

GUIDELINES

FOR

DEPARTMENT OF PSYCHOLOGY

GRADUATE STUDENTS

Fall 2016

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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 (2001-2006), Cathleen Moore (2006-2007), Susan Mohammed (2007- 2014) and Kristin Buss (2014 – current).

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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 125A Moore; sbg4@psu.edu) 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 five years as a full-time student. There are exceptions to five full-time years, and these include program-specific instances like in the case of dual title degree programs or in the clinical training area where program requirements are increased, and when 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)
- Master's Thesis
 - Proposal meeting with committee
 - Master's 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)
- Complete online portion and three hours of discussion-based Scholarship and Research Integrity (SARI) ethics training
- Begin conducting research. This is typically with your faculty advisor. (PSY 600 credits in Fall, perhaps 610 credits in Spring if beginning Master's research in first year).
- Master's Thesis
 - Lay out plans for Master's research
 - Identify and set up Master's 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).
- Complete remaining two hours of discussion-based SARI ethics training
- Advance to candidacy

Year 3

- Make plans for meeting requirement to conduct research with at least two faculty members
 - *
 - Identify second research advisor
- Complete remaining course work.
- Form Doctoral Committee
- 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. Students submit their minor project paper as part of their comprehensive examination. So, it should ideally 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! When in doubt ask! The Graduate Staff Assistant will have the answers.

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 125A 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 Master's degree with the graduate school by the end of Spring semester of the 3rd year.
- Failure to Advance to Candidacy by end of Fall semester of the 3rd year.
- Failure to complete comprehensive exams by the end of the Fall semester of the 4th year.
- Failure to successfully propose a dissertation by the end of the Fall semester of the 5th 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 place students in poor standing and result in the loss of priority for funding:

- Failure to identify a faculty advisor by the end of Spring semester of the 1st 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. Scholarship and Research Integrity (SARI) Ethics Training
3. Statistics requirement
4. Area breadth requirement
5. Major area coursework (18 credits; see area guidelines for specific requirements within area)
6. Research requirement

These requirements are discussed in detail in sections that follow.

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).

Scholarship and Research Integrity (SARI) Ethics Training

Starting with the incoming class of 2009, all graduate students at Penn State are required to complete training in the responsible conduct of research and scholarship. The SARI (Scholarship and Research Integrity) program has two parts:

1. Students must complete an online training in the responsible conduct of research provided by the Collaborative Institutional Training Initiative (CITI). The CITI program can be accessed through the SARI resource portal: www.research.psu.edu/orp/sari.

- Students need to complete the course with 80% or higher on the quizzes as part of the requirements for the 501 graduate orientation course.
2. Students must engage in an additional 5 hours of discussion-based ethics training. The goal of the workshops is to sensitize students to the ethical dimensions in research and to think about who the relevant stakeholders are and what the consequences of various actions are likely to be.
 - a. Two of the hours will be covered in the 501 class (covering human subject issues and data-related issues). Missing class on the days in which SARI ethics training is discussed will necessitate having to make up the training
 - b. The remaining three hours will cover issues related to the division of responsibility, authorship and scientific credit, and power relations. They will be offered during:
 - i. The spring of the first year
 - ii. The fall of the second year
 - iii. The spring of the second year
 Students will be notified via e-mail as to when these workshops will be offered. Missing these workshops will necessitate having to make up the training.

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.

Students should be aware that the following rules apply to these required stats courses:

A grade of B or better must be obtained in these courses. If a student receives a C in one of these two courses, the student will be required to re-take the same course or equivalent before this requirement is fulfilled.

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 (e.g., SCAN) 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

* **Note:** The only 511 course that counts is, “Foundations of Cognitive and Affective Neuroscience”

- **Cognitive-Affective Bases of Behavior:** PSY 521

- **Social Bases of Behavior:** PSY 517

- **Human Development*:** PSY 549, PSY 547, HDFS 501

* A developmental minor can be substituted for one of the above Human Development courses. 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.

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.

Specific Requirements for Individual Major Areas

Clinical Area Graduate Requirements

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 The Clinical Psychology Program Manual of Procedures and Requirements, a separate document available from the Director of Clinical Training that can also be found online in the Clinical Area graduate program webpage under the Psychology Department's main webpage. Irrespective of the more structured program for Clinical, the Departmental requirement of **18 credits** applies to this area as well.

