

Graduate Student "Survival" Handbook

**ARIZONA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

August 2013

WELCOME!!!!

Hi! My name is Christine Belger and I'd like to take this opportunity to welcome you to the Department of Psychology. The beginning of the semester is always a really hectic time, but the other staff members and I will try to do what we can to help you get settled and to feel at home. The administrative staff is a great group and we will try to make your transition to graduate school as pleasant an experience as possible. Please make sure you check out the handbook or the web site and if you have questions don't hesitate to contact us.

TABLE OF CONTENTS

CHAPTER		<u>Page</u>
I	GENERAL INFORMATION	
	Recommended Fall Schedules for 1 st -Year Students	6
	Registration	7
	Tuition Fees	7
	Student ID's	7
	Drop-Add	8
	Parking Decals	8
	Arizona Residency Requirements	8
	The Department's Relations with the Public	9
	Discrimination and Sexual Harassment	10
	Grievance Procedures	10
	Leave of Absence	11
	Readmittance	11
	"Practice of Psychology" Rule	12
	Evaluation of Students and Causes for Dismissal	12
	Clinical – Policy for Satisfactory Progress	13
	Cognitive Science – Policy for Satisfactory Progress	14
	Social– Policy for Satisfactory Progress	15
	Developmental – Policy for Satisfactory Progress	17
	Quantitative – Policy for Satisfactory Progress	17
	Behavior Neuroscience – Policy for Satisfactory Progress	18
	Concurrent Degrees	19
II.	FINANCIAL INFORMATION	
	Students' Financial Support	21
	Whom to Consult Concerning Financial Support	21
	Extra Work/Outside Work	21
	Summer Employment	22
	Fellowships and Scholarships	23
	Department Graduate Assistantship	23
	Teaching	24
	Pay Schedule	27
	Tuition Offset	27
	DGS Travel Funds	28
	Department Travel Funds	29
III.	MASTER'S IN PASSING	
	Overview of the Master's	31
	Dates and Deadlines	31
	Supervisory Committees	32
	Graduate Advisors	32
	Programs of Study (MASTER'S IN PASSING FORM)	33
	Research Projects/Activities	34
	Research Prospectus	35
	Data Meeting	36
	Applying for Graduation	36
	The Thesis Document	38
	Format Approval	38
	Final Oral Defense Examination	38
	Maximum Time Limit	40
	Summary Thesis Step-by-Step	40

VI.	Ph.D.	
	Doctoral Program of Study (iPOS)	43
	Overview of the Comprehensive Examinations	44
	Passing the Comprehensive Examinations	44
	Re-Taking the Comprehensive Examinations	45
	The Comprehensive Paper	45
	Comprehensives–Clinical	45
	Comprehensives–Cognitive Science	46
	Comprehensives–Social	47
	Comprehensives–Developmental	48
	Comprehensives – Quantitative	50
	Comprehensives–Behavioral Neuroscience	50
	Candidacy	52
	Overview of the Dissertation	52
	Supervisory Committee	53
	Research Prospectus	55
	The Dissertation Document	55
	Final Oral Defense Examination	55
	Maximum Time Limit	56
	Summary--Dissertation Step-by-Step	57
IX.	YEARLY TIME-TABLE FOR FORMS	
	Hurdles	59
	Graduate Education Time Limits	60
	APPENDIX A	
	SAMPLE CURRICULUM FOR EACH AREA	61-73

CHAPTER 1
GENERAL INFORMATION

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		Line #
PSY 530	Intermediate Stats (Enders)	77885
PSY 573	Psychopathology (Karoly)	72842
PSY 574	Psychotherapy (Davis; next offered in fall of 2014)	
OR		
PSY 578	Developmental Psychopathology (Chassin)	77887
PSY 5922	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.		
Cognitive Science		
PSY-598	Cognitive Science seminar required	71054
PSY 530	Intermediate Stats required	77772
PSY 592	Research (Graduate Advisor) required	71053
In addition, take one or two three-credit courses taught by CS core faculty.		
Social		
PSY 530	Intermediate Stats	77772
PSY 550	Advanced Social	83748
PSY 591	Current Topics/Social Psychology	88167
PSY 592	Research (Graduate Advisor)	71053
Developmental		
PSY 530	Intermediate Stats	77772
PSY 591	Social Cognitive Development: Theory of Mind (Fabricius)	71045
PSY 592	Research (Graduate Advisor)	71053
Quantitative		
PSY 530	Intermediate Stats (MacKinnon)	77772
PSY 534	Psychometrics (Millsap)	75986
PSY 592	Research (Graduate Advisor)	71053
Behavioral Neurosciences		
PSY 591	Behavioral Neuroscience Seminar (Sanabria)-required	71051
PSY 530	Intermediate Stats (MacKinnon) required	77772
PSY 591	Behavioral Neuroendocrinology (Bimonte-Nelson)	71042
PSY 512	Advanced Learning (Sanabria)	83745
PSY 526	Neuroanatomy or Psychopharmacology (Olive)	85853 or 24199

Registration

The Schedule of Classes viewed on-line at <https://webapp4.asu.edu/catalog/>

Steps to On-Line Registration:

1. Your schedule can be printed out through access of MYASU <https://weblogin.asu.edu/cas/login>
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.

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 requirement of 6 hours **and** does not count toward deferring student loans **and** cannot be used on a program of study. You cannot “only” take an audit course in any given semester because you will not have concurrent 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
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 Program of Study.

Fee payment schedules can be found in the ASU Interactive <https://sec.was.asu.edu/intsite/Main>

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 one credit only.

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 <https://cfo.asu.edu/cardservices-suncard>

Drop-Add

Drop-Add is the period during which you may change your schedule after you have registered and paid your fees. Use your MYASU system at <https://webapp4.asu.edu/myasu>.

