

Doctorate Degree in Psychology

# Graduate

graduate student handbook  
2025–2026



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# PHD in Psychology

## Psychology PHD – Training Specializations

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- Clinical Psychology (CL)
  - Area Head – Madeline Meier
- Cognitive Science (CS)
  - Area Head – Samuel McClure
- Developmental Psychology (DEV)
  - Area Head – Frank Infurna
- Social Psychology (SO)
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## Purpose of the Handbook

Welcome to the Psychology Department! This handbook is designed to serve as a guide for graduate students admitted to any of the six doctoral program specialization areas within the Psychology Department at ASU. It provides information about degree requirements, resources, and policies and procedures.

Although the handbook serves as an initial resource for answers to common questions, it is not inclusive of every university policy. When necessary, it provides links to details about policies outside the department.

In addition to this handbook, other references for graduate students are as follows:

- The ASU [Academic Catalog](#),
- The Graduate College's [Policies and Procedures Manual](#),
- [The College's Website](#)
- [The Psychology Department's website](#).

In some cases, policies differ slightly across the Psychology Department, the Graduate College and The College (The College of Liberal Arts and Sciences). When policies differ, graduate students must adhere to the highest standards (the most stringent policies). Students can reach out to a student support coordinator for guidance if needed.

Note also that program policies and requirements differ across the six doctoral program areas within Psychology. It is important for students to read the area-specific content thoroughly and to check with their faculty mentor, area head or key faculty when questions arise. It is the responsibility of each student to understand and observe all requirements and procedures specified by the university and their specific area within the Psychology PhD program.

## Program Overview and Admissions

The overview of each program area can be found on the corresponding area's webpage (see the Department of Psychology's [Graduate Degrees](#) webpage). Application and admission information can be found on the department's [Doctoral Admission Requirements](#) webpage.

Students who have transfer work or courses taken prior to admission and want to apply those to their degree can find policy information in the [Pre-Admission and Transfer Credits](#) section of this handbook.

## Role of Faculty and Staff in Advising

### Faculty Mentor

Upon admission to the program, each student is assigned one faculty mentor or two faculty co-mentors. The department has created a set of guidelines called "[Values and Expectations for Graduate Student Mentoring](#)" for successful relationships between faculty and students, which appears in a later section of this handbook, along with a link to a document that can be used to create a 'mentoring contract'. The Psychology Department encourages students to work with multiple faculty members and students can change mentors if they wish. Sometimes students have a primary mentor who is outside of their training area. In these cases, students must have a co-mentor from their training area to ensure that all policies and procedures of their training area will be followed.

## Student Supervisory Committee

As students' progress in their research and milestone activities, they are required to have a full committee supervising their progress. The committee lineup can vary over time. For example, the student may have a committee (of at least three people) faculty for their master's milestones. Then have a similar or very different committee (of at least four people) for their PhD comprehensive exam milestone, a committee (of at least four people) for their PhD prospectus milestone, and a committee (of at least four people) for their PhD dissertation defense. A student's committee must include at least two members from the Program Graduate Faculty and must adhere to their psychology PhD training specialization requirements (see the appendix for training-specific requirements).

### *A Supervisory Committee has two basic responsibilities:*

1. To recommend and approve the content for the plan of study (which differs from the Grad Team approving the iPOS for policy and Graduate College guidelines)
2. To guide students' Masters' thesis, Comprehensive Examination, and Doctoral Dissertation research.

### *Policy on Criteria to Serve on PhD Student Committee:*

All policies are consistent with current Graduate College policies – please see here (<https://graduate.asu.edu/sites/default/files/graduate-faculty-guidelines.pdf>) and here (<https://graduateapps.asu.edu/graduate-faculty>), and apply to all PhD degree programs in the Department of Psychology. Faculty from outside the Department of Psychology may serve on PhD graduate student committees in several different capacities as follows:

- For a **One-Time Membership** on an individual PhD student committee, the PhD student or chair of the committee submits a request using the Graduate College form entitled, "Individual Student Committee Approval Request," located here (<https://graduateapps.asu.edu/graduate-faculty>). Documentation includes the requested faculty nominee's CV and justification to be on that committee. Faculty must have a PhD, can be within or outside of ASU, demonstrate expertise that enhances the PhD student training, and meet with the Department of Psychology's specific training area guidelines. The Director of Graduate Studies reviews and approves these requests.
- To become **Program Graduate Faculty** (i.e., have the ability to not complete a waiver for each student committee) in the Department of Psychology, there are three different levels of involvement, each with increasingly higher standards and require faculty to be within ASU or as an ASU affiliate (e.g., Mayo Clinic, TGen, etc.). The Graduate Studies Committee reviews and provides a recommendation to the faculty or to the Chair directly. The Department of Psychology Chair makes the final determination to approve these requests.
  - 1) **Member:** Faculty from outside the Department of Psychology should submit their CV and forms to Director of Graduate Studies as well as the Chair of the Department. A letter of endorsement from a current Department of Psychology faculty mentor (typically from the student PhD committee requesting to serve on) is required to provide justification and background for participation on the committee.
  - 2) **Co-Chair:** Please follow all processes and requirements as described for member, but the faculty must have served as a thesis or doctoral committee member for a Department of Psychology student and demonstrate knowledge and commitment to the Department of Psychology training model (and willingness to adhere to our Department of Psychology student handbook). In rare cases, the previous committee membership will be waived due to extenuating circumstances, but those will be evaluated on a case-by-case basis by the Director of Graduate Studies and the Chair of the Department of Psychology.

- 3) Chair:** In addition to all processes and requirements as described for Member and Co-Chair, the faculty must also demonstrate additional commitment to the Department of Psychology training model by attending most of the training area specific meetings and having served previously as a Co-Chair on a student dissertation committee. Furthermore, the full faculty of the Department of Psychology will vote to endorse the Graduate Studies Committee recommendation for the ability to chair a PhD student committee and then make the recommendation to the Chair of the Department of Psychology. If the committee Chair's tenure home is from outside of the department, at least 50% of the student committee is required to be composed of Department of Psychology faculty (i.e., if 4 committee members are required, then the other 2 must be from within the department). Finally, if a faculty member from an outside unit requests to admit new students, the student must be admitted through the Department of Psychology Admissions review process (through specialization area requirements). The outside faculty member must also demonstrate commitment to fund the student for 5 years of training (tuition, stipend, health insurance and ERE as determined each year; with explicit grant or other funding available for three years) and work with the training area head to ensure their practices are in line with current training standards for the area.

For the number of committee members, each milestone and training specialization can be different. A Master's Thesis committee consists of at least three members, and a Comprehensive Examination or Dissertation committee consists of at least four members. To officially establish the committee, the student must list each person from their committee on their interactive plan of study (iPOS). Students who receive an iPOS error message about a specific committee member need to contact the PSY graduate advising office for assistance.

Before completing milestones, such as the master's research prospectus, data meetings, defenses, etc., the student's committee needs to be complete and up-to-date on the student's iPOS.

Some training areas may have slightly different procedures so students must follow their area's specifications and check with their faculty mentor or area head when in doubt.

### *Master's Supervisory Committee*

The supervisory committee for a master's degree program (technically, a Master's in Passing for our department) will consist of a minimum of three persons: a chair (the faculty mentor) and two members. The department recommends that students establish their master's committee after the completion of 12 credit hours of graduate study, which would generally occur during the second semester.

The department recommends that students complete the PhD iPOS, including listing their mentor (in the chair role), during the first semester of the program but no later than second semester of the first year. See the [Master's iPOS](#) section and the [Doctoral iPOS](#) sections for more details.

Students should feel reassured that there is considerable flexibility in changing the membership, including chair, 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 an iPOS update. It is also good practice to keep past committee members informed of when changes occur and they are no longer listed on the committee so that they can adjust their commitment plans accordingly.

### *Comprehensive Examination Committee and Doctoral Supervisory Committee*

In preparation for the comprehensive exam/dissertation, a committee should be formed soon after the master's defense, but no later than a year after a master's thesis defense. Students entering the program with a master's degree that has been accepted in lieu of a masters-in-passing should consult with their

mentor, program director, and the graduate student services coordinator regarding timeline. Students may change the committee between the comprehensive exam and dissertation milestones; consult the graduate student coordinator for details on this process and as good practice, and the student should inform past committee members of these changes so that the faculty can plan their commitments accordingly.

The supervisory committee for a dissertation consists of at least four persons: a chair (the faculty mentor) and three other members. The chair is typically a faculty member within the students' specialization training program, although specialization programs may have different requirements and/or allow petition for exceptions; consult the appropriate specialization program appendix for details. At least one member ("outside member") must be from outside the specialization program/area faculty. This requirement is interpreted broadly, and can vary across specialization training programs, but is aimed at ensuring diversity of perspective among committee members, as well as coverage of the necessary expertise for the topic and project. The outside member may be an out-of-specialization psychology faculty member; a faculty member in another department at ASU; or an appropriate individual from another institution who adds breadth to the committee.

## Specialization Area Heads

Each of the six program specializations has a faculty member who oversees all specialization-specific functions, including graduate training. This role is called the "area head". Area heads are expected to meet regularly with graduate students and in turn, graduate students are encouraged to consult with their area heads about any questions or concerns or decisions that arise as they progress through the program, including keeping area heads aware of any questions or concerns about financial support. Area heads ensure that the students' training in the specialization is being met. Area heads are another resource for students when they have questions about their training-specific needs.

## Director of Graduate Studies

The Director of Graduate Studies (DGS) oversees all the activities related to graduate students and the graduate programs within the department. The responsibilities include identifying and nominating students for various awards, that include, but are not limited to the Graduate College Enrichment Fellowships (GCEF), Outstanding Graduate Awards for graduating students, and Graduate College University Grants (GCUG).

The DGS also oversees the TA assignments (in coordination with the Graduate Support Team) and works with both instructors and their TAs each semester. Along with the area heads, the Director of Graduate Studies allocates departmental funding. Graduate students can consult the Director of Graduate Studies about any aspects of graduate training including any sources of distress, concerns with mentor relationships, career decision-making, or financial support.

## Research Advancement Team

The Research Advancement Team in the Department of Psychology work with faculty and graduate students on grants. If a student finds a grant that they would like to apply for they must first discuss it with the Research Advancement Team, their faculty mentor, and the Director of Graduate Studies. These parties will review the grant application and explain the details that otherwise may be overlooked. For example, some grants have a large stipend but do not cover tuition, so it may not be beneficial for the student to apply for it. Additionally, grant applications usually require specific details or content to be written in a specific way in order to be considered. The Research Advancement Team can provide support to help student assemble a strong application. Some grants can be submitted directly by students but many grants can only be submitted by the Research Advancement Team on the student's behalf or by the DGS (i.e., Graduate College grants).

## PSY Graduate Advising Staff

The PSY Graduate Advising Office consists of a Manager of Graduate Programs and student support coordinators who are the academic advisors for the PhD and masters' programs. They support the department faculty and students by serving as a liaison between them and the university (The College, the Graduate College, and other university offices). Although faculty mentors guide students on their research activities and milestones, the graduate support staff are the experts on university policies and procedures, which may impact the completion of milestones at times. Students should check in with the PSY Graduate Advising office at least once a semester to ensure that all necessary forms and documents are current and that timelines are being met.

The graduate support staff also serve as the lead staff academic advisors for the Master of Science in Applied Behavior Analysis (MS ABA) program and online MA programs. The role is similar to the doctoral programs, with regards to being a liaison between the department faculty and students and the various university offices. The graduate support staff meet with prospective students for the MS ABA or PhD programs and serve as the contact for all PSY graduate students who want to travel on ASU business and have the university pay for part of the trip expenses. See the [Graduate Student Travel Funding](#) section for more details.

## Values and Expectations for Graduate Student Mentoring

### *Mutual Expectations*

The fundamental goal of a mentoring relationship is to benefit the student, a good faculty mentor is important to a student's success. Good mentors act as role models and provide advice, resources and opportunities, support, and feedback. The mentor-student relationship is bidirectional. The student is responsible for meeting milestones and for being active in seeking advice, information, and feedback. If desired, the student can receive mentoring from multiple faculty members and should not feel constrained by the limits of a single faculty advisor/chair. Students and mentors, if they wish, can create a mentoring contract to outline expectations and goals. A [sample mentoring contract](#) is on our grad student resources webpage.

### *Respect for Students*

Whether providing academic support or related services, a mentor should create a respectful learning environment that helps the student achieve professional and career goals. The faculty mentor strives to be supportive, equitable, accessible, encouraging, and respectful. The mentor fosters the graduate student's professional confidence and encourages critical thinking and creativity, providing an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment. The mentor adheres to the following:

- APA ethical principles and code of conduct (<http://www.apa.org/ethics/code/index.aspx>);
- ASU policies Title IX: <https://www.asu.edu/titleIX/> policies; and
- ASU Academic Affairs Manual: <https://www.asu.edu/aad/manuals/acd/>).

The mentor recognizes that the student's interests and goals can change and supports the student in changing mentors as needed.

PsychForAll: Rebecca Blais, the Director of PsychForAll. Helps to nurture and build community for students from historically underrepresented groups and for international students. We welcome students' perspectives on issues they find important, while understanding that their viewpoints are their own. We recognize each student's unique strengths and scholarly promise, and this helps eliminate stereotypes.

### *Meeting on a Regular Basis*

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

### *Program Milestones*

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

### *Intellectual Contributions*

Intellectual policy issues are discussed in the initial phase of each project. The mentor discusses authorship policies regarding papers with the student. The mentor explains upfront the approach to handling authorship, before any work is done. The faculty mentor is explicit about the amount of work the student is expected to complete. The mentor acknowledges the student's contributions to projects and works with the student to publish their joint work in a timely manner.

### *Career Goals*

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

### *Graduate Students as Members of Faculty Research Teams*

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

### *Graduate Students as TAs/RAs*

Graduate students have a responsibility to fulfill their contractual obligations as TAs or RAs. The student informs the mentor of the number of hours dedicated to teaching and/or research obligations; the mentor encourages the student not to exceed the number of hours stipulated in the contract. The student is responsible for informing the TA/RA supervisor(s) and mentor of any changes or circumstances that would interfere with carrying out these obligations. The student always attempts to ensure stability and continuity for faculty, programs, and departments. The student has a responsibility to seek accurate information about the conditions of TA/RA employment (e.g., asking faculty supervisors about how to handle sick leave, vacation, and professional development opportunities). If the student has a concern, the student should discuss it with the mentor, area head, or other appropriate faculty member (e.g., Director of Graduate Studies, Chair of the Department). Students in these roles also need to follow policies in the TA/RA Handbook (see the [Resources](#) section). Additionally, TAs need to follow expectations listed in the [Departmental Graduate Assistantships \(TAs and RAs\)](#) section.

### *Graduate Students as Future Members of the Scholarly Community*

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

### *Addressing Problems in the Mentoring Relationship*

As in any relationship, problems or conflicts may arise. When this occurs, the goal is to address the problem openly in a context of mutual respect. The student can reach out to the mentor, and the mentor should be open and receptive to such discussion. If a student feels the need for additional support for such a discussion, the student should consult with other faculty members, including the area head, Director of Graduate Studies, or Department Chair. These individuals can provide advice and/or offer to meet with the student and the mentor to resolve the problem. Other graduate students can also be valuable resources, including the Graduate Student Council, who are student representatives to the Graduate Studies Committee. We encourage students to have these difficult conversations when necessary even though we recognize that students may be apprehensive and that they may have concerns about potential negative impacts on them. We want students to know that the Psychology Department faculty are committed to ensuring that there will be no negative repercussions for students who express concerns.

## **Curriculum Summary**

Students may be admitted to the Psychology PhD program with or without a master's degree. If admitted without a master's degree, students must complete a minimum of 84 credit hours (and will complete a Master's in Passing, which results in a Master of Arts degree in the field). If admitted with a master's degree, students must complete a minimum of 54 credit hours, if the previous master's is approved by the student's area as being equivalent and applicable to their focus area. The curriculum below represents the standard 84-credit program.

	<b>Credit Hours</b>
Core Courses	3 or 4
Additional Curriculum Requirements*	68 or 69

Culminating Experience	12
<b>Total Credit Hours Required</b>	<b>84</b>

\*Requirements vary across training areas. Students take courses related to their area of interest as determined in consultation with their supervisory committees.

## Core Courses

Students are required to take one of the two core course options listed below.

Course	Title
PSY 502	Professional Issues in Psychology (3)
PSY 531	Multiple Regression in Psychological Research (4)

PSY 531 is a common methods requirement across all the training areas and it is important to note that students CANNOT use PSY 531 to fulfill two different requirements. For example, if a training area expects two specific methods courses, including PSY 531, but the student takes PSY 531 for the core, then the student CANNOT use PSY 531 to fulfill a methods course requirement. In this case, the student needs to work with their committee to ensure they meet the area's requirement, such as taking either an additional methods class to meet the requirement.

## Additional Curriculum Requirements

Students must have a minimum of 69 additional credits. Students need to work with their mentor and area head to develop a plan of study that satisfies the requirements of the training area. The department expects students to be engaged in research activities every semester. Some areas translate that to mean enrolling in Research (PSY 592 or 792), Thesis (PSY 599) or Dissertation (PSY 799) for a specified number of credits. Some areas may view research activities as not necessarily related to a specific course. Questions about courses should be directed to the student's mentor or area head.

**PSY 592/792:** Students should enroll in PSY 592 or PSY 792 when working on an independent study, under the supervision of a faculty member, for a project that is expected to lead to a specific outcome (masters or dissertation, respectively), report or publication. This usually includes experimental work, data collection, and data analysis.