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 the case of a 500 level breadth course taken outside of the department or outside of the recommended courses, the selected course needs to be approved by the graduate advisor and the Clinical Training Committee. Students who wish to do this should submit a request to the Director of Clinical Training, who will then present the request to the Clinical Training Committee.

THE MINOR AND BREADTH REQUIREMENTS

The mandatory minor specialization is a requirement of the clinical program.

a. CHILD TRACK STUDENTS

For those in the child clinical track, the minor requirement is met with a developmental minor, or Specialization in Cognitive and Affective Neuroscience (SCAN). Students involved in the Training in Educational Science (TIES) sequence must still take all other child clinical requirements. The developmental minor consists of 2 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). Only one of these courses can be a methods/statistics course. Students may also take the formal HDFS minor (15 credits) to satisfy the course requirement. For students entering the child track in the Fall 2005 or later, there is no longer an additional minor research requirement (beyond other required research projects). Instead, conducting at least one developmentally framed study during graduate training satisfies the research portion of the developmental minor.

b. ADULT TRACK STUDENTS

For those in the adult clinical track, the minor requirement is met with an additional research project (beyond other required research projects) or a substantive paper. This project may be conducted within any area of interest and is typically used as a means to satisfy the departmental requirement of working with more than one faculty member. This project should result in a high quality written product of potentially publishable quality that is then turned in as part of, and at the same time as, the student's written comprehensive examination. Adult clinical students wishing to develop a formal minor area of specialization (e.g., joint degrees in Women's Studies, minor in Health Psychology, SCAN) may do so as long as the written minor project requirement is also met.

BACKGROUND: The breadth requirement is a longstanding requirement of the Psychology Department (please refer to the graduate guidelines on the department web site), reinforced

by the APA's breadth requirements and by state licensing boards. The requirement reflects the value placed in psychologists being trained broadly in their field and then specialized in a particular sub-discipline. At Penn State, this requirement involves (1) course requirements outside the major area and (2) work in two different research programs, in order to gain breadth in content and in the conduct of research.

COURSE REQUIREMENT FOR BREADTH: The course requirements are intended to provide breadth in content.

- Human Development breadth requirement is met by students taking Psy 542 & 575 *
- Biological bases of behavior, met by a grade of B or better in Psy 511**
- Cognitive/affective bases of behavior, met by a grade of B or better in Psy 521
- Social bases of behavior, met by a grade of B or better in Psy 517

* Effective for students beginning their program in fall, 2014. Lifespan human development is covered across these two courses.

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 (via Qualtrics) 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 (will be PSY 548, currently listed as 529)
- (c) Developmental Theories (PSY 549)
- (d) One 3-credit Child Development Seminar (PSY 529) offered by a member of the developmental area faculty (or HDFS faculty); OR another developmental topic course approved by the area faculty.
- (e) One additional 500-level course pertaining to developmental research methods or statistics approved by the area faculty. We strongly encourage students to take more than the minimum required.
- (f) Continuous (Fall, Spring) registration and participation in the one-credit Developmental Proseminar for all students in residence (PSY 529).

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.

Quantitative Methods. All graduate students are required to take the following courses:

- PSY 507: Data Analysis I
- PSY 508: Data Analysis II
- PSY 597: Research Methods
- PSY 597: Advanced Statistics

I/O Coursework (2 survey, 2 depth, practicum)

Survey of I/O. All graduate students are required to take two survey courses, one representing the Industrial side of the field and the other representing the Organizational side of the field. Both should be taken in the student's first year of study.

- PSY 522A: Survey of I
- PSY 523A: Survey of O

Depth Topics in I/O. All graduate students are required to take 15 additional credits of depth topics.

PSY 522B Depth I (examples: Selection, Counterproductive Work Behaviors, Personality, Creativity & Innovation, and Customer Service)

PSY 523B Depth O (Examples: Motivation and Emotion, Groups and Teams, Leadership)

597 “Wild Card” (any I, O, or Statistics course of interest)

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 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. 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. Consult your advisor for more information.

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. Advisors schedule a meeting with each advisee to discuss the annual progress review. It is recommended that this meeting take place before the progress review is filed (by May 31st of each year).