For further information regarding deadlines for drop-add, course withdrawals, refunds, etc., see the current Semester Calendar at <https://students.asu.edu/academic-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 pay. They are valid for one year beginning August 15.

If you wish to purchase a parking decal, you go to the Parking Office which is located at 525 S. Forest #105 (just southwest of the Stadium). The Parking Office requires the vehicle's license plate number and a photo ID (of the owner, not the car). The Parking Office is open from 7:30 a.m. to 5:00 p.m. Information may be obtained on-line at <https://cfo.asu.edu/pts-services>

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 8 to 5 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 <https://students.asu.edu/residency> which answers questions about residency.

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 the 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 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 nonpsychologists with whom they interact, not only in explicitly professional interactions but also in other places and situations in which nonpsychologists 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 as such by a nonpsychologist.

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 of 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) a 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 consent 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; or
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 any 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 Education.

You may enter this procedure at any one of the steps (e.g., #4 first, #2 first).

Leaves 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 Education prior to the semester. 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 <http://graduate.asu.edu/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.

Beginning in Fall of 2004, the Graduate Education 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.

Re-admittance

Students who are returning from a leave of absence that was not approved by the Graduate Education must be readmitted through the Graduate Education before they can register for any classes. There is a \$70.00 non-refundable 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 the 1 hour course (PSY 784: Internship) 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.

A REMINDER: You must be enrolled for at least one credit hour that appears on the program of student 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. Examples 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

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 record 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 coursework 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 have 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 table 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: early 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: readers chosen during first year; presented orally by the end of the first year; paper completed by start of second year.

Master's thesis: committee formed and prospectus completed during the second year; thesis defended by the end of the third 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 statistics courses, at least six, 3-credit courses taught by at least five CS core faculty, 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.

GRADUATE PROGRAM IN SOCIAL PSYCHOLOGY POLICY ON SATISFACTORY PERFORMANCE

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.

As specified in the pages 13-14 of this handbook, 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. (Refer to pages 13-14 for details).

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 for 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.

Dismissal Criteria:

Some categories of possible causes for probation or dismissal are:

1. deception or falsification of statements in the admissions 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 or 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 competencies (e.g., quantitative skills, teaching). These dimensions include:

- a) failure to complete required coursework 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 research assistantship performance)
- e) failure to complete program milestones in a timely fashion.

With regard to timing, as described 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 of the fact that the program enrolls students who have both basic and applied interests that may require specialized training experiences involving additional coursework or experience with time-consuming community-based research, the program allows for some flexibility in milestone timing for students who are otherwise exhibiting excellence

in other areas of performance. Such flexibility 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.

I. 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.

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 reasons, 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 advisor may be granted by approval of the majority of the program faculty.

Developmental – Policy for Satisfactory Progress

Timing of the Master’s degree

June 2008

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. In unusual circumstances, the student (with his/her advisor’s approval) may petition the developmental psychology faculty for release from these scheduling requirements and propose an alternate schedule, to be voted on by the program faculty.
- f. 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.

Quantitative – Policy for Satisfactory Progress

June 2008

I. Time Frame for Probationary Status of Doctoral Students

The Quantitative Program specifies the following time frames as the outside limits for accomplishing program milestones in a timely fashion. We distinguish two progressions, 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.

- II. Students who enter the Quantitative Ph.D. program with a bachelor’s degree.
 - a. must have a successful Master’s oral defense after four 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 three years to be considered as making satisfactory progress;
 - c. following completion of the comprehensive examination, students must complete and defend the dissertation within three years to be considered as making satisfactory progress.

III. Students who enter the Quantitative Ph.D. program with a master’s degree.

Students who enter the Quantitative Ph.D. program with a master’s degree must complete a first year quantitative 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. We view the comprehensive examination as leading naturally to the Ph.D. dissertation.

- c. must complete the first year quantitative project within two years;

- d. following completion of the Master's oral defense, students must complete and defend the comprehensive examination within three years to be considered as making satisfactory progress;
- e. following completion of the comprehensive examination, students must complete and defend the dissertation within three years to be considered as making satisfactory progress.

Behavioral Neurosciences – Policy for Satisfactory Progress

September, 2013

Time Frame for Doctoral Students to Maintain Satisfactory Progress in the Behavioral Neuroscience Program¹:

- IV. First-year project: Students must complete a first-year research project at the end of the first year in the spring semester. This is meant to be a celebratory event in which the student demonstrates his/her written and oral communication skills. For the written document, the student is expected to submit a manuscript in APA style at least a week in advance of the oral presentation. For the oral presentation, the student is expected to have a formal platform presentation that represents his/her first year project. The first year presentation is meant to introduce the student to the data dissemination process and not meant to necessarily reflect a complete experiment. In some cases, unexpected events may occur (unexpected data, trouble-shooting, etc). For such cases, the student should present the background, hypothesis, and methodology to be employed, and perhaps theoretical data that would be expected. These events are often held at the end of the first year in Behavioral Neuroscience seminar.
- V. Master's thesis defense and Comprehensive Exam: Students must successfully complete their Master's thesis and successfully pass the 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. While the timelines for the Master's thesis and Comprehensive Exams are not separately identified, both must be completed by the end of the fourth year to be considered as making satisfactory progress. 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.
- VI. Dissertation Prospectus and Dissertation: Students must complete their Dissertation Prospectus and Dissertation within four years of the Comprehensive Examination - to be considered as making satisfactory progress. The dissertation is based upon the student proposing hypotheses and several testable experiments. 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. Often, students might use the dissertation prospectus opportunity as a basis for a NRSA proposal.

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

¹In general, students in the Behavioral Neuroscience Program progress through the milestones 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 supercedes the Department's and Graduate Education's limits.

