

# **GUIDELINES**

**FOR**

**DEPARTMENT OF PSYCHOLOGY**

**GRADUATE STUDENTS**

**Fall 2008**

**First Produced: August 1990**  
**Updated periodically thereafter**

## **PREFACE**

The goal of *GUIDELINES* is to provide both new and continuing graduate students with a relatively brief, yet comprehensive description of departmental policies regarding graduate degree programs in Psychology. Two points are important to note: (1) the department does not have specific policies for all aspects of the program, and (2) the Graduate School has a number of specific policies that pertain to ALL graduate programs, but these policies are not uniformly described in *GUIDELINES*. In relation to the latter point, the Graduate School Bulletin should be considered as a companion reference to *GUIDELINES*. It is possible that there are unintentional errors or omissions of important information. Please call them to my attention and I will make the necessary corrections. It is also the case that programmatic decisions and policies of the Psychology faculty may change the information contained herein. When that happens, corrections or changes will be made as necessary.

Finally, it should be noted that *GUIDELINES* was originally developed by Hoben Thomas in 1983. Revisions were made by Keith Crnic annually during his tenure as Director of Graduate Studies (1990-1997), followed by Pamela Cole (1997-2000), David Day (2001-2005), and Cathleen Moore (2006-2007). This revision is based on previous editions, and much credit is due Hoben, Keith, Pamela, Dave, and Cathleen for their time and efforts.

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Fall 2008

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## INTRODUCTION

The graduate program in the Department of Psychology offers five (5) broadly defined areas of study: (a) Clinical (including Adult Clinical and Child Clinical), (b) Cognitive, (c) Developmental, (d) Industrial/Organizational, and (e) Social. Students are admitted for graduate study in one of these five areas, and almost always remain in that area throughout their graduate career.

In general, there are few specific Departmental requirements for the doctoral degree in Psychology that apply across the five major areas of study. This is largely because the faculty has elected to maintain a flexible and individually tailored graduate program. The degree of flexibility, however, varies across areas, as some programs (such as adult-clinical and child-clinical) are highly structured by necessity to ensure accreditation by the American Psychological Association.

Given the generally flexible approach to individual graduate programs of study, there are sometimes issues or problems which arise for which there is no established departmental policy. When such occurs, it is often best left to be solved on an individual basis. If, however, it becomes clear that the issue is of more general concern, then the faculty will typically move to establish policy to address the concern.

The individual and flexible nature of the graduate program makes it critical that each student has an advisor from among the faculty in their major area as soon as possible. To this end, each student is assigned an advisor upon entry into the program. In most cases, this is the faculty member whose research and general interests are closest to that student's interests. This need not be a long term relationship if it becomes clear that the initial choice was not a good match or as interests diverge over a graduate career. Changes in advisors happen and are fine. You must keep the Graduate Staff Assistant (room 109 Moore) informed of any changes in your advisor however. Also, although changes occur, it is essential that at all times graduate students have an identified academic advisor throughout their graduate careers and maintain frequent contact with that faculty member. Issues related to individual graduate programs can then be discussed with this advisor and most often solved at that point. In every case, a strong advisor-student relationship will be an asset to timely and successful progress through the graduate program, as well as helpful in planning for the next stage of your career.

## GRADUATE TIMELINE

Although the graduate program is best characterized by its flexibility, there is a general process to be followed and an expectation for timely progress. In most cases, graduate study toward the Ph.D. degree can be completed in four to five years as a full-time student. There is rarely the need for more than five full-time years, unless especially complex research for the dissertation requires additional time.

The general process and timeline for graduate study are briefly outlined below, and may be referred to as a quick reference throughout your graduate studies. These give a sense of how the program unfolds and provide information about what criteria will be used for assessing whether a student is making acceptable progress through the program.

### *Components of the Program*

- Course work
  - Major Area (18 credits)
  - Breadth (depends on option)
  - Statistics (507 and 508 or equivalent)

- Masters Thesis
  - Proposal meeting with committee
  - Masters thesis defense with committee
- Advancement to candidacy
- Research with a second faculty member
- Comprehensive exams
- Dissertation
  - Proposal meeting with committee
  - Dissertation defense with committee

### ***Recommended Time Frame***

#### Year 1

- Identify and develop relationship with faculty advisor.
- Coursework
  - Begin major area course work (2 in Fall and 2 in Spring typically)
  - Complete stats sequence (PSY 507 and 508 typically)
  - Satisfy English language requirement through graduate student orientation course (501)
- Begin conducting research. This is typically with your faculty advisor. (PSY 596 credits in Fall, perhaps 600 credits in Spring if beginning Masters research in first year).
- Master's Thesis
  - Lay out plans for Masters research
  - Identify and set up Masters committee.

#### Year 2

- Master's Thesis
  - Propose thesis (Fall).
  - Complete thesis research (Spring).
  - Defend thesis (Spring or Summer).
- Continue course work (3 courses in Fall and 3 courses in Spring typically, depending on specific requirements of the area).

#### Year 3

- Make plans for meeting requirement to conduct research with at least two faculty members \*
  - Identify second research advisor
- Complete remaining course work.
- Advance to candidacy.
- Comprehensive Exam
  - Prepare plan for exam with advisor and committee.
  - Take exams (End of spring or summer).

\*For adult clinical students, this is typically the minor project and needs to be completed before doing comps. So, it should be done sometime during the third year. For SCAN students this is typically the SCAN rotation.

#### Years 4 - 5

- Dissertation
  - Propose dissertation before committee
  - Conduct dissertation research.
  - Defend dissertation before committee

More complete information about each of the above requirements can be found on the pages which follow. Although most faculty members have a strong working knowledge of these graduate program requirements, **it is expected that each student will be responsible for the Departmental requirements presented in the *GUIDELINES*** and the Graduate School requirements as presented in the *Graduate Degree Programs Bulletin* ([http://www.psu.edu/bulletins/whitebook/\\$gradreqs.htm](http://www.psu.edu/bulletins/whitebook/$gradreqs.htm)). It is a good idea to rely on yourself and not just your advisor with regard to program requirements!

### **Good Standing and Acceptable Progress Toward Degree**

Department funding is awarded only to those students who are considered to be in good standing in the Department and who are making acceptable progress toward the degree. The above time frame is the base set of criteria on which assessment of acceptable progress toward the degree is made. Individual situations may involve deviation from that general time frame. However, when deviations occur, an explicit statement as to why the deviation occurred and a specific plan for getting back on track that is approved by the student's advisor must be documented in the student's file with the Graduate Staff Assistant, in room 109 Moore.

There are several "drop deadlines" for which a failure to meet automatically places students in poor standing and results in the loss of priority for funding. These are the following:

- Failure to successfully propose Master's thesis by the end of Spring semester of the second year.
- Failure to defend a thesis and file for the Masters degree with the graduate school by the end of Spring semester of the third year.
- Failure to complete comprehensive exams by the end of the Fall semester of the fourth year.
- Failure to successfully propose a dissertation by the end of the Fall semester of the fifth year.

These should not be thought of as due dates. Instead, they are extreme dates that are to be avoided.

Finally, any of the following situations also places students in poor standing and results in the loss of priority for funding:

- Failure to identify a faculty advisor by the end of Spring semester of the first year.
- Receiving a failing grade in any course that is part of program
- Receiving grades lower than B+ in multiple courses.

Being in poor standing or failing to make acceptable progress toward a degree places a student at risk for termination from the program.

## **COURSEWORK REQUIREMENTS**

### **General Requirements**

The only specific curriculum-focused departmental requirements which apply to all graduate students are the following:

1. English language requirement

2. Statistics requirement
3. Major area coursework (18 credits; see area guidelines for specific requirements within area)
4. Area breadth requirement
5. Research requirement

Each of these requirements is discussed in detail in sections which follow.

### **Major Area**

The major areas within the Department all have a wide range of course offerings which can satisfy the requirements of the "major." Given the flexible nature of the graduate program, the specification of relevant "major" courses is a matter generally left to the student and the student's advisor. This is another reason that students are encouraged to maintain frequent contact with this faculty member. When course issues for the "major area" arise later in the student's graduate career, the Doctoral Committee may also be part of course requirement determination. The only real Departmental requirement is that **18 credits** must be earned in the student's major area.

*Clinical Psychology.* It should be noted that students in the Clinical Psychology Program (both adult and child) have many specified required courses, and generally less flexibility than students in other areas. This is due to APA requirements for accreditation as a program in Clinical Psychology. Clinical students have a number of course options that satisfy specific area requirements, and therefore, consultation with one's advisor remains critical. Specific requirements for clinical students are available in a separate document available from the Director of Clinical Training. Irrespective of the more structured program for Clinical, the Departmental requirement of **18 credits** applies to this area as well.

### **Statistics Requirement**

The department has the general requirement that each graduate student, within their first two years (usually in the first year), must have completed a two semester statistics sequence. The Department of Psychology offers a statistics course sequence that is intended for first year graduate students, which fulfills the statistics requirement. In general, all entering students will likely be enrolled in these courses.

*Alternatives to the Departmental Statistics Sequence.* Although it is expected that all new graduate students will take the department's statistics courses, it may not be appropriate for all students (depending upon their background, previous graduate work, or consultation with their advisor about other appropriate work to address the requirement). Other courses may be taken that also meet this requirement, or serve to meet the second semester requirement, including Psychology 415 or 515; Educational Psychology 506, 507, or 575; Statistics 460, 462, 464, and any 500-level Statistics department courses from among the numbers 501-512, inclusive. Students cannot meet this requirement by taking both Psychology 415 and Educational Psychology 506. Other course options can meet this requirement as well with prior approval of the Director of Graduate Training (e.g. courses from the College of Human Development). It should be noted, however, that such courses can be very difficult to schedule, and are sometime closed to graduate students that are outside the department or College in which it is offered.