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

- Introduction to Advanced Social Psychology (PSY 517) taught by a social area faculty member
- The Art and Science of Social Psychology (PSY 597)
- Designing Research in Social Psychology (PSY 583)

Introduction to Advanced Social Psychology 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 125A. For any exceptions to any of the requirements noted above, written authorization should be provided to the Graduate Assistant (room 125A), as should written descriptions of independent study and research papers completed for research done under independent study credit hours for the breadth requirement.

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/graduate/programAreas/neuroscience/index.html>).

A second specialization is the Dual Title Degree in Women's Studies. Penn State is only one of two major universities in the nation to offer a dual title degree in psychology and women's studies. More information about this dual title degree can be found at the departmental website (<http://www.womenstudies.psu.edu/dual-degree/>).

A third specialization is the Dual Title Doctoral Degree in Language Science, which is a cross-college degree program between the College of Liberal Arts and the College of Health and Human Development. The goal is to allow Psychology graduate students to acquire cross-disciplinary skills in language science, including linguistics, speech and communication sciences, psychology, and cognitive neuroscience.

Specific Requirements for Specializations

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 Department'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)
- Seminar 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.

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

Dual Degree in Women's Studies

Students should plan to apply for the dual degree during the first year. Students are strongly encouraged to consult with the department liaison to the dual degree (Dr. Shields) prior to applying.

The deadlines for applications are October 15 and March 15 of each year. All application materials (including letters of recommendation) go to the administrative assistant in 133 Willard.

Dual Title Doctoral Degree in Language Science

Students electing this degree program earn a degree with a dual- title at the Ph.D. level in Psychology and Language Science.

Program Objectives of the Dual-Title Degree in Language Science. A dual-title degree program in participating programs and Language Science will prepare students to combine the theoretical and methodological approaches of several disciplines in order to contribute to research in the rapidly growing area of Language Science. This inherently interdisciplinary field draws on linguistics, psychology, speech-language pathology, and cognitive neuroscience, as well as other disciplines, to address both basic and applied research questions in such areas as first and second language acquisition, developmental and acquired language disorders, literacy, and language pedagogy. Dual-title degree students will receive interdisciplinary training that will enable them to communicate and collaborate productively with a wide range of colleagues across traditional discipline boundaries. Such training will open up new employment opportunities for students and give them the tools to foster a thriving interdisciplinary culture in their own future students. The dual-title program will facilitate the formation of a cross-disciplinary network of peers for participating students as part of their professional development.

Admissions Requirements. To pursue a dual-title degree under this program, the student must first apply to the Graduate School and be admitted through one of the participating graduate degree programs (see Appendix E for admissions requirements of potential participating programs). Upon admission to one of the above programs and with a recommendation from a Language Science program faculty member in that department, the student's application will be forwarded to a committee that will include the Director of the Linguistics Program, one of the Co-Directors of the Center for Language Science, and a third elected faculty member within the Center for Language Science. All three committee members will be affiliated with the Program in Linguistics. Upon the recommendation of this committee, the student will be admitted to the dual-title degree program in Language Science.

Doctoral Degree Requirements. The dual-title Ph.D. degree in Language Science will have the following requirements.

1. Course work (21 credits of 500-level courses)
 - 6 credits, Proseminar in the Language Science of Bilingualism (LING 521), Proseminar in Professional Issues in Language Science (LING 522)
 - 3 credits, Research methods/statistics in Language Science (such as LING 525, PSY 507, PSY 508)
 - 3 credits in theoretical linguistics (students will choose between LING 500 or LING 504)
 - 3 credits, Cognitive Neuroscience or Psycholinguistics (such as PSY/LING 520, PSY 511)
 - 6 credits, Research internships (students will choose one course among the following: CSD 596, GER 596, LING 596, PSY 596, SPAN 596)
2. Language Science Research Meetings
Students must participate in weekly Language Science Research meetings each semester in residence.
3. Foreign Language and English Competency Requirements
The student will fulfill the language requirement specified by the participating department through which the student is admitted to the dual-title degree program.
4. Candidacy Examination

In order to be admitted to doctoral candidacy in the dual-title degree program, students will take a candidacy examination that is administered by the primary program. However, the dual-title degree student may require an additional semester or more to fulfill requirements for the primary program and dual-title program; therefore, the candidacy examination may be delayed. In addition, the student will be required to present a portfolio of work in Language Science to their committee. Such a portfolio would include a statement of the student's interdisciplinary research interests, a plan of future study, and samples of writing that indicate the student's work in Language Science. The candidacy examination committee will be composed of faculty from the primary program, as well as at least one faculty member affiliated with Language Science. The designated Language Science faculty member may be appointed in the student's primary program, but he or she may also hold a formal appointment with Linguistics. The Language Science member will participate in constructing and grading candidacy examination questions in the area of Language Science.