**PSY 599/799:** Students should enroll in PSY 599 or PSY 799 when they have completed their PSY 592/792 credits and are near the end of their work toward the thesis or dissertation. Students should be preparing the final product, performing a literature review, completing data analysis and writing the final product. This phase of their research is generally regarded as their "capstone" course toward their degree.

For the Master's in Passing, 12 of the 69 credits will be fulfilled with 6 credits each of PSY 592 Research and PSY 599 Thesis. PSY 592 and 599 are offered every semester for variable credits, which means the student selects the number of credits at the time of enrollment, usually with their faculty mentor as the instructor. Students can take more than 6 credits of Thesis throughout the pursuit of the degree but can only list a maximum of 6 credits on the iPOS.

## Quantitative Program Curriculum Requirements

The Quantitative Research Methods program has specific curriculum requirements, which are listed on the [Degree Search](#) webpage.

## Culminating Experience

Course	Title
PSY 799	Dissertation (12)

Students must complete 12 credits of Dissertation for the degree. PSY 799 is offered every semester for variable credits, which means the student selects the number of credits at the time of enrollment, usually with their faculty mentor as the instructor. Students can take more than 12 credits of Dissertation throughout the pursuit of the degree but can only list a maximum of 12 credits on the iPOS.

## Recommended Schedules for First Year Students

Each training area has devised a suggested schedule for their first-year students. These recommended schedules are in the [Appendix](#) sections of this handbook.

## Interactive Plan of Study (iPOS)

The [interactive plan of study](#) (iPOS) is the student's official contract between the department and the university. It lists all the classes the student plans to take to complete the degree and indicates who is on the student's supervisory committee. Students are encouraged to create a plan with their mentor before submitting the official iPOS. Students are also encouraged to submit the iPOS in the first semester of their program but no later than the second semester of the program. Students who wish to use coursework done prior to the start of the program must adhere to ASU's [pre-admission credit policy](#).

Upon approval, students are expected to keep the iPOS up-to-date by checking it at the start of each semester and making changes as needed. The student can update the courses (add and remove classes) and the committee lineup at any time unless on an approved leave of absence from the university. Students are not able to graduate if they have missing grades (NR), incomplete grades (I), course errors or grades below "C" on their iPOS. It is the student's responsibility to ensure their iPOS is accurate at the time of graduation to avoid having to extend the graduation date to a later semester. Additionally, the student's GPA must be a cumulative 3.00 (so a student with "C" grades will also need "A" grades to keep the cumulative GPA at 3.00 or higher to avoid iPOS and academic probation issues). If a student receives a grade below "C", they can retake the class for a higher grade but the GPAs of all attempts are factored together; a higher grade in a retaken class does not replace the GPA of the original attempt.

The PSY graduate advising office can help with iPOS issues and questions.

## Doctoral iPOS

The PhD iPOS must be submitted and approved before a student can submit the MA iPOS (even though that sounds backwards). The PhD iPOS must have a committee chair (faculty mentor) listed the first time the student submits it. The remaining PhD committee members can be added later. Dissertation chairs and co-chairs must be approved by the Dean of the Graduate College. The PhD iPOS must have a minimum of 84 credits, including 12 credits of PSY 792 Research and 12 credits of PSY 799 Dissertation. The iPOS system may have additional requirements laid out by section, such as "core" or "methods". This can vary

by training area. It's the responsibility of the student to ensure they fulfill internal requirements of the degree whether they're listed on the iPOS or not.

The "anticipated graduation term" is a section on the course admin page in the system. Clinical PhD students should list the semester in which they plan to complete their internship (usually a year after the PhD defense), not the semester in which they plan to defend. For all other areas, the anticipated graduation date should be the semester in which they plan to defend and graduate.

Thirty credits from the PhD iPOS will also appear on the master's iPOS, which means that 12 of the 84 credits on the PhD iPOS must be PSY 592 Research (6 credits) and PSY 599 Thesis (6 credits). While students are working on the master's, they will enroll in the PSY 592 version of Research during data gathering and then transition to PSY 599 when near the end and about to defend. After the master's thesis defense, students will start to take the PSY 792 version of Research and then will transition to PSY 799 when near the end of their dissertation. The PhD iPOS must have at least 12 credits of research, or PSY 792 Research (6 credits) and PSY 799 Dissertation (6 credits).

An example of PhD iPOS credits might look like the following:

- 6 credits PSY 592 Research (will also be on the MA iPOS)
- 6 credits PSY 599 Thesis (will also be on the MA iPOS)
- 18 credits various training area required course work (will also be on the MA iPOS)
- 30 credits various training area required course work (on the PhD iPOS only)
- 12 credits PSY 792 Research (on the PhD iPOS only; may be more than 12)
- 12 credits PSY 799 Dissertation (on the PhD iPOS only)

The PhD iPOS will generate a petition (box on the screen) related to PSY 599. Students need to type, "PSY 599 is required for my program" in the petition box and submit. Then to fully submit the PhD iPOS, they click on the Submit menu option in the sidebar and then submit the iPOS, following the instructions on that section of the iPOS.

Students will add their full PhD committee to their iPOS after the master's defense. However, students are expected to keep the iPOS up-to-date every semester. If a committee lineup on the PhD does not match the names on the Comprehensive Exams form, the Prospectus form, the Data Meeting forms or the names on the defense pass-fail forms, then the student will have issues completing these milestones. It is crucial that the committee is accurate for each milestone before the milestone is done.

## Masters in Passing (MiP)

### Master's iPOS

The MA iPOS must be approved before the student can apply for graduation (complete the MA degree) or schedule the thesis defense. After the PhD iPOS is approved, the student will fill out the Masters in Passing Request form and submit to the PSY graduate advising office. See the [Doctoral iPOS](#) and the [MiP Request Form](#) sections for more details.

Once prompted via email by the Graduate College, the student must submit the MA iPOS and include 30-credits and the entire supervisory committee, not just the faculty mentor. Of the 30-credits, six of them need to be PSY 592 Research, six of them need to be PSY 599 Thesis, and all 30-credits must appear on the PhD iPOS.

The “anticipated graduation term” is a section on the course admin page in the iPOS system. For the MA iPOS, the student should list the semester in which they plan to defend the master’s thesis, not the anticipated defense date for the PhD dissertation.

## Overview of the MiP

Psychology PhD students will complete a master’s thesis while in pursuit of the doctoral degree. This is called a “Master’s in Passing” (MiP). Students must follow their program area’s deadlines to ensure they’re stay on track with milestones, as deadlines may vary across the six areas (see the [Satisfactory Academic Progress section](#) for more details). The master’s degree awarded is a Master of Arts in Psychology.

The student should consult one or more faculty members about the proposed research topic early in the process. Typically, students have an approved prospectus by the end of their second semester, which means the topic and [committee selection](#) happens during the first semester or early in the second semester. Again, students need to follow their area’s specific deadlines and procedures to stay on track with regards to timelines and expectations.

The MiP research usually differs from the dissertation research in the following ways:

- The student is in the role of research apprentice;
- The expectations for originality are somewhat less; and
- The overall supervision by the mentor is apt to be somewhat closer with the student

The master’s research is usually related in some way to the mentor’s research program. However, students may undertake projects unrelated to ongoing faculty research and this may depend upon access to funding. The student has a right to expect candid counsel from their mentor 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.

## MA Research Prospectus

The 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. After the prospectus is approved, the student can collect data and work toward the data meeting, which is required before scheduling the thesis defense.

Students should confer with their mentors before preparing the prospectus document 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. The presentation of the literature review must be sufficient in scope as to make the statement of the problem fully comprehensible without requiring the reader to consult other sources.
2. The prospectus should report all the details of the methods, 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, students should be wary of giving committee members a prospectus document which omits significant details of the methodology. Although students will verbally discuss the methods during the prospectus meeting, the methods should be fully comprehensible from the written prospectus.
4. Because the final thesis must be in APA style, it is advisable to write the prospectus in APA style.

In some cases, a training area may have slightly different procedures; therefore, students should consult with their mentor or area head if procedural questions arise.

## MiP Request Form

The student must submit their PhD iPOS and get it approved by the Graduate College. Then, the graduate coordinator must fill out the Masters in Passing Request form for the student, which is done through DocuSign. Once the Graduate College approves the MiP Request form, the student will receive an email from the Graduate College with a prompt to submit the master's iPOS. See the [Master's iPOS section](#) for more details.

## MA Thesis Defense

For complete details, review the entire [Graduation \(Master's and Doctoral\)](#) section of this handbook.

## MiP Step-by-Step Procedures

Completing the Masters in Passing requires three meetings of the Masters Supervisory Committee: a) the Prospectus Meeting to review and approve the research proposal, b) the Data Meeting to review and approve the data analyses and reported findings, and c) the Final Oral examination. The Psychology Graduate Advising Office staff can help answer procedural questions. Always keep the Grad Team informed of milestones.

1. The student discusses research topic ideas with faculty and begins to form their master's supervisory committee.
2. The student writes a Masters Prospectus Document that is a proposal for the Master's Thesis study. The Prospectus is described in a later section.
3. After input and revisions from the students' chair (and other faculty as needed), the student sends the final prospectus document to the committee. Students are required to send the document two weeks before the prospectus meeting, although faculty members can allow a later submission if they wish.
4. The student works with their committee to set the day and time of the prospectus meeting and informs the Grad Team of the date and time for the meeting.
5. The student [reserves a room](#) (or holds the meeting on Zoom) and holds a master's [research prospectus](#) meeting with their supervisory committee or follows directions on the First Year Project if one is required by their area. The student should download and bring the [Master's Thesis Prospectus Approval](#) form to the meeting to obtain signatures from everyone on the committee. In instances where one or more people from the committee cannot physically sign the form, the student can obtain an email from each person verifying they participated and voted the student passed the master's prospectus.
6. After the prospectus meeting, the student submits the completed form (and emails, if applicable) to the PSY graduate advising office for filing.
7. The student completes the [PhD iPOS](#) with 84-credits and one chair (mentor) or two co-chairs (if working with two faculty mentors) listed.
8. The graduate coordinator fills out the MiP Request form. Once processed, the Graduate College emails the student with a prompt to complete the master's iPOS.

9. The student completes the [MA iPOS](#) with 30 credits and a full supervisory committee (at least three faculty).
10. After the student has completed their thesis data collection and data analysis, the student writes a data document describing the analyses and findings. After input and revisions from the committee chair and other faculty as needed, the chair approves the data document to be circulated to the rest of the committee. The student circulates the data document two weeks before the data meeting or later with faculty permission.
11. The student works with their committee to schedule a day and time for the data meeting and reserves a room (or holds the meeting on Zoom). The student holds a [master's data meeting](#) with their supervisory committee. The student downloads the [Master's Thesis Data Approval](#) form and brings it to the meeting for faculty signatures (or obtains an email from each person who could not sign the form, verifying their participation and pass vote. Then, the student submits the completed form (and emails, if applicable) to the PSY graduate advising office for filing.
12. The student [applies for graduation](#) before the deadline for the semester in which they will defend the thesis. The student must also be registered for at least 1-credit at the graduate-level during the semester they defend, per ASU [Continuous Enrollment](#) policy. If the student misses any defense-related deadlines, then they must register for a minimum of 1-credit at the graduate-level in the following semester (the graduation semester)
13. The student works with their committee to figure out a day and time for the thesis defense, following the Graduate College's [committee participation rule](#), which states that 50% of the committee (including the chair or one of two co-chairs) is physically present for the defense. The other 50% can participate remotely. If someone on the committee cannot participate at all, then the defense should be rescheduled or an approved substitute must be arranged ahead of time.
14. The student reserves a room for the defense.
15. The Chair of the committee sends an announcement of the defense to the Grad Team to distribute to the Department. The Announcement should include the title, student name, the committee membership, abstract, date, time and room number of the defense.
16. The student writes the full thesis in APA style with input and revisions from their chair and from other faculty as needed.
17. The student [schedules the thesis defense](#) with the Graduate College.
18. The student submits a [formatted draft](#) of the thesis two weeks before the defense to the supervisory committee and to the Graduate College.
19. The student holds the defense and the committee tells the student after if they passed and what, if any, revisions are required on the paper. The student completes any revisions required by the committee, then works through format revisions with the Graduate College via the iPOS system.
20. The student's final grades are entered by PSY graduate advising and the student is asked if they'd like to have a "defense passed" announcement sent to the department, recognizing their accomplishments.
21. The student uploads their format-approved paper to the [UMI/Pro-Quest](#) library database.

22. The student's MA degree is conferred on the date listed on the [Academic Calendar](#) for the semester in which they completed the MiP requirements. The student continues with the pursuit of the PhD degree.

## Doctoral Comprehensive Exams

### Overview of the Comprehensive Examinations

The Graduate College requires a comprehensive examination. Within broad guidelines established by the Graduate College and the department, the area faculty are free to develop comprehensive examinations along somewhat different lines, and the students will want to consult the examination policy for their specific training area (see also the [Appendix](#) section for the area).

The comprehensive examinations are designed to assess a student's level of academic preparation to pursue dissertation research. The comprehensive examinations require the student to demonstrate a thorough understanding of research and theoretical issues through written work and in an oral defense. The comprehensive examinations must be completed before the dissertation prospectus is submitted, per university policy. After the master's is completed, students will need to update their PhD iPOS to ensure a complete, accurate supervisory committee is listed. Then, the student may move forward with scheduling the written and oral comprehensive examinations with their entire supervisory committee. The student needs to schedule the comprehensive exams with their committee only, not with the Graduate College. The student should [reserve a room](#) for their comprehensive exams once the committee has confirmed a day and time, unless meeting on Zoom, in which a physical room reservation is not required.

Comprehensive exams done after the [spring](#) degree conferral date, on the [summer](#) degree conferral date, or anywhere in between will require enrollment in a summer graduate-level course, per Graduate College policy. The Academic Calendar lists the degree conferral date for each semester. **Most summer funding does not come with tuition benefits, which means most students have to pay tuition out-of-pocket if enrolling in summer.**

### Passing the Comprehensive Examinations

The Graduate College requires that the department determine whether the student has passed or failed the total comprehensive examination. It is the policy of the Department of Psychology that the student pass both the written and oral portions of the comprehensive examinations. Students who fail one or both parts of the exam must petition for a retake.

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

Students are required to print the Doctoral Comprehensive Examinations Report form (located on the [PSY Graduate Student Resources](#) webpage) and bring it to the exam. The entire committee must sign the form to verify the student has passed both the written and the oral exams. Next, the student delivers the form to the PSY graduate advising office. The Student Support Coordinators will get the Department Chair's signature and then file the form and enter the pass results into the student's iPOS to record the pass officially with the Graduate College. In instances where one or more people are unable to physically sign the form, the student can obtain an email from each person who could not sign the form. The email needs to confirm the person participated and voted the student passed both the written and oral exams. The student is still required to fill out the form and forward the email(s) to the Student Support Coordinators.

## Re-Taking the Comprehensive Examinations

A student who fails any part of the comprehensive exams must submit a petition to retake the failed part of the exam. The petition will be reviewed by the student's supervisory committee and the Dean of the Graduate College, both of whom must approve the request before the student can retake the failed exam. Only one re-examination is permitted and it must be scheduled within a 3-12-month period after the initial failure. Students choosing to appeal the results of their comprehensive examinations must follow the [grade appeals](#) process.

## Advancement to Candidacy and Dissertation

### Advancement to Candidacy

The student's status will change from PhD student to PhD candidate after passing the comprehensive exams and the PhD dissertation prospectus defense (in that order). The pass result for the dissertation prospectus is entered into the iPOS system by the Student Support Coordinators and then the Graduate College will generate the candidacy letter, which appears in the student's MyASU page. The letter-generating process can take between two days to two weeks, depending on the time of year (e.g., graduation week is busy and will cause delays).

### Overview of the Dissertation

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 mentor's research program. This does not mean in any way that the mentor 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 mentor and [doctoral supervisory committee's](#) advice at an early stage in his/her thinking concerning the merit of his/her topic.

## A. Dissertations Based on Students' Published Works

### Overview

An alternative process to the traditional dissertation in the Psychology department consists of students selecting three of their peer-reviewed articles and producing a document that links them together. The papers must have a coherent theme and, in the document, the student must provide a detailed introduction and conclusion section that clearly lays out this theme.

## *Requirements*

1. This option must be proposed with the support of the student's chair or co-chairs considering the candidate's productivity in their graduate career, the candidate's level of intellectual contribution to the work, and the candidate's career goals.
2. Generally, this alternative dissertation document must consist of three manuscripts two of which have been published or are 'in press' and one that is submitted. The candidate should be first author and the work should be intellectually generated by the PhD candidate.
3. A variety of articles can be appropriate for inclusion as long as the final product is equivalent in quality and scope to a traditional dissertation. Potentially appropriate articles include empirical studies, chapters, theoretical pieces, literature reviews, and data simulations/modeling. However, editorials, opinion pieces, and abstracts are generally not appropriate for inclusion because of their limited scope.
4. The student may not use publications of their first-year project or master's thesis as part of the dissertation.
5. The document must comply with the ASU Graduate [\*College Policy on using Previously Published or Publishable Work in a Culminating Experience Document\*](#) (1-17-2017). It is important to review this policy document carefully before proceeding with this option.

