, most students finish the degree in six years including internship.

YEAR ONE

Fall (12 credits)

+Analysis of Variance
+Developmental Psychopathology
+Psychopathology
+research credits

Spring (12 credits)

+Multiple Regression in Psychosocial Research
+Interviewing & Ethics
+Research Methods
+Elective (Biological Bases of Behavior)

YEAR TWO

Fall (12 credits)

+MA Thesis (3)
+Clinical Practicum I
+Elective (Affective Bases of Behavior)
+Psychotherapy with Children & Families

Spring (12 credits)

+MA Thesis (3)
+Clinical Practicum II
+Assessment ATM
+Elective (History & Systems)

YEAR THREE

Fall (12 credits)

+Elective (Cognitive Bases of Behavior)
+Elective (Social Bases of Behavior)
+Ph.D. Dissertation (3)
+Research (3)
(1/4 time placement)

Spring (12 credits)

+Elective (Human Development)
+Ph.D. Dissertation (3)
+Research (3)
+ATM
(1/4 time placement)

YEAR FOUR

Fall (12 credits)

+Elective
+Elective
+Ph.D. Dissertation (3)
+Research (3)
(1/4 time placement)

Spring (12 credits)

+Elective
+Elective
+Ph.D. Dissertation (3)
+ Research (3)
(1/4 time placement)

YEAR FIVE/SIX

Fall (1 credit)

+Internship (1)
PSY 592,599,792 and 799 course credits may be taken in the summer.

Spring (1 credit)

+Internship (1)

DEVELOPMENTAL PSYCHOLOGY PROGRAM DOCTORAL CURRICULUM

Graduate students in the Developmental Psychology Program receive coursework training in the following areas. The total number of hours required by the Graduate College for the Ph.D. is 84 (42 of coursework and 42 of research/reading & conference). Other courses offered by developmental faculty, affiliated faculty, visiting professors, or offered in other departments may be substituted by approval of the developmental faculty.

1. Developmental Theory Courses

Students are required to take at least one course:

CDE 531 – Theoretical Issues in Child Development
PSY 591 – Advanced Developmental Psychology
PSY 591 – Lifespan Developmental
PSY 591 – Theories of Development

2. Developmental Methods Courses

Students are required to take at least one course:

PSY 600 – Developmental Research Methods
CDE 533 – Research Issues in Child Development
PSY 555 – Experimental and Quasi-Experimental Designs
PSY 600 – Research Methods
PSY 536 – Methods in Prevention Research
PSY 591 – Methods in Developmental Psychobiology

3. Quantitative Courses

Students are required to take at least four courses:

PSY 530 – Analysis of Variance
PSY 531 – Multiple Regression Analysis
PSY 532 – Analysis of Multivariate Data
PSY 533 – Structural Equation Modeling
PSY 591 – Multilevel Modeling
PSY 591 – Longitudinal Data Analyses
PSY 591 – Statistical Mediation Analyses
PSY 591 – Missing Data Analyses
PSY 591 – Multivariate Analysis of Variance
PSY 539/540 – Meta-Analysis
PSY 591 – Advanced Regression and Graphics
PSY 591 – Item Response Theory
PSY 537 – Longitudinal Growth Modeling
PSY 538 – Advanced Structural Equation Modeling

Plus others that may be offered outside the Department of Psychology, such as longitudinal modeling, categorical data analysis, qualitative data analysis, time series analysis, subject to approval by the developmental faculty.

4. Depth Courses: Topical Courses of a Developmental Nature

Students are required to take at least four courses (with at least two from developmental faculty):

PSY 542 – Social Development
PSY 591 – Social-Cognitive Development – Theory of Mind
PSY 591 – Language Development
PSY 591 – Research in Cognitive Development PSY 591
– Adolescence and Emerging Adulthood PSY 591 –
Emotional Development
PSY 591 – Moral Development
PSY 591 – Home Impact on Child Development
PSY 591 – Childcare, Early Education, and Child Development PSY
591/CDE 612 – Children’s Peer Relationships
PSY 591 – Successful Aging
PSY 591 – Resilience Processes and Development PSY 591
– Methods in Developmental Psychobiology PSY 591 –
Developmental Behavior Genetics
PSY 578 – Developmental Psychopathology CDE
534 – Risk and Resilience
CDE 610 – Gender and Development
CDE 634 – Prevention and Child Development

Plus others that may be offered outside the Department of Psychology, such as speech and language development, subject to approval by the developmental faculty.