5. Doctoral Committee Composition

A doctoral committee consisting of at least four members of the Graduate Faculty must be appointed and will include a representative of the Language Science dual-title program. In addition, an official "outside member" must be appointed as one of the four members. The student's doctoral committee will include faculty from the primary program as well as faculty from Language Science. Faculty members who hold appointments in both the primary program and Language Science may serve in a combined role.

6. Comprehensive Examination

The student's doctoral committee will include faculty from the primary program as well as faculty from Language Science. Faculty members who hold appointments in both the primary program and Language Science may serve in a combined role. The Language Science representative(s) will help to insure that the field of Language Science is integrated into the comprehensive examination.

7. Dissertation

A dissertation on a topic related to Language Science is required for a dual-title Ph.D. degree in Language Science.

Linguistics Minor. The doctoral minor provides interested students with an opportunity to complete a program of scientific study focused on the nature, structure, and use of human language. The minor is designed to cover the foundations of the discipline of linguistics by reviewing fundamental core areas such as phonology and syntax. Course work is also available in many additional areas of linguistics such as semantics, morphology, language variation, historical linguistics, and discourse analysis.

The minor requires a minimum of 15 credits, 6 of which must be at the 500 level. Nine credits are prescribed in syntax (LING 400), phonology (LING 404), and a general introduction to linguistics (LING 401), although a linguistics course at the 500 level may be substituted for LING 401 with the approval of the director of the program in Linguistics.

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 subject policy are available on the Web at: <http://www.research.psu.edu/orp/index.asp>.

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. Effective July 1, 2010, training must be completed through the CITI Training Program. The instructions for completing the CITI Training are at the following website: <http://www.citiprogram.org/>. Feel free to contact the Office for Research Protections with any questions (814) 865-1775.

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 2-3 weeks before the meeting (125A Moore) and take it to the proposal meeting.
3. In general, the Master's project (or the research equivalent) should be completed by the end of the second year in the program or the beginning of the third year (4th or 5th semester), but no later than the end of the 6th semester to remain in good standing. Students in a dual-title degree program or clinical area may need 6 semesters to complete all requirements and the thesis. Failing to complete and defend the Master's thesis by the end of the Spring semester of the third year in the program constitutes unacceptable progress toward the degree. Students in this position will not be allowed to register for credits other than Master's research credits, and will be **automatic reviewed by DGT, the training area, and advisor to assess their progress in the graduate program**. The Master's thesis requirement is considered complete only when the committee approved document 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 2-3 weeks before the meeting (125A Moore) and take it to the defense. The student is responsible for ensuring that each committee member 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. Note: this is only a recommendation, the thesis committee alone does not determine Advancement. 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.

6. Please send an electronic final version of your thesis to the Graduate Staff Assistant (sbg4@psu.edu).

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. If all other advancement requirements are met (see next section), the doctoral candidacy form will be submitted to the graduate school.

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 **by or before the student graduates with a Master's degree**. 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. A three-person 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. The committee can consist of either three faculty in the student's major area or two from the student's major area and one from an area outside of the major but within the department (similar to the regular Master's committee). This committee will then complete a form (available from the **Graduate Staff Assistant**, indicating their decision to either (a) accept the previous work as meeting our requirements for an acceptable thesis or research equivalent, (b) accept with revisions the previous work as meeting our requirements, or (c) require that the student complete an acceptable thesis or research equivalent as part of their graduate program at Penn State. The committee will also recommend whether the student should be advanced to candidacy. The form will require the signature of the Director of Graduate Training as well as each committee member. Upon acceptance of the previous research project, the committee's recommendation for advancement, and completion of any necessary coursework, students 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 four sets of requirements that must be satisfied before the student may be considered by the faculty for Advancement to Candidacy.

1. Students must complete the Master's degree or equivalent, the requirements for which have been described previously. This will serve as the Candidacy Examination.
2. The student must be actively involved in research conducted at Penn State and this should be reflected in end-of-year letters.
3. Students must complete a minimum of 18 credits of graduate training.
4. For each year in the program, a letter from the advisor and area coordinator must be on file documenting the student's progress toward degree requirements and Advancement.