Note that the Graduate College policy requires that *all* works be either "in press" or published by the time of submitting the dissertation to the Graduate College. However, two published or "in press" works would satisfy this requirement. Thus, if the student's third work is not yet accepted at the time that the student wants to finalize and submit their written dissertation, they can submit the document based on the two published or "in press" pieces. Note also that ASU Graduate College policy has specific requirements for formatting, use of copywritten material, and support from co-authors.

## *Process for Dissertations Based upon Students' Published Works*

### *Proposal Meeting*

After obtaining approval of this dissertation format from their chair or co-chairs, the student produces a written proposal that describes the studies and the linkages among them. The student then schedules their Dissertation Prospectus meeting with their committee. If the summary vote of the Dissertation Prospectus by the committee is a Pass (with no more than one dissenting vote) then the proposal is approved. The committee may also approve the proposal but require additional analyses of the data.

### *Data Meeting*

If the committee requires additional analyses of the data, a data meeting will be held. If not, there will be no data meeting.

### *Orals*

The candidate will write an introduction and conclusion section, appropriately format the 3 works following the Graduate College guidelines, incorporate the additional data analyses as needed and then after the draft is approved by the Chair, hold a formal defense. The presentation for this final defense will follow the structure of the dissertation and should resemble a tenure-track job talk with committee questions. The committee will evaluate the dissertation and the student's oral defense and then formally vote. Then, the appropriate forms are signed and filed with the Graduate College.

## B. Dissertations Based Upon Proposed Work

### *Dissertation Prospectus*

The doctoral prospectus describes the research project that will constitute the student's dissertation. It consists of a thorough literature review and description of the proposed methods, measures, and data analyses. Dissertations must be prepared according to the Publication Manual of the American Psychological Association (7th Ed.). This document is carefully reviewed and revised with input from the student's chair and other faculty members as needed and circulated to the student's committee two weeks before the dissertation prospectus meeting (or later with the committee's permission).

The student must have a current, accurate supervisory committee on their PhD iPOS before scheduling the prospectus defense with their committee. The student should reserve a room for the prospectus once the committee has confirmed a day and time, unless meeting on Zoom, in which a physical room reservation is not required.

Prospectus defenses done after the spring degree conferral date, on the summer degree conferral date, or anywhere in between will require enrollment in a summer graduate-level course, per Graduate College policy. The Academic Calendar lists the degree conferral date for each semester. **Most summer funding does not come with tuition benefits, which means most students have to pay tuition out-of-pocket if enrolling in summer.**

Students are required to print the Doctoral Dissertation Prospectus/Proposal Results form (located on the PSY Graduate Student Resources webpage) and bring it to the prospectus defense. The entire committee must sign the form to verify the student has passed the prospectus milestone. In instances where one or more people are unable to physically sign the form, the student can obtain an email from each person who could not sign the form. The email needs to confirm the person participated and voted the student passed the prospectus. The student is still required to fill out the form and forward the email(s) to the Student Support Coordinators. The student can email the form or deliver it to PSY graduate advising office or mailbox. The Student Support Coordinators will get the Department Chair's signature and then file the form and enter the pass results into the student's iPOS to record the pass officially with the Graduate College. This will generate the candidacy letter.

### *Doctoral Data Meeting*

The department requires the student to meet with their supervisory committee to review the data collected for the dissertation, according to what was approved at the prospectus meeting. The data meeting happens after the data collection process has been completed and the major statistical analyses have been performed. The student must submit a written statement of the principal findings and the manner in which they relate to the hypotheses or objectives of the study. The written statement is due to the entire committee at least two weeks prior to the data meeting.

The student cannot schedule the dissertation defense until the committee has approved the data results as indicated by their signatures on the Dissertation Data Approval form, which is basically a memo from the faculty mentor to the Department Chair about the student passing the data meeting and having the entire committee's approval. The student downloads this form and brings it to their data meeting and has the committee sign the form. In instances where one or more people from the committee cannot physically sign the form, the student can obtain an email from each person verifying they participated and voted the student passed the data meeting. The student must submit the completed form (and emails, if applicable) to the PSY graduate advising office after the data meeting.

## Doctoral Dissertation Defense

See the entire [Graduation \(Master's and Doctoral\)](#) section of this handbook for complete details.

# Graduation (Master's and Doctoral)

## Graduation Exit Session

The PSY Student Services Coordinator facilitates a meeting at the beginning of the fall and spring semesters, focusing on graduation. The meeting focuses on procedures, deadlines and helpful tips for completing all items on time.

Students graduating within the next year are invited to the session. Students may attend one or more exit sessions. Sessions are held shortly before the graduation application deadline in fall and spring.

## Apply to Graduate

Every student is required to [apply for graduation](#) in the semester in which they plan to complete the Master's in Passing (MA degree), the PhD degree, or graduate certificate. The only exception is the Clinical program in which students apply for graduation for the semester in which they complete their internship, not the semester in which they want to walk in graduation ceremony or the semester in which they hold their defense (unless the defense semester is the same semester in which they finish their internship). For more details about the Clinical program and requirements, see that program's supplemental handbook, located on the [Clinical program webpage](#).

The university lists the graduation application deadline on the [Academic Calendar](#). Students can apply after the deadline but will have to pay a late fee in addition to the graduation application fee. A separate application is required for each degree or certificate program. It's important for students to make sure their mailing address is correct prior to applying for graduation so the diploma gets mailed to the correct address.

Students must be registered for at least 1-credit of a graduate-level course during their graduation semester. For most students, this is the semester in which they hold their defense. However, if the student completes defense-related steps after the posted deadlines, then their graduation term will be the next semester and the student will have to register for another graduate-level credit, even if all steps are still completed by the end of the defense semester. For example, if a student defends in fall after the "last day to hold a defense" but still completes all the steps within that semester, they will be a graduate of the spring semester because they did not meet the fall deadlines set by the Graduate College. Students who miss deadlines related to defense and graduation steps and then do not register for the next semester will violate the [Continuous Enrollment](#) policy.

Students are encouraged to attend a graduation exit session to learn about all items required for their program in order to graduate on time. Students cannot apply to graduate if they are not in good standing and should make sure their interactive plan of study (iPOS) is accurate first.

## Graduation Steps and Deadlines

The Graduate College has a list of steps and deadlines (for each step) listed on their [Deadlines](#) webpage. Students must complete these steps on time to ensure their degree is conferred (awarded) on time. Clinical students are the only Psychology graduate students who will (usually) apply for graduation in a semester after they have defended their dissertation, as their graduation semester is marked by the

completion of their internship; all other grad students' graduation semester is marked by the dissertation defense (or the next semester if the student is late on the steps listed on the Deadlines page (exception: students can apply to graduate after the posted deadline with the penalty of a late fee and can still graduate in the same semester).

## Scheduling a Defense

Students must have an approved MiP iPOS on file (with 30-credits and a full supervisory committee) in order to schedule the thesis defense. PhD students must have achieved candidacy before they can schedule the dissertation defense, which requires an approved PhD iPOS (with 84-credits and a full supervisory committee), pass scores in the iPOS system for the comprehensive exams (both written and oral), and pass scores for the dissertation prospectus. The department also requires students to have committee approval of their data (for the master's and the dissertation).

After the data meeting milestone is completed, the student will work with their committee to choose a day and time for the defense. Students should review the [Graduation Steps and Deadlines](#) section to know the timeframes for the semester and discuss with their committee and remind them of the Graduate College's [committee participation rule](#). The student will then reserve a room and officially schedule the defense with the Graduate College on the Defense tab in the iPOS system (MA iPOS for the thesis; PhD iPOS for the dissertation).

The defense must be scheduled at least 10 working days before the proposed defense date. The Graduate College will not allow a defense to be held on a "blackout" date, such as the week of graduation, as their staff is too busy to process defense items during that time. Blackout dates are also university holidays. Students should refer to the 10-Working Day Calendar, located at the bottom of the Graduate College's [Deadlines](#) webpage.

A formatted draft of the paper (thesis or dissertation) is required two weeks before the defense. Students submit the paper to the university thesis editors through the Format tab in the iPOS system. They will also need to email the complete draft to everyone on their committee at least two weeks before the defense day. Failure to send the draft to the thesis editors or to the committee will result in a cancellation of the defense in which case the student would have to start the process over, adhering to the 10-Working Day Calendar.

The committee chair will send the following information to the Grad Team to disseminate to the Department of Psychology faculty and students: the student's name, dissertation title, dissertation abstract, committee members and chair of the committee, and the date, time and location of defense.

## Holding a Defense

At the completion of the defense, faculty will determine if the student has passed or failed the defense, or if the submitted document requires revisions. Defense results are considered final. Failure will result in dismissal from the program. Therefore, it is important that the faculty committee review a student's readiness to defend prior to scheduling the defense. The preliminary defense results must be submitted by all committee members via the defense results tab in the iPOS within 10 days after the defense occurrence. If there are revisions required by the committee, they will need to be completed and approved by the committee before a full "Pass" can be designated in the iPOS. If the committee's requested revisions are not completed by the graduation deadlines for the semester of the defense, the student will need to maintain continuous enrollment until they are completed. If they are not successfully completed within one year of the defense, re-submission of the document and a re-defense of the thesis or dissertation may be required in order to ensure currency of the research.

The Student Support Coordinators will enter final grades (“Y”) for Dissertation or Research courses that have “Z” (in-progress) or “NR” (not recorded) grades, which is required in order for the degree to be conferred (awarded) by the Registrar’s Office at the end of the semester.

## Format Review Process

The Graduate College is the publisher of all ASU theses and dissertations; therefore, the student’s formatting must be as accurate as possible prior to publication in the library ProQuest database system. The student may have several rounds of format revisions to do, as requested by a thesis editor via the iPOS (Format tab) system. To get through the process faster, students are encouraged to have their paper in proper APA format prior during the prospectus and early stages of the thesis writing process. A formatted version of the paper is required two weeks before the defense, as stated in the Scheduling a Defense section of this handbook. The format review continues after the defense in the event the committee required revisions or the student changed items on their own.

The Graduate College has several resources on their website for the [formatting review process](#), including a format manual, a format advising tool, and an APA style guide. Psychology students must always follow the most current version of the APA Manual.

At the conclusion of the format review process, the thesis editor will instruct the student to upload the format-approved version of the paper into ProQuest. This is the final step in the graduation process.

Clinical students should complete the ProQuest step as soon as possible after their dissertation defense, even though they still need to complete their internship before they graduate. Again, Clinical students will apply for graduation closer to the semester in which they complete the internship, not necessarily the semester in which they defend the dissertation unless both happen in the same semester – most Clinical students defend prior to the year-long internship.

## Graduation Ceremony (Commencement)

The Graduate College organizes the graduation ceremony, which is called “Commencement”. Student participation is optional but requires an RSVP to attend. PhD students are hooded at the ceremony and receive a diploma cover. Diplomas are sent to the student’s mailing address (the one listed when applying to graduate) after the degree has been conferred, which may take up to six weeks after the end of the semester.

Graduation regalia (gown with tassel, gown and hood) is required for all students to participate in these ceremonies and are not provided by ASU. These items are available to purchase either on campus or online. Students are responsible for ordering, purchasing and picking up their regalia.

Graduation ceremonies take place at the end of the fall and spring semesters. Students who graduate in summer are NOT allowed to walk in the spring ceremony, with the exception of Clinical PhD students who complete all defense requirements for spring (or earlier) and will complete their internship in summer. These students have special permission to walk in the spring ceremony. Clinical students who do not meet the spring defense deadlines or whose internship ends in fall can participate in the fall ceremony only. Any student who defends their PhD in summer cannot participate in the spring graduation ceremony; they can participate in fall.

## Diploma and Transcripts

ASU mails diplomas, shortly after the student’s final semester, provided that there are no holds preventing the generation of the diploma (e.g. no pending graduation application on file, a balance on the student’s

account, or missing grades). Students may submit a [Graduation Letter Request](#) to obtain an official letter stating that the requirements of the program have been met. The website also includes a link for directions on completing an Enrollment Verification form if this is something required by any hiring agencies.

Students may request their unofficial or official [transcripts](#) on MyASU. Transcripts will not show that the degree is completed until after the degree conferral date, which can be found on the [Academic Calendar](#).

## Graduate Certificate Options

The ASU Degree Search webpage lists all current graduate programs, including certificate programs. To limit the search to just certificates, type “certificate” into the search field. The results will display [current graduate certificate programs](#). For more information on a specific program, click on the title of it. The program’s overview, admissions information, curriculum, and contact information are listed on the page.

Students in a Psychology PhD program should first consult their faculty mentor to ensure that adding a certificate program to their studies will not impact continued success in the doctoral program.

## Satisfactory Academic Progress Policy

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

### The Process: Annual Student Evaluation

The Psychology Department faculty (broken down into training specializations) will provide an annual written evaluation for each graduate student to recognize graduate student accomplishments, provide advice for improvement, and track student progress. As part of this process, students submit a progress report near the end of the spring semester 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 RA or TA assignment. Next, training specialization faculty meet to discuss the evaluation to provide feedback on the student’s milestones achieved, whether the student is making satisfactory progress, and the timeline for meeting the next milestone. If the student receives feedback that progress is not satisfactory, then the letter will include concrete steps and dates for achieving satisfactory progress. Students will receive their feedback to their official ASU email, a letter of evaluation signed by the area head and their faculty mentor, with a copy placed in the student’s file.

### Academic Probation Policy

Students who fail to meet satisfactory academic progress policy standards will be placed on probation, which comes in a written notification to the student’s ASU email account and will describe the conditions necessary for ending the probationary period, including time limits and requirements. Failure to fulfill probation requirements may result in a recommendation to the Graduate College for the student’s dismissal from the program.

Students have 10 working days to appeal this recommendation in writing to the program director who will review the request with the department’s Director of Graduate Studies. See the Academic Grievance section of this handbook for additional details.

## *Probation or Dismissal 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. a pattern of behavior indicating poor judgment in carrying out professional roles, including inappropriate/disrespectful interactions with faculty, staff, student peers, undergraduates, and the scientific community within and beyond ASU
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 pass the required core courses with a B or higher within two attempts
- b) failure to complete specialization areas' required course work in a timely manner (see each training area policy for details)
- c) failure to maintain a 3.0 GPA
- d) poor performance in research
- e) poor performance in professional activities (e.g., teaching or in the clinical program, failure to develop clinical competencies)
- f) failure to complete program milestones in a timely fashion. Timing of program milestones are specified for each training area (see each training area policy for details).

Exceptions to the training specialization area's time expectations for program milestones can be granted only by student petition to the training specialization area, and these are granted by the training area based on unusual circumstances (e.g., transferring across programs, accommodations for health problems or disabilities, language barriers) and approved by the Director of Graduate Studies. The area head documents this new timetable in writing, and this new time should also be reflected in the student's annual evaluation.

Click on the link in the table below or scroll to the [Appendices](#) sections of the handbook for more details on each area's time expectations and other considerations.

<b>Training Area</b>	<b>Location of Time Expectations for Milestones</b>
Behavioral Neuroscience and Comparative Psychology	<a href="#">Appendix 1</a>
Clinical Psychology	<a href="#">Appendix 2</a>
Cognitive Science	<a href="#">Appendix 3</a>
Developmental Psychology	<a href="#">Appendix 4</a>

Quantitative Research Methods	<a href="#">Appendix 5</a>
Social Psychology	<a href="#">Appendix 6</a>

## Policies

### Time Limit

Psychology graduate students must refer to their training area's specific deadlines to ensure they remain on track and in good standing with their area's expectations. The university time limit policies on degree completion are in the [Graduate College's Policies and Procedures](#) manual. However, the Psychology Department's training specialization deadlines have more stringent time limits and thus supersede the university's time limits. The Psychology Department expects doctoral degrees to be completed within 5-7 years. Even in cases in which the Psychology Department might extend the deadlines, Graduate College policies state that doctoral students must complete all program requirements within a consecutive ten-year period (five years after attaining candidacy). The ten-year period begins with the semester and year of admission to the doctoral program. The Graduate College policies state that Master's students must complete all program requirements within a consecutive six-year period.

On average, most Psychology students complete the doctoral program in six years. Clinical students usually take at least six years because of a year-long internship requirement at the end of the program. The Masters in Passing is usually completed within two to three years of starting the doctoral program.

Any exception to the time limit policy must be approved by the Psychology Department and the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits. Students who have questions about a time limit petition can contact [PsychGrad@asu.edu](mailto:PsychGrad@asu.edu) for instructions.

Graduate courses taken prior to admission that are included on the interactive plan of study (iPOS) must meet [Pre-Admission and Transfer Credits](#) policy requirements.

### Enrollment Policies

The academic unit and the university have firm policies related to students needing to enroll each semester (including summer sometimes) and paperwork needed for requesting a leave. Below are the most common enrollment issues or questions graduate students encounter. Additional information can be found in Graduate College's [Policies and Procedures Manual](#).

#### *Registration Enrollment*

Students register for classes through MyASU. If a student cannot register, then they may have a registration hold on their account, which would be noted in MyASU. If a student has a hold, they can click on the hold title and a box with additional information will appear, including contact information for resolving that specific hold.

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

Students may audit courses but audited courses cannot be listed on a plan of study, do not fulfill the 6 credit enrollment requirements for TAs and RAs, and do not count toward minimum enrollment hours needed to defer student loans. However, audited course tuition is covered the same way non-audited courses are for TAs and RAs. For questions about auditing courses, contact the Registrar, Financial Aid, or a Student Support Coordinator (see the [Resources](#) section for contact information for each).