5. Breadth Courses: Psychological Foundations

Students are required to take at least two courses from other areas within the department that will provide the student with a broader perspective including the social, cognitive, and/or biological bases of human behavior. These courses are taught by Psychology Department faculty (courses from other departments or schools are subject to approval from the developmental faculty).

6. Professional Development

Students are required to take at least 6 credits:

PSY 591 – Teaching of Psychology PSY
501 – Supervised Teaching
PSY 591 – Professional Writing and Reviewing PSY 591 –
Grant Writing/Professional Development
PSY 680 – Topics in Professional Development (1-3 credit option)

7. Research: Reading & Conference, Master’s Thesis and Dissertation

Students are required to take 42 research credits and this requirement could be satisfied with some combination of masters, dissertation, RA, and supervised research via the courses listed below (when those 42 credits are completed, there are no more research requirements).

PSY 592 – Supervised Research or PSY 590 Reading and Conference (at least 9 credits) PSY 599 –
Master’s Thesis (at least 6 credits)
PSY 792 – Post-Master’s Research or PSY 790 Reading and Conference (at least 15 credits) PSY 799 –
Dissertation Research (at least 12 credits)

8. For transfer students: With the approval of the degree program and The Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were **not** used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted. The PhD program can also accept an admitted student’s Master’s degree and this would count as a blanket 30 credits towards the 84 required for the program.

SAMPLE PROGRAM FOR DEVELOPMENTAL

YEAR 1

FALL SEMESTER

Research Methods
Intermediate Statistics
Reading and Conference
Social Development

SPRING SEMESTER

Developmental Psychopathology
Multiple Regression Analysis
Reading and Conference
Adolescence and Emerging Adulthood

YEAR 2

Advanced Developmental Psychology
Analysis of Multivariate Data Research

Resilience Processes and Development

Developmental Behavior Genetics
Structural Equation Modeling
Grant Writing/Professional Development
Thesis

YEAR 3

Successful Aging
Theoretical Issues in Child Development
Dissertation
Multilevel Modeling

Teaching of Psychology
Longitudinal Data Analyses
Developmental Research Methods
Dissertation

YEAR 4 and YEAR 5

Statistical Mediation Analyses

Dissertation (9)

Longitudinal Growth Modeling

Dissertation (9)

PSY 592, 599, 792 and 799 course credits may be taken in the summer.

QUANTITATIVE PSYCHOLOGY PROGRAM DOCTORAL CURRICULUM

The focus of the concentration in Quantitative Psychology is the broad class of quantitative and methodological issues that arise in the conduct of both basic and applied psychological research. Training and research are aimed at the development, evaluation, and application of new methodologies that have direct relevance to substantive psychological research. Our concentration encompasses three broad areas of methodology: (1) modern approaches to *measurement* of psychological constructs (e.g., Item Response Theory, latent variable models); (2) research *design* innovations (e.g., quasi-experimental designs with expanded concern for external validity in field settings, designs particularly suited to the evaluation of psychological interventions); and (3) *data analysis* techniques, including both those with established utility for psychological data (e.g., structural equation modeling, longitudinal growth modeling, mediation analysis) and those enjoying recent use in psychology (e.g., modern missing data treatment, functional data analysis). The concentration aims to train the next generation of psychological methodologists, who will make strong contributions in developing methods in the areas of measurement, design, and analysis, and to evaluating the utility of new and existing methods for use in psychological research. The quantitative/methodological courses that keep abreast of new developments in methodology are implemented under an omnibus number (Psychology 591). Additional quantitative course work is available in other departments on campus.