### **Specializations**

As noted above, there are some cases in which there are specialty areas either within or across departmental areas.

One of these is Specialization in Cognitive and Affective Neuroscience (SCAN). The goal of SCAN is to prepare students for neuroscience-related careers. As part of the program, students will be required to complete several courses and participate in neuroscience-related research. More information about SCAN and other specific foci associated with different programs can be found at the department website (<http://psych.la.psu.edu/grad/index.html>).

### **Breadth Requirement**

Beyond the major area requirement, the Department also maintains a "breadth" requirement in relation to graduate coursework. The educational goal of the breadth requirement is to assure achievement of breadth of knowledge of psychology outside the area of major specialization. This requirement not only ensures that students are broadly educated, but also allows the Department to meet the requirements for compliance with the National Registrar of Health Service Providers in Psychology.

Note that completing one of the specializations described above typically meets the departmental breadth requirement.

Graduate Requirement: **minimum of 12 credits outside the major area**. No more than 6 of these credits can be independent study. The breadth requirement is designed to be flexible in meeting the career goals of students. The following are three options for fulfilling the breadth requirement.

**Option A (clinical students)** – Students who will be seeking licensure as a psychologist will, in most states, be required to demonstrate breadth through graduate courses in four bases of behavior (biological, affective/cognitive, social, and human development) as recommended by the APA. Listed below are courses that meet these requirements. Clinical students must take these particular courses. As these courses are specifically designed for the clinical area, students in other areas are encouraged to pursue options B or C for fulfillment of the breadth requirement.

- Biological Bases of Behavior: PSY 511.001
- Cognitive-Affective Bases of Behavior: PSY 521
- Social Bases of Behavior: PSY 517
- Human Development: PSY 549\*

\* A developmental minor can be substituted for PSY 549. This is applicable most often to child-clinical students.

**Option B (minor specialization)** – Students who are interested in developing a specialization in an area outside the major, but related to their career plans, may take courses that are organized around a particular expertise outside of the major (this is similar to the former minor requirement and allows for course work plus a research project). A total of 12 credits is needed, usually 6 credits of coursework plus 6 credits of independent study with a minor adviser. A project of some type (empirical study, theoretical development paper, literature review) must be completed and defended as part of the comprehensive oral exam.

**Option C (non-clinical students)** – Students must take a minimum of 12 credits outside the major area that includes one course in each of the Department's program areas (clinical, cognitive, developmental, I/O, and social). For an I/O student for example, a social course would count as a breadth requirement under this new option as long as the student also completed a

course (with at least a B) in cognitive, clinical, and developmental. For a social student, an I/O course would count towards the breadth requirement as long as he or she also completed a course in clinical, cognitive, and developmental. Under this option, a clinical course would count towards breadth for a developmental student.

Keep in mind two important things about Option C:

- It is **NOT** an option if you plan to be licensed (due to APA requirements); and
- Program areas can still set limitations on which breadth option their graduate students must take.

Students should be aware that the following rules apply to breadth courses:

- 1) A grade of B or better must be obtained in those courses selected by the student to fulfill the requirement.
- 2) All of the required courses must have been completed (or be in process) by the time that the comprehensive examination is taken.
- 3) Graduate students transferring from other universities can receive credit for fulfilling the requirements by having taken appropriate courses (**for graduate credit**) at other universities. Your academic advisor, along with area faculty, should be consulted in order to determine the merits of courses taken elsewhere and whether such transferred courses are appropriate for receiving credit.

### **English Language Requirement**

There is no departmentally required foreign language requirement; however, there is an English language requirement. The format for demonstrating competence currently involves the following:

During the first semester of the first year in the graduate program, each student's writing and speaking skills will be evaluated. This is currently accomplished within the context of the Graduate Program Introductory Course (Psychology 501) led by a senior faculty person. The oral as well as written portions of the requirements are graded as either pass or fail by the instructor and another faculty member (if deemed necessary). If the paper or oral presentation are judged as unacceptable, the student will be asked to rewrite and/or re-present it and/or take other recommended remedial actions (e.g., enroll in a technical writing course).

### **Specific Requirements for Individual Major Areas**

#### **Clinical Area Graduate Requirements**

Please note that this list is not comprehensive and is meant as an addendum to the Clinical Manual of Policies and Procedures, which includes the graduate requirements specific to the Ph.D. in clinical psychology.

**Breadth Courses** (all Clinical students) – The required breadth courses need to be at the 500 level. In individual cases, petitions for substituting courses at the 400 level can be considered by the Clinical Training Committee, but such a substitution would need to include plans for insuring that such a course provides a true graduate level experience in the course as well as broad and general training in a particular area.

In the case of a 500 level breadth course taken outside of the department or outside of the recommended courses, the selected course needs also to be approved by the graduate advisor and the Clinical Training Committee.

Minor/Depth Requirement (all Clinical students) – For *Adult Clinical students*, a minor project is required. The topic of the empirical study which makes up the minor project is determined by the student in conjunction with the faculty supervisor of the project. For *Child Clinical students*, a minor in Developmental Psychology is required. This requirement is met by completing three 3 substantive developmental courses (from courses offered in Psychology and HDFS and, on some occasions, other departments that offer a course with a clear developmental foundation). Child clinical students may take the formal HDFS minor (15 credits) to satisfy the course requirement. Developmental minor courses **do not** count as **both** breadth and developmental. For students entering the child track in the Fall 2005, there is no longer an additional developmental research project requirement (beyond other required research projects). Instead, conducting at least one developmentally framed study during graduate training is required.

The only constraint is that one of the student's research projects (master's, minor project (adult students), dissertation or other) need to be supervised by a different faculty member.

The minor project can be supervised by a faculty member outside of the department.

The completed minor project will be submitted to the student's comprehensive committee for its review and approval at the time of the comprehensive examination.

Analogous to the master's thesis, the faculty aspire to provide the student with opportunities throughout the minor project to contribute at least equally, and in most cases predominantly, to the generation of the research question.

### **Cognitive Area Graduate Requirements**

The goals of the major requirements are to:

- (a) attain sufficient background in your chosen sub-area to be able to propose and conduct independent research
- (b) attain sufficient background in the broader field of cognitive psychology to be able to discuss and collaborate with people outside of your immediate sub-area of research.

Specific requirements for cognitive students in fulfilling the 18 credits in their major area are the following:

- (1) One course (3 credits) must be the area proseminar (PSY 524).
- (2) No more than one course (3 credits) may be filled at the 400 level.
- (3) No more than 3 credits may be filled through independent study.

The goal of the breadth requirement is to be prepared as a generalist in psychology so that you can communicate with and possibly collaborate with psychologists in different major areas of the field. 400-level courses cannot be applied to the 12 credits of breadth requirement, unless the student has successfully petitioned for such to the cognitive area faculty.

Students should be communicating regularly with their advisor while working out their plans for how they will meet the requirements. The cognitive faculty as a whole must approve this plan no later than the end of the first semester for the student's second year.

Finally, additional requirements for cognitive students are the following:

- (1) Students are expected to attend the weekly cognitive area brown bag, and to occasionally present their research in that setting.
- (2) At the end of each academic year, students are to file with their advisor and the departmental graduate assistant (room 350) a current vita, a statement of progress through the past year, and a statement of plans for the subsequent year.

### **Developmental Area Graduate Requirements**

In addition to meeting departmental and research requirement credits, each developmental student should include at least the following:

- (a) Fundamentals of Social Development (PSY 547)
- (b) Fundamentals of Cognitive Development (TBN)
- (c) One 3-credit Child Development Seminar (PSY 529) offered by a member of the developmental area faculty or another 3-credit developmental topics or theory course approved by the area faculty (e.g., PSY 549).
- (d) One additional 500-level course pertaining to developmental research methods or statistics approved by the area faculty (e.g., PSY 528)
- (e) Continuous (Fall, Spring) registration and participation in the one-credit Developmental Proseminar for all students in residence.

Finally, regular attendance at developmental talks, workshops, and related events is expected.

### **I/O Area Goals and Requirements**

Overall Philosophy. The Industrial-Organizational (I/O) graduate program at Penn State University is grounded in the scientist-practitioner model. As stated in the 1996 Ph.D. Guidelines proposed by the Society for Industrial and Organizational Psychology, Inc. (SIOP). "Taking the scientist-practitioner model seriously means that doctoral education needs to focus on both the theory and application associated with all content areas... This dual emphasis on theory and practice is needed regardless of a student's intended career path." The Penn State I/O program also strives for a balance in exposure to personnel (I) and organizational (O) aspects of the discipline. Our goal is to develop students such that they can be effective in all settings: academic, research, industry, and consulting.

Core I/O Psychology courses. All graduate students are required to take four of the five courses listed below. However, all five courses are recommended as foundational preparation for the comprehensive exam.

- PSY 522A: Personnel Testing and Selection
- PSY 522B: Performance Evaluation and Appraisal
- PSY 523A: Micro Organizational Behavior
- PSY 523B: Macro Organizational Behavior
- PSY 538: Training and Development in Organizations

Special Topics Seminars. All graduate students are required to take at least two special-topics seminars offered by members of the I/O area faculty. These courses are often numbered PSY 597, but other course numbers may also be used. Examples of courses that have been offered in the past include: Emotions, Decision Making, International I/O, Creativity and Innovation, Leadership, and Individual Differences Assessment.

Quantitative Methods. All graduate students are required to take the following courses, usually in their first year in the program. Additional methodological and statistical courses are optional; many are offered through the HDFS program.