### *Drop/Add Deadline*

The [Academic Calendar](#) lists specific dates and deadlines for each semester. The College does not allow requests to drop courses past the drop/add deadline. Instead, the student would need to withdraw from the course if they no longer wished to take it. A withdrawal will result in a “W” grade on the student’s transcript. A “W” grade may negatively impact students receiving student loans. A “W” grade lowers the student’s pace rate, which is a measurement of credit hours *attempted* versus credit hours *successfully completed*. The only way to avoid a “W” grade is to drop the class during the university’s add-drop period. The College does not back-date course drop paperwork. However, students can fill out an Enrollment Change Request to add a class after the deadline, but would need to collect all the appropriate signatures before submitting to the PSY graduate advising office. The Enrollment Change Request form is on the Registrar’s [Registration Forms](#) webpage.

### *Continuous Enrollment*

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, doing an internship, taking comprehensive examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is only required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, graduating from the degree program, or working as an RA.

Grades of “W” (withdrawal) or “X” (audit) are not considered valid registration for continuous enrollment purposes. “W” grades are received when students officially withdraw from a course after the course drop deadline. “X” grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of “I” (incomplete) must maintain continuous enrollment as defined previously.

Students completing milestones between the end of spring and beginning of summer must follow the continuous enrollment policy if the event date is after the spring graduate commencement (graduation) date. The graduate commencement date for each semester is listed on the Graduate College’s [Deadlines](#) webpage. Students completing milestones during any of the summer sessions must register for summer. If completing the milestone after the last day of the last summer session but before the start of the fall semester, the student would not have to register for summer but would have to register for fall.

### *Clinical Student Internship: PSY 784 and GRD 595*

Clinical students on internship must register for one graduate-level credit in fall and spring; summer is required only if they are graduating in summer. Students who have defended their dissertations are eligible to enroll in GRD 595 Continuing Registration. GRD 595 is a 1 credit course that requires fees and a reduced tuition rate, so it is much cheaper than PSY 784 Internship. GRD 595 requires a petition in order to register and students can enroll in it for **a maximum of two times**. Contact the PSY graduate advising office for the petition form. If GRD 595 has been taken twice but the student has not graduated, then the student will need to take PSY 784 and pay tuition. Students who are on internship but have not defended

are not eligible for GRD 595 and must register and pay tuition for PSY 784. If the student hasn't completed 12 credits of PSY 799 Dissertation, then they should enroll in this course instead of PSY 784.

### *Clinical Students and the Graduation Semester*

Clinical students will graduate based on the internship end date and the degree conferral date listed on the [Academic Calendar](#). The degree conferral date must be after the internship completion date, per APA requirements. Those who finish their internship after the summer degree conferral date will be fall graduates and must register for that final fall semester. The PSY graduate advising staff can help plan out semesters of enrollment during the internship (GRD 595 vs PSY 784) to minimize tuition expenses.

### **Re-Admittance**

Students who violate the Continuous Enrollment policy must reapply to the university and program before they are able to resume taking classes. The nonrefundable application fee is required in this situation and the student will be in competition with all new applicants to the program. Re-admission is not guaranteed for students who have broken enrollment. Additionally, students who are readmitted may be subject to the pre-admission and transfer credit policy.

### **Pre-Admission and Transfer Credits**

Graduate students can bring in up to 12 credit hours taken at another institution or taken prior to admission (pre-admission) to their current graduate degree program. The combination of pre-admission and transfer credits cannot exceed 12 credit hours. The department has the right to not accept all credits.

Students who completed a master's prior to starting the program may, upon area head approval, apply 30 blanket credits from that master's toward the 84 required credits for the PhD. Pre-admission and transfer credits could be used (upon approval) in addition to the blanket 30. Those who use the blanket 30 cannot also do a Master's in Passing. Complete stipulations on the blanket 30 and the pre-admission and transfer credit policies are listed in the Graduate College's [Policies and Procedures](#) manual.

For graduate certificates, the university will only allow up to 40% of pre-admission, of which no more than 20% can be transfer credit from another institution and must meet transfer credit policies.

The Graduate College also requires the coursework be graduate-level, have a letter grade of "B" or higher and have been completed within three years of starting the program. For more details, review Graduate College's [Policies and Procedures Manual](#).

### **Leave Policies**

#### *Leave of Absence and Military Leave of Absence*

Having an approved leave of absence by the Graduate College will enable students to re-enter their program without re-applying to the university. Students may request a leave of absence for a maximum of two semesters during their entire program. This request must be filed and approved before the start of the semester in which the student wants to do the leave, e.g., before the first day of the fall semester.

A student on leave is not required to pay fees, but in turn is not permitted to place any demands on university faculty or use any university resources. Examples of utilizing university resources can be found in the Graduate College's [Policies and Procedures Manual](#), under the Leaves of Absence section.

Students who do not enroll for a fall or spring semester without an approved leave of absence by Graduate College have "broken enrollment" and are considered withdrawn from the university under the assumption

that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program in a later cohort; the application will be considered along with all other new applications to the degree program. Although a student who has broken enrollment might be able to register for the next semester without reapplying, the Registrar's Office will discover the lapse in continuous enrollment no later than graduation. A student who has broken enrollment cannot graduate without reapplying, being readmitted, and possibly repeating classes due to the ASU pre-admission credit policy, which is listed in the Graduate Programs Requirement section of the Graduate College's Policies and Procedures Manual.

To request a leave of absence, the student must get approval from their mentor or entire supervisory committee and possibly the program area head before submitting the form. The form is an online petition within the student's [interactive plan of study](#) (iPOS). The iPOS does not have to be completed in order to submit the leave request; however, it is best practice to have an approved iPOS on file within the first two semesters. Students should submit the request at least two weeks before the start of the term in which they plan to be on leave. Failure to meet this deadline may result in a denied request or one that is not processed in time. The student's alternative is to register for the PSY 595 or 795 Continuing Registration. This is a placeholder class, which is one credit hour, and will keep the student actively enrolled for the semester. Tuition is required for Continuing Registration but there is no course work required.

Military students who receive deployment orders should contact [PsychGrad@asu.edu](mailto:PsychGrad@asu.edu) to discuss the Military Leave of Absence procedures. They are similar to the information listed above but do not count against the two semesters (for a regular leave request), can be longer than two semesters, can be filed after the semester begins, and may need to be done in conjunction with the Pat Tillman Veteran's Center.

### *Medical/ Compassionate Withdrawal*

In some cases, students experience a serious illness, injury or other significant personal situation that prevents them from continuing classes and they are unable to drop courses because the add/drop deadline passed. In these situations, students can apply for a medical or compassionate withdrawal, either of which requires paperwork and documentation. Complete details and instructions are listed on The College's [Medical/ Compassionate Withdrawal](#) webpage.

## Grade Appeal and Academic Grievance Process

If students feel there is an issue with their grade or they have an academic grievance, they need to follow The College's [Academic \(Grade\) Grievance](#) policy. It is recommended that students make every attempt to resolve the grade dispute or grievance informally, as outlined in steps 1 through 3. If a formal approach is needed, students will refer steps 4 through 8. Students may start the process at any stage of the 8 steps.

## 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 faculty mentor and area head, in advance of any participation if at all possible. The mentor and area head are to judge whether the activity requires review by the training area faculty. Examples of practices normally requiring faculty review would be community college teaching, clinical services delivery,

organizational consultation, and research duties not arranged by the program. Example of activities which the faculty mentor 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.

## Student Responsibility

It is the responsibility of each student to understand and observe all procedures and requirements specified by the ASU Graduate College, The College, and the Department of Psychology. It is a requirement for all students to read and understand the Graduate Handbook and the ASU [Academic Catalog](#) and to adhere to the [Student Code of Conduct](#). Faculty and staff provide academic advice and assistance, but the ultimate responsibility for meeting degree and other requirements remains with the student. Students should frequently check their MyASU account.

### ASU Email

All ASU students are required to have an active ASU email address. Students may forward their ASU email to another preferred account. It is important that students check their ASU email frequently, so they do not miss important notices. Arizona State University, The College, and the Department of Psychology conduct their business and official communications via ASU email only.

### Registration/ Continuous Enrollment

Students are expected to register prior to the start of each semester and adhere to the Continuous Enrollment policy. See the Policy section of this handbook for additional details on the [Registration Enrollment](#) and the [Continuous Enrollment](#) policies.

### Culture of Respect

ASU is a community and a professional work environment. Graduate students are expected to treat peers, teachers, students, staff, and members of the ASU community with respect and to work with them in a professional manner, both in person and online. Psychology graduate students are representatives of the Department of Psychology and the university. The department expects its students to be good representatives who recognize that poor behavior by one student impacts others by creating a negative perception of the department.

### Relations with the Public

The department has relations with the lay public, 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 regions who may know of us only very intermittently through the publicity given to one or another of the department's programs. As members of a state university we quite properly have a direct responsibility to, and accountability to, the citizens and government of Arizona. We also clearly have responsibilities to the national organizations and professional associations with which we are affiliated, and our concept of public relations extends to these bodies also.

All graduate students involved in professional activities with undergraduate students or clients are requested to carry out their duties just as if they were the official representatives of the department to the public, which is, of course, very often exactly how you will be perceived. The department views entry into graduate training as in many ways quite disjunctive with the patterns of the undergraduate life which immediately preceded it.

Modes of social interaction, dress, and oral expression which were appropriate to social relationships prior to graduate training will in many instances not transfer readily to the professional roles which accompany graduate training. While in many respects the professional roles of graduate students must evolve slowly over the course of the PhD program, it is nevertheless true that individuals outside the department will view you essentially as professionals from the moment you join the department. Furthermore, they are not apt to make fine distinctions as to when you are in or out of a professional role, regardless of the context of the interaction.

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

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

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

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

## Sexual Harassment and Discrimination/ Title IX

The university prohibits sexual harassment by employees and students and will not tolerate sexual harassment that interferes with an individual's work or educational performance or creates an intimidating, hostile, or offensive working, learning, or residential environment. Please visit ASU's [Sexual Violence Awareness and Response](#) site to learn more about rights and responsibilities, how to report an incident and how to get immediate assistance and confidential support.

The Chair of the Department is available to hear any complaint of alleged discrimination in employment, educational programs or activities because of race, color, national origin, religion, sex, sexual orientation, age, disability or Vietnam era veteran status. If a person feels discomfort talking to the Department Chair, an area head, faculty mentor, or anyone else in the department, then a complaint may be filed with the [Office of Advancing Inclusion and Culture](#) for investigation and resolution.

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

## Student Code of Conduct

The [Arizona Board of Regents \(ABOR\) Student Code of Conduct](#) sets forth the standards of conduct expected of students who join the university community. Students who violate such standards will be subject to disciplinary sanctions in order to promote personal development, protect the university community, and maintain order and stability on campus and in associated learning environments.

In addition to the university's Academic Integrity and Student Code of Conduct policies, the department also expects graduate students to abide by the [APA ethical code of conduct](#).

## Academic Integrity

Academic integrity is a fundamental value because violations of it cause harm to students and their peers, the university, and future employers, clients, or patients. Psychology students are expected to be ethical in their multiple roles as students, researchers, and representatives of the university. When in doubt about appropriate conduct, students should review ASU [Academic Integrity Policies and Resources](#), review [The College's Academic Integrity](#) webpage, and consult an instructor or advisor to seek clarification as needed.

Newly admitted graduate students will receive a "priority task" in MyASU directing them to complete an online module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

As outlined by ASU policy, a student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

1. Engages in any form of academic deceit, such as fabricating data or information;
2. Refers to materials or sources or uses devices (e.g., memory cards or drives, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
3. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
4. Acts as a substitute for another person in any Academic Evaluation or assignment;
5. Uses a substitute in any Academic Evaluation or assignment;
6. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;

7. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
8. Engages in any form of plagiarism, including self-plagiarism (the act of taking work or ideas, passing them off as one's own and/or not giving credit to the source);
9. Uses materials from the Internet or any other source without full and appropriate attribution;
10. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
11. Claims credit for or submits work done by another;
12. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
13. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
14. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

Academic honesty is expected of all students in all examinations, papers, academic transactions, and records. Possible sanctions for academic dishonesty include, but are not limited to the following: appropriate grade penalties, loss of registration privileges, disqualification, and dismissal.

Students have the responsibility to understand and uphold the highest standards of academic integrity. The department has a zero-tolerance policy for any form of academic dishonesty and follows the university's [policies and procedures](#) when responding to an academic integrity complaint and determining sanctions.

## Expressing Concerns and Resolving Conflicts

For matters related to sexual harassment, discrimination, and/or retaliation, follow the reporting procedures detailed earlier and listed here: <https://provost.asu.edu/policies/procedures/p20>. For matters that appear to be outside the scope of formal reporting to the Title IX Office or Office of University Rights and Responsibilities, the following is recommended:

The formal grievance process is outlined in the Graduate College Policy Manual. If a student runs into difficulties with a peer, faculty member, or an advisor or supervisor that defies resolution, the following is outlined.

1. Students should report program-specific issues to the program area head or area coordinator.
2. If this report does not resolve the issue or the student is uncomfortable speaking to the program area head or area coordinator, the student may approach the Director of Graduate Studies (DGS).
3. If the student feels that their concern has not been adequately heard or addressed after meeting the DGS, the student may discuss with the Associate Chair or the Chair of the Department of Psychology.
4. If the student feels that their concern has not been adequately heard or addressed after meeting with individuals within the Department of Psychology, they may report to the Associate Dean of Graduate Initiatives in The College, Liberal Arts and Sciences.

## Research Projects and Activities

Much of graduate training is essentially a research apprenticeship, and students should plan their programs with great care. At certain points in the graduate program, the student may feel some conflict

over the time to be devoted to the several activities they are 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.

Although the research training usually involves intensive work with one faculty supervisor at a time, departmental regulations allow working with two or more faculty supervisors simultaneously as well as students' working independently or with other students. If no faculty member is providing administrative supervision or space, the area head or Director of Graduate Studies or Department Chair should be consulted to ensure that all university regulations concerning research are followed.

All research with human subjects, whether of an experimental character or not, must be approved in advance by the ASU IRB. 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 Department Chair, and, in the case of graduate students, the faculty supervisor.

All animal research requires IACUC approval. The department also takes very seriously the adherence to ethical guidelines in the treatment of animals. Statements concerning the care and research use of animals are posted in the animal laboratories, and graduate students are expected to be fully informed about them. The Chair of the Animal Care Committee is administratively responsible for ensuring the appropriateness of research use of animals, and any questions on this topic should be addressed to them.

### ***PSY 101 QUESTIONNAIRE***

Each semester, the Psychology Department organizes a survey that all students enrolled in the Introduction to Psychology (PSY 101) courses (Tempe campus and icourses) are invited to participate in. This PSY 101 Prescreening Questionnaire is an opportunity for researchers in the department to screen potential participants for future studies, or to quickly collect data from a large number of participants. Several weeks before each semester begins, a memo is sent to all faculty and graduate students who might desire to include research scales on the Questionnaire. All researchers must individually obtain approval for their scales in advance from ASU's Institutional Review Board (IRB). Space on the Questionnaire is finite and in high demand, so researchers are encouraged to carefully consider each item they submit. The Questionnaire is administered via Qualtrics and is organized into four versions. A researcher's scale will appear on only 1 version (or not at all) if he/she submits more than 35-50 items. Researchers submitting fewer items (e.g., 10-15) are likely to have those items included on multiple versions of the Questionnaire (and thus reach more participants). In past semesters, an average of 450 participants have responded to each of the four versions of the Questionnaire.

## **Tuition, Fees and Financial Support**

### **Tuition and Fees**

ASU posts current and past tuition rates on the [Tuition and Fees Schedule](#). Rates for graduate students are broken into three categories: resident, non-resident, and international. Students who wish to change their status to resident (for tuition purposes) must work with the Registrar's Office, which has a webpage dedicated to [Residency for Tuition Purposes](#). Updating the status may be a lengthy and complex process.

## Whom to Consult Concerning Financial Support

Funding may come from various sources. It is the student's responsibility to work closely with their mentor to inform them of continued needed support, especially for summer. The mentors work with their program's area head to convey this information. The area head is primarily responsible for the pattern of student support for their area. The area head works closely with the Director of Graduate Studies and the Department Chair with respect to long-range planning of stipend support.

Questions concerning appointments inside or outside of the university should be directed to the area head or Department Chair. Questions about applying for grants should be directed to both Research Advancement and the Director of Graduate Studies before pursuing the opportunity.