Quantitative students participate in research throughout their graduate careers to foster an active record of publication while in graduate school. Research experience is gained through the milestone projects (first year research project or master's thesis, comprehensive exam, and dissertation). Each student has a faculty mentor with whom research is carried out. In addition, students are encouraged to participate in research independent of the milestone projects in collaboration with a variety of faculty members.

Core Courses

PSY 502	Current Issues in Psychology
PSY 533	Structural Equation Modeling

Required Courses

PSY 530	Analysis of Variance
PSY 531	Regression Analysis
PSY 534	Psychometric Methods
PSY 555	Experimental and Quasi-Experimental Designs

Advanced Courses

PSY 532	Multivariate Analysis
PSY 536	Prevention Research Methods
PSY 537	Longitudinal Growth Modeling
PSY 538	Advanced Structural Equation Modeling
PSY 539	Multilevel Models
PSY 540	Missing Data Analysis
PSY 543	Mediation Analysis
PSY 554	Item Response Theory
PSY 591	Advanced Regression and Graphics
PSY 591	Data Mining in Psychology

In addition among the courses offered across campus are categorical data analysis, econometrics, time series analysis, epidemiology, probability, mixed models, and Bayesian methods.

SAMPLE QUANTITATIVE PROGRAM

YEAR 1

Fall Semester

PSY502: Current Issues in Psychology
PSY530: Analysis of Variance
PSY598: Design and Data Analysis
PSY592: Master's Research

Spring Semester

PSY531: Multiple Regression
PSY534: Psychometric Methods
PSY598: Design and Data Analysis
PSY592: Master's Research

YEAR 2

Fall Semester

PSY533: Structural Equation Modeling
PSY555: Experimental and Quasi-Experimental Methods
PSY598: Design and Data Analysis
PSY592: Master's Research
PSY599: Master's Thesis

Spring Semester

Advanced Quantitative Course
Advanced Quantitative/Substantive Course
PSY598: Design and Data Analysis
PSY599: Master's Thesis

YEAR 3

Fall Semester

Advanced Quantitative Course
Advanced Quantitative/Substantive Course
PSY598: Design and Data Analysis
PSY792: Dissertation Research

Spring Semester

Advanced Quantitative Course
Advanced Quantitative Course
PSY598: Design and Data Analysis
PSY792: Dissertation Research

YEAR 4

Fall Semester

PSY792: Dissertation Research
PSY599: Dissertation

Spring Semester

PSY792: Dissertation Research
PSY599: Dissertation

COGNITIVE SCIENCE PROGRAM DOCTORAL CURRICULUM

The Cognitive Science curriculum is designed to educate students in the integration of the fundamental psychological processes of cognition, action, and perception, as well as quantitative methods in cognitive science.

- 1. Required Courses:** Students must complete at least six, 3-credit courses taught by at least five CS core faculty.
- 2. First-year Statistics Sequence:** Two courses are required of all first-year students.
PSY 530 Multivariate Statistics (ANOVA)
PSY 531 Regression Analysis
- 3. Breadth Courses:** Students consult with their advisor to choose two additional courses taught by Cognitive Science core faculty or courses in other areas that are relevant to their research program.
- 4. Research Seminar:** Active participation in the Cognitive seminar (PSY 598) is required during all semesters in which the student is enrolled in graduate school.
- 5. Research Hours:** The student must take the required number of credit hours in the following activities as specified by the Psychology Department and The Graduate College.
PSY 590 Reading and Conference (Master's Level)
PSY 592 Research (Master's Level)
PSY 599 Thesis
PSY 790 Reading and Conference (Ph.D. level)
PSY 792 Research (Ph.D. level)
PSY 799 Dissertation

Building a research program is an essential part of training in Cognitive Science. Therefore, the student is expected to engage in professional research activities (e.g., conference presentations; published manuscripts; grant work) in addition to completing program milestones in a timely fashion.