PSY 507: Data Analysis I

PSY 508: Data Analysis II

I/O Practicum. All graduate students are required to be enrolled in the I/O Practicum course (PSY 534) for six consecutive semesters beginning with the first year in the program. First-year students are enrolled in the practicum, but have a substantially reduced involvement in and responsibility for practicum projects.

Additional Psychology Courses. All graduate students are required to take at least two 500-level courses in Psychology that are outside of the area of I/O psychology. Occasionally, there may be courses that are offered by I/O faculty but that are not necessarily parts of I/O *per se*. You should check with your academic advisor to determine what courses might count as a special topics seminar versus courses outside of I/O. Note that I/O graduate students must also meet the Department of Psychology's breadth requirement. See the Guidelines for Graduate Students for details on the two options that satisfy the Department's breadth requirements for I/O. Note that the I-O program strongly encourages you to take 500-level courses to satisfy any of the Department's breadth requirement options, but some 400-level courses may be used if approved by your advisor. Note that courses taken to satisfy the I-O Additional Psychology Courses requirement often can also be used to satisfy the Department breadth requirement, depending on the option you choose and the specific courses that you take. See your advisor about this.

Graduate Coursework at Other Institutions. Many students come to Penn State with a Master's degree or with some graduate course work at other institutions. Others might have an occasion to take graduate courses at other institutions while enrolled at PSU. Courses taken elsewhere can satisfy many of the requirements laid out above. Requests to use courses taken elsewhere to satisfy particular requirements are evaluated on a case-by-case basis by the I/O area faculty.

Annual Progress Reviews and Program Plans. Students are **required** to submit an annual review of their degree progress and accomplishments for the preceding year. This must be filed by May 15 each year.

Students are **required** to schedule a meeting with their advisor to discuss the annual progress review. It is recommended that this meeting take place soon after the progress review is filed.

No later than June of the second year in the graduate program, students are **required** to submit a plan for their graduate education to their academic advisor. This plan will include a proposed time line for the completion of all doctoral degree requirements (major course requirements, breadth and minor requirements, Master's thesis, comprehensive exam, doctoral thesis). This plan must be approved and signed by the advisor, and forwarded to the area coordinator.

### Social Area Goals and Requirements

Major Requirement, (18 credits in the major area)\_Graduate students in Social Psychology are required to complete three core courses in order to assure a base and breadth of training. Students must also select three additional courses in Social Psychology; these should be chosen in consultation with a student's advisor and should reflect specialized interests and career plans. The courses are described in more detail below.

#### Core Courses

Historical and Current Issues in Social Psychology  
 The Art and Science of Social Psychology (PSY 597)  
 Designing Research in Social Psychology (PSY 583)

Historical and Current Issues provides historical background and an overview of topics in social psychology at the graduate level and introduces students to important contemporary topics and controversies within social psychology. The Art and Science of Social Psychology fosters students' development of needed professional skill sets and provides a platform for the development and initiation of independent research and research collaboration with other students. The Designing Research in Social Psychology course, in combination with the department requirement for statistics, provides students with an overview of methodologies and issues to consider in developing and conducting research, along with specific methodological skills.

Additional Courses. Students also need to develop a breadth of knowledge about several topic areas in social psychology. Students should take three additional advanced level courses in social psychology. The courses selected should reflect the special needs and interest of each graduate student. Reflection upon one's interest and consultation with one's advisor should guide selection of these additional courses.

Any graduate (500 level) course taught by a social psychologist in our department can serve this requirement. Courses taught by social psychologists in other departments do not satisfy this requirement, but such courses can be used for breadth requirements. Independent study courses will not count toward the major requirement without special (written) permission from one's advisor.

Breadth Requirement (12 credits in areas outside the major area). The goal of the breadth requirement is to supplement students' training in the social psychological area(s) of particular interest to them. These courses should be helpful and meaningful to your plan of study. In most cases, students should think of this course work as similar to forming a minor. Course work for the breadth requirement can come from a single other area of psychology (e.g., Industrial-Organizational Psychology) or a single other department (e.g., Sociology), can involve courses with a topical focus that cuts across areas and departments (e.g., courses about emotion in Clinical Psychology, Psychophysiology, and Human Development and Family Studies), or be a formal minor offered through another department (e.g., graduate minor or dual-title degree in Women's Studies). Breadth courses are not required to constitute a minor; these courses should not be a haphazard selection, but one that is thoughtfully chosen in light of the student's professional plans.

In all cases, the student should develop a plan early in their graduate training (end of the first year) as to the type of courses they wish to take for the breadth requirement. The plan should note whether they are taking an approach akin to a minor. If the plan is to take a variety of courses, the plan needs to indicate the logic behind the variety of courses they are selecting. This

planning should be done in consultation with one's advisor. The plan must be submitted in written form with the student's end-of-year report to the psychology advising office. The plan can be revised over the course of one's graduate training, but the justification for any changes should be made explicit.

Any 500 level course may count for this requirement. 400 level courses will only count with justification and special (written) permission by one's advisor. Up to 6 independent study credits may count toward this requirement. A brief written description of the nature of the independent study work must be provided to the student's advisor. When the independent study credits involve research projects, a final paper summarizing the research should be completed.

Statistics Requirement (6 credits within the first 2 years). At a minimum, required statistics courses should give in-depth knowledge of analysis of variance and regression. We recommend that students take additional courses on multivariate statistics. This includes courses on factor analysis, structural equation modeling, and hierarchical linear modeling. Specific course selection should be discussed with the student's advisor.

Weekly Colloquium. Students are required to attend the weekly social psychology area colloquium. The colloquium allows students to practice giving presentations on their own research and learn about and discuss other peoples' current research (both in the area and the department and from guest speakers).

Documentation. At the end of each academic year students must submit a narrative statement of their accomplishments, goals, and plans for their graduate education in the immediate future. They will also need to complete a checklist indicating how they are achieving their goals through meeting department and area requirements. The statement and the checklist must be signed by the student's advisor and submitted to the Graduate Staff Assistant in room 109. For any exceptions to any of the requirements noted above, written authorization should be provided to the Graduate Assistant (room 109), as should written descriptions of independent study and research papers completed for research done under independent study credit hours for the breadth requirement.

### **Specialization in Cognitive and Affective Neuroscience (SCAN) Goals and Requirements**

The goal of the specialization in Cognitive and Affective Neuroscience (SCAN) is to prepare students for neuroscience-related careers. Towards that end, students will be required to complete several courses and participate in neuroscience-related research, as described below. Meeting the SCAN requirements automatically meets the Dept's breadth/minor requirement, If the two semesters of SCAN-related research are conducted with someone other than the student's primary advisor, then the Department-level requirement to work with at least two faculty members is also met.

Course Requirements. The student should complete, by the end of the second year, the following courses:

- Foundations of Cognitive and Affective Neuroscience (Psychology 511, 3 credits)
- Methods of Cognitive and Affective Neuroscience (aka SCAN Methods; Psychology 5xx, 3 credits)

Students will also be required to participate in at least two additional topical seminars

- Seminar in Contemporary Psychology (PSY 511, 1-9 per semester, maximum of 12)
- Seminar in Cognitive Psychology (PSY 525, 3 per semester, maximum of 12)

in Child Development (PSY 529, HDFS, 1-6 credits) Seminar in Social Psychology (PSY 571, 3-9 credits)

Research and comprehensive exam requirements. The student must complete two semesters of SCAN-related research, preferably spending at least one semester with someone other than the primary advisor. A member of the SCAN psychology faculty should be on the student's comprehensive committee and on the student's dissertation committee.

Other activities. All students in SCAN are also expected to participate in program seminars (e.g., "brainy bunch").

Application process. Students who wish to participate in SCAN should file an application (available from the Psychology Graduate Office or as a downloadable pdf at the department website). The application should be approved by the student's advisor and the SCAN coordinator.

### **RESEARCH REQUIREMENTS**

The Ph.D. is a research degree, and thus research training and experience are central to the educational mission of the graduate program in Psychology. All students are expected to be engaged in research over the course of their graduate careers, regardless of the major area of study.

In order to prevent narrowness of research training, graduate students are required to do research with more than one member of the faculty for at least two semesters, preferably consecutive, and in two separate areas of psychology. What constitutes "separate" areas? In this case, separate areas need not require distinctions along departmental program area lines (Clinical, Cognitive, Developmental, I/O, and Social), but the intent of the requirement is that the specific areas chosen be distinctly different in content. Students may choose to work with two different faculty within the same program area (e.g. Social), whose research interests are sufficiently divergent that the student is exposed to differing research content and methods. If questions arise as to the appropriateness of the selected areas, these should be addressed with the student's advisor and the Director of Graduate Training.

Students are not restricted in any way to working only with faculty from the Psychology Department to satisfy the research requirement. Students with interests in areas outside the boundaries of Psychology Department faculty interests are encouraged to pursue their research interests with appropriate faculty from other departments and colleges. This is frequently done by Psychology graduate students, and many excellent research opportunities exist with faculty from other departments. Also, with the approval of the student's doctoral committee, research completed for a minor outside the department may be used to satisfy part of this research requirement.

There are many options for how this research requirement can be met. For example, experience as a research assistant can be substituted for research credit, and credits earned while working on the master's and doctoral thesis count towards this requirement as well. This research requirement can be met at any time during the student's graduate career, but must be met before the Ph.D. degree is granted.

## **Protection of Human Subjects Requirements**

All research conducted at Penn State that involves the use of human subjects must be reviewed and approved by the University's Human Subjects Review Committee. Any graduate student conducting research with human subjects must submit an application for human subject's approval. Forms and information on University human subjects policy are available on the Web at: <http://www.research.psu.edu/orp/index.asp>. All research conducted by graduate students requires a faculty sponsor, and completed forms must be reviewed and signed by the faculty sponsor. The Head of Psychology must also sign completed applications before being sent to the Office for Regulatory Compliance. Please fill in the Department Head's name, address, and phone number on the sheets so that only a signature is required. Submit the completed form to staff member Elaine Prestia ([erp3@psu.edu](mailto:erp3@psu.edu)) to obtain the Head's signature. Note that for theses and dissertations, the approval memo from the Human Subjects Review Committee must be included as an appendix in the final draft submitted to the Graduate School.