## Departmental Graduate Assistantships (TAs and RAs)

Graduate assistantships are technically categorized as one of the following:

Position Title	Brief Explanation
Teaching Assistant or Associate (TA)	Works in a classroom setting with an assigned instructor. Funded by the department.
Research Assistant (RA)	Works in a research setting with a faculty member. Funded by a faculty member's grant.
Graduate Student Assistant (GSA)	Works in a classroom but usually over the summer when not enrolled in classes so tuition is not required to be paid

The Director of Graduate Studies assigns the duties of graduate students to teaching positions in consultation with the department Business Manager and the area directors. TAs are:

1. Assigned to work under the direct supervision of one (or more) faculty members who will determine the details of the student's responsibility.
2. Considered to be on half-time (20 hours per week) or one quarter time (10 hours per week) appointments for the academic year.
3. Assistantship responsibilities begin before classes start and requires attending the appropriate TA orientations and meeting with their supervising faculty member (see the [TA Expectations](#) and [Required TA Orientation](#) sections below). Exact dates change annually.
4. Expected to adhere to the policies and procedures within the [ASU TA/RA Handbook](#).
5. Graduate students (RAs or TAs) are considered part-time employees at ASU and as such, they are expected to be physically on site, even though they may be able to complete their duties virtually. Exceptions include internship requirements for accreditation (such as for clinical students who are off-site for internship), graduate students performing research that must be completed off campus, as per the research project goals, or graduate students who are self-paid and are not funded by ASU. If a graduate student needs to work remotely beyond the exceptions listed, the student must receive approval using these steps:
  - a. The graduate student is to obtain approval from the Graduate mentor and the thesis/dissertation committee. If approved, the mentor and committee must include a document outlining a plan with benchmarks/deadlines for the graduate student to make progress. A

- communication plan should also be outlined and will be used for assessing whether the graduate student is in satisfactory standing in the program.
- b. If the student will be working out of state (OSE), another document must be filled out and submitted for approval so that we are compliant with state regulations. Go to ASU's Human Resources website for Human Resource Forms (<https://www.asu.edu/hr/forms/ApprovalOSEmployee.pdf>) and fill out the OSE document to include for the internal review. If approved, the business office will submit it on your behalf.
  - c. Submit the request with approvals from the committee, the benchmark and communication plan, and the OSE form (if appropriate) to the area head for approval.
  - d. If approved, the area head then submits the request and documents to the Director of Graduate Studies
  - e. For international students, this may create legal liabilities for the student and ASU. Each situation must be evaluated separately and may require outside tax and legal counsel.

## TA Prioritization

We strive to fund all students throughout their course of study, but resources are finite. To be fair to all students, we use a system of prioritization to make best use of funds to benefit both students and the department. The following priorities govern use of TA lines only (not RAs):

1. Students in years 1-5 of their training will have priority compared to students in years 6 and above. Each year beyond the 5<sup>th</sup> year will drop in priority level. Sometimes, exceptions may be made, such as:
  - a. Students in good academic standing who have written successful fellowship/grant proposals will not be "penalized" for those years. Similarly, requests from students in good standing can be considered past the 5th year when they have previously supported themselves through mechanisms not associated with the Psychology Department.
  - b. In rare circumstances, a particular specialized skill might be required (e.g., Quant TA). If no student in years 1-5 can be identified to fill that need, then a more advanced student may be given higher priority.
  - c. In some circumstances, area heads might propose different timetables for students (e.g., those who enter with a master's degree or who have received and were approved for a medical leave).
2. Students with satisfactory or better ratings in their TA or RA performance will have higher priority.
  - a. Students with unsatisfactory ratings in either TA or RA performance will have lower priority.
  - b. Students who have received ratings of "not making satisfactory progress" or who are in "probation" in their annual evaluations will have lower priority.
  - c. Students with missing annual evaluations or unsigned annual evaluations will have lower priority.
3. TA assignments once made within a month before classes start cannot be changed. New grant funding with an RA must wait until the next semester to start.
4. In some cases, extenuating circumstances can be made for a student, provided that the student has up-to-date annual evaluations. Ideally, the annual evaluations can help contextualize the need.

## Required TA Orientation

TAs must attend the Psychology Department TA orientation every fall semester.

TAs who are serving in the role for the first time at ASU at the graduate-level must attend the [ASU TA orientation training](#) before their first semester as a TA. Previous undergrad TA experience at ASU or experience from another university does not exempt the TA from doing the university training.

Graduate students assigned as a TA for Research Methods (PSY 290 or NEU 290) must attend a separate and specific orientation for *each year that they are assigned*.

## *TA Responsibilities*

The purpose of the TA assignment is to provide support and assistance to the instructor of the course and to the student 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. The faculty member who is teaching the course is in charge of course content, course requirements, course conduct, and course grading policies. TAs need to follow parameters set by the instructor. For a valuable experience, TAs need to adhere to the following policies:

1. Follow the rules and guidelines set forth by the instructor of the course without change.
2. Provide the services requested in a prompt manner.
3. Hold a minimum of 3-5 office hours per week to meet with students (if requested by the supervising faculty member).
4. Meet the 20-hour a week work requirement.

Details of TA expectations can be found on the [Doctoral Student Resources](#) page.

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.

If problems cannot be resolved, the student can refer to a number of other resources, such as their faculty mentor, their area head, the Director of Graduate Studies, or the Department Chair.

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

## *TA Tips and Expectations*

The department has a list of tips and expectations for best practices along with instructions on how to handle difficult situations. The handout is located on the [grad student resources](#) webpage.

## *Teaching Your Own Class*

Although not required (other than TAs who teach lab sections), many students wish to teach their own classes to help prepare for a career that includes teaching. In preparation for this teaching experience, students are encouraged to take PSY 501: Teaching Seminar. Through PSY 501, students can teach their own class section under faculty supervision. Students who have taught their own research methods lab section (PSY 290 or NEU 290) can also apply to teach their own course. After successfully completing this supervised experience (or teaching their own lab section as a TA) students are eligible to apply to teach their own class for their TA funding. We reserve one or two slots per semester for students to be funded to teach their own classes. Interested students should apply six months in advance of the semester that they wish to teach by emailing the Director of Graduate Studies and copying their mentor. Students will likely be asked to provide student evaluations form past classes (if available).

## *Teaching Evaluations*

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

## *Testing Services*

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

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

## *Tests for Students with Disabilities*

The Student Accessibility and Inclusive Learning Services (SAILS) office, formerly the Disability Resource Center, provides numerous services for students with documented disabilities, such as administering tests and preparing tapes of textbooks. An examination must be left in the Undergraduate Studies Office, PSY B236, for SAILS to pick-up at least one day prior to the regular examination time. SAILS will return the completed examination to the instructor. Students must work with the SAILS at the beginning of the semester if utilizing the services. More information is in the [Resources](#) section of this handbook.

## *Note-Taking Service Policy*

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

1. An instructor retains the right to decide whether or not to allow the note-taking service to attend a class.
2. A note-taker should be allowed in class only if there is available seating. A registered student **always** has priority.
3. An instructor may never benefit financially in any way from the service.
4. An instructor who agrees to the presence of a note-taker 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.

## *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*

TAs should not give overrides for classes. Overrides are handled in the advising offices. For undergrad courses, students need to see the undergrad advising office; for grad classes, they see the graduate advising office.

## *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 head. If the absence is sudden and unavoidable, a phone call should be placed to the Psychology Main Office 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.

## *TA and RA Tuition and Health Benefits*

TA and RA positions are usually 20 hour a week jobs, which come with a stipend, 100% tuition waiver for the semester, and 100% health insurance coverage (for the individual student only; requires the student to enroll in a health insurance plan unless the student is international, in which case they are automatically enrolled in a health insurance plan). Some TA and RA positions are only 10 hour a week jobs, which come with a stipend, 50% tuition waiver for the semester, and 50% health insurance coverage (for the individual student only). Tuition waivers do not cover miscellaneous fees, which are the responsibility of the student to pay. Students who do not see the tuition waiver applied to their bill should make sure they're enrolled in at least 6 credits for the semester. If so, then they should contact the PSY graduate advising office to ensure the waiver has been entered in the system. See the [Resources](#) section for contact information.

## *Pay Schedule*

Teaching assistants and research assistants receive 20 equal paychecks over the academic year. Payroll is run bi-weekly and the pay date is every other Friday.

Arrangements for direct deposit to a bank may be done online but HR paperwork must be completed and submitted at least one week before direct deposit can be set up. Employees can also do the W4 paperwork online. Paper paychecks can be picked up in the PSY Main Office. Paychecks will **not** be released to anyone other than the designated payee unless prior arrangements have been made. A signature is required for paper check pick-up.

## *Extra Work/ Outside Work*

**Summary: Students are encouraged to discuss with their advisor and/or training area head before choosing to work an outside job or engage in another opportunity that requires a substantial time commitment. This is in no way intended to prohibit or discourage graduate students from outside work.**

The Psychology Department, the College, and the Graduate College strive to ensure that students are financially supported throughout their time in the program. Students are typically supported through teaching assistantships, research assistantships, grant funds, or fellowships. In assistantship positions, students are limited to a maximum of 20 hours per week of assistantship work during the academic year in order to have sufficient time to focus on their academic progress. This is consistent with ASU policy as stated in the ASU TA/RA Handbook (available on the Graduate College website). For students with 20-hour assignments, it is expected that they will not need to seek additional outside work to support themselves. If

students need additional financial assistance, they are encouraged to consult with their advisor and/or area head to explore possibilities for seeking additional support within or outside of the department. Knowledge of outside work (including positions, hours, or compensation) will not be included in annual student evaluations and will not affect eligibility to receive TA/RA positions in the department during the academic year.

Students are encouraged to discuss with their advisor and/or training area head before choosing to work an outside job or engage in another opportunity that requires a substantial time commitment. Advance consultation with the faculty mentor and/or the area head can protect the student from possible negative consequences of outside employment such as over-commitment or potential ethical violations such as a possible conflict with the constraints of existing student fellowships. Such consultation can also provide students with ideas for obtaining additional support through the university or outside funding mechanisms. Finally, faculty advisors or area heads may be able to help coordinate outside work responsibilities with TA/RA responsibilities.

**The situation in which students absolutely must disclose outside employment to their mentor and/or area head is when a student chooses work within psychological practice** (i.e., clinical counseling work). In this case, the student must obtain written permission from the clinical training area director. This policy is to protect both the student and University from liability stemming from the level of training a student has achieved. The program is responsible for overseeing all practice-related activities of clinical psychology students, as they are not licensed to practice independently in the state of Arizona. **International students also need to consult the International Student and Scholars Center (ISSC) to make sure they are in compliance with federal government regulations on work policies for international students.** Students on F-1 or J-1 visas must be limited to 20 hours of work per week while school is in session (summer sessions are voluntary and international students can work up to 40 hours a week).

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

## Summer Employment

Students are supported in the summer in several ways. The Department has a small number of hourly worker positions to support the educational mission. Announcement of (and applications for) these positions usually occur in mid to late spring (around March).

Students are also employed during the summer as RAs on faculty grants. Those students must be enrolled for at least one semester hour during the summer work period. The work period needs to align with the session dates of the course enrollment. A summer RA position at 20 hours a week comes with a 100% tuition waiver; 10 hour a week positions come with a 50% waiver.

## University Graduate Fellowships (UGF) Funding

Many students also use UGF funds distributed during the spring semester to ensure that they have sufficient funding throughout the year. UGF funds are discretionary, merit-based awards given to the unit by the Provost and The College, and then managed by the unit to help fund students in a variety of ways. Students who receive a UGF in mid-spring should plan to budget carefully. The award comes in a lump sum. The student needs to budget and manage their money to stretch funds until fall when they will receive a regular paycheck again with a TA or RA position.

## Fellowships, Scholarships, and Student Loans

The Graduate College offers a number of fellowships and scholarships. Students interested in these awards, should see the Director of Graduate Studies, since the department sends nominations to the Graduate College; the student does not apply directly. Details on the various opportunities are on the Graduate College's [Fellowships and Awards](#) webpage. Self-nominations are welcome and should be sent to the Director of Graduate Studies.

The Financial Aid Office offers a series of brochures regarding scholarships, fellowships, grants, loans, etc. Students applying for need-based awards must have a Free Application for Federal Student Aid (FAFSA) on file for the academic year to be eligible. Any need-based aid awarded to students can be impacted, such as taken away, if the student's need changes due to receiving an additional source of funding. Taking out student loans may impact the eligibility to receive or continue receiving a need-based award. Additionally, students must meet qualifications to continue receiving student loans or work with the PSY graduate advising office to fill out a Satisfactory Academic Progress plan (SAP plan) for consideration of future loan awards. Students can contact the Financial Aid Office for questions and information on various opportunities. Contact information is listed in the [Resources](#) section of this handbook. If a student wishes to apply for a grant or a fellowship outside of ASU, they should consult with the Director of Graduate Studies and the Research Advancement Office.

## Graduate Student Travel Funding

Graduate students are able to request funds to help support travel to present a poster or talk at a professional conference. Funds may come from one or more sources, all of which may have their own application, eligibility requirements, deadlines, etc. An overview of the most common funding sources for graduate students, and other pertinent details, are on the [Psychology Graduate Resources](#) webpage. Additional resources include the Psychology Graduate Student Association (PGSA, see next page) and with the Graduate College, which offers four different dates apply. Questions should be directed to the PSY graduate advising office.

## Resources (Email [PsychGrad@asu.edu](mailto:PsychGrad@asu.edu))

Arizona State University and the Department of Psychology provide numerous resources to assist students. The following list includes some of the [many resources](#) that may be beneficial for graduate students while pursuing a degree.

### PSY Graduate Advising Office (PSY room 201)

The Department of Psychology Graduate Advising Office is open to all prospective and current Psychology graduate students and provides quality academic advising and support services to promote student success. Find office hours and schedule an appointment on the [Graduate Resources](#) webpage. The office is located in the Psychology Building (PSY), room 201. Typical office hours are Monday – Friday, 8:00 AM to 5:00 PM, except on observed holidays when the university is closed. Students may email [PsychGrad@asu.edu](mailto:PsychGrad@asu.edu). Current staff in the Student Support Coordinator role are listed on the cover page of this handbook.

### PSY Graduate Student Resources Webpage

The Department of Psychology's [Graduate Resources](#) webpage contains key information about department policies, procedures, and related forms. Department staff will often refer students to this page.

## Graduate College Policies and Procedures Manual

The Graduate College oversees all graduate programs at ASU and upholds university and graduate program rules and policies. All graduate students are responsible for familiarizing themselves with Graduate College's [Policies and Procedures Manual](#) in addition to those specific to the academic unit.

## Graduate College TA/RA Policy and Procedures Handbook

The [ASU TA/RA Handbook](#) provides an overview of ASU policies and support services pertinent to teaching and research assistants and associates. It includes information relating to:

- Conditions of appointment
- Types of appointment
- Benefits
- University policies

The teaching (TA) and research (RA) assistant/ associate role is an important one to the ASU community. It provides graduate students with professional development opportunities that are unique to academia while supporting the university's teaching, research, and service missions. For more information about TA and RA positions, view the [Departmental Graduate Assistantships \(TAs and RAs\)](#) section of this handbook.

## Graduate College Wellness Tools

### *Graduate Wellness Resources*

This is a [one-page guide](#) to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students and was developed by the GPSA.

### *10 Best Practices in Graduate Student Wellbeing*

This is a [one-page guide](#) of proven ways to help graduate students better care for themselves under the increasing demands of graduate school

## PSY Graduate Student Handbook

The current graduate handbook and archived versions are available on the department's [graduate student resources](#) webpage.

## PSY Graduate Student Council

Each of the six training areas elect a student leader for the academic year. These six student leaders make up the PSY Graduate Student Council and participate in the Graduate Studies Committee meetings throughout the fall semester and a few meetings at the end of the spring semester. They also coordinate a student project that is completed by the end of the spring semester. The Graduate Student Council serves as a resource to graduate students in their area. Graduate students can bring any issues, ideas, or concerns that they have to their elected representative.

## Psychology Graduate Student Association (PGSA)

PGSA is a student-led organization established in spring 2021 by doctoral students in the Psychology Department. PGSA's primary goals encompass unifying, supporting, and advocating for psychology graduate students, including holding student-led town halls; disseminating news and initiatives effectively; creating a communication channel between faculty, administrators, and students through which to propose student-led initiatives and obtain potential funding; facilitating accountability to address established student

needs (particularly needs related to diversity, equity, inclusion, and belonging); providing leadership opportunities for all students through subcommittees; and providing an avenue through which graduate students can work together to improve support for the student body. PGSA is made up of a group of student officers (President, Vice President, Past President, Treasurer, Social Media Coordinator, Event Coordinator, and Secretary) and PGSA general members. PGSA student officers are re-elected annually. PGSA general members have the option to attend events, work on initiatives, and either participate in or lead their own subcommittees. Examples of subcommittees include peer mentorship, alumni network, mental health monthly, community volunteering, LGBTQIA+, grad school resource bank, and social events coordination.

### *2025-2026 Officers:*

#### **Co-Presidents – Alexys Murillo & Elise Mahaffey**

- Vice President: Christy Bui
- Past Co- President: Jamie Katz & Gabi Farikant-Abzug
- Secretary: Melissa Uribe
- Treasurer: Xinran Liu
- Media Coordinator: Abby McDonald
- Event Coordinator: Karen Aguilar

If you are interested in joining PGSA as a general member, you can join by SunDevilSync and/or by contacting [asupgsa@gmail.com](mailto:asupgsa@gmail.com).

### *Psychology Graduate Student Slack Channel*

PGSA created a slack channel for all psychology graduate students (regardless of PGSA membership) to communicate online. This is a space to work on initiatives and communicate about topics such as housing advice, social events, or other relevant announcements. Users can also direct message peers and create group chats. Contact [asupgsa@gmail.com](mailto:asupgsa@gmail.com) if you would like to be added to the slack. Once added, you can re-access the slack space at [psychgrad.slack.com](https://psychgrad.slack.com).

## **Graduate Student Government**

The [Grad Student Government](#) (GSG) is ASU's student government. GSG is a great way for students to get involved on campus and serve the campus community. GSG has several grants for which students may apply at different times of the year.

## **Campus Safety**

To report an emergency on campus, students can simply dial 911 or use one of the emergency call boxes found on campus. These call boxes can be identified by their blue light. Non-emergency ASU police or campus safety matters should be directed to 480-965-3456.

