

## The Table of Contents

Introduction .....	-4-
General Program Information .....	-5-
Admission Requirements .....	-5-
Departmental Orientation .....	-5-
Coordinators .....	-5-
Role of the Faculty Advisor .....	-5-
How a Student’s Faculty Advisor is Selected	
Formal Responsibilities	
Informal Responsibilities	
Plan of Study .....	-6-
Time Limits .....	-6-
Admission to Candidacy .....	-6-
Transfer Credit .....	-7-
Relevant Graduate School Policies	
Departmental Procedures	
Exceptions .....	-8-
Master’s Degree .....	-8-
Curriculum .....	-9-
Core Curriculum .....	-9-
Foundations in Psychology	
Research Methods	
Teaching of Psychology	
Research (30 Hours Minimum)	
Concentrated Specialty (Does not apply to the Clinical Program.)	
Clinical Curriculum .....	-10-
Clinical Core Courses (26 Hours)	
Clinical Practicum (9 Hours minimum)	
Clinical Internship (3 Hours)	
Community Core Courses (6 Hours minimum)	
Community Practicum (3 Hours minimum)	
Elective Clinical Courses	
Community Curriculum .....	-12-
Community Core Courses (18 Hours)	
Community Practicum (9 Hours)	
Electives	
Human Factors Curriculum .....	-13-
Human Factors Core Courses (15 hours)	
Electives	
Internship	
2 <sup>nd</sup> Year Research Project .....	-14-
If You Have Entered the Program With a Master’s Degree .....	-14-
Role of Psychology 911 and the 911 Faculty Advisor .....	-14-
Role of the Second Reader .....	-14-
Criteria for Completion of the 2 <sup>nd</sup> Year Project .....	-14-
Monitoring Progress and Incentives to Complete 2 <sup>nd</sup> Year Project .....	-15-
Year 1	
Year 2	
Year 3, Beginning of 1 <sup>st</sup> Semester	
Year 3, Beginning of 2 <sup>nd</sup> Semester	

Year 3, Midterm of 2<sup>nd</sup> Semester  
 Exceptions

Guidelines for Psychology Qualifying Exams . . . . .	-16-
Prerequisites to Qualifying Exams (all programs) . . . . .	-16-
Number of Attempts to Pass Qualifying Exams (All Programs) . . . . .	-16-
Qualifying Exams for Students in the Clinical Program . . . . .	-16-
Community & Human Factors Exam Structure . . . . .	-17-
Faculty	
Grading of Qualifying Exams	
Summary of Faculty Responsibilities	
Role of	
Role of Graduate Coordinator	
Qualifying Exams for Students in the Human Factors Programs . . . . .	-18-
Scheduling of Qualifying Exams	
Qualifying Exams for Students in the Community Programs . . . . .	-19-
Spring Semester	
Fall Semester	
Dissertations . . . . .	-20-
Dissertation Supervisory Committee . . . . .	-20-
Dissertation Proposal Guidelines . . . . .	-20-
Support for the Dissertation . . . . .	-21-
Style Guide . . . . .	-21-
Dissertation Defense . . . . .	-21-
Assistantships . . . . .	-22-
Eligibility . . . . .	-22-
Graduate Teaching Assistants . . . . .	-22-
Graduate Research Assistants and Graduate Assistants . . . . .	-22-
Tuition Waivers . . . . .	-22-
Health Insurance . . . . .	-23-
Student . . . . .	-24-
Special Awards and Fellowships for Graduate Students . . . . .	-25-
Student Funding for Conference Presentations . . . . .	-25-
Grants and Awards for Which Students May Apply: . . . . .	-25-
Dr. Laiten L. And Verna Nye Camien Fellowship	
E.L. Cord Foundation Graduate Fellowship	
Donald D. Sbarra Endowed Fellowship	
Donald D. Sbarra Endowed Fellowship	
Special Research Fellowships - Student Travel	
Michael P. Tilford Graduate Fellowship	
Educational Opportunity Fund	
Awards	
Awards for Which Faculty May Nominate Students . . . . .	-27-
Dora Wallace Hodgson Outstanding Doctoral Dissertation Award	
Dora Wallace Hodgson Outstanding Doctoral Level Graduate Student Award	
Dora Wallace Hodgson Outstanding 1 <sup>st</sup> Year Graduate Fellowships	
Ollie A. & J. O. Heskett Graduate Fellowships	
Outstanding Graduate Student Awards	
Academic and Professional Performance Standards . . . . .	-29-
Authorship of Papers with Faculty . . . . .	-29-
Academic Requirements . . . . .	-29-
Evaluation . . . . .	-30-