Law/PSY Program (Concurrent Degrees)

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.t., 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, area heads 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 Departmental 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 student 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 Education 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 advisors and also secure the written approval of their training area director before undertaking outside work. International students also need to consult the Graduate Education website or International Students Office to make sure that they in compliance with regulations on work policies for international students. As stated on the Graduate Education 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 of 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 Christine.

Students employed during the summer (either as a TA or an RA) must be enrolled for at least 1 semester hour during the summer work period. If a student works at least 50% time (20 hrs/wk), then he/she will receive a 100% tuition offset for the one hour. Ten hrs/wk 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 Education from the Department. Students interested in these awards, should see the Director of Graduate Studies. Information regarding scholarships can be obtained on-line at <http://graduate.asu.edu/financing>

The Financial Aids Office offers a series of brochures regarding scholarships, fellowships, grants, loans, etc. which are available to students or on-line at <http://students.asu.edu/node/40>

Scholarships

If you have been awarded a scholarship, you will have received a letter of award from the Graduate Education. 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 Education, 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 student level- -a master's degree.

The Department Chair assigns the duties of graduate assistants in consultation with Christine Belger 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 16 and end them on May 15 of each academic year.

TA Orientation -REQUIRED

TA Orientation & Training is designed to teach new ASU graduate teaching assistants 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 grade students' work. If you are working as a TA you must attend the Orientations each year given by the College.

You must also attend the 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 can't be handled by the persons involved; see Christine, Administrative Secretary; see the Undergraduate Studies Director, Clark Presson see the Graduate Studies Director, Laurie Chassin; and/or see the Department Chair, Keith Crnic.

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.

Teaching

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

Teaching Evaluations

All classes are required to have students complete teaching evaluations. The instructor may obtain a prepared packet of evaluations for each of his/her classes from office staff. The evaluations are usually provided to the students during class in the last week of classes. The instructor should take the forms to his/her class and designate a student in that class to be responsible for the collection of the completed forms and for returning these forms to the Main Office. The instructor should then leave the room.

The completed forms will be submitted to Testing Services. When Testing Services has finished scoring the forms, they will be returned to the Main Office. Instructors may pick up the evaluations **after** they have submitted final grades for the course.

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 student's 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 PSY B255, 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 Services Policy

The Departmental policy regarding professional notetakers 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 class must assure that at least one copy of the notes be 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 one 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 acknowledgement of word-for-word copying of another's work. An author reference is sufficient acknowledgement 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, submitting the same 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 of 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. Proof should be given to Christine on orientation day and she will make sure it is sent onto appropriate people.

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

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.

DGS Travel Funds –

Guidelines for Graduate Education Funding of Travel

Competitive Travel Grants reimburse graduate students the cost of airfare (maximum \$350) to support student participation in professional conferences. Students who are invited to attend small, prestigious professional development workshops should apply for Tripke Travel Awards.

ASU Graduate Education requires Departments to provide a priority ranking of graduate students applying for Graduate Education travel funds. The priority ranking will be applied by the Graduate Education 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 to students in years 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 Education support will not be considered after the relevant deadline.

Graduate travel awards from the Graduate Education are for out-of-state airfare only

The Department of Psychology will continue to provide \$200 per year for travel reimbursements to all students who are authors or co-authors on convention presentations.

Instructions for applying for Travel Money

1. Fill out the Department Justification Form (below)—making sure it responds to the departmental priorities listed on the previous page.
2. Include a copy of the abstract for the presentation with your application materials.
3. Fill out the University Travel form. Christine Belger will fill in the appropriate account number. Be sure to have our ATO (Dr. Crnic) sign this form.
4. Fill out the Graduate Education Application.
5. Submit all forms to Laurie Chassin Director of Graduate Studies for 2008 for her signature and prioritization. Put your completed form in her in box in the mail room. **FORMS ARE DUE TO LAURIE CHASSIN ONE WEEK BEFORE THE GRADUATE EDUCATION DEADLINE.**

Departmental Travel Funds

Department Justification Form

What year are you in the program? _____

Have you previously received a travel grant from the Graduate Education? _____

If so, when? _____

Are you Presenting a poster or paper? _____

Are You the First or Second Author? _____

Are you in the job market? _____

1. Please attach a brief justification for the trip or description of other extenuating circumstances.
2. Attach an abstract of presentation.
3. Attach Graduate Education travel award application
4. Attach University Travel Form

Please fill out these forms and have Christine Belger in PSY 237 check them for completeness before they are submitted to Dr. Laurie Chassin Director of Graduate Studies. Office staff will get the Authorizing Travel Official signature on the Travel form, and make a copy of the request for the

Accounting Files

Help, I have missed the Graduate Education deadline, Is there any hope?

You may still apply for the Departmental portion of travel if you have not previously used these funds in this fiscal year.

1. If you are a co-author, write a brief memo to Dr. Crnic, stating that you are a co-author of the poster or paper, and at what conference you will be presenting.
2. Fill out the left side of the University travel form.
3. Submit both the memo, and the travel form to Dr. Crnic for his approval.

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 approved 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 deadline dates online so you can refer to them at anytime 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. <http://graduate.asu.edu/graddeadlines.html> The Graduate Office has many requirements so don't wait till the last minute to file you Program of study. Here is a link to the help documents provided by the Graduate Education <http://graduate.asu.edu/how-to>

- 1) Fill out Master's in Passing form – It is called Master's in Passing Request Form. Sno will be emailing students in their 2nd year to help with the process. <http://graduate.asu.edu/forms>
- 2) Send Master's in Passing Form by email to Psychology Graduate Secretary (Sno Kleespies). The Psychology Department Graduate Secretary will send it to the graduate office appropriate person.
- 3) The Graduate Education office will send out an email notifying you to fill out your MIP Program of Study right away online and apply for graduation (This is when your MIP will show on MyASU interactive). Do not expect to graduate if you wait till the last minute to file your program 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 Education.
- 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 DGS Graduation Deadlines procedures found on-line at <http://graduate.asu.edu/graddeadlines.html> a current lists deadlines for students to complete graduation requirements, which includes applying for graduation.