ASU Alerts and information about life-threatening situations such as a major fire or armed suspect on campus are sent via three methods:

- [ASU LiveSafe](#) mobile app
- Email to all ASU student, faculty, and staff accounts
- Text message using the mobile phone numbers listed on your MyASU profile

Best practices include completing your student profile with your mobile telephone number, enabling push notifications on your phone, and turning on location services. GPS data may provide ASU police more information if you report an incident or make a call, and it will allow you to receive geo-fenced advisory messages.

## Facilities and Reserving Rooms

The Department of Psychology business and advising offices are located in the main Psychology Building (PSY). Our extensive faculty and their grad students have office space and labs in various buildings, such as the following:

- Armstrong Hall (ARM)
- Biodesign Institute, Buildings A-C (BDA; BDB/ BDC)
- Psychology Building (PSY)
- Psychology North (PSYN)
- Schwada Building (SCOB)
- Others

The [Tempe campus map](#) illustrates the location of the buildings. Graduate students are assigned an office or lab space by their faculty mentor. If the mentor changes, then the office and lab space may change as a result.

### *Access*

Graduate students will need to complete required forms to gain access – either by key or Sun Card – to their work spaces. Students need to work with their faculty mentor to get access.

### *Room Reservation*

Students can reserve a room with the front desk in the Psychology Main Office, room 203 of the Psychology Building or by sending an email to [psy.mo.student@exchange.asu.edu](mailto:psy.mo.student@exchange.asu.edu). For efficiency purposes, students should include complete details when requesting to reserve a room, such as the entire time frame the room is needed, how many people will attend, and any other pertinent details. If a room is reserved and then no longer needed, the student is expected to cancel the reservation so that room is available for others.

## MyASU Portal

[MyASU](#) is an interactive, customized portal to a diverse range of student services, from financial aid to academic advising and course registration. Through the site, students can access their ASU email account and online course materials. MyASU also serves as a portal to the ASU Library and the source for downloadable software.

## Canvas

Arizona State University provides online courses and course material through a Learning Management System (LMS). The LMS used by ASU is called [Canvas](#). Students access Canvas through their MyASU portal.

## Sun Card

The [Sun Card](#) is Arizona State University's official photo ID card. Students may [upload a photo](#) and either pick up the Sun Card in the Sun Devil Card Services Office or have the Sun Card delivered by mail. Students will be charged \$25 for the card. A Sun Card is required to access some locations on campus.

## Housing

There is some housing available at the Tempe campus for graduate students, which can be found under [Upper Division Housing](#) on the University Housing site. However, most graduate students live off campus and the [Off Campus Housing](#) webpage has helpful information for students seeking housing options.

## Health Services and Insurance

ASU [Health Services](#) provides a number of services focused on the health and well-being of students, including [student health insurance](#). International students are automatically enrolled in the ASU student health insurance plan. **All other students must take steps to enroll in an insurance plan (if desired).** Students can register through the Campus Services section of their MyASU page.

## ASU Parking and Transit Services

Students can find information about parking permits and rules about parking at other campuses on the [Parking and Transit Services](#) webpage, including the free Tempe campus bus, The Flash/ Flashback, and the free Tempe bus system, The Orbit.

## Campus Amenities

The hub of student life at the Tempe campus is the [Memorial Union](#) (MU). Students can find restaurants, live music, a gaming lounge, bank automated teller machines (ATM), and much more.

## Student Organizations

ASU has over 1,000 student clubs and organizations, providing every student an opportunity to get involved. Students can also form their own group. Explore all the options on the [Student Organizations](#) website.

## Tutoring and Writing Center

ASU provides free assistance with writing and offers tutoring in a variety of subjects. For complete details, please visit [University Academic Success Programs](#). Students are strongly encouraged to meet with a graduate writing tutor while drafting major deliverables such as proposals, presentations, and papers to ensure they meet the standards expected of graduate students.

## ASU Libraries

ASU has several libraries and hosts impressive online and hardcopy collections. The Tempe campus is home to [Hayden Library](#), the main library on campus, as well as the [Design and the Arts Library](#), the [Music Library](#), and the [Noble Science Library](#). Students can research past theses and dissertations through the ProQuest database, request documents from other libraries around the world, or search online article databases. Hayden Library also provides free creative equipment and tools through [mkrservices](#) and [mkrstudio](#). Online access is available through [MyASU](#).

## Student Accessibility and Inclusive Learning Services (SAILS)

The Student Accessibility and Inclusive Learning Services (SAILS) office, formerly Disability Resource Center, provides services to qualified students with disabilities on all ASU campuses. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should [contact SAILS](#).

## Counseling Services

ASU [Counseling Services](#) offers professional counseling and referrals for all members of the ASU community, regardless of race, gender, sexual orientation, age, student status, religion, ability, size, or financial situation, personal concern, or previous counseling. Support is available 24/7 and no appointment is necessary. First appointments are free, and fee waivers are available for ongoing services.

During business hours (Mon-Fri, 8:00 am to 5:00 pm, Arizona time):

- Visit or call any of the [four campus locations](#)

Outside of business hours:

- Call EMPACT's 24-hour ASU-dedicated crisis hotline at (480) 921-1006

For life-threatening emergencies:

- Dial 9-1-1

To search for community mental health providers:

- Use the [ASU Community Link](#)

## Veterans Services

The ASU [Pat Tillman Veterans Center](#) provides services specifically for all students who are current or former U.S. military.

## International Student and Scholars Center

[The International Student and Scholars Center](#) (ISSC) provides a variety of services for ASU's international population of students, scholars and faculty.

## Registrar's Office

The [Registrar's Office](#) provides a variety of services, such as enrollment or degree verification letters. Most notably, students who want to be coded as an Arizona resident for tuition purposes must contact the Registrar's Office on the timeline and process for getting their tuition rate status changed.

## Student Accounts (Billing)

Students can use the Finances tab in MyASU to access information about student accounts, including account charges, financial aid, and scholarships. For assistance, students are encouraged to contact [Student Business Services](#). They can answer questions about tuition and billing, student refunds (including financial aid disbursement), receipt and payment processing, support for past due accounts, third party sponsorship assistance, and Perkins Loan repayment. Students may also submit questions through the Service tab in MyASU, email [sbs@asu.edu](mailto:sbs@asu.edu), or call 1-855-278-5080.

## ASU Mobile App

The [ASU Mobile App](#) provides access to features such as MyASU, email, maps, and library resources. Students can also access maps and find out about campus events and athletics. Students can download the app from the Apple app store or from Google Play.

## Technical Support

Students can use ASU's IT Knowledge Base and find answers to frequently asked questions through the Service tab on MyASU. Students also have access to 24/7 technical support via chat, and [getprotected.asu.edu](http://getprotected.asu.edu) provides information to reduce online vulnerability to viruses, malware, and phishing attacks.

### *Department IT Support*

Students who need to request help from the department IT team must submit a ticket (request) online. First, go to [Service Now](#). Next, click on the "Get Help (contact support)" icon in the middle of the page. Finally, complete and submit the web form with details about the issue and contact information. An IT staff member should follow-up within a day or two.

## Software

ASU students can access and use powerful software applications for free through [MyApps](#), which can be accessed online or through MyASU. All students may get a free license to Microsoft Office for use on a personal computer. Students also have access to [Cloud Storage](#) on Google Drive, Dropbox for Education and OneDrive for Business through their ASU account. Software and technical requirements may vary for individual courses.

## Contact Information for Various University Offices

Students may sometimes need to contact other offices on campus for assistance. This is a partial list of offices that provide useful resources for students.

[Office of the University Provost](#)

Fulton Center, Suite 420

[Contact Form](#)

[Liaison Librarian, ASU Librarians](#)

Deborah Abston

Phone: 602-496-0307;

Email: [Deborah.Abston@asu.edu](mailto:Deborah.Abston@asu.edu)

[University Technology Office](#)

480-965-6500 or 1-855-278-5080

[Contact form](#)

[Emergency Services](#)

To report an emergency, dial 911

To reach ASU Police, dial 480-965-3456; press 1 for dispatch

ASU Emergency Information line 1-844-864-8327

[Graduate College](#)

Interdisciplinary B, Suite 285

Phone: 480-965-3521; Email: [Grad-gps@asu.edu](mailto:Grad-gps@asu.edu)

[Graduate Student Government \(GSG\)](#)

Center for Family Studies (CFS) Building

Phone: 480-727-9870; Email:

[asu.gsg.assembly@gmail.com](mailto:asu.gsg.assembly@gmail.com)

# Appendices

Click on the Appendix in the table below to jump to a specific training area's policies and procedures for courses and satisfactory academic progress.

Training Area	Location of Time Expectations for Milestones
Behavioral Neuroscience and Comparative Psychology	<a href="#">Appendix 1</a>
Clinical Psychology	<a href="#">Appendix 2</a>
Cognitive Science	<a href="#">Appendix 3</a>
Developmental Psychology	<a href="#">Appendix 4</a>
Quantitative Research Methods	<a href="#">Appendix 5</a>
Social Psychology	<a href="#">Appendix 6</a>

# Appendix 1: Behavioral Neuroscience and Comparative Psychology

## Suggested First Year Schedule

Course	Title	Credits	Notes
<b>FALL</b>			
PSY 502	Professional Issues in Psychology	3	Note #1
PSY 591	Behavioral Neuroscience & Comparative Psychology Seminar	1	Required
PSY 530	Intermediate Statistics	4	Note #2
<b>SPRING</b>			
PSY 531	Multiple Regression in Psychological Research	4	Notes #1 and #2
PSY 591	Behavioral Neuroscience & Comparative Psychology Seminar	1	Required
	Other relevant courses	variable	
PSY 592	Research	1-3	Note #3

### Notes:

1. Students must take either PSY 502 or PSY 531 to fulfil the departmental core requirement.
2. Students who use PSY 531 for the departmental core requirement do not need to take PSY 502, but must enroll in other two courses (typically PSY 530 and a substitute for PSY 531) to fulfill the area statistical requirement.
3. Students in pre-masters' status take PSY 590 Reading and Conference, 592 Research (when data are being gathered for up to 6 credits) and PSY 599 master's thesis (when the master's thesis is being written up for up to 6 credits). Once the master's thesis defense is completed, students take PSY 790 Reading and Conference, PSY 792 Research (during data gathering for up to 6 credits) and then take PSY 799 Dissertation (when the dissertation data are gathered and students are close to being finished for up to 6 credits).

In addition to the classes listed above, students need to take at least five core and breadth classes as advised by their mentor and committee.

A faculty member in the BNCP area must be the student's chair or co-chair. If the BNCP area faculty member is co-chair then at least one other committee member must be from BNCP. A student without suitable mentor for more than four months is no longer in good standing in the program.

Students must submit a [course override request form](#) every semester to be able to register for research credits, including courses labelled Research, Thesis, Dissertation, etc.. The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be

responsible for entering the grade at the end of the semester. A student must obtain grades of B or better in all enrolled classes to maintain good standing.

## Sample Schedule/ Curriculum

The graduate curriculum of the Behavioral Neuroscience and Comparative Psychology training area is designed to educate students in both the basic and comparative study of behavior and in behavioral neuroscience, as well as in quantitative methods utilized in behavioral neuroscience and comparative psychology. Training in our area is personalized for each student, and thus the determination of classes considered core for individual students varies based on discussions between the student, mentor and the student's committee. 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.

Training in Behavioral Neuroscience and Comparative Psychology extends beyond just taking classes and research credits and into preparation for the multitasking demands of professional life after graduation. Each student is therefore expected to engage in professional research activities such as conference presentations, publishing papers, contributing to grant preparation, in addition to completing program milestones in a timely fashion.

An example list of courses taken is shown below:

<b>Year One</b>	
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
Statistics (PSY 530 Intermediate Statistics) PSY 591 BNCP Seminar BNCP Core course Reading and Conference (PSY 590)	Statistics (PSY 531 Regression) PSY 591 BNCP Seminar BNCP Core course Reading and Conference (PSY 590)
<b>Year Two</b>	
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
Required (PSY 591 BNCP Seminar) BNCP Core course PSY 592 Research	Required (PSY 591 BNCP Seminar) BNCP Core or Breadth course Research and Thesis for MiP (PSY 599 Thesis)
<b>Year Three</b>	
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
Required (PSY 591 BNCP Seminar) BNCP Core or Breadth course Dissertation Prospectus (PSY 790)	Required (PSY 591 BNCP Seminar) BNCP Core or Breadth course Dissertation (PSY 792 Research)
<b>Year four</b>	
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
PSY 591 BNCP Seminar PSY 792 Research	PSY 591 BNCP Seminar PSY 799 Dissertation

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

## Time Expectations for Milestones

To Maintain [Satisfactory Academic Progress](#) in the Behavioral Neuroscience and Comparative Psychology Program students must progress through the program according to this timeframe:

Milestone	Deadline
First Year Project	Written and oral presentation by the end of the Spring semester, first year.
Statistics Requirement	Complete PSY 530 Intermediate Statistics and PSY 531 Regression with grades of B or better by end of spring semester, first year
Master's Thesis Defense	By the end of the third year
Comprehensive Exams	By the end of the fourth year
Dissertation Prospectus and Dissertation Defense	By the end of the fifth or sixth year

### *First Year Project*

Students must complete a first-year research project by the end of the spring semester of their first year. This project is meant to introduce the student to the data dissemination process and need not reflect a complete publishable experiment. The student must submit a manuscript in APA style at least a week in advance of a formal oral presentation in the area seminar.

### *Master's Thesis Defense and Comprehensive Exams*

Students must successfully complete their Master's thesis by the end of their third year and pass their Comprehensive Exams by the end of their fourth year in order to be considered as making satisfactory progress. The Master's thesis must be completed before the Comprehensive Exams. A Master's thesis is a mentor-driven document, in which the thesis advisor works closely with the student. While the Master's thesis is often based upon the first-year project, it does not have to be. If appropriate, the presentation of the First Year Project may serve as both the Master's thesis prospectus and data meeting.

### *Dissertation Prospectus and Dissertation*

To be considered as making satisfactory progress students must complete their Dissertation Prospectus and Dissertation within two years of the Comprehensive Examinations. A major difference between a Master's thesis and a PhD dissertation is that the Master's thesis is mentor-driven and based upon a single, publishable study. In contrast, a PhD dissertation demonstrates more independence and understanding of the current literature by the student proposing hypotheses that can be tested in several publishable experiments.

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

In general, students in the BNCP program progress through the milestones within 5-6 years of their first enrollment (i.e., 4 years to complete Comprehensive Exams and up to 2 years to complete dissertation). The above timeline specifies the upper limit of progress considered to be satisfactory, which supersedes the department's and Graduate College's limits.

## Comprehensive Exams Policies for the Behavioral Neuroscience and Comparative Psychology Area

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

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, which follows a week later.

Completion of the comprehensive exam requires several steps:

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

A student who fails the comprehensive exam must follow instructions listed in the [Re-Taking](#)

[the Comprehensive Examinations](#) section of this handbook. If the student fails the comprehensive exam again, then he or she will be dismissed from the program.

## Appendix 2: Clinical Psychology

### Suggested Fall Schedule for First Year Students

Course	Title	Credits	Notes
PSY 502	Professional Issues in Psychology	3	Required
PSY 530	Intermed Statistics	4	Required
PSY 573	Psychopathology	3	Required
PSY 574 Or PSY 578	Psychotherapy Or Developmental Psychopathology	3	See note #1
PSY 592	Research	1-3	See note #2

#### Notes:

1. PSY 574 Psychotherapy is offered in alternating years. In years when PSY 574 is offered, students without strong child clinical interests should enroll in PSY 574. Students with strong child clinical interests should enroll in PSY 578 Developmental Psychopathology rather than PSY 574 though they certainly may choose to take both courses. Students who do not enroll in PSY 574 Psychotherapy must later enroll in PSY 591 Child and Family Therapy, which is offered in alternating years in the spring semester.

In years in which PSY 574 is not offered, students without strong interests in child clinical may either take PSY 578 or take a course that fulfills one of the breadth requirements.

2. Six credits of PSY 592 Research and six credits of PSY 599 Thesis are needed for the Master's in Passing and should be taken while pursuing the Masters in Passing. Once completed with the master's thesis defense, students should start taking PSY 792 Research instead of PSY 592/PSY 599.

For the rare occurrence where a student enters with a master's degree that is accepted by the area as counting toward the doctoral degree requirements, the student will not do a Masters in Passing. Therefore, this student will start taking PSY 792 in the first semester and will never enroll in PSY 592.

Students must submit a [course override request form](#) to be able to register for research credits. The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be responsible for entering the grade at the end of the semester. The override request form is required every semester for a variety of classes, such as Research, Thesis, Dissertation, etc.