Evaluation Procedure	
Graduate Assistant Evaluation	
Professional Behavior of Students .....	-30-
Definition of Problem Behaviors	
Departmental Assessment	
Departmental Action	
Warnings .....	-32-
Academic Absence .....	-33-
Dropping Out .....	-33-
Grievance Procedures for Graduate Students .....	-33-
Limitations	
Steps in the Process	
Role of the Graduate Dean	
Role of the Graduate Council	
Appendices .....	-35-
Academic Performance and Progress Evaluation .....	-36-
2 <sup>nd</sup> Year Project Cover Page .....	-37-
2 <sup>nd</sup> Year Project Signature Page .....	-38-
Request to Take Qualifying Exams .....	-39-
Design Approval Examination Form .....	-40-
Recommendation for Degree Form .....	-41-
Sample Title Page for a Dissertation .....	-42-
Selections From Policy Statement on Sexual Harassment of Students .....	-43-
Policy Prohibiting Sexual Harassment .....	-43-
Transfer Credits for Incoming Graduate Students .....	-46-
Index .....	-47-

## **Introduction**

The Department of Psychology Graduate Program Handbook is intended to be a compilation and/or summary of relevant policies, requirements, procedures, or practices relating to the doctoral programs of the Psychology Department at Wichita State University. In case of conflict between this handbook and an actual policy statement, whether of the Board of Regents, the University, the Graduate School, the College of Liberal Arts and Sciences, or the Psychology Department, the specific policy statement should be considered controlling. This Handbook, and/or the policies cited in it, may be revised or changed at any time. The student or applicant bears responsibility for following up and complying with all applicable and controlling policies, requirements, procedures, or practices.

## **General Program Information**

The Department of Psychology offers the Ph.D. degree in Psychology with three programs: Clinical Psychology, Community Psychology, and Human Factors Psychology. The Human Factors Program is accredited by H.F.E.S. The Clinical Program is A.P.A. accredited. There is no accreditation available for the Community Program.

### **Admission Requirements**

Admission to a Doctoral Program at Wichita State University requires a grade point average of at least 3.00 in the last 60 hours or most recent two years of undergraduate work. Applicants who have a Master's Degree or have otherwise completed graduate course work must have attained at least a 3.25 grade point average in such work and submit four letters of recommendation.

All applicants must submit, as part of their application, scores on the general aptitude tests of the Graduate Record Examination (GRE). Scores cannot be older than five years. Additionally, applicants to our doctoral programs must complete both the Graduate School application form (<http://webs.wichita.edu/?u=GRADSCHOOL&p=/Forms/AdmissionForms/>) and the Departmental application form (<http://webapps.wichita.edu/GradApp/Account/Login.aspx?ReturnUrl=%2fgradapp>).

Admission to all programs is competitive. Thus, meeting the above requirements does NOT guarantee admission. Typically, students are admitted only for the Fall Semester.

### **Departmental Orientation**

During the week before classes start in the Fall Semester, an orientation is conducted for all graduate students in the department. This orientation is planned by a committee of graduate students and faculty appointed by the Department Chair. Attendance at this orientation is mandatory for all students not on internship or on Academic Absence.

### **Coordinators**

The Department has five faculty coordinators: the Graduate Coordinator, three Program Coordinators, and an Undergraduate Program Coordinator. The Program Coordinators are responsible for day to day issues in their respective programs. The Undergraduate Program Coordinator supervises graduate students who have a direct teaching responsibility and is responsible for other undergraduate issues. The Graduate Coordinator is the principal liaison with the Graduate School.

### **Role of the Faculty Advisor**

Faculty advisors have formal and informal responsibilities in working with students. The primary formal responsibility involves helping students to develop their plan of study leading to the completion of their graduate degree.

#### **How a Student's Faculty Advisor is Selected**

Initially, each student is assigned a Faculty Advisor. Students are free to change Faculty Advisors based on personal comfort, the ways in which their interests change, and other important factors. The Departmental Administrative Specialist should be notified in writing by the student when such a change is made.

Students are urged to have regular contact with their Faculty Advisors, especially during their first year in the program, as well as at crucial points in their academic careers; i.e., choosing second year projects,

planning Qualifying Exams, selecting dissertation topics, and making decisions about internships. Generally speaking, after the first year, a student's Faculty Advisor is also the faculty member with whom she/he is working most closely on research.

### **Formal Responsibilities**

The student's Faculty Advisor

- ◆ advises students about course selection and timing.
- ◆ determines transfer courses and if the student has a Master's Degree determine whether the student's thesis will replace the 2nd year project.
- ◆ helps students choose faculty with whom they wish to do their 2<sup>nd</sup> Year Project.
- ◆ for the Community and Human Factors programs, aids the student in the choice of specialty and sub-specialty areas for the Qualifying Exams.
- ◆ evaluates the student annually.
- ◆ helps students to identify matches between their interests and skills and internship possibilities.