Check these dates carefully.

The Graduate Education strictly adheres to their deadlines, and requires at least 10 working days schedule to process your request to 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 10 working day calendar that you can access online at <http://graduate.asu.edu/graddeadlines.html>

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 Education, the committee may include well-qualified non-faculty (adjunct) members.

The Supervisory Committee for a master's 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 Program of Study will serve as the Supervisory Committee. No additional paperwork is necessary – unless there is a change in membership. Then, the forms are available on- line at <http://graduate.asu.edu/forms> . 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, 3-yr) – the member can be on any of the students committee's for three years.

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.

Programs of Study (MASTER'S IN PASSING FORM)

The "Master's in Passing form" is located on the Graduate Education website at this link http://psychology.clas.asu.edu/sites/default/files/mip_1_0.doc. You must fill this out and email to the Graduate Secretary she will send it to the Graduate Office. It takes 10 business days for this to be processed. Once it is processed by the Graduate Education 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 Program of Study. List only 30 hours in this program, 6 of these hours should be PSY 592 and 6 hours should be PSY 599. The remaining 18 credits should be 500 level courses. The classes must be for credit not audit, no incomplete courses other than PSY 592 and PSY 599 should be listed. Do not list more than the 30 credits because you will not be able to use those classes for your Ph.D.

It is in the student's best interest to have the official program of study approved by the Graduate Education at the earliest possible date. The Department's recommendation is that the Master's in Passing Program of Study should be filed no later than November 15 of the student's second year.

The Master's In Passing Program of Study must contain a minimum of 30 semester hours of coursework approved by the student's Supervisory Committee, Department Chair and the Dean of the Graduate Education. The hour breakdown is as follows:

18 hours of classroom work (this includes PSY 590)

6 hours of research work PSY 599; you can not list more than 6 hours on your (MIP) program of study
6 hours of PSY 592

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 program of study. An additional 3 hrs of non-degree credit (taken at ASU) also may be included on the program of study, for a total of 9 hrs.

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 that are not transferable, consult the Graduate Catalog, on-line at <http://catalog.asu.edu/>

The Master's in Passing Program 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 program. This Course change form must be approved by the Committee Chair and the Department Chair.

Petitions

A petition must accompany the Master's in Passing Program 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 program 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 supervisors. 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 has any particular background or interest. In the latter case, however, the student must find a faculty member 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 B236.

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 him.

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 a large amount of data quickly and easily. A memo is sent to all faculty and graduate students who might desire to include scales on 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 a 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 of sufficient 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 <http://www.asu.edu/clas/psych/tools.html>. The 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.

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 on line at <http://www.asu.edu/clas/psych/tools.html>. The form is a departmental requirement and is maintained in the student's file.

Reserve a room for this meeting with any staff member.

Applying for Graduation

- Undergraduate, \$50 (\$25 for each additional concurrent degree).
- 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 15
Spring	March 31
Summer	July 1

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 appear in the fall commencement book, but 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.

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). Here is a link to requirements to graduate <https://students.asu.edu/graduation>

Requirements to apply online:

1. Have an approved Declaration of Graduation (undergraduate students) or program 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 Program of Study on file with the Graduation Office. Please see Graduate Students Graduation 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 8:15 AM - 4:30 PM.
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 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 Education, 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. You can see this online at <http://graduate.asu.edu/how-to>

Final Oral Defense Examination

Announcement of Defense

In accordance with the Graduate Education 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 that appears on the program of study, 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 email grad-ges@asu.edu with the student's ID number and the name of the tele/videoconferencing member or with the names of the member who will be absent and the faculty member who will attend as a substitute. This information must be submitted before the defense. Contact the Graduate Education for additional information.

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 is available on the graduate website at:

<http://graduate.asu.edu/forms>. 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, 3-yr) – the member can be on any of the students committee's for three years.
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 an *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 Education 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 Education*, signed by the supervisory committee and the head of the academic unit. The petition will be reviewed by the Dean of the Graduate Education and must be submitted prior to the student's defense. These petitions are only approved on an exception basis. The petition form is available on our the graduate site at

<http://graduate.asu.edu/forms/index.html>.

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 Education 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 program 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 program of study, including nondegree, transfer, and law credits.

Summary--Thesis Step-by-Step

- ___ 1. First, pull up "Master's in Passing Request" form from <http://graduate.asu.edu/forms>. You must fill this form out and send it by email to the Psychology Department Graduate Secretary (Sno Kleespies). She will send it to the graduate office in 10 business days you should see on your ASU Interactive your Program of Study (MA). Fill out the Program of Study listing only 30 hours.
- ___ 2. Formulate and write your prospectus; hold prospectus meeting – Internal form online; you can get it at <http://psychology.clas.asu.edu/graduate/currentstudents>. Faculty signatures are needed on this form. This form needs to be turned in to the Psychology Department Graduate Secretary.
- ___ 3. Conduct your research.
- ___ 4. Write up your results; hold data meeting. – Internal form online; <http://psychology.clas.asu.edu/graduate/currentstudents> Faculty signatures are needed on this form. This form needs to be turned in to the Psychology Department Graduate Secretary.
- ___ 5. Write up your thesis following the Format guide online at graduate office <http://graduate.asu.edu/how-to>
- ___ 6. All oral defenses of a thesis must be scheduled with the Graduate Education **at least 10 working days in advance** of the planned defense date. Please use the official GC Ten Working-Day calendar, available online <http://graduate.asu.edu/graddeadlines.html> 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 see page 37.
- ___ 8. Use your MYASU to submit your thesis to Graduate Education for format approval and to schedule defense.
- ___ 9. Go to this page for deadline dates <http://graduate.asu.edu/graddeadlines.html> 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 Chair by the Graduate Education once the defense is set and all steps have been done. Faculty and Psychology Department Chair signatures needed on this form. The form goes to the Psychology Department Graduate Secretary for processing, and must be sent to the Graduate Education within 10 business days after defense.
- ___ 11. Have signature page signed by Department Chair and Supervisory Committee after everything is completed including revisions.
- ___ 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 Graduate Secretary PSY 296.