In addition, Penn State's Office of Research Protections (ORP) requires successful completion of a web-based basic training program for the use of human participants involved in any University research project. This electronic basic training course has been mandated by Federal regulations and is required before approval can be granted for the use of human participants in any University research project (see <http://www.research.psu.edu/orp/education/modules/irb/index.asp>). In the web pages provided at the IRB site (see the URL in the preceding paragraph), there is information about topics such as laws and regulations, guidelines, responsibilities, and resources on which the training evaluation is based.

Finally, in addition to approval from the Human Subjects Review Committee, all research that uses the Psychology Department Human Subject Pool, must register with the department. Registration involves filing the names of those people who will be in contact with the subjects (e.g., primary investigators and research assistants) a means of contacting the experimenter(s), and copies of the informed consent, debriefing, and the description of the experiment that will be used for recruiting subjects from the pool. Forms for registering with the department can be obtained in room 111 Moore. Credit for participation in research cannot be issued to subjects unless the research has been registered with the department and an official "Experiment Number" has been assigned. See information at the following webpage: <http://psych.la.psu.edu/department/subjectpoolinfo.html>.

## **Master's Degree**

Although the department does not, in general, admit students for the purpose of earning only the Master's degree, the department does require that each graduate student complete a Master's degree or its equivalent to be admitted to Candidacy. The "equivalent" option again reflects the department's commitment to flexibility in each student's program. There is not, however, a specifically defined set of criteria that establishes what an "equivalent" must be. As a rule, an empirically-based published journal article (in a reputable journal in the field) on which the student is first author is often taken as an adequate equivalent.

Although a Master's degree is not required if an equivalent project is accepted by the Director of Graduate Training in concert with the student's major advisor, the vast majority of students who enter the program without having previously earned a Master's degree do complete one as part of their program. Given that each student must do a research project regardless, it simply makes good sense that a Master's degree be obtained in the process.

**Guidelines for Meeting the Master's Degree (or research equivalent) Requirements**

1. Each student is required to select three (3) faculty members from the Department of Psychology for a Master's degree committee that will be responsible for overseeing and evaluating the quality of this research project. The three faculty members chosen for this committee must include **two from the student's major area and one from an area outside the major but within the department**. There is NO exception to the rule that three members of the committee must all be from the Psychology department faculty. The committee must be chaired by a faculty member holding a tenured or tenure-track appointment in the Department of Psychology. Faculty members not holding such an appointment may serve as co-chair. Additional members may be included from other areas or departments, but these would be in addition to the required three departmental members.
2. In consultation with the chair and the other committee members, each student must develop a specific research proposal that is distributed to all committee members (a minimum of two weeks in advance of the proposal meeting). A proposal meeting of the student and the committee must be held, and the proposal approved prior to the conduct of the project. Prior to the proposal meeting, students must pick up an M.S. proposal form from the Graduate Staff Assistant (109 Moore) and take it to the proposal meeting. **The drop deadline for an accepted proposal for the Master's (or research equivalent) will be the end of Spring Semester in the student's second year.** This deadline is before the traditional Spring evaluation of graduate students. In most cases, the proposal meeting should be held well before this deadline. Failure to meet this proposal deadline will result in the inability to register for graduate courses/credit until the proposal is accepted, and loss of priority for funding. Formal petitions for exceptions must be approved by the student's area and the Director of Graduate Training.
3. In general, the Master's project (or the research equivalent) should be completed by the end of the second year in the program. Failing to complete and defend the Master's thesis by the end of the Spring semester of the third year in the program constitutes seriously unacceptable progress toward degree. Students in this position will not be allowed to register for credits other than Master's research credits, and will receive **automatic review of their progress in the graduate program at the Spring graduate evaluation faculty meeting**. The Master's thesis is considered completed only when it has been delivered to the Graduate School and accepted.
4. The completed Master's thesis or research equivalent must be evaluated during a meeting of the student and his/her committee. This meeting will constitute a "Master's Defense," similar in nature to a doctoral dissertation defense. Prior to the defense, students must pick up an M.S. defense form from the Graduate Staff Assistant (109 Moore) and take it to the defense. The student is responsible for ensuring that each committee member, as well as the Department Head, receives a final draft of the thesis **at least two weeks prior to the defense**.
5. The faculty committee is charged with evaluating the student's research project (in regard to its appropriateness as a Master's thesis or its equivalent in Psychology from this Department) as well as the student's performance in pursuit of this goal. The faculty committee will then vote to (a) accept or reject the thesis as meeting the requirements for a Master's degree in Psychology, and (b) recommend or not recommend that the student continue in graduate study toward the Ph.D. This latter recommendation would involve three possibilities:
  - (1) Clear recommendation that the student should be advanced to candidacy for doctoral study.
  - (2) Clear recommendation that student should **not** be advanced to candidacy, and move for a terminal Master's degree.
  - (3) Recommend comprehensive review by a student's major area to aid in decision for advancement to candidacy.

Any committee vote that is not unanimous in support of the student's advancement to candidacy for doctoral study in this department should be regarded as a call for a comprehensive review by the student's major area. Advancement to candidacy for the doctoral degree would then depend upon the recommendation of the faculty in the student's major area as well as the recommendation of the Master's committee. Final disposition will be made by the entire faculty at the Graduate Student Evaluation meeting in either the Fall or Spring semester as appropriate.

Graduate School Requirements for the Master's Thesis. Several Graduate School requirements for the Master's degree are worth noting. The Graduate School specifies that a minimum of 30 graduate credits must have been earned, 20 of which must have been earned at Penn State. Also, at least 18 credits must be in the 500 and 600 level series. Finally, **Psychology 600 or 610** must have been taken for 6 credits. Plan carefully to ensure that these requirements are met.

Master's Thesis Structure. The structure and content of the thesis is usually a joint student-committee decision. Typically, the thesis is experimental in nature with sections and content much the same as a published empirical paper. The thesis, however, must be written in accordance with the graduate school's requirements which are detailed in the *Thesis Guide* available online at the Graduate School website (<http://www.gradsch.psu.edu/current/thesis.html>). Do access this Guide and become familiar with it before writing your thesis. It will save you a fair amount of grief. It is a departmental policy that the Human Subjects Approval memo is to be included as an appendix in all Master's theses. Please be sure that this memo is included in the final copy of the thesis that will be read by your advisor and reader and subsequently turned in to the Graduate School.

Students Entering with Master's Degree. Some students enter the graduate program with a Master's degree in hand (or a research equivalent such as a first-authored journal article). These students may apply to have the above requirements waived in lieu of their previous accomplishments. The decision to waive the Master's or research equivalent requirement will involve the following. Three copies of the thesis should be provided to the Director of Graduate Training early in the student's first semester here. A three-person committee (similar in composition to the regular Master's/research committee) will read and evaluate the student's thesis or research article in relation to its acceptability as a Master's thesis or equivalent for this department. This committee will then make a recommendation to the Director of Graduate Training to either (a) accept the previous work as meeting our requirements for an acceptable thesis or research equivalent, or (b) require that the student complete an acceptable thesis or research equivalent as part of their graduate program at Penn State. Upon acceptance of the previous research project, and completion of any necessary coursework, student's may apply for advancement to candidacy. If a student is requested to complete another research project or Master's thesis as part of their Penn State program, the standard process described in the previous section for completing Master's theses/research equivalents will apply.

Time Limit. Note that the Graduate School has established an 8-year time limit between entry and completion of the Master's degree. The Department, however, expects that your progress will conform to that outlined in the *Guidelines* (see *Good Standing and Acceptable Progress Toward Degree*).

### **ADVANCEMENT TO CANDIDACY**

Upon admittance by the Graduate School and acceptance by the Department of Psychology, students may begin working toward the doctoral degree. However, graduate students have no official status as doctoral students or assurance of acceptance as doctoral candidates until the student is admitted to Candidacy. The graduate faculty in the Department of Psychology is responsible for the decision regarding Advancement to Candidacy.

There are essentially two sets of requirements which must be satisfied before the student may be considered by the faculty for Advancement to Candidacy. First, students must complete the Master's degree or equivalent, the requirements for which have been described previously. The second requirement involves the selection of the doctoral comprehensive examination and dissertation committee. Requirements for the selection of the doctoral committee are straightforward. First, the committee must number at least four (4) members (more than four is certainly acceptable). Second, one (1) member must be from a department other than Psychology. This member may be chosen by the student, often in consultation with the committee chair or advisor. Third, the committee members must all be members of the graduate faculty. Finally, the committee must be chaired by a faculty member holding a tenured or tenure-track appointment in the Department of Psychology. Any Psychology faculty member may serve as chair. Graduate faculty members not holding such an appointment may serve as co-chair with a Psychology faculty member.