### Sample Schedule/ Curriculum

#### *Clinical Adult*

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

## Year One

### Fall (13-16 credits)

PSY 502: Professional Issues  
PSY 530: Intermed Statistics  
PSY 574: Psychotherapy (if offered)  
PSY 573: Psychopathology  
PSY 592: Research credits

### Spring (13 credits)

PSY 531: Multiple Regression  
PSY 598: Interviewing & Ethics  
PSY 600: Research Methods  
PSY 592: Research credits (3)

## Year Two

### Fall (12 credits)

PSY 599: MA Thesis (3)  
PSY 680: Clinical Practicum I  
Elective (e.g., Biological Bases of Behavior)  
Psychotherapy (if not offered in year 1)  
Elective if Psychotherapy offered in year 1  
(e.g., Affective Bases of Behavior)  
Psychotherapy taken in year 1)

### Spring (12 credits)

PSY 599: MA Thesis (3)  
PSY 680: Clinical Practicum II  
PSY 780: Assessment ATM  
Elective (e.g., History & Systems if  
Psychotherapy taken in year 1)

## Year Three

### Fall (12 credits)

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

### Spring (12 credits)

Elective (e.g., Human Development)  
Ph.D. Dissertation (3)  
PSY 780: ATM (topics vary)  
Research (3)  
(1/4 time placement)

## Year Four

### Fall (12 credits)

Elective (e.g., Socioemotional Development)  
Elective  
PSY 799: PhD Dissertation (3)  
PSY 792: Research (3)  
(1/4 time placement)

### Spring (11 credits)

Elective (e.g., Cog Affective Neurosci)  
Elective  
PSY 799: PhD Dissertation (3)  
PSY 792: Research (3)  
(1/4 time placement)

## Year Five/Six

### Fall (1 credit)

PSY 584: Internship or GRD 595 (1)

### Spring (1 credit)

PSY 584: Internship or GRD 595 (1)

Note: The schedule provided here assumes that students have not met any of the foundational Discipline Specific Knowledge (DSK) requirements (History and Systems, Affective Bases, Biological Bases, Social Bases, Cognitive Bases, Human Development) prior to beginning their graduate training. Students who have met foundational requirements for some or all of these courses prior to beginning their graduate work (e.g., based on GRE Psychology Subject Test Scores or undergraduate coursework), will have fewer required courses and more open electives. Socioemotional Development or Social Development and Cognitive Affective Neuroscience (or some other combination of graduate courses approved by the DCT) are required to meet advanced integrative training requirements across the DSK areas. See the Clinical Program Handbook for additional details.

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

## *Clinical Child Emphasis*

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

### Year One

#### Fall (13-16 credits)

PSY 502: Professional Issues  
PSY 530: Intermed Statistics  
PSY 578: Developmental Psychopathology (if offered)  
PSY 573: Psychopathology  
PSY 592: Research (3)

#### Spring (13-16 credits)

PSY 600: Research Methods  
PSY 531: Multiple Regression  
PSY 598: Interviewing & Ethics  
Child and Family Therapy (if offered)  
PSY 592: Research (3)

### Year Two

#### Fall (12 credits)

MA Thesis (3)  
PSY 680: Clinical Practicum I  
Elective (e.g., Affective Bases of Behavior)  
Developmental Psychopathology (if not offered in year 1)  
Elective if Developmental Psychopathology offered in YR 1  
(e.g., Biologic Bases of Behavior)

#### Spring (12 credits)

MA Thesis (3)  
PSY 680: Clinical Practicum II  
PSY 780: Assessment ATM  
Child and Family Therapy (if not offered in year 1)  
Elective if Child and Family Therapy offered in year 1 (e.g., History & Systems)

### Year Three

#### Fall (12 credits)

Elective (Cognitive Bases of Behavior)  
Elective (Social Bases of Behavior)  
PSY 799: Dissertation (3)  
PSY 792: Research (3)  
(1/4 time placement)

#### Spring (12 credits)

Elective (Human Development)  
PSY 799: Dissertation (3)  
PSY 792: Research (3)  
PSY 780: ATM (topics vary)  
(1/4 time placement)

### Year Four

#### Fall (12 credits)

Elective (Socioemotional Development)  
Elective  
PSY 799: Dissertation (3)  
PSY 792: Research (3)  
(1/4 time placement)

#### Spring (12 credits)

Elective (Cog Affective Neurosci)  
Elective  
PSY 799: Dissertation (3)  
PSY 792: Research (3)  
(1/4 time placement)

### Year Five/Six

#### Fall (1 credit)

PSY 584: Internship or GRD 595 (1)

#### Spring (1 credit)

PSY 584: Internship or GRD 595 (1)

Note: The schedule provided here assumes that students have not met any of the foundational Discipline Specific Knowledge (DSK) requirements (History and Systems, Affective Bases, Biological Bases, Social Bases, Cognitive Bases, Human Development) prior to beginning their graduate training. Students who

have met foundational requirements for some or all of these courses prior to beginning their graduate work (e.g., based on GRE Psychology Subject Test Scores or undergraduate coursework), will have fewer required courses and more open electives. Socioemotional Development or Social Development and Cognitive Affective Neuroscience (or some other combination of graduate courses approved by the DCT) are required to meet advanced integrative training requirements across the DSK areas. See the Clinical Program Handbook for additional details.

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

## Time Expectations for Milestones

This section relates to the [Satisfactory Academic Progress Policy](#) section of this handbook.

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.

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 timing of milestones. 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.

### *Students Who Enter without a Master's Degree*

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

Milestone	Deadline
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 Exams Submission	First day of classes, Fall semester, fourth year
Dissertation Prospectus	October 1 <sup>st</sup> , fifth year
Dissertation Prospectus Defense	October 15 <sup>th</sup> , fifth year
Internship Readiness	October 15 <sup>th</sup> , fifth year
Internship	Summer or fall of the sixth year (depends on internship end date)

Students who are admitted with a master's degree and thesis that are approved as equivalent to the department's requirements must submit the Comprehensive Exam by the first day of the fall semester of their third year in residence. The Dissertation Prospectus is due by October 1 of their fourth year.

## Comprehensive Exams Policies for the Clinical Area

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

The comprehensive exam requires the student to demonstrate a thorough understanding of research and theoretical issues in clinical psychology through written work and in an oral defense with members of the student's supervisory committee. Comprehensives are taken after a student

has completed their master's thesis and before submission of the dissertation prospectus. To fulfill the comprehensive examination requirement in clinical psychology, eligible students will elect to write either a critical systematic review/meta-analysis paper or a grant application. Papers and grant proposals can address any topic related to clinical psychology.

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

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

For more specific information, see the Clinical Psychology Program Handbook located on the [Clinical Psychology graduate program](#) webpage.

## Appendix 3: Cognitive Science

### Suggested Fall and Spring Schedules for First-Year Students

#### Fall

Course	Title	Credits	Notes
PSY 598	Cognitive Science Seminar	1	Required
PSY 530	Intermediate Statistics	4	Required
PSY 535	Cognitive Processes	3	Required
PSY 592	Research	3	See note #1

#### Spring

Course	Title	Credits	Notes
PSY 598	Cognitive Science Seminar	1	Required
PSY 531	Multiple Regression in Psych/Resch	4	Required
PSY 591	Current Issues in Cognitive Science	3	Required
PSY 592	Research	3	See note #1

#### Notes:

1. PSY 592 Research should be taken while pursuing the Masters in Passing. Once completed with the master's thesis defense, students should start taking PSY 792 Research instead of PSY 592.

For the rare occurrence where a student enters with a master's degree that is accepted by the area as counting toward the doctoral degree requirements, the student will not do a Masters in Passing. Therefore, this student will start taking PSY 792 in the first semester and will never enroll in PSY 592.

Students must submit a [course override request form](#) to be able to register for research credits. The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be responsible for entering the grade at the end of the semester. The override request form is required every semester for a variety of classes, such as Research, Thesis, Dissertation, etc.

### Sample Schedule/ Curriculum

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

1. **Required Courses:** Students must complete PSY 535, PSY 530, PSY 531, PSY 591, and PSY 598 (the area seminar that is taken every semester), which will fulfill the core requirements for the CS program. These courses must all be taken in the first two years of graduate study at ASU. Importantly, we strongly encourage students to complete these courses in their first year at ASU as they will provide a foundation for Cognitive Science research.
2. **First-year Statistics Sequence:** Two courses are required of all first-year students. PSY 530 Intermediate Statistics (ANOVA) and PSY 531 Multiple Regression in Psych/Resch. These courses are offered in the fall and spring, respectively.

3. **Breadth Courses:** Students are required to take PSY 535 Cognitive Processes and PSY 591 Current Issues in Cognitive Science. These courses are offered in the fall and spring, respectively.
4. **Research Seminar:** Active participation in the Cognitive seminar (PSY 598) is required during all semesters in which the student is enrolled in graduate school.
5. **Research Hours:** The student must take the required number of credit hours in the following activities as specified by the Psychology Department and The Graduate College.
  - PSY 590 Reading and Conference (Master's Level)
  - PSY 592 Research (Master's Level)
  - PSY 599 Thesis
  
  - PSY 790 Reading and Conference (PhD level)
  - PSY 792 Research (PhD 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.

## Time Expectations for Milestones

This section relates to the [Satisfactory Academic Progress Policy](#) section of this handbook.

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.

### *Students Who Enter without a Master's Degree*

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

#### *First-Year Project*

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

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

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

#### *Master's Thesis*

The student's committee is formed and the prospectus is completed during the second year. The student must defend the thesis by the end of the year.

#### *Comprehensive exams*

The student must complete both comprehensive exams (written and oral) by the end of the third year.

### *Dissertation*

The student must complete and defend the dissertation by the end of the fifth year.

### *Additional Courses*

Students are encouraged to enroll in additional courses that will help them develop skills that will aid in their career development. In addition to the four required courses, each student should construct a bespoke curriculum engineered by a team consisting of their primary doctoral advisor, a CS member serving on the student's committee, and the student.

### *Students Who Enter with a Master's Degree*

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.

## **Comprehensive Exams Policies for the Cognitive Science Area**

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

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

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

### *Option 1*

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

### *Option 2*

The four-person committee will each submit to the committee chair 1-2 questions. The student has one week + one day (e.g., Monday-Monday) to answer five questions, and the five chosen must include at

least one questions from each committee member. Each answer is expected to be approximately five double-spaced pages (not including references). Students are allowed free use of books, notes, and the internet, however they may not consult with any person.

### *Option 3*

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

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

The comprehensive examination may be re-taken once, per procedures outlined in the [Re-Taking the Comprehensive Examinations](#) section of this handbook. 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.

### *Option 4*

Students may write and defend a grant proposal. The grant proposal should be formatted in accordance with the guidelines of a major funding institution (e.g., NSF, IES, NIH). The specific format should be determined based on which funding organization is most relevant to the student’s research and as agreed upon by the four-person examination committee. The grant proposal should aim for greater breadth than what the student may accomplish in their dissertation, describing an area of research and highlighting its relevance and societal importance. To achieve this breadth, some forms of grant applications (such as NRSAs) that are less than 10 single-spaced pages, a 10-15-page supplement (double-spaced, 11 pt. Arial font) is required. The supplement should include an expanded background and significance section that contextualizes the significance of the proposed research and its innovativeness. The oral defense of the grant proposal will be held subsequent to the preparation of the grant document, and the scope of the oral defense may be determined by the four-person committee.

## Appendix 4: Developmental Psychology

### Curriculum

Graduate students in the Developmental Psychology program receive coursework training in the following areas. The total number of hours required by the Graduate College for the PhD is 84 credits. Other courses offered by developmental faculty, affiliated faculty, visiting professors, or offered in other departments may be substituted by approval of the developmental faculty.

#### *Developmental Theory Courses*

*Students are required to take at least one course:*

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

#### *Developmental Methods Courses*

*Pre-Masters students are required to take (and should consider taking other advanced research methods courses listed below):*

PSY 600: Research Methods

*Students entering the program with a Master's degree in Psychology are required to take at least one course (and should consult with their mentor and/or area head if they have questions).*

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

#### *Quantitative Courses*

*Students are required to take at least four courses:*

- PSY 530: Intermediate Statistics
- PSY 531: Multiple Regression Analysis
- PSY 533: Structural Equation Modeling
- PSY 534: Psychometric Methods
- PSY 539: Multilevel Modeling
- PSY 543: Statistical Mediation Analysis
- PSY 554: Item Response Theory
- PSY 537: Longitudinal Growth Modeling
- PSY 538: Advanced Structural Equation Modeling
- PSY 591: Machine Learning

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

### ***Depth Courses: Topical Courses of a Developmental Nature***

*Depth courses are the core of developmental training. These courses are expected to be developmental in nature. Specifically, the courses should include developmental theory(ies), empirical studies using developmental perspectives (e.g., using a developmental design or examining developmental differences), and they must make meaningful contributions to developmental psychology training. Students are required to take at least four courses (with at least two from developmental faculty):*

- PSY 542: Social Emotional Development
- PSY 591: Development of Theory of Mind
- PSY 591: Bilingualism
- PSY 591: Language Development
- PSY 591: Cognitive Development
- PSY 591: Adolescence and Emerging Adulthood
- PSY 591: Home Impact on Child Development
- PSY 591: Developmental Transitions
- PSY 591: Childcare, Early Education, and Child Development
- PSY 591/CDE 612: Children's Peer Relationships
- PSY 591: Resilience Processes and Development
- PSY 591: Methods in Developmental Psychobiology
- PSY 591: Developmental Behavior Genetics
- PSY 591: Parent-Child Relationships
- PSY 591: Romantic Relationships in Development
- PSY 591: The Psychology of Curiosity
- PSY 591: Challenges Facing an Aging Society
- PSY 578: Developmental Psychopathology
- CDE 534: Risk and Resilience
- CDE 610: Gender and Development
- CDE 634: Prevention and Child Development

*Plus, others that may be offered outside the Department of Psychology, such as speech and language development, subject to approval by the developmental faculty. Note that students may petition to have courses count as depth courses if they are not listed above [in this google form](#). Students should ensure that the courses fit the depth requirements as specified above. For example, students should explain in their petition how the course fits the depth requirements as well as how the course contributes to the student's training plan. Students should submit the course syllabus along with their justification. If the syllabus is available, we encourage students to seek petition approval before taking the course.*

### ***Breadth Courses: Psychological Foundations***

*Students are required to take at least two courses from other areas within the department or other schools/departments at ASU at the graduate level that will provide the student with a broader perspective including the social, cognitive, and/or biological bases of human behavior.*

### ***Professional Development***

*All students are required to take at least 6 credits, 3 credits must come from:*

- PSY 502: Professional Issues in Psychology

*The other 3 credits may come from:*

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

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

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

- PSY 592: Research or PSY 590 Reading and Conference (at least 6 credits, but can take more)
- PSY 599: Master’s Thesis (at least 6 credits)
- PSY 792: Post-Master’s Research or PSY 790 Reading and Conference (at least 15 credits)
- PSY 799: Dissertation Research (at least 12 credits)

**For transfer students**

With the approval of the degree program and The Graduate College, students may include a maximum of 12 graduate-level credit hours from a combination of Pre-Admission and Transfer Credits, per university policy. The PhD program can also accept an admitted student’s Master’s degree and this would count as a blanket 30 credits towards the 84 required for the program.

**Sample Program for Developmental**

YEAR 1	
FALL	SPRING
PSY 542: Social Development OR CDE 531: Theoretical Issues In Child Development	PSY 598: Cognitive Development OR PSY 591: Development of Theory of Mind
PSY 530: Intermediate Statistics	PSY 531: Multiple Regression Analysis
PSY 502: Professional Issues in Psych	PSY 600: Research Methods
Research Credits (PSY 592)	Research Credits (PSY 592)

YEAR 2	
FALL	SPRING
PSY 591: Developmental Behavior Genetics	PSY 591: Bilingualism
PSY 539: Multilevel Modeling OR PSY 533: Structural Equation Modeling	PSY 543: Mediation
PSY 591: Psychology of Curiosity	PSY 591: Parent – Child Relationships
Research Credits (PSY 592)	Thesis (PSY 599)

YEAR 3	
FALL	SPRING

PSY 591: Adolescence and Emerging Adulthood	PSY 591: Teaching of Psychology
PSY 591: Developmental Transitions	PSY 537: Longitudinal Growth Modeling
Breadth Course	PSY 591: Methods in Developmental Psychobio
Thesis (PSY 599)	Post Masters Research (792)

YEARS 4 and 5	
FALL	SPRING
PSY 534: Psychometric Methods	Breadth Course
Dissertation (PSY 799)	Dissertation (PSY 799)

Reminder:

PSY 592 – Supervised Research or PSY 590 Reading and Conference (at least 9 credits)

PSY 599 – Master’s Thesis (at least 6 credits)

PSY 792 – Post-Master’s Research or PSY 790 Reading and Conference (at least 15 credits)

PSY 799 – Dissertation Research (at least 12 credits)

Students must submit a [course override request form](#) to be able to register for research credits. The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be responsible for entering the grade at the end of the semester. The override request form is required every semester for a variety of classes, such as Research, Thesis, Dissertation, etc.

## Time Expectations for Milestones

This section relates to the [Satisfactory Academic Progress Policy](#) section of this handbook.

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

## Comprehensive Exams Policies for the Developmental Area

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

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

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

### *Option 1: Grant proposals*

These should conform to one of the existing formats that are used to fund dissertation research in psychology (e.g., National Research Service Award). Examples of grants that students have completed in the past are the NRSA, R01, and R21. Another option is the F99/K00. If yours deviates from this format please consult the area head about its appropriateness (Brief fellowship applications that focus on the credentials of the applicant and the mentoring environment are not appropriate for comps). **If you are unsure whether or not your format would be appropriate, please check with the area head.**

Students must write all science-related sections of the grant proposal. For example, if the student chooses to write the NRSA, this entails completing the specific aims and research strategy. It is up to the discretion of the chair and members of the committee to determine whether additional documents (e.g., for the NRSA: project abstract, project narrative, human subjects, respective contributions, selection of sponsor & institution, responsible conduct of research, facilities and other resources, equipment, biosketch, and applicants background and goals for fellowship training) are required. The chair and members of the committee may deem it necessary for the student to complete these additional documents if the student intends on submitting the grant to the funding agency. Students whose grants draw from a faculty mentor's parent grant should not use "canned" sections from the parent grant.