CHAPTER IV

PH.D.

Doctoral Program of Study

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

All doctoral programs of studies are done online using the Interactive Program of Study (iPOS) form available through each student's myASU account (access at <http://my.asu.edu>) unless you submitted yours on paper before March of 2006.

iPOS: Interactive Program of Study for Graduate Students

Graduate students will file their Doctoral Programs of Study using secure online process called the **Interactive Program 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. **As of March 1, 2006, the Graduate Education will no longer accept paper Program of Study forms.** The iPOS how to guide can be found at the Graduate Education <http://graduate.asu.edu/how-to>

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, click on the "**Graduate Studies**" tab.
4. Click on the "**Interactive Program of Study.**"
5. Follow the online instructions, being certain to click "**Save and Continue**" after entering information on each page.
6. You need to print out a copy of the Program of Study have your committee review what you have entered and sign that they agree with the classes you have listed to finish your program.
7. Take signed copy to the Graduate Secretary to verify and release your iPOS to the DGS.
8. DGS will not accept the iPOS if you list more than the required 6 hours of PSY 592 thesis research and 6 hours of PSY 599 Thesis, you must list 6 hours of each. DGS also will not accept more than the required 12 hours of hours of dissertation research PSY 792 and 12 hours of dissertation PSY 799. You must list 12 hours of each. Your total hours on the iPOS should be at least 84 credit hours.

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

Overview of the Comprehensive Examinations

The Graduate Education 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 Education and the Department, the area faculties are free to develop comprehensive examinations along somewhat different lines, and the student 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 program of study (completed online see instruction on page 7.2.) has been filed and completed, you may schedule the written and oral comprehensive examinations.

Here is a link to the required form [Doctoral Comprehensive Oral and Written Exam](#). This 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 Secretary 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 Education 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 of 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 Education 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 at <http://www.asu.edu/graduate/forms/index.html> under “*Petition to the Graduate Education.*”

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.

Comprehensives--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 a 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 Education allows student 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 the fall semester of their third year in residence at the latest. Students who are admitted

with the equivalent of at least one-year's worth of prior graduate work will submit comprehensive examinations on the first day of the fall semester of their third year in residence.

Comprehensives—Cognitive Science

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 area 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 for 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.

Comprehensives--Social

In the third year, 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 PhD Supervisory Committee, changes can and often do occur depending on the similarity of the topic areas that are addressed. Currently, three options for the third year paper exist.

One option is to prepare a major paper that reviews and reintegrates a substantive topic area in social psychology. This paper follows the model of major articles in Psychological Bulletin or, less commonly, Psychological Review.

Second option is to prepare a quantitative review of a research literature, or meta-analyses, designed to lend clarity to that literature and provide a theoretical advance. This paper follows the model of meta-analyses published in Psychological Bulletin.

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 is 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 paper has been completed, it becomes the basis for a two-part oral examination. The first part focuses closely on the content defined by the paper; the second focuses more broadly on the student's level of preparation within other topics in social psychology.

Procedural Issues

1. No later than six months following the successful defense of the master's thesis, students will meet with their comprehensive committee. At this meeting, students will present a short outline or prospectus of their comprehensives, three to five pages in length. The committee will then 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 more appropriately and efficiently the student's efforts. Because most students prepare outlines for their advisors anyway, this meeting should promptly enable the Committee to define the project and reduce its ambiguity. 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 outline/prospectus has not yet been completed. The student and the Committee will then meet, before the end of the six-month window, to discuss the current state of the project and the student's lack of progress. Within six months following the outline/prospectus meeting, students will complete the comprehensives 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.

The steps required to complete the comprehensive examination are as follows:

- 1) **Scheduling:** There are two scheduling tracks for the comprehensive exam.

	Fall	Spring
MA defense -->	Dec	May
reading list -->	May	Sept

	Fall	Spring
exam	1 st 4 weeks of the semester	1st 4 weeks of the semester

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.

- 2) Formal selection of a **faculty committee**, consisting of four members; all members should be line faculty. Students should consult their advisors.
- 3) **Red tape.** Students must submit all the necessary forms, get signatures, etc. Otherwise, the Graduate Education will not properly record the exam.
- 4) 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- areas should cover a broad range within the student's field. Breadth might be incorporated in a number of ways, including questions that:

- span cognitive & social topics
- focus on broader developmental theories
- include historical perspective
- address methodological issues
- span a wide range of developmental periods or ages.

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.

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 primary 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.

5) The **written examination** is prepared by the faculty committee, chaired by the advisor.

Each committee member provides **three or four questions** to the advisor. The advisor then chooses **eight questions** to construct the written examination. The process of constructing the written exam is largely at the chair's discretion; the chair may request a meeting of the committee, may approach each member individually for questions, etc.

Once the written examination is complete, the advisor will distribute answers to the committee and will schedule a **meeting** to precede the oral examination. Typically, this will be a short meeting, held immediately before the student arrives for the oral examination.

At this meeting, the **committee evaluates** the student's written answers, and discusses the goals of the oral examination. If the written answers are judged to be **clearly inadequate** (for example, if two or more questions were skipped or answered wrong), the oral examination is canceled and the student fails the comprehensive examination. It is expected that almost all students will perform well enough on the written examination to proceed to orals.