BEHAVIORAL NEUROSCIENCE PROGRAM DOCTORAL CURRICULUM

The graduate curriculum of the Behavioral Neuroscience training area is designed to educate students in both the basic and comparative study of behavior and in behavioral neuroscience, as well as in quantitative methods utilized in behavioral neuroscience. Training in our area is personalized for each student, and thus the determination of which classes are considered core for individual students may vary based on discussions between the student, mentor and the Behavioral Neuroscience faculty.

- 1. Core Courses:** Students must complete at least five, 3-credit courses taught by the BN core faculty during their first six semesters. These core courses include PSY 526 (Neuroanatomy), PSY 591 (Neurobiology of Learning and Memory), PSY 570 (Psychopharmacology), PSY 512 (Advanced Learning), PSY 524 (Physiological Psychology), as well as various topical (PSY 591) seminars (excluding History of Psychology), such as Neuropsychopharmacology, Behavioral Neuroendocrinology, Stress and the Brain or other classes which may from time to time be offered by BN faculty.
- 2. First-year Statistics Sequence:** Two courses are required of all first-year students: PSY 530 Multivariate Statistics (ANOVA) and PSY 531 Regression Analysis
- 3. Breadth Courses:** Students should consult with their advisor to choose one additional courses relevant to their research program.
- 4. Research Seminar:** Active participation in the Behavioral Neuroscience seminar (PSY 591) is required during all semesters in which the student is enrolled in graduate school.
- 5. Research Hours:** The student must take the required number of credit hours in the following activities as specified by the Psychology Department and Graduate College.

PSY 590 Reading and Conference (Master's Level) PSY
592 Research (Master's Level)
PSY 599 Master's thesis

PSY 790 Reading and Conference (Ph.D. level) PSY
792 Research (Ph.D. level)
PSY 799 Dissertation

Unlike course credits, these research credits may also be taken during the summer.

Training in Behavioral Neuroscience extends beyond just taking classes and research credits. Therefore, each student is expected to engage in professional research activities such as conference presentations, publishing papers, contributing to grant preparation, in addition to completing program milestones in a timely fashion.

SAMPLE BEHAVIORAL NEUROSCIENCE PROGRAM CURRICULUM

Year 1

FALL SEMESTER

Statistics (PSY 530, ANOVA)
Required (PSY 591, Behav. Neurosci. Seminar)
1 of 3 Core: (PSY 526, Neuroanatomy)
Reading and Conference (PSY 590)

SPRING SEMESTER

Statistics (PSY 531, Regression)
Required (PSY 591, Behav. Neurosci. Seminar)
2 of 3 Core: (PSY 570, Psychopharmacology)
Reading and Conference (PSY 590)

Year 2

Required (PSY 591, Behav. Neurosci. Seminar)
3 of 3 Core: (PSY 591, Neurobio. Learn. Mem.)
(PSY 592, Research)

Required (PSY 591, Behav. Neurosci. Seminar)
1 of 1 Breadth: (PSY 528 Sensation & Perception)
Research and Thesis for MA in passing (PSY 599, Thesis)

Year 3

Required (PSY 591, Behav. Neurosci. Seminar)
1 of 2 Top. Seminar: (PSY 591, Neuropsychopharm.)
Dissertation Prospectus (PSY 790)

Required (PSY 591, Behav. Neurosci. Seminar)
2 of 2 Top. Seminar: (PSY 591, Stress and the Brain)
Dissertation (PSY 792, Research)

Year 4

Required (PSY 591, Behav. Neurosci. Seminar)
Dissertation (PSY 792, Research)
PSY 592, 599, 792, and 799 course credits may be taken in the summer.