To apply for Advancement to Candidacy, students must submit to the Graduate Staff Assistant a copy of their completed Degree Checklist and a letter requesting Advancement to Candidacy. The Degree Checklist should be turned in to and initialed by the student's advisor, verifying that the student had demonstrated that all of the necessary requirements had been met. The letter requesting Advancement to Candidacy must include the exact date on which the Master's thesis was delivered to the graduate school, the title of the thesis, and the thesis advisor's name. Following the thesis information, a list of proposed doctoral committee members and a statement of the student's educational goals must be included. Accompanying each proposed committee member's name should be a brief but clear justification provided by the student, noting the reasons for selecting that particular person as a committee member. Also, the College and Departmental affiliation of that faculty member must be specified. Before listing any faculty member as part of a doctoral committee, the student must obtain that faculty member's approval and agreement to serve. The preparation of the document requesting Candidacy should involve consultation with the student's advisor. As such, the student and all members of the student's committee must sign the document before it is submitted to the Graduate Staff Assistant. The written request for Advancement to Candidacy should be a well-reasoned, well-written defense. The hope is that the effort will result in careful thought about long-term goals and orientations. Because of the highly individualized nature of the information required, there is no specific form provided for the Advancement to Candidacy procedure.

The Director of Graduate Training may ask to meet with the student to discuss committee composition. The faculty at large may also seek clarification of committee choices. When the procedures described above are followed carefully, however, there is rarely any question regarding student's choices for committee membership.

Advancement to Candidacy is generally done twice each academic year, coinciding with the faculty's graduate student evaluation meetings that are held once each semester. Typically, these meetings occur around the second week in November for the Fall semester and the second week in April for the Spring. For most students, these occasions provide satisfactory opportunity for advancement. There may be students, however, who have compelling reasons to be advanced at different times than these meetings would accommodate. In such cases, students must seek prior approval from the Director of Graduate Training to be advanced. Whether applying for advancement during the regularly scheduled meetings or at a special time, **students must notify the Graduate Staff Assistant (or the main office in the absence of the Graduate Staff Assistant) of their desire to be advanced to Candidacy no fewer than 10 days prior to the date on which advancement is to be proposed.**

Residence Requirement. The Graduate School requires that over the course of some 12 month period, students spend two semesters as a registered full-time student engaged in academic work at the

University Park campus. Residence requirements can be met from the time of entry into the graduate program (1st year, 1st semester), which should make this an easy requirement to satisfy.

Time Limits. After Advancement to Candidacy, the Graduate School allows you a total of 8 years to complete the Ph.D. requirements. However, we do not expect you to take that long. Note that if you do not complete the final oral dissertation exam within 6 years from the time you passed your comprehensive exam, you must take a second comprehensive exam some time prior to the final oral defense.

### **DOCTORAL COMPREHENSIVE EXAMINATION**

Following Advancement to Candidacy and the completion of coursework requirements, students are given a comprehensive examination in their field. This exam is both given and evaluated by the student's doctoral committee, with the intent of judging the student's breadth of knowledge within and scholarly understanding of their major area.

The Department of Psychology has no formal structure or procedure for the comprehensive exam. A general policy exists which specifies that students must take the comprehensive exam by the time the student has completed 70 graduate credits or prior to the fourth year of graduate study. Students entering with a Master's degree will be considered as having completed 30 credits and one year of graduate study. In recent years, this policy has been somewhat inconsistently applied, and students can be given extensions when warranted by special circumstances. Extensions should be granted by the student's doctoral committee and the Director of Graduate Training. **Students who have not taken their comprehensive exams by the end of the fourth year are severely behind any acceptable schedule.**

The nature and requirements of the comprehensive exam are determined by the student and the student's doctoral committee. In most cases, the comprehensive exam involves an extensive written component as well as an oral exam attended by the student and each of the committee members. The written exam often involves providing empirically-based responses to broadly important conceptual and methodological issues central to the student's major field of study. The oral exam often involves further exploration and clarification of issues raised in the written portion of the exam, and may include a discussion of dissertation plans as well. While the above scenario may be typical, it is neither mandatory nor departmental policy for the conduct of the exam. Again, the specifics of the exam are set by the student's doctoral committee.

There are, however, a number of departmental and Graduate School requirements and policies that should be noted. **The Graduate School requires that the student be registered as a full-time or part-time student for the semester in which the comprehensive exam is taken.** Three weeks notice is required by the Graduate School for scheduling the exam. In relation to departmental requirements, the written portion of the exam does not require Graduate School notification (unless only a written exam is taken), but does require that two weeks notice be given to the Graduate Staff Assistant. The oral exam is the part that requires notification to the Graduate School, and therefore the department's Graduate Staff Assistant needs to be notified in sufficient time to provide the Graduate School its three week prior notification.

Continuous Registration Requirement. Beginning the semester after the student has passed the comprehensive exam and met the two semester residence requirement, the Graduate School requires that the student register continuously for each Fall and Spring semester, until the Ph.D. dissertation has been accepted by the doctoral committee. (Note this means you cannot register for 601 in the same semester that you pass comps. It must wait until the following semester.) Students either register in the usual way to continue taking courses (if desired), or students may register for

Psychology 601 or 611. The 601 and 611 courses are special non-credit thesis preparation courses that apply to those students whose sole academic activity is completion of research and writing the dissertation. The 601 designation is for full-time students while 611 designates part-time students, and either involves payment of the special thesis preparation fee rather than regular tuition. More complete information in regard to this requirement may be found in the *Graduate Degree Programs Bulletin*.

### **CHANGES IN DOCTORAL COMMITTEE MEMBERSHIP**

Once the student forms a doctoral committee and it is approved by the Graduate School, it is expected that the committee will maintain continuity from doctoral examination through the dissertation defense. On occasion, a situation (after the proposal was approved) may arise when a change in the doctoral committee needs to be made. If this occurs, the student must submit a letter to the Director of Graduate Training (through the Graduate Staff Assistant) noting the changes to be made to the committee and the reasons for those changes. The student must obtain signatures from all committee members (both old and new) indicating their approval of both a change in committee members as well as their approval of the proposal as “originally” voted upon. **In addition you will need to notify the Graduate Assistant of your change in committee so she/he can type the required Graduate School Form. This form will require a signature from the student as well as the newly appointed committee member.** No difficulties need be anticipated if joint approval by all parties is obtained, as is to be expected. In the case of disagreement among new or old committee members, normal university procedures exist for resolving the matter.

This issue is of sufficient importance that the specific courses of action required by faculty and students is summarized here:

**FACULTY:** If a faculty member is to be deleted from the committee for any reason, he or she must submit a written note to the Graduate Staff Assistant indicating approval/disapproval. It need not be a formal memo, but it must be in writing.

**STUDENTS:** Write up a brief memo, circulate it to all members of your committee, new and old alike, reminding them of their responsibility and stating clearly changes in the composition of the committee intended. Please note that faculty in other departments will not know of our requirement, and thus they need to be informed of it. Give a copy of this memo to the Graduate Staff Assistant.

**FACULTY AND STUDENTS:** There are clearly some instances in which faculty cannot provide a written memo, or for which it is impractical to expect them to do so (e.g., when a committee member is on sabbatical or has left the university). If this is the case, students are to provide the Graduate Staff Assistant with a written note to this effect, which will generally be sufficient.

### **DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION**

You are to be commended for reading this section of the *GUIDELINES!* You are either anticipating getting to this point, or you are there already. If you are here already, congratulations on your progress and keep up the good work. The dissertation is often a major stumbling block for many graduate students, but need not be so. Maintaining a strong working relationship with your committee members (and the chairperson in particular) will help, as will applying yourself to a consistent schedule of work toward its completion.

As you might guess by now, there is no specific departmental policy or criterion which defines an acceptable dissertation. Again, this is a matter to be decided between the student and his or her

doctoral committee. In consultation with the committee chair, the student must develop an independent research proposal outlining the dissertation topic. As a rule, the dissertation should be an original empirical and/or conceptual contribution within a substantive area in Psychology.

The dissertation proposal meeting must be held between the student and the doctoral committee members. The written dissertation proposal must be distributed to each member and to the Department Head **at least two weeks in advance of the proposal meeting**. At the proposal meeting, the student should present the proposal and field questions from the committee members. A proposal form should be obtained from the Graduate Staff Assistant in Room 109 and taken to the meeting, by the student. At that time, the student's committee will indicate either approval or disapproval of the proposal. The student will then begin the dissertation research or make appropriate changes, as necessary. Ongoing contact with each committee member is strongly encouraged.

Traditionally, students work closely with their committee chair in accomplishing their research and writing their dissertation. Often, the chairperson can provide suggestions, help solve problems as they arise, and be a source of encouragement. Further, numerous drafts of the dissertation are often necessary, and the chair can provide valuable input in the early phases of preparation. The chair will also try to keep the student on a reasonable schedule to ensure timely completion of the dissertation. The length of time it will take to complete the dissertation depends upon the nature of the research undertaken, and the motivation of the student. Nevertheless, there are few instances in which the entire dissertation process should extend beyond two years.

In the past, doctoral theses final oral examinations have been scheduled and completed with theses in varying degrees of completion. This procedure is now clearly unacceptable. The present departmental policy has established that theses must be complete before the examination and delivered to all committee members and to the Department Head **at least two weeks** prior to the final oral.

Graduate School policy has generally established that both the thesis director and the student are responsible for assuring the completion of a draft of the thesis and for adequate consultation with members of the thesis committee well in advance of the oral examination. Again, it is critical to stay in touch with your committee members and let them know of your progress or difficulties. Major revisions to the thesis should be completed before the final oral examination. The dissertation should be in its final draft, with appropriate notes, bibliography, tables, and so forth at the time of the oral examination. The content and style should be correct (i.e., meeting Graduate School standards) and polished by the time that the final draft of the thesis is delivered to the committee. As is the case with the Master's degree thesis, the department requires that the **Human Subjects Approval memo be appended to the final dissertation copy**. Please be sure that this form is included in the final draft read by the Doctoral Committee, as well as the final product delivered to the Graduate School. Again, there should be an adequate period of time (at least two weeks) between the delivery of the final draft of the thesis to committee members and the scheduled oral examination. Please note: The head of the department must read and approve the thesis as well. Thus, at the same time the thesis is delivered to committee members, it should be delivered to the department head. The date of the examination should be given to the Graduate Staff Assistant **at least three weeks prior** to the oral exam. Although a final and polished draft is to be delivered to the committee members before the defense, changes in the thesis may still be requested by committee members on the basis of the final oral examination.