- 6) 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 thought 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.

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.”

Comprehensives--Quantitative

Comprehensive Paper and Examination. Near the end of completion of course work, students concentrate much of their effort on the development of a written comprehensive paper. This paper is typically 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 the area. The 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 written examination.

Comprehensives—Behavioral Neurosciences

The comprehensive exam is designed to ensure the student's mastery of their field, including its broader issues, theories, and key findings. The exam consists of two phases: A written exam and an oral exam, 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 Education/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 approximates 100 readings, but the final number depends upon the committee members and chairs 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 theme. 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. Two hours are allowed to answer each question, resulting in eight hours if answered all in one day, or four hours of examination on Day 1 and four hours of examination on Day 2 if answered over two days. 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 the 2 hour session for each question set, the student will print out or email their answers to the primary mentor, who will then distribute the answers to all committee members. In the next several days, the student should meet with each committee member to obtain feedback on written the 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 their 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 previous 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.

Candidacy

When a student has completed the comprehensive examination, 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 Education, he/she will be admitted to candidacy. The student will receive a letter from the Graduate Education 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 graduate studies 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 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 Program 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 Education, following approval by the Director of Graduate Studies and the area director. 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 the 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 Director of Graduate Studies and the Dean of the Graduate Education. During the first year, the student should consult his area director 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 director, 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 Director of Graduate Studies and then the recommendation is sent to the Dean of the Graduate Education 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 chair of 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 PHD tab update your Dissertation Supervisory Committee.

HOWEVER, a Program of Study must be submitted and approved by the Graduate Education BEFORE a Supervisory Committee form can be changed. The approval of the Program 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 Education.

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 Secretary for processing in PeopleSoft.

The Clinical Program requires that students submit the prospectus to the dissertation committee on or before Oct.1, and successfully defend it on or before, October 15 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 Education 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 Education 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:

<u>Pass</u>	Only minor format corrections need to be made (e.g., typographical errors, pagination).
<u>Pass with Minor Revisions</u>	Extensive format/editorial corrections and/or minor substantive changes need to be made (e.g., rewrite some text, correct grammatical errors).
<u>Pass with Major Revisions</u>	Extensive substantive changes need to be made (e.g., chapter rewrite).
<u>Fail</u>	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 DGS.

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

Remember:

Graduate Students who are required to submit theses, dissertations, and research papers and whose oral defenses are scheduled through the Graduate Education must complete revisions and present the finished document to the ASU Bookstore 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 Program of Study (iPOS) on line 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 secretary to get your original comps form for this last part to be filed.
- ___ 3. Conduct your research.
- ___ 4. Write up your results; hold data meeting. – Internal form online; Faculty signatures needed on this form. The form location is here <http://psychology.clas.asu.edu/graduate/currentstudents>
- ___ 5. Write up your dissertation. Format guidelines <http://graduate.asu.edu/how-to> are on the internet.
- ___ 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. Deadlines are on <http://graduate.asu.edu/graddeadlines.html>
- ___ 7. Enter dissertation through your MYASU to Graduate Education for format approval and set up your defense.
- ___ 8. Go to this page for deadline dates <http://graduate.asu.edu/graddeadlines.html> 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 Education 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 Secretary for processing the signed form should be delivered to the Graduate Education within 10 business days.
- ___ 10. Have signature page signed by Department Chair and Supervisory Committee after everything is completed including revisions. If revision 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. 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.
- ___ 12. Attend graduation (if you wish).
- ___ 13. Submit a copy of your title page, approval page, and abstract to Graduate Secretary PSY 296.
- ___ 14. 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 Prospectus Meeting form—online at <http://psychology.clas.asu.edu/graduate/currentstudents> signed by committee at meeting, and turn into the graduate secretary.
2. File the Master's Data Meeting Form—<http://psychology.clas.asu.edu/graduate/currentstudents> signed by committee at meeting, and turn into the graduate secretary.
3. Fill out the Master's in Passing Request Form at <http://graduate.asu.edu/forms/index.html> and email this form to the graduate secretary.
4. Fill out your MIP program 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 the Graduate Education instructions online at <https://students.asu.edu/graduation>.
6. Submit master's thesis for format approval and schedule master's defense.

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

1. File Program 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 on the department webpage at: <http://psychology.clas.asu.edu/graduate/currentstudents>. After you have passed or failed your comps give signed form to the Psychology Department Graduate Secretary.

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

1. File Dissertation Data Meeting form--obtain form from <http://psychology.clas.asu.edu/graduate/currentstudents> (prior to meeting), have it signed by your committee and return to the Psychology Department Graduate Secretary.
2. File the Application for Graduation-- Online through your MYASU. Here is a link to instructions from the Graduate Education <https://students.asu.edu/graduation>
3. Submit dissertation for format approval and schedule 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.

Graduate Education Time Limits

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

Please note that the time limits set by the Graduate Education 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 Education Timelines alone.

You MUST consult your training area's schedule of milestones and make sure that you within your training area's definition of satisfactory progress. See pages 13-19.

Graduate Education 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 Education 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: GENERAL

Listed below is a sample schedule, which shows a typical sequence of required and elective courses for students in the clinical program. 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 (if Psychotherapy not offered)
- + Psychopathology
- + research credits

Spring (12 credits)

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

Note: The Counseling Psychology program offers an ethics course in the first summer school session.

YEAR TWO

Fall (12 credits)

- + MA Thesis (3)
- + Clinical Practicum I
- + Psychological Assessment
- + Elective (Affective Bases of Behavior)

Spring (12 credits)

- + MA Thesis (3)
- + Clinical Practicum II
- + Psychotherapy (if not offered in year 1)
- + Elective (Biological Bases of Behavior)
- + Elective (History & Systems)

YEAR THREE

Fall (12 credits)

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

Spring (11 credits)

- +ATM
- + Ph.D. Dissertation (3)
- + Elective
- +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 year including internship.