Required (PSY 591, Behav. Neurosci. Seminar)
Dissertation (PSY 799)

Requirements:

- Behavioral Neuroscience Seminar Every Semester
- Statistics in the first year for ANOVA (Fall) and Regression (Spring)
- Three (3) CORE COURSES from 500-level: Advanced Learning, Psychopharmacology, Neuroanatomy, Neuropsychopharmacology, Behavioral Neuroendocrinology, Cognitive Psychology, Neurobiology of Learning and Memory, Stress and the Brain (or course agreed upon by mentor).
- One (1) Breadth Course to extend background and include, but not limited to: PSY 550, CHM 461, PSY 624, PSY 573, PSY 591 (Mathematical Psychology, History and Systems) PSY 591 (Cellular and Molecular Basis of Behavior)
- Two (2) courses are required from selected PSY 591 seminars (beyond the required BN seminar). These are referred to as, "Topical Seminar Courses," and are focused on a particular topic related to behavioral neuroscience, e.g. Neurobiology of Drug Addiction, Neuropsychopharmacology, Stress and the Brain (PSY 568), Grant Writing, Behavioral Neuroendocrinology, Neurobiology of Learning and Memory etc.

It should be noted that which courses are considered core or breadth is decided upon via iterative discussions between the committee, primary mentor, and student. We believe the optimal mentoring and training for a successful doctoral path is via a personalized approach; thus, while the milestone requirements are not flexible, there is plasticity in the class requirements to allow tailoring to individual needs and optimizing skill sets and knowledge base.

SOCIAL PSYCHOLOGY PROGRAM DOCTORAL CURRICULUM

In addition to the overall credit requirements for the Masters and Doctoral degrees, the Social Psychology program includes minimum required coursework in five areas (entering class of 2018):

1. Social Psychology

Students are required to take:

PSY 550: Advanced Social Psychology – Interpersonal PSY 551:

Advanced Social Psychology – Intrapersonal

PSY 591: Current Topics in Social Psychology (typically taken *twice*, once in the Fall of the first year, and again in the 4th or 5th year)

Two (2) additional social psychology electives among the seminars offered by Social Psychology faculty

2. Quantitative/Methods

Students are required to take:

PSY 530: Intermediate Statistics (ANOVA) PSY 531: Multiple

Correlation and Regression PSY 600: Research Methods

Two (2) additional quantitative or methods electives

3. One (1) additional elective in social psychology, quantitative psychology, or research methods. This may include PSY 501, the “Teaching Seminar,” provided that it is offered by a member of the social faculty.

4. Psychological Breadth

Students will take at least two (2) courses in the developmental, biological, cognitive, or clinical bases of human behavior that will enable the student to bring a broader perspective to creative scholarship. These courses should represent at least two sub-disciplines of psychology other than social and quantitative psychology, and are typically offered by Psychology Department faculty. With the approval of the primary advisor, students may petition the social area faculty to fulfill one of these two courses with a class from another department at ASU, if that class is consistent with the goals of this requirement while being appropriate for the student’s research interests.

5. Research Activities

Students are required to develop competence in one or more substantive areas of research and theory, in which the student attempts to make a unique scholarly contribution. This is typically achieved by (1) involvement in the ongoing research program of one or more mentors, for which the student receives academic credit through the Supervised Research courses, such as PSY 592, 692, and 792; (2) Master’s Thesis (PSY 599) and Dissertation (PSY 799) courses; and (3) passing the comprehensive examination requirement.

The required coursework stated above should be regarded as appropriate for the typical student in the social psychology program. Individual needs and goals may vary, and exceptions and substitutions may be proposed to the program faculty. Only under unusual circumstances will petitions be approved that attempt to make substitutions for specific required courses listed above. In particular, students entering with a Master’s degree in Psychology or comparable behavioral science from another institution may, with their primary mentor’s approval, petition the area faculty to “count” courses from the Master’s program toward one or more of the requirements above (with the exception of PSY 550 and PSY 551). Such petitions should include (a) an electronic copy of the syllabus for the proposed replacement course(s); (b) a brief, written petition in a separate word document, explaining how the replacement course fulfills the goals of the requirement in question, and (c) a statement that the primary mentor has approved the proposal.