The application for Advancement to Candidacy is triggered after the Master's Thesis paperwork has been turned into the Graduate Staff Assistant. The Advancement paperwork will be prepared by the Director of Graduate Training and the Graduate Staff Assistant after determination that all other requirements are met.

Reasons why students may not automatically Advance to Candidacy after successful defense of the Master's Thesis include: 1) thesis committee does not recommend Advancement; 2) no end of year evaluation letters on file for the student; 3) any indication in the letters that the student is not making satisfactory progress. Should this occur, the DGT will consult with the training area and a planned timeline for Advancement will be determined.

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.

It is expected that within 1 year of advancement to candidacy, students will form a doctoral committee (see next section).

DOCTORAL COMMITTEE MEMBERSHIP GUIDELINES AND PROCESS

The guidelines for doctoral committee membership are as follows: A doctoral committee must consist of:

1. The committee must have a minimum of four (4) members, one of which must serve as chair of the committee.
2. Committee members must all be members of the graduate faculty.
3. At least two faculty members must be in the candidate's major field.
4. The chair (or at least one co-chair) must be a graduate faculty member of the doctoral program in which the candidate is enrolled. The committee must be chaired by a faculty member holding a tenured or tenure-track appointment in the Department of Psychology. Graduate faculty members not holding such an appointment may serve as co-chair with a Psychology faculty member.
5. Outside Member(s)
 - a. One member must be an "Outside Field Member" who represents a field outside of the students' major field. The purpose of this requirement is to offer a diverse disciplinary perspective.
 - b. One member must be an "Outside Unit Member" who represents an administrative unit outside of the dissertation advisor's (or both co-chair's) primary appointment unit.
 - c. The same person can serve as both the outside unit and field member as long as s(he) meets the requirements of both. In psychology, one person usually fulfills both roles.
6. If the candidate has a minor, this field must be represented by a "Minor Field Member." The Minor Field Member commonly serves as the outside unit member as long as s(he) meets the requirements for that role.

For students pursuing dual title degrees:

1. A co-chair representing the dual-title field must be appointed to the doctoral committee (counts toward the minimum of 4 members). If the dissertation advisor is a Graduate Faculty member in both the major and dual-title fields, he/she may serve as sole chair.
2. The dual-title representative to the committee may serve as the Outside Unit Member.

Submitting a letter of Doctoral Committee Formation. Using the guidelines above, students should consult with their advisor and prepare a list of members. Students must obtain each faculty member's approval and agreement to serve on their committee. Students must submit to the Graduate Staff Assistant a copy of their completed Degree Checklist and a letter requesting Formation of Doctoral Committee. 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 have been met. The student should include in the document a statement of the student's educational goals as well as a well-reasoned, well-written defense for selecting each particular person as a committee member. Also, the College and Departmental affiliation of that faculty member must be specified. The student and all members of the committee must sign the document. The hope is that the effort will result in careful thought about long-term goals and orientations. Following receipt of this letter and checklist, the Graduate Staff Assistant will prepare the Doctoral Committee Approval form for the student to collect signatures. The signed Doctoral Committee Approval form must submit to the Graduate Staff Assistant who will then obtain the signature of the DGT.

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.

DOCTORAL COMPREHENSIVE EXAMINATION

Following approval of the Doctoral Committee, 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 Graduate Staff Assistant of 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. 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. **Please inform the Graduate Staff Assistant of the changes to your committee so h/she can type up a new Doctoral Committee sheet and you can obtain the appropriate signatures. Once signatures have been obtained on both documents please return to the Graduate Staff Assistant for processing.**

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 committee member **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 125A 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 **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. 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.

GRADUATE STUDENT EVALUATIONS

Faculty evaluations of graduate students are routinely done in the department and must be done at least annually for each student. 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. 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 twice during the first year both the Fall and Spring. 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 (See Annual Report information below). 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

Annual Reports and Cumulative Progress

Starting in the Spring of 2014 all annual reports and checklists were incorporated into a Qualtrics survey which EVERY GRADUATE STUDENT must be completed 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 in this Qualtrics Survey 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) Completion of the Qualtrics annual report survey which includes updates on research projects (e.g., publications) and timely progress through the program (e.g., defense dates and coursework).
- (3) An updated vita
- (4) Anything else specifically required by the student's training area.