YEAR ONE

Fall (12 credits)

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

Spring (12 credits)

- + Multiple Regression in Psychological Research
- + Interviewing
- + Research Methods
- + Psychotherapy with Children & Families

Note: The Counseling Psychology program offers an ethics course in the first summer school session.

YEAR TWO

Fall (12 credits)

- + MA Thesis (3)
- + Clinical Practicum I
- + Psychological Assessment
- + Elective (Affective Bases of Behavior)

Spring (12 credits)

- + MA Thesis (3)
- + Clinical Practicum II
- + Elective (Biological Bases of Behavior)
- + Elective (History & Systems)

YEAR THREE

Fall (12 credits)

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

Spring (12 credits)

- +ATM
- + Ph.D. Dissertation (2)
- +Research (3)
- + Elective
- (1/4 time placement)

YEAR FIVE

Fall (1 credit)

- + Internship (1)

Spring (1 credit)

- + Internship (1)

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

SAMPLE PROGRAM FOR DEVELOPMENTAL

Year 1

FALL SEMESTER

Research in Social Development
Statistics I
Reading and Conference
Emotional Development

SPRING SEMESTER

Research in Cognitive Development
Statistics II
Reading and Conference
Development of Children's Theory & Mind

Year 2

Advanced Developmental Psychology
Experimental and Quasi-Experimental Designs
Research
Moral Development

Dysfunctional Marriage as Family Relationships
Advanced Statistics Course
Child Language and Drawing
Thesis

Year 3

Development of Sex Roles
Theoretical Issues in Child Development
Dissertation
Professional Writing

Developmental Psychopathology
Development of Logical Reasoning
Developmental Research Methods
Dissertation

Year 4

Individual Intellectual Assessment
Dissertation (9)

Supervised Teaching
Dissertation (9)

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

**DEVELOPMENTAL PSYCHOLOGY PROGRAM
ARIZONA STATE UNIVERSITY**

Graduate students in the Developmental Psychology Program receive coursework training in the following areas. The total number of hours required by the Graduate Education for the Ph.D. is 84 (60 of coursework and 24 of research; including what's required for the Master's)

1. Developmental Psychology Courses

Students are required to take a total of at least 4 courses from among the Core Developmental and Supporting Developmental Courses below:

a. CORE DEVELOPMENTAL COURSES

PSY 541 – Research in Cognitive Development *Required in the first two years*

PSY 542 – Research in Social Development *Required in the first two years*

PSY 591 – Advanced Developmental Psychology

b. SUPPORTING DEVELOPMENTAL COURSES

PSY 591 – Development of Logical Reasoning

PSY 591 – Child Language and Drawing

PSY 591 – Moral Development

PSY 591 – Development of Children's Theory of Mind

PSY 591 – Successful Aging

PSY 591 – Social Competence

PSY 591 – Development of Sex Roles

PSY 591 – Applied Developmental Psychology

PSY 591 – Emotional Development

PSY 591 – Peer Relations

Plus others as may be offered by Developmental faculty or visiting professors.

2. Professional Tools/Research Skills Courses

Students are required to take at least one of the following courses:

PSY 591 – Developmental Research Methods

PSY 600 – Design of Experiments in Social Psychology

PSY 555 – Quasi-Experimental Designs for Research

PSY 538 – Prevention Research Methods

PSY 591 – Professional Writing and Reviewing

PSY 591 – Grant Writing/Professional Development

3. Quantitative Courses

Students are required to take the following 2 courses. In the event a student already has sufficient expertise in either or both of these areas, the student will take one or two advanced quantitative courses to substitute for these.

PSY 530 – Analysis of Variance
PSY 529 – Multiple Regression Analysis

4. Other Courses of a Developmental Nature

Students are required to take 2 courses of a developmental nature or of direct relevance to developmental psychology taught either within the Psychology Department or in other departments such as Speech and Hearing Sciences (SHS) or the School of Social and Family Dynamics (FAS / CDE). Examples include (in addition to courses listed in 1.b. above):

PSY 578 – Developmental Psychopathology
FAS 539 – Research Issues in Family Interaction
FAS 536 – Dysfunctional Marriage & Family Relationships
SHS 573 – Language Assessment & Intervention with School-Age Children
CDE 531 – Theoretical Issues in Child Development
CDE 598 – Gender Role Development
SHS 565 – Speech and Language Development
CDE 534 & 634 – Applied Child Development I & II
SHS 572 – Infant/Toddler Language Assessment & Intervention
FAS 531 – Family Theory Development

5. Psychological Foundations

It is recommended that students take at least 2 courses from other programs within the department that will provide the student with a broader perspective on the social, cognitive, and/or biological bases of human behavior. These courses are taught by Psychology Department faculty and must be approved by the student's program-planning committee.

6. Thesis and Dissertation Research

Master's Thesis (required 6 hrs. of PSY 599, and Dissertation (required 12 hours of PSY 799).

7. Electives

Students are required to develop competence in one or more areas of substantive 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 (PSY 592, 692, and 792) and Reading and Conference (590, 690, and 790); and by 2) elective coursework to be determined in consultation with the student's mentor.

**QUANTITATIVE PSYCHOLOGY PROGRAM
ARIZONA STATE UNIVERSITY**

09/02/2013

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 curriculum is structured into a series of progressively more advanced courses. New 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 first year research project, master's thesis, and dissertation. Each student has a faculty mentor with whom research is carried out. In addition, students are encouraged participate in research independent of the master's thesis and dissertation in collaboration with a variety of faculty members.