## CHECKLIST OF GRADUATE SCHOOL REQUIREMENTS PH.D. CANDIDATES

The following is a summary of Graduate School requirements that Ph.D. students must meet before the Office of Graduate Programs may approve their graduation. Please use this as a guide for advising your students and provide a copy of it to students when they pass their comprehensive examination. The Graduate Programs Office will send copies to the students with the congratulatory candidacy letter. For more detailed information on these and other requirements, please refer to the Graduate Degree Programs Bulletin.

- \_\_\_ Residency requirement. Residency may be completed any time after admission to the Ph.D. program. A student must be registered full time for two semesters in a twelve-month period.
- \_\_\_ A candidate for the Ph.D. must have satisfied the departmental English language requirement before taking the comprehensive examination.
- \_\_\_ Three or more months must have elapsed between the passing of the comprehensive examination and scheduling of the final oral examination (dissertation).
- \_\_\_ The final oral examination must be held within six years of the date the comprehensive examination was passed. **If more than six years have passed, a second comprehensive examination must be given before scheduling the final oral examination.**
- \_\_\_ If students have a minor field, they must earn at least 12 graduate credits in that field. If courses other than those offered in the minor field are to be used, a listing of those courses must be submitted to the Office of Graduate Programs. Students having a minor field must have a representative from that field on their doctoral committee.
- \_\_\_ Continuous registration requirement. Students must be registered continuously each semester (excluding summers, but see below \*) beginning with the semester following the passing of the comprehensive examination and continuing each semester until the final oral examination is passed.
- \_\_\_ Time limitation. All requirements including submission of the thesis must be completed within **eight years** of the candidacy date.
- \_\_\_ **\* Students MUST be registered the semester of both the oral comprehensive examination and the final oral examination – even if taken during summer session.**
- \_\_\_ No missing or deferred grades can appear on a student's transcript when the oral comprehensive examination or the final oral examination is scheduled.
- \_\_\_ Students must have at least a 3.0 grade point average to schedule an oral comprehensive examination or final oral examination and to graduate.
- \_\_\_ No more than 12 credits of thesis research (600/610) may be assigned a quality letter grade. Any credits over this maximum must be changed to "R" before a student will be permitted to graduate.

**THESE ARE GRADUATE SCHOOL REQUIREMENTS ONLY AND DO NOT INCLUDE SPECIFIC PROGRAM OR DEPARTMENT REQUIREMENTS.**

## **GRADUATE STUDENT EVALUATIONS**

Faculty evaluations of graduate students are routinely done in the department. It is the faculty's goal to closely monitor student's progress and abilities, identify student strengths and weaknesses, and make suggestions or give feedback as appropriate. Twice each year, toward the end of each semester, the faculty convenes for the specific purpose of (a) evaluating graduate students, (b) being informed about students' progress, and (c) taking specific actions regarding graduate students, such as acting on doctoral candidacy recommendations.

In recent years it has been customary to evaluate the progress and performance of all new graduate students at both the Fall and Spring meetings. Usually, however, any given student will occupy only a minute or two of discussion. The primary concerns with first year students are to ensure that they have found (and maintain contact with) an advisor, have appropriately begun coursework, and have begun to establish a research focus in preparation for the master's project. Students in more advanced years are not routinely discussed unless there are specific concerns about that student's progress or performance or unless there is especially praiseworthy reports to be made (there is an attempt at balance!).

Prior to the meeting, individual students may be identified by a faculty member(s) for discussion at the evaluation meeting. Generally, it is only these individual student cases that occupy any significant time. The typical concern is with identifying potential trouble spots (e.g., slowness in getting a master's thesis underway, extended delays in completing comprehensive exams or the dissertation, or even difficulties in clinic team performance). Normally those students with "trouble spots" are informed of the difficulties, usually with specific faculty recommendations regarding expectations for future performance. At times, the Director of Graduate Training communicates the faculty concerns and required actions either by letter or by speaking directly with the student. More typically, however, it is left to the student's advisor to speak with the student as well as document the issues in written form so that a record exists.

Although students may be apprehensive about evaluation meetings, there is typically little reason for this. Students are rarely terminated from the program. The faculty is supportive and eager for students to be successful. Furthermore, if difficulties have arisen, students usually have more than ample time to rectify earlier faculty concerns. The importance of students maintaining contact with their major advisor, and keeping their advisor aware of ongoing issues, cannot be overemphasized. On the rare occasion when a student is terminated, it is almost always the student who initiates the termination or a matter of mutual agreement, and even then not necessarily because of poor performance. For some, graduate school is an experience that causes them to rethink their career plans.

Related to evaluation of graduate students is the department's need to keep track of the many accomplishments of our students. Frequently we are called on by the Graduate School to produce reports documenting the successes of our graduate program. To assist us in these tasks, we require that all graduate students provide the Graduate Staff Assistant with a current vita each Spring semester (usually in early April). The vita, or an update noting publications and presentations since the previous vita was provided, should include any honors, awards, publications, and presentations that you have accrued. Our graduate program is well regarded within the University community, and the data you provide us helps us to meet program report requirements and showcase the many accomplishments of our students. Please note that unless you have a current vita on file, you may be ineligible for most research and travel funding within the Department (e.g., the Sherif fund) as well as from other sources (e.g., College, APA travel awards).

In general, the major issues addressed by the faculty during graduate student evaluation meetings include:

1. Assistantship performance (for those with assistantships)
2. Satisfactory completion of the English language requirement
3. Satisfactory completion of the statistics requirement
4. Formulation of the master's thesis proposal
5. Satisfactory completion of the master's thesis (within the first two years)
6. Satisfactory classroom performance
7. Comprehensive examination performance
8. Formulating and completing the doctoral thesis requirement
9. Advancement to Candidacy

At the end of each academic year, following the Spring graduate student evaluation meeting, every student should receive a letter which summarizes the faculty's evaluation of their progress to date. This letter comes from the student's advisor in conjunction with the Director of Graduate Training.

### **Annual Reports and Cumulative Checklist**

On the following pages are forms for annual reports and checklists that must be completed by every graduate student to keep track of requirements and progress toward their goals and completion of the doctoral degree. At the end of each academic year (May), each student must provide to his or her faculty advisor the following:

- (1) A brief narrative that relates the student's past and planned activities to career goals as the student understands them at this point. This provides an excellent source of information for the advisor to understand what has been accomplished and what activities are proposed for the coming year and how these all dovetail with getting the best training. A conversation should take place with the student's academic advisor that includes career planning at the appropriate level for the student and integration of those ideas with the training plan (courses, TA assignment requests, research activities, skill development, etc).
- (2) An annual report and updated copy of the Cumulative Checklist. Students can photocopy the hard copy from the graduate guidelines or download from the webpage.
- (3) An updated vita
- (4) Anything else specifically required by the area.

These are submitted to the advisor who takes them to the faculty's end of year area meeting for student evaluations and also meets with the student for feedback and planning. Area faculty approve the student's method of meeting departmental requirements and plans for the coming year. Then the area coordinator submits the forms to the Graduate Staff Assistant (109 Moore) who will keep them on file.

A copy of the checklist must also accompany your materials for advancement to candidacy. These materials should be completed, turned into your advisor, who will initial that you have demonstrated that you have met all of the necessary requirements. These are then submitted with your additional materials for requesting advancement.

Also included in the following pages are "Degree Checklists," which must be completed and given to the Director of Graduate Training when a student seeks to be awarded either the M.S. degree or the Ph.D. degree during a particular semester. These are necessary to ensure that all the departmental and Graduate School requirements have been met and the department can indicate to the Graduate School

that the student has satisfied all requirements for the degree. The department will not forward graduation or degree materials to the Graduate School without having reviewed these checklists, and it is the student's responsibility to submit the checklists in a timely manner as appropriate.

## Student Annual Report

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Year in Program:** \_\_\_\_\_

Current Advisor: \_\_\_\_\_ Changed from last year? Y \_\_\_ N \_\_\_

\_\_\_\_\_ I have met with my faculty advisor to discuss plans for coming year.

How were you supported over the past year?