**Regardless of the type of grant application students choose to write, a 10-15-page supplement (double-spaced, 11 pt. Arial font) is required.** The supplement entails an expanded background and significance section that provides the context for the significance of the proposed research and its innovativeness. Students will submit the supplement with the grant application at the appropriate deadline. The supplement is required to help demonstrate the student's expertise in and breadth of the content area. The focus of the oral defense will be on science-related materials of the grant proposal and supplement.

### *Option 2: A Critical Review Paper*

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

Preparation and approval of a **reading list** for the written examination. The reading list is divided into **four sections**, each covering a **distinct sub-area** of the field. The four sub-area should cover a broad range within the student's field.

- Breadth might be incorporated in a number of ways, including questions that:
  - Span cognitive and social topics
  - Focus on broader developmental theories

- Include historical perspective
- Address methodological issues
- Span a wide range of developmental periods or ages

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 primarily interest represented more heavily in the reading list (but not at the expense of the other three sub-areas). Once **each committee member has approved** the reading list, the student is ready to study for the written examination.

### *Process*

The faculty committee should consist of four members and all members should be tenure track or tenured faculty. At least three members must be in the Department of Psychology. Outside members need to be approved faculty for Psychology by The Graduate College. If outside members are requested, the committee composition needs to be reviewed by the graduate studies committee for approval. Students should consult their advisors.

1. Students are required to hold a comprehensive exam proposal meeting to get preliminary feedback from all members of their committee. This proposal meeting should happen within the first semester after completing their defending their Master's thesis (e.g., if defended Master's thesis in Spring, this should be completed in the following Fall semester).
2. The process for comprehensive exams allows you to meet with your mentor (and with your committee members) on an unlimited basis. However, all feedback from those meetings needs to be documented and submitted on to the committee along with the comprehensive exams document(s). In addition, your primary advisor on the comprehensive exams committee can read your document one time but s/he cannot edit the document or provide you with tracked changes or tracked comments. No faculty member can edit the document or provide you with tracked changes or tracked comments. If your primary advisor on the comprehensive exams committee reads your document the one time that is permitted, s/he can provide you with verbal feedback; however, you need to document the feedback received. We encourage every student to seek as much feedback as possible and when necessary.
3. Oral examinations for the grant proposal option should be scheduled as soon as possible after the submission deadlines, but definitely before October 1 for fall submission and before March 1 for spring submissions. If at least three of the four-committee members determine that the written product and oral examination were satisfactory, the student will have passed the exam. Students should begin trying to schedule their orals as early as possible. If possible, students should hand in to the Graduate Coordinator, along with their comps paper, the names of the committee members and the date of the oral. If scheduling is still unknown at the time of the paper submission, please inform the Graduate Coordinator of the orals date as soon as possible. An oral can be conducted with only 3 committee

members physically present, and the 4th member sending in questions. Orals should not require any more than 1 ½ hours.

4. If students do not pass, supervisory committees can allow them to apply for a second examination at the next available deadline. In rare circumstances, students may pass with minor revisions. These revisions must be submitted by November 1 for fall submissions and by April 1 for spring submission and will be evaluated by the committee chair.

### *Scheduling*

There are two scheduling tracks for the comprehensive exam option. Students must complete each milestone before the end of the semester indicated below. So, for example, if a student defends their MA in the fall of one year (before the end of December), they must hold their proposal meeting for their comps before the end of May and the defense of their comps by the end of December. If a student defends their MA in spring (before the end of May), they need to hold their comps proposal before December of that same year and their comps defense by the end of May of the following spring.

	<b>Fall</b>	<b>Spring</b>
MA Defense	Dec	May
Proposal	May	Dec
Comps Defense	Dec	May

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.

**Special Considerations:** 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.

### *Petitioning*

Students may petition the developmental area faculty for: 1) release from scheduling requirements associated with progress toward master's degree, comprehensive examination, or dissertation timeline requirements, 2) curriculum (courses to count as quantitative or depth requirements). Students should discuss all petitions with their mentors before submitting and have agreement on potential timeline revisions and/or course fulfillment. Faculty will review petitions twice during each semester (typically in the first week and seventh week of the semester). Petitions should be submitted at least 1 month before a deadline (i.e., needed for course requirements to graduate, extension on milestone timeline). All petitions should be submitted to: to the area head.

## Appendix 5: Quantitative Research Methods

### Suggested Fall Schedule for First Year Students

Course	Title	Credits	Notes
PSY 502	Professional Issues in Psychology	3	Recommended, See note #1
PSY 530	Intermediate Statistics	4	Required
PSY 598	Quantitative Seminar	1	Required
PSY 592	Research	3	See note #2

#### Notes:

1. PSY 502 or PSY 531 will fulfill the core requirement.
  - If using PSY 502 for core, then PSY 531 will be used for the QU methods requirement.
  - If using PSY 531 for the core requirement, then the student will not have to take PSY 502 but will have to determine (with their mentor or area head) another class to fulfill either the methods requirement or an additional elective to have 84 credits for the PhD.

PSY 592 Research should be taken while pursuing the Masters in Passing. Once completed with the master's thesis defense, students should start taking PSY 792 Research instead of PSY 592.

If a student enters with a master's degree that is accepted by the area as counting toward the doctoral degree requirements, the student will not do a Masters in Passing. Therefore, this student will start taking PSY 792 in the first semester and will never enroll in PSY 592.

Students must submit a [course override request form](#) to be able to register for research credits. The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be responsible for entering the grade at the end of the semester. The override request form is required every semester for a variety of classes, such as Research,

### Time Expectations for Milestones

This section relates to the [Satisfactory Academic Progress Policy](#) section of this handbook.

The Quantitative Program specifies the following time frames as the outside limits for accomplishing program milestones in a timely fashion. We distinguish three progressions (each group has a distinct progression for satisfactory progress):

- 1) Students who enter the program with a bachelor's degree,
- 2) Students who enter the program with a non-quantitative master's degree, or
- 3) Students who enter the program with a master's degree in a quantitative area.

#### *Students Who Enter with a Bachelor's Degree*

The timeline for students entering with a bachelor's degree is as follows:

- a. Students must have a successful Master's oral defense after three years in order to be considered as making satisfactory progress.

- b. Following completion of the Master's oral defense, students must complete and defend the comprehensive examination within two years to be considered as making satisfactory progress.
- c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered as making satisfactory progress.

### *Students Who Enter with a Non-Quantitative Master's Degree*

These students are required to complete a first-year quantitative research project before they can proceed to the comprehensive examination. The purpose of the first-year quantitative project is to provide the student with experience in carrying out quantitative research before the student enters into the comprehensive examination preparation. The first-year project is under the direction of a quantitative faculty mentor. The student will prepare a document based on the research project which will be reviewed by the mentor and a second quantitative faculty member. The student will defend the first-year research project to the mentor and the additional reader.

- a. Students must complete the first-year quantitative project within two years to be considered as making satisfactory progress.
- b. Following completion of the first-year project, students must complete and defend the comprehensive examination within two years to be considered as making satisfactory progress.
- c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered satisfactory progress.

### *Students Who Enter with a Master's Degree in a Quantitative Area*

The quantitative faculty will review the master's degree credentials of the student to decide whether the student's master's degree is deemed to be sufficiently quantitative to as to be accepted as such by the quantitative program. This review includes a reading of the master's thesis by quantitative faculty and a decision to accept, or not accept the thesis as satisfying a quantitative master's thesis. The student will be informed of the decision before the student must make a decision as to whether to join the ASU quantitative psychology concentration.

- a. The first-year quantitative research project is waived for students with a quantitative master's degree accepted by the quantitative faculty.
- b. Students must complete and defend the comprehensive examination within three years to be considered as making satisfactory progress.
- c. Following completion of the comprehensive examination, students must complete and defend the dissertation within two years to be considered as making satisfactory progress.

## **Comprehensive Exams Policies for the Quantitative Area**

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

### *Comprehensive Paper and Examination*

Near the end of the completion of coursework, students concentrate much of their effort on the development of a written comprehensive paper, which may take one of two forms. The first is a scholarly review of a substantial area of methodology, e.g., longitudinal growth modeling, survival analysis, plus discussion of issues and future directions. The student, in the process of developing the paper, becomes an expert in an area. The second is a complete grant proposal suitable for submission to a federal agency. Since grant proposals are often highly constrained in length by the funding initiative (e.g., the NRSA), the comprehensive examination committee may request a shorter review paper in addition to the grant proposal. The comprehensive paper is often the basis of the doctoral dissertation. Again, the student works

in close conjunction with a research advisor, as well as with three additional faculty members, the four of whom constitute a comprehensive examination committee. The student defends the comprehensive paper before this committee; this defense constitutes the comprehensive examination. There is no other comprehensive examination.

# Appendix 6: Social Psychology

## Suggested Fall Schedule for First Year Students

Course	Title	Credits	Notes
PSY 502	Professional Issues in Psychology	3	Required – department core
PSY 530	Intermediate Statistics	4	Required (unless waived by approval of program faculty)
PSY 550	Advanced Social Psychology	3	Required – social program
PSY 592	Research	3	See note below

*Notes: Research credits should be taken as PSY 592 until completion of the Masters in Passing. Once the master's thesis defense is complete, students should begin taking PSY 792 Research instead of PSY 592. Students entering the program with a master's degree that is accepted by the area as counting toward the doctoral degree requirements will begin taking PSY 792 in the first semester, rather than PSY 592.*

Students must submit a [course override request form](#) to be able to register for research credits (592 or 792). The student will list their faculty mentor as the instructor on the request form. The faculty mentor will be responsible for entering the grade at the end of the semester. The override request form is required every semester for a variety of classes, such as Research, Thesis, Dissertation, etc.

## Program Requirements

In addition to the overall credit requirements for the Masters and Doctoral degrees, the Social Psychology program includes minimum required coursework in five areas (entering classes of 2019 and 2020):

### 1. Social Psychology

Students are required to take:

- PSY 550: Advanced Social Psychology – Interpersonal (may NOT be waived)
- PSY 551: Advanced Social Psychology – Intrapersonal (may NOT be waived)
- Two (2) additional social psychology electives among the seminars offered by Social Psychology faculty

### 2. Quantitative/Methods and Professional Development

Students are required to take:

- PSY 502: Professional Issues (may NOT be waived)
- PSY 530: Intermediate Statistics (ANOVA)
- PSY 531: Multiple Correlation and Regression
- PSY 600: Research Methods
- Two (2) additional quantitative or methods electives

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

#### 4. Psychological Breadth

Students will take at least two (2) courses in the developmental, biological, cognitive, or clinical bases of human behavior that will enable the student to bring a broader perspective to creative scholarship. These courses should represent at least two sub-disciplines of psychology other than social and quantitative psychology, and are typically offered by Psychology Department faculty. With the approval of the primary advisor, students may petition the social area faculty to fulfill one of these two courses with a class from another department at ASU, if that class is consistent with the goals of this requirement while being appropriate for the student's research interests. The petition will include the requested course's syllabus, as well as a brief explanation of how the course will expand the student's breadth of perspective beyond that offered by social program faculty, and should be submitted by email to the current area head/program director.

#### 5. Research Activities

Students are required to develop competence in one or more substantive areas of research and theory, in which the student attempts to make a unique scholarly contribution. This is typically achieved by (1) involvement in the ongoing research program of one or more mentors, for which the student receives academic credit through the Supervised Research courses, such as PSY 590, 592, and 792; (2) completion of coursework reflecting research toward the Master's Thesis (PSY 599; 6 units) and Dissertation (PSY 799; 12 units); and (3) passing the comprehensive examination requirement.

The required coursework stated above should be regarded as appropriate for the typical student in the social psychology program. Individual needs and goals may vary, and exceptions and substitutions may be proposed to the program faculty. Only under unusual circumstances will petitions be approved that attempt to make substitutions for specific required courses listed above.

Students entering with a Master's degree in Psychology or a comparable behavioral science from another institution may, with their primary mentor's approval, petition the area faculty to "count" specific courses from the Master's program toward one or more of the requirements above (with the exception of PSY 502, 550, and 551). Such petitions should include (a) an electronic copy of the syllabus for the proposed replacement course(s); (b) a brief, written petition in a separate word document, explaining how the replacement course fulfills the goals of the requirement in question, and (c) a statement that the primary mentor has approved the proposal. Units of credit for these courses are included in the blanket 30-unit credit waiver for students entering with an approved Master's degree, and *do not* count toward the remaining 54 credits needed for the doctoral degree.

## Annual Progress Evaluations

This section relates to the [Satisfactory Academic Progress Policy](#) section of this handbook.

Program faculty monitor student progress toward training goals via evaluation at the end of each academic year. The student's annual evaluation includes: assessment of whether the student is "on track" with respect to program timeline and progress toward individual career goals; specific feedback about what the student is expected to do to stay on track; and general feedback on performance in research, coursework, teaching/mentoring, and service. Students who are not making satisfactory progress after receiving corrective feedback will be put on probation. After a year of probationary status, progress will be considered unsatisfactory if expectations continue to be unmet.

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 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 to progress in a timely fashion through an approved program of study (including milestones and coursework) designed to meet their individualized training goals. The annual evaluation process and potential criteria for probation or dismissal are those for the department as a whole, stated above.

## Time Expectations for Milestones

The typical student's program of study will take five or six years for completion. The Social Psychology area specifies the following time frames as the \*outside limits\* for accomplishing program milestones in a timely fashion. We distinguish three progressions:

1. One for students who enter the program with a Bachelor's degree only, and  
One for students who enter the program with a Master's degree in Psychology or other discipline providing comparable behavioral science training (acceptance of a prior Master's degree is at the discretion of the social psychology program faculty).
2. Each group of students has a distinct progression for satisfactory progress.

### *Students Who Enter with a Bachelor's Degree*

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.

### *Students Who Enter with a Master's Degree*

To be considered as making satisfactory progress, students who enter the Social Psychology 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.

It is recognized that a variety of circumstances, including illness, family emergencies, and extreme disruptions in data collection, may result in unanticipated delays in meeting milestone requirements. Under these circumstances, the program allows adjustment of these timing deadlines by a petition for extension. Such petitions must be recommended by the student's primary academic advisor, and approved by the social program faculty, \*in advance\* of projected milestone delays. 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 (including parental leave), the clock will be stopped for the leave's duration.

## Comprehensive Exams Policies for the Social Area

This area relates to the [Doctoral Comprehensive Exams](#) section of this handbook.

Between defense of the Master's thesis and proposal of the dissertation, Social students concentrate their efforts on the development of a major area paper. A four-person supervisory committee (as described on pp 2-3 of this handbook) oversees the project. Although the membership of this committee is often identical with that of the student's Doctoral Committee, changes can and often do occur depending on the similarity of the topic areas that are addressed.

The comprehensive examination process is intended to serve important training and career development goals in the Social Psychology program. Success in Social Psychology requires not only the ability to design, carry out, and publish strong empirical research, but also the ability to think deeply, with an integrative approach, about existing research in a way that moves theory forward. The comprehensive exam provides training in this important aspect of our discipline. In most cases, it will also lay the conceptual groundwork for the dissertation proposal. In preparing the written comprehensive exam, students are expected to:

- Develop full mastery of the theoretical and empirical literature relevant to their core area of research interest;
- Offer a novel theoretical statement or proposal that integrates the existing research; and on this basis,
- Generate ideas for a novel program of future research with potential for high impact.

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

Currently, three options for the comprehensive examination exist.

### *Option One*

Option one is to prepare a major literature review that thoroughly and innovatively integrates the research on a substantive topic in social psychology. Such papers are expected to offer a novel theoretical proposal, analyze the existing literature in light of that proposal, and lead to a program of new research emerging from the proposal. The comprehensive examination document is expected to be at or close to the caliber appropriate for submission to journals such as *Personality and Social Psychology Review*, *Perspectives in Psychological Science*, *Behavioral and Brain Sciences*, *Psychological Bulletin*, *Psychological Review*, or similar journals. Prior, first-authored publications meeting these criteria and published in a journal of this caliber may, with the approval of the Supervisory Committee and completion of an appropriate defense meeting, be allowed to fulfill the comprehensive exam requirement.

### *Option Two*

Option two is to prepare a quantitative review of research literature, or meta-analysis, designed to lend clarity to the literature in the student's core area of substantive interest, and provide a theoretical advance comparable to that described in option (1). This paper should follow the model of meta-analyses published in *Psychological Review* or *Psychological Bulletin*.

### *Option Three*

Option three 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 appropriate for submission to a national review committee when submitted.

### *Procedural Issues*

- Within 12 months following successful defense of the Master's thesis, students will hold a prospectus meeting with the comprehensive committee. One week prior to this meeting, students will present committee members with a prospectus document: this should include an executive summary of the topic; a tentative outline; and a tentative reference list. During the meeting, the committee will make recommendations to the student regarding any changes in content, focus, breadth, etc. The function of this meeting is not to create more work for the student in the form of an additional meeting, but to focus the student's subsequent efforts appropriately and efficiently.
- In the event that a student has not yet completed a comprehensive outline or prospectus by this time, he or she will write a memo describing the progress that has been made and explaining why the prospectus has not yet been completed. The student and the Committee will then meet, before the end of the 12-month window, to discuss the current state of the project and the expected timeline for progress.
- Within 18 months following the outline/prospectus meeting, students will complete the comprehensive paper and schedule a defense meeting.
- In unusual circumstances, students (with the advisor's approval) may petition the Social Psychology program faculty for release from these procedural/timeline requirements and may suggest an alternative timetable.

A background of a network graph with grey nodes and lines connecting them, forming a complex web of triangles and polygons.

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