Core Courses

PSY530	Analysis of Variance
PSY531	Regression Analysis
PSY532	Multivariate Analysis
PSY533	Structural Equation Modeling
PSY534	Psychometric Methods
PSY555	Experimental and Quasi-Experimental Designs
PSY591	Quantitative Seminar

Advanced Topics

PSY591	Advanced Regression and Graphics
PSY538	Advanced Structural Equation Modeling
PSY591	Functional Data Analysis
PSY591	Item Response Theory
PSY537	Longitudinal Growth Modeling
PSY536	Prevention Research Methods
PSY591	Mediation Analysis
PSY591	Missing Data
PSY591	Multilevel Models

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

SAMPLE QUANTITATIVE PROGRAM

2013-09-02

Year 1

FALL SEMESTER

Analysis of Variance
Reading and Conference
Psychometric Methods
Non-quant elective

SPRING SEMESTER

Multiple Regression
Quantitative Seminar
Experimental & Quasi-Exptl Design
Master's Research 592

Year 2

Multivariate Analysis
Multilevel Modeling
Master's Research 592
Masters Thesis 599

Structural Equation Modeling
Item Response Theory
Quantitative Seminar
Master's Thesis 599

Year 3

Longitudinal Modeling
Mediation Analysis
Missing Data
Dissertation Research 792

Functional Data Analysis
Quantitative Seminar
Non-quantitative elective
Dissertation Research 792

Year 4

Regression Graphics
Dissertation Research 792
Dissertation 799
Quantitative Elective

Dissertation 799 (9 hours)
Quantitative Seminar

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

SAMPLE COGNITIVE SCIENCE

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 Graduate Education.
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.

SAMPLE BEHAVIORAL NEUROSCIENCE

Year 1

FALL SEMESTER

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

SPRING SEMESTER

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

Year 2

Required (PSY 591, Behav. Neurosci. Seminar)
3 of 3 Core: (PSY 591, Advanced Learning)
Research (PSY 592, Research)

Required (PSY 591, Behav. Neurosci. Seminar)
1 of 2 Topical Sem. (PSY 591, Neurobiol. Learn.
Mem.)
Research and Thesis for MA in passing (PSY 599,
Thesis)

Year 3

Required (PSY 591, Behav. Neurosci. Seminar)
1 of 1 Breadth (PSY Sensation & Percep.)
Dissertation Prospectus (PSY 790)

Required (PSY 591, Behav. Neurosci. Seminar)
2 of 2 Topical Sem. (PSY 591, Behav.
Neuroendocrinol.)
Dissertation (PSY 792, Research)

Year 4

Required (PSY 591, Behav. Neurosci. Seminar)
Dissertation (PSY 792, Research)

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

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

Requirements:

- Behavioral Neuroscience Seminar Every Semester
- Statistics in the first year for ANOVA (Fall) and Regression (Spring)
 - Three (3) CORE COURSES from 500-level (Usually PSY 591): 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, Stress and the Brain, 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.

SAMPLE SOCIAL PROGRAM

Year 1

FALL SEMESTER

PSY 551 Advanced Social Psychology
 PSY 530 ANOVA Statistics
 PSY 591a Current Topics in Social
 PSY 592 Research

SPRING SEMESTER

PSY 529 Multi, Corr & Regression Stat
 PSY 592 Research
 PSY 599 Social Psychology Recommended Elective
 PSY 600 Experimental Design Research

Year 2

PSY 550 Advanced Social Psychology
 PSY 532 Multivariate Statistics
 PSY 599 Thesis Research (3-6 hrs)

Social Psych Required Elective
 Q & M Required Elective
 PSY 599 Thesis Research (3-6 hrs)
Master's Degree Awarded

Year 3

PSY 555 Quasi Experimental
 (recommended)
 Q & M Required Elective
 PSY 792 Research (3-6 hrs)

Psychology Breadth Required Elective
 PSY 501 Teaching of (Social) Psychology
 PSY 792 Research (3-9 hrs)
Comprehensive Examination

Year 4-5

Psychology Breadth Required Elective
 PSY 792 Research (9 hrs)
 Dissertation Prospectus

Elective
 PSY 799 *Dissertation (9 hrs)*
PH.D. Awarded

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

Students in Social Psychology ordinarily receive coursework training in four distinguishable areas.

1. Social Psychology

REQUIRED COURSES: Students are required to take the following three courses.

PSY 550 and 551	Advanced Social Psychology	PSY 591a	Current Topics in Social Psychology
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REQUIRED ELECTIVES: Students will ordinarily take at least 2 additional content courses in social psychology from among those courses and seminars offered by the social psychology faculty,

2. Quantitative/Methods

REQUIRED COURSES: Students are required to take the following four courses.

PSY 529 and 530	ANOVA and MCR Statistics	PSY 600	Design of Experiments in Social Psychology
PSY 555	Quasi-Experimental Designs for Research* (not required, but strongly recommended)		

REQUIRED ELECTIVES: Students will ordinarily take at least 2 additional graduate level courses in quantitative and methodological areas related to social psychological research to improve their technical skills. These courses may be taught by Department faculty, or, with the approval of the program, be offered by related departments on campus.

3. Psychological Breadth

REQUIRED ELECTIVES: Students will take at least 2 courses in the development, biological, cognitive, or clinical bases of human behavior that will enable the student to bring a broader perspective to creative scholarship. These courses, from at least two of the bases of behavior mentioned above, are taught by Psychology Department faculty and must be approved by the program.

4. 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 three sets of required electives stated above should be regarded as default assumptions, and are viewed as appropriate for typical social psychology student in the program. Individual needs and goals may vary from this typical pattern, and exceptions and substitutions may be proposed to the program. Only under unusual circumstances will petitions be approved that attempt to make substitutions for the eight required courses listed above.