This information is then reviewed by the advisor and area faculty. Each students' progress is discussed at the end of year area meeting for student evaluations and the advisor 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.

Following the the 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 Area Coordinator. Letters should be signed by**

the student, the advisor, and the Area Coordinator before they are turned into the Graduate Staff Assistant.

Once the student has given a copy to their advisor the original copies should be submitted to the Graduate Staff Assistant (125A).

These annual reports and letters 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 progress.

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. **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 Graduate Staff Assistant distributes** a link in Qualtrics to all graduate students asking those who desire departmental assistantships for the following semester. Once the listing of all student requests is compiled, the Director of Graduate Training, in consultation with Area Coordinators and 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 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. Alternate funding sources should cover full stipend and tuition (but if they do not you will need to secure permission from the DGT and Department Head to take the position). 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. Teaching assistants play an important role in undergraduate education. Undergraduate students seek out their TAs for help and expertise, and course instructors and educators rely on TAs to construct, maintain, or improve a variety of course components. The assistantship can also be an important part of your educational experience. It can provide opportunities to get a working knowledge of academic life and responsibilities, to stretch or deepen your knowledge, or to get a taste of what it is like to work with undergraduate students.

Generally, our instructors and educators expect similar things from teaching assistants:

- Successful interactions with undergraduate students
 - TAs should be respectful, approachable, willing to assist, show concern for students' educational progress, and respond to student requests promptly and professionally.
- Successful interactions with instructor/educator
 - TAs should be respectful, adaptable, demonstrate a willingness to assist, be responsive to requests, make themselves available as requested, demonstrate emotional maturity, take the initiative or seek guidance appropriately, maintain a professional attitude, and respond to requests promptly
- The successful completion of tasks, projects, and other responsibilities (including grading)
 - TAs should strive to complete work timely, accurately, consistently, in an organized fashion, and with attention to detail.

The Department of Psychology asks instructors/educators to evaluate teaching assistants on these criteria, and that feedback is passed on to students' mentors and advisors.

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. Assistantship duties should be directly related to the teaching and/or research mission of the faculty. Typical tasks and duties include assisting/educating students who missed class because of a legitimate and unavoidable situation, constructing or reviewing quizzes/exams, constructing answer keys, transporting or collating course materials, scheduling and supervising make-up or special-situation exams, grading, creating/maintaining a course grade book, responding to email, and assisting with course technologies. Although our instructors/educators expect similar things from teaching assistants, the tasks, duties, and communication styles of our faculty vary greatly. Once you have received a new teaching assistantship, consider asking the instructor the following questions:

- Would it be helpful for me to attend lectures? If so, would it be helpful for me to remain after class for a few minutes?
- How should I store students’ work?
- Would it benefit students if I held office hours?
- Do I need to get a SecurID (a transponder that provides a code you need to access eLion to enter course grades)?
- When can I make travel end-of-semester travel plans? (see below)
- How do you prefer me to communicate with you (e.g., scheduled meetings, e-mails, quick interactions before and after class)?

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 week prior to the start of classes and the final examination period to complete grading. 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. For example, the week before the semester starts, some instructors/educators like to have your contact information for the course syllabus, appreciate your help checking materials that have been placed on reserve, appreciate your help reviewing online course content, etc. Regarding the end of the semester, the Office of the Registrar does not release the final exam schedule until the 6th week of the semester (give or take a week). Your course might have a final exam after dinnertime on the Friday of finals week. If that is the case, your assistantship supervisor might need your help the following weekend, or perhaps the following Monday. Please discuss this with your assistantship supervisor before you buy end-of-semester plane tickets. 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 Master's degree. Teaching is strongly encouraged for students who anticipated seeking academic positions. Two general options are available:

- 1) Departmental. As opportunities arise, students teach classes in the psychology 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. Resident instruction classes are conducted face to face. Opportunities for students to teach web-based classes are also available.
- 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 Rich Carlson, 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. There is a PC-based instructional lab 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 several technicians. Network support is provided by John Taylor. Although their highest priority is to serve staff and faculty, staff 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 IT staff members support approximately 500 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 Lisa Guiser in room 140D Moore (lxg7@psu.edu), 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 Lisa Guiser (140D Moore, lxg7@psu.edu). 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 140D Moore (lxg7@psu.edu), 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 Master's 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 (Lisa Guiser, lxg7@psu.edu, in 140D Moore).