**Fall**

**Spring**

TA course/s: \_\_\_\_\_ TA course/s: \_\_\_\_\_

RA faculty: \_\_\_\_\_ RA faculty: \_\_\_\_\_

Other: \_\_\_\_\_ Other \_\_\_\_\_

Please Attach the following:

- \_\_\_ current vita
- \_\_\_ narrative statement
- \_\_\_ area-specific checklist (clinical and I/O students only)

### Cumulative Check List

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#### General

\_\_\_ Successfully completed departmental English Language requirement

\_\_\_ Conducted research with two faculty members

Name: \_\_\_\_\_

Nature of research: \_\_\_\_\_

Dates conducted: \_\_\_\_\_

Name: \_\_\_\_\_

Nature of research: \_\_\_\_\_

Dates conducted: \_\_\_\_\_

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#### Course Work

Courses taken to satisfy the statistics requirement of two semester sequence

Number and Title

Semester

\_\_\_\_\_

\_\_\_\_\_

Courses taken in major area (18 credits)

Number and Title

Semester

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

_____	_____
_____	_____
_____	_____

Choice for fulfilling breadth requirement: Option A \_\_\_\_ Option B \_\_\_\_ Option C \_\_\_\_

Courses taken for breadth requirement (12 credits)

Number and Title	Semester
_____	_____
_____	_____
_____	_____
_____	_____

For students completing Option B for breadth requirement and adult clinical students:

\_\_\_\_ Minor project completed (Date: \_\_\_\_\_ )  
 Title: \_\_\_\_\_  
 \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

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### Masters Degree

Research Advisor for MA: \_\_\_\_\_  
 Masters committee\*: \_\_\_\_\_ (second reader)  
 \_\_\_\_\_ (outside member)

*\*Fill in names only of confirmed committee members.*

\_\_\_\_ Masters proposal meeting completed (Date: \_\_\_\_\_ )  
 \_\_\_\_ Oral defense of Masters thesis (Date: \_\_\_\_\_ )  
 \_\_\_\_ Masters thesis filed with graduate school (Date: \_\_\_\_\_ )  
 Title: \_\_\_\_\_  
 \_\_\_\_\_

If you Entered with a Masters degree:

Institution: \_\_\_\_\_  
 Date degree was earned: \_\_\_\_\_  
 Title of thesis: \_\_\_\_\_  
 \_\_\_\_\_  
 Date approved at Penn State: \_\_\_\_\_  
 Penn State Committee: \_\_\_\_\_ (faculty advisor)  
 \_\_\_\_\_ (second reader)  
 \_\_\_\_\_ (outside member)

### Advancement to Candidacy and Comprehensive Exams

\_\_\_\_\_ Confirmed requirements with departmental graduate training office (Date: \_\_\_\_\_ )

\_\_\_\_\_ Doctoral Committee Formed\*:

\_\_\_\_\_ chair

\_\_\_\_\_ outside member (dept: \_\_\_\_\_ )

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (additional member)

\_\_\_\_\_ (additional member)

*\*Fill in names only of confirmed committee members.*

\_\_\_\_\_ Advancement to Candidacy approved. (Date: \_\_\_\_\_ )

\_\_\_\_\_ Comprehensive exams completed. (Date of oral: \_\_\_\_\_ )

### Dissertation

\_\_\_\_\_ Dissertation proposal approved. (Date of meeting: \_\_\_\_\_ )

\_\_\_\_\_ Dissertation defended. (Date of defense: \_\_\_\_\_ )

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Dissertation filed with graduate school. (Date: \_\_\_\_\_ )

### Exit Information

Title of first position: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_

Date

## GRADUATE STUDENT FUNDING

A major question of all graduate students concerns funding opportunities. For most students, funding is not guaranteed for every semester. We do, however, make every effort to help all students in good standing find funding. There are various sources of funding for graduate students in the Psychology Department.

Departmental Graduate Assistantships. One source of funding is the departmental assistantship. These typically involve half-time (20 hours) teaching assistantships or research assignments to faculty in the department. The supply of such appointments is unfortunately limited; only about 40 are available during any one semester for the entire department. Given that there are nearly three times as many graduate students as departmental TA's available, more students request assistantships than can be accommodated. **If a student accepts an assistantship for 20 or more hours, Departmental policy prohibits the student from taking on additional regular employment during the regular academic year without the written permission of the Director of Graduate Training or Department Head.**

The process for assigning assistantships is roughly as follows. About mid-way through each semester, the Director of Graduate Training distributes a form to all graduate students asking those who desire departmental assistantships for the following semester to return the completed form. A listing of all student requests is compiled, and the faculty Area Coordinators provide the Director of Graduate Training with a prioritized list of students for departmental funding from their respective areas. The Director of Graduate Training, in consultation with the Head of the Department, then assigns students from the lists to fill each major area's assistantship slots.

All students in the program are potentially eligible for departmental funding or support given unlimited assistantship monies. Because unlimited monies are not available, it is the case (as noted above) that faculty within each area must set funding priorities. Although there are not hard and fast rules or specific criteria for prioritizing students for departmental assistantships, there are some general guidelines that are usually applied. If a student is outstanding in class work, does well on an assistantship (if assigned), and is progressing well in research, then it is quite likely the student will receive a high priority rank for funding. At times, more advanced students (Years 2, 3, and 4) have higher priorities because of their greater experience (which generally makes them more versatile) and their record within the Department. However, the Department generally works on a "reverse seniority" model in terms of setting funding priorities. Those students in years four and five (and beyond) are typically expected to be proactive about securing a source of funding either on a grant, teaching in another department, or some other source around the University. With the diverse nature of various assistantship positions, it is not practical for the department to have priority criteria set in concrete. Nevertheless, it is important to state that overall performance in the graduate program is an important criterion, as are experience and special talents that may be needed. Even these attributes, however, are not always sufficient when more students request assistantships than assistantships are available. Students do need to be aware that these are guidelines, not set rules for determining funding decisions.

Graduate Assistant Semester Credit Limits. The credit load depends on the proportion of time you are delegated to an assistantship. Normally, students are on ½ time assistantships which specify 20 hours of responsibility per week. At times, however, some students may be on ¼ (10 hours) time assistantships. Below are listings of registration and credit limits associated with assistantship and non-assistantship status during Fall and Spring semesters as well as the Summer session.

Regular Session (Fall, Spring)

½ time (20 hours).....9-12 credits

¼ time (10 hours).....9-14 credits

Summer Session

½ time (20 hours).....4-6 credits

¼ time (10 hours).....5-7 credits

Regular Registration (without a Graduate Assistantship)

Fall or Spring Semesters.....9-15 credits

Summer Session.....5-12 credits

Teaching Assistantship Obligations. It is important that the faculty member and TA discuss the duties expected, how goals and issues will be communicated, and what is “good performance.” These details should be established at the beginning of the semester to avoid any later misunderstandings. For example, although the department has not typically expected TAs to remain during spring break, there may be cases where this is necessary. In return, however, the shortening (at the beginning or end) of the semester assignment, or some other scheduling adjustment would be expected of the faculty member. Assistantship duties should be directly related to the teaching and/or research mission of the faculty.

The regular semesters are 16 weeks, which typically equals approximately 90 days of assignment. TAs are expected to be available to the assigned faculty member throughout the semester, including the final examination period, and optimally for some period prior to the start of classes. Clearly, the TA assignment spans the entire semester period, not just the class period, and depending on responsibilities, TAs may be asked to assume responsibilities prior to and following the termination of a semester. Thus, a TAs responsibilities may not exactly coincide with the dates of a graduate student's other responsibilities. The nature of the TAs duties and when they will be expected to be performed, should be worked out between the faculty member and the student.

Realize that the tasks and time commitments vary greatly from semester to semester and week to week, but that you should not be doing more than 20 hours per week *on average* (10 hours per week for a 10 hour assistantship). If you feel that you are being treated unfairly, discuss your issues and how you might do things more efficiently with the professor directly. You can also see the Director of Graduate Training.

TAs are considered employees of the University, and are directly responsible to the Director of Graduate Training. It is important to note that as of 1989, the Graduate School also **requires** that all departmental TAs must attend a program for teaching assistants. This is accomplished by attending seminars offered through the Instructional Development Program of the University. Information about this required program will be distributed to departmental TAs at the appropriate times. It is the graduate student's responsibility to fulfill this requirement and be aware of program offerings.

At the end of the semester, faculty members are asked to submit evaluations of teaching assistants to the department, which are considered in yearly evaluations and can impact future assistantships. Therefore, you are encouraged to take teaching assistantships seriously.

**Termination from Assistantship.** On rare occasions, problems arise in assistantship assignments or in relationships between faculty and their assigned graduate or teaching assistants. If problems develop, the first step in resolution is for the individual faculty member and the graduate assistant to meet and attempt to reconcile any difficulties. If a satisfactory solution is not reached, the student or faculty person may request a grievance hearing or review by the Director of Graduate Training and/or a Graduate Training Committee (GTC). The GTC will meet separately with the individual student, the individual faculty member, and collect any other necessary information to adjudicate the matter. The GTC could recommend reconciliatory steps or termination from the assistantship, this decision to be binding upon approval from the department Head. Graduate students terminated from an assistantship can appeal a decision further by filing a written grievance with the Dean of the College of Liberal Arts. Procedures for such an appeal are specified in the appendices of the *Graduate Bulletin*. Students may also lose assistantship guarantees for not making acceptable progress toward the degree (*see Good Standing and Acceptable Progress Toward the Degree*).

### **Additional Sources of Financial Support**

There are many different sources of graduate student support. All of the previous comments generally apply only to departmental funds or funds which are awarded to students for assistance in teaching and research in the department. Described below are other sources of potential graduate student support that are commonly available.

#### **A. External Fellowships and Awards**

There are a number of opportunities for students to apply for external support during graduate school. These are especially excellent awards to get because they free you up to focus on your research and individual training, while at the same time being a real gems on your vita. Here are a few examples:

- 1) The national science foundation (NSF) has a graduate fellowship, which many first and second year graduate students are eligible to apply for. Clinical and I/O students are typically not eligible for these fellowships.
- 2) The National Institutes of Health (NIH) has a graduate fellowship mechanism, the F32 or National Research Service Award, that more advanced graduate students are eligible to apply for.
- 3) The American Association for University Women (AAUW) has a dissertation fellowship.
- 4) The American Psychological Association (APA) has a graduate fellowship that is available to members of under-represented minorities. The Department receives information about the annual competition and this information is posted. Application forms are available from APA and applications are made directly to APA. There are also programs within Penn State which are designated for support of minority graduate students. As in other cases, relevant information is circulated and posted.

There are many other opportunities, depending on the specifics of your stage content area and other criteria. Students are strongly encouraged to seek out these opportunities and apply. In some cases, the Graduate School and the College of Liberal Arts offer incentive programs to encourage and reward students for investing the effort needed to apply for prestigious fellowships and awards. When available, information about these programs is available online. Also, talk with

your faculty advisor and the Director of Graduate Training for guidance on identifying opportunities and preparing applications.

### B. Teaching

Teaching is another opportunity for funding that is available to more advanced students. This is not typically an option for students before they have completed the Masters degree.

- 1) Departmental. Occasionally students teach classes in the department as their funding assignment. Normally these activities are reserved for advanced students who have passed their comprehensive exams and are judged able to perform well in the classroom. This can be particularly valuable for those students seeking actual teaching experience for later job searches. Opportunities for students to teach web-based classes are also available.
- 2)
- 2) Other Departments. Other departments sometimes have teaching positions available. For example, the College of Business Administration has employed Social or I/O students to teach Management courses. In addition, the Department of Statistics has employed psychology graduate students to teach or assist with introductory applied statistics courses.

Students interested in teaching positions such as those described above should notify the Director of Graduate Training, as well as establish relationships with appropriate faculty in other areas or departments.

### C. External Faculty Grants and Awards

- 1) Faculty research grants. A common source of funding for graduate students is through individual faculty research or training grants. As a rule, these are similar to departmental assistantships in that graduate research assistantships pay a stipend and tuition, although they do not include summer tuition. Occasionally wage payroll positions are available instead, which also do not carry tuition. These positions are controlled by the faculty member who is the major investigator on the project, and students are generally selected for research assistantships based on their interest in that faculty's research, their previous research experience with that faculty member, and/or any other criteria thought necessary by the individual faculty member. Research assistantship possibilities are not limited to Psychology Department projects. Often, Psychology graduate students are hired by faculty in departments with related interests. Students' major advisors are often the best source of information about such opportunities.
- 2) Faculty contracts: These are similar to research assistantships on grants, but usually have a more applied component to them.

### C. Graduate School Support

The Graduate School, through the offices of the Associate Dean for Research and Graduate Studies in the College of the Liberal Arts, offers a number of awards to support graduate students in the College. These awards include University Fellowships, Liberal Arts Research Fellowships, and Liberal Arts Scholars. These are awarded by the Associate Dean in conjunction with the Director of Graduate Training in the Department of Psychology, and are awarded strictly on the basis of merit. Most typically, they are awarded for incoming students rather than for continuing students, and often carry multiple

year funding potential. Awards for continuing students are much less frequent, but do occasionally come available. When this occurs, students will be notified of the possibilities by the Director of Graduate Training. When applications are restricted to certain numbers, the Director of Graduate Training typically decides which names will be forwarded.

### **Summer Tuition Assistance**

Below are listed a number of salient facts regarding summer tuition assistance.

1. There are no teaching assistants during the summer session. Graduate students who teach in summer session generally do so through Fixed Term contracts. Students may apply to the Fellowships and Awards Office for tuition credits for their own training during the period of their Fixed Term contract.
2. Graduate students who are supported on an assistantship or a fellowship for both Fall and Spring semesters are eligible to receive up to 9 credits of tuition during the summer session. You will receive an email the beginning of March giving you directions for applying for this summer tuition assistance.

## **DEPARTMENTAL RESOURCES**

### **Computing facilities**

The Psychology Department houses a large number of computers, largely in lab spaces supervised by individual faculty members. The Graduate Student Computer room in Room 4 of Moore Building has 14 computers equipped with basic software, statistics packages, and programming packages. There is also a PC-based instructional lab on the 4th floor, available only for specific courses. The department does not provide software or computer instruction, except as available to students working in particular laboratories and as installed on departmental computers. The "official" departmental word processing software is Microsoft Word, but there is substantial variability in the software used by individual faculty members. Check with your adviser or other graduate students when choosing software. Many popular packages, as well as hardware, are available at academic discounts through the Microcomputer Order Center in Willard Building. Computer support and consultation is available in the department on a limited basis.

Computer support for the department is provided by staff members Jason Tisdale and Shane Freehauf. Network support is provided by John Taylor. Although their highest priority is to serve staff and faculty, the group members are also available to work with graduate students. When requesting computer support, requests should be submitted through the Liberal Arts Help Desk (<http://techsupport.la.psu.edu/> or 865-3412). Please keep in mind that staff members support approximately 475 computers, so please be patient when waiting for assistance.

All Penn State students receive a free computer access account, which provides for e-mail, Web, and Internet privileges. These accounts are administered by the Center for Academic Computing (CAC), and questions about these accounts should be directed to the CAC. Software for using these accounts on your home computer is available through the CAC.

The University provides a variety of computer support services, including workshops on particular software packages. Statistical consulting services are also available on a limited basis. The best starting point for information about these services is the ITS webpage listed above.

### **Funds for Graduate Student Research and Travel**

Conducting research usually involves expenses associated with supplies, copying, experimental materials, and so forth. It is often difficult to fund your own projects completely; however, there is a general expectation that students will assume some financial responsibility for their research projects (including thesis and dissertation). Using a little foresight, however, students can often obtain funds to help cover some of the costs of the research they conduct. There are various sources available, some from University or College programs and many from federal and private sources. Information on potential funding sources is often available in the Graduate Staff Assistant's office and/or posted in the grad mailroom.

Departmental support for research. Within the Department, specific funds have been established to assist graduate student research endeavors. Internal awards for graduate students' research and travel are funded through several sources. One possible source is the ***Don A. Trumbo Fund*** that was established in memory of Professor Don Trumbo who was a member of the department in the area of Industrial/Organizational psychology. A second possible funding source is the ***Carolyn Wood Sherif Fund*** that was established in memory of Professor Carolyn Sherif who was a member of the department in the area of Social Psychology. In honor of Dr. Sherif's focus on issues related to the psychology of gender, funds from this fund are earmarked for work related to gender and related issues (e.g., stereotyping, stigmatized groups). A third possibility is the ***Bruce V. Moore Fund***, named after an early member of the Department whose own area was in Industrial Psychology, and who also served as the Chair of the Department. Funds from this source may be used to support any function related to students' work, including both research and travel to conferences (see below). In addition, some alumni and friends of the Department have made gifts earmarked specifically for Clinical Psychology and for Industrial/Organizational Psychology. Thus, some graduate students' funding requests may be met by support from these funds as well. If you believe your area and work may qualify you for one of these funds, please specify this in your application.

In addition, a fund has been established in memory of one of our past students, Marty Murphy. The ***Martin T. Murphy Award for Excellence*** is to honor and recognize outstanding achievement by a graduate student who is enrolled in Clinical Psychology. To be eligible for this award you must be a full-time second or third year graduate student.

Students may apply for research support by submitting the following: (a) a completed application form available from Judy Bowman ) in room 125 Moore, signed by the faculty advisor; (b) a typed summary description of the proposed research; and (c) an itemized budget page. In addition, it would be helpful to the committee if you specified whether any of the sources listed above appear to be particularly relevant to your research area. The application should be returned to Judy Bowman in 125 Moore. Applications are reviewed by the Director of Graduate Training and departmental staff..

Support for activities such as scoring and coding data, typing, and so on is not usually provided. Research supplies, copying charges, and other expendable items are more appropriate budget items. Travel for the purpose of collecting data may be supported if it is necessary to completion of the research. The cost of duplicating one's thesis or dissertation will not be supported.

Students should request funding before the research is underway, but requests for support for ongoing or completed research will be considered if funds are available.

College of Liberal Arts, Research and Graduate Studies Office. Some funds are made available for research through the Office of the Associate Dean for Research and Graduate Studies (RGSO). The RGSO also provides monies to assist College grad students with dissertation expenses (up to \$2,000). These grants are competitive on a College-wide basis and are evaluated by a committee of faculty members across the College, as well as the Associate Dean. Brief proposals with specific budgets are required, and again announcements are made about the applicable deadlines for submission on these proposals.

Departmental support for conference travel. Graduate students are strongly encouraged to attend professional conferences. We recognize that travel is expensive and funds are limited, and therefore try to provide help in whatever way is possible. The application for funding is explained below, although even students meeting criteria cannot be guaranteed funding because resources are regrettably limited. If the request is approved, departmental staff identify which of the funds described earlier may be appropriate (i.e., the Moore, Trumbo, or Sherif Funds), and/or recommends funds from the Departmental budget when available. Because there are always more requests than money, the following guidelines are used to allocate travel funds for graduate students:

- Funding priority is given to students whose names appear on the program as the author or co-author of a paper.
  - Increased priority is given to students who are the first author or primary presenter of a conference paper.
  - Students who wish to attend a conference but do not appear on the program will be considered for funding at a reduced level.
- Funding priority is given to students who have not yet been awarded funding in a given year.
  - Funding for conference travel beyond two trips will be considered if the student is presenting a paper and if funds are available

Students requesting travel funds should submit an application form available in 125Moore, together with a photocopy of their listing in the program or a letter indicating that a presentation has been accepted. Eligibility for travel funding is limited to students who are enrolled as full-time graduate students at the time of the conference and who are in good standing and making satisfactory progress (as indicated, for example, by timely completion of the Masters thesis).

American Psychological Association Travel Funds. Please note that APA has travel awards for graduate students who are student members of APA for presenting papers at the annual convention. In addition, members of the graduate association within APA (APAGS) qualify for free registration when the student is first author. Many other organizations may have similar programs, so it is a good idea to obtain information.

Funding for foreign students or research abroad. The *Eileen and Herschel Leibowitz Fund* was established in 1979 to provide support (a) to outstanding PSU Psychology graduate students for study abroad and (b) to outstanding graduate students from other nations who are enrolled as graduate students at the University. Eligibility for this scholarship is limited to graduate students who were enrolled in the Penn State Department of Psychology the term preceding their period of

study at a foreign university and to graduate students from other nations currently enrolled in the Penn State Department of Psychology. Additionally, recipients of this scholarship must demonstrate a record of outstanding academic achievement and financial need. The application form is available from departmental staff (Judy Bowman) in 125 Moore).