### **Informal Responsibilities**

The Faculty Advisor's informal responsibilities include orienting students into the program, helping them to get a feeling for how the department works, acquainting them with general expectations about the level of commitment required, and being a sounding board for exploring options and possible interests.

## **Plan of Study**

The Plan of Study is the student's contract with the Graduate School. It specifies what the student must complete in order to receive your degree. To determine the courses the student must take, refer to the requirements in force at the time you file the Plan of Study, not those that might have preceded. It is to the students's advantage to complete the plan (for both the M.A. and Ph.D.) early, preferably in the first year of study. Otherwise the student may be subject to new requirements added to the student's program after admission. The Plan of Study must be approved by the student's advisor, Graduate Coordinator or Department Chair, and the graduate school.

## **Time Limits**

Students should be aware that the Graduate School requires completion of the degree no later than nine years after admission. The Psychology Department expects all degree-bound students to make satisfactory progress toward the completion of their degree programs.

## **Admission to Candidacy**

After successful completion of Qualifying Exams and approval of a Dissertation Plan (see appendices), the student becomes a "Doctoral Candidate." From the point of passing Qualifying Exams through successful oral defense of the Dissertation, the student must be continuously enrolled each Fall and Spring semester for a minimum of three credit hours of Dissertation research or be enrolled in Internship. If the student also works on his/her dissertation in the summer, he/she must be enrolled in 3 hours during the summer.

## Residency in the Program

A graduate student is required by the Department of Psychology to spend at least four semesters (eight semesters for the clinical program) enrolled as a full-time student at Wichita State University not including summers.

## Transfer Credit

### Relevant Graduate School Policies

Graduate credit work at another university is not transferred and entered on a Wichita State transcript except in Degree Programs and only then after completion of all work for the degree, as defined on an approved Plan of Study. Students may transfer, with Departmental approval, graduate credit from an accredited graduate school under the following conditions:

- ◆ The credit-offering institution is accredited by the regional accrediting association to offer graduate degree programs appropriate to the level of credit to be transferred, the credit is fully acceptable to the credit-offering institution in satisfaction of its advanced degree requirement, and the credit is applicable in terms of content to the student's Program of Study at Wichita State University.
- ◆ If approved by the department, up to one third of the required doctoral course work hours may be transferred exclusive of acceptable hours in a master's degree.
- ◆ Students assume responsibility for initiating the request for transfer of graduate credit on a Plan of Study. An official transcript containing the requested transfer work must be on file in the Graduate School. If such work is shown on the transcripts provided in support of the original admission to the Graduate School, no new record need be provided. Approval by the major department is necessary to ensure that the course work has been accepted as an integral part of the candidate's program.
- ◆ Courses considered for transfer must have been completed at an accredited graduate school and must carry a minimum grade value of 3.000 on a 4.000 point scale. Grades lower than B, including B-, will not be accepted.
- ◆ Transfer credit that is accepted must have been in courses started six years or fewer before the semester in which the degree work is completed.

### Departmental Procedures<sup>1</sup>

At the beginning of the first semester the student should see his/her advisor and, in consultation with the advisor, select course work for which transfer credit is to be requested. Similarly, the student and advisor will consult regarding the student's request to use completed thesis in place of the 2<sup>nd</sup> year project.

#### Course work

The student will submit materials describing the course work to the faculty member who teaches the comparable course or, lacking such a course, to the advisor. Supportive materials may include syllabi, catalog descriptions, textbooks, student work, etc. This should be done during the student's first semester in the WSU doctoral program.

#### Thesis/Research Project

The student will submit an official, signed copy of the thesis to the advisor. This should be done during the student's first semester in the WSU doctoral program.

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<sup>1</sup>The procedure is the same for applications for 1) transfer of courses to replace required courses, 2) transfer of courses for credit as electives, and 3) credit for a thesis or research project. It is recommended that this process be completed in the student's first semester.

Faculty member approves or disapproves the transfer credit.  
Faculty member may consult with another faculty member.  
Advisor is notified of disposition of request.

The advisor, in consultation with one other faculty member whose expertise is most relevant to the topic of the thesis, either approves or disapproves the request.

The advisor completes and signs Transfer Credit Form (see the appendices). Discusses disposition with the student, who signs the form. Advisor sends form to Program Coordinator. Program Coordinator reviews form. Form is placed in the student's official record.

### **Exceptions**

On occasion, exceptions to Departmental or Graduate School policies may be necessary. All exceptions require the approval of the student's Faculty Advisor, Program Coordinator, Student Affairs Committee and the Graduate School. For exceptions to Departmental policies, the decision of the Student Affairs Committee is the final step. If a student is not satisfied with the decision of the Student Affairs Committee, he or she may follow the Grievance Procedures described later.

### **Master's Degree**

A terminal Master's Degree in Psychology is not offered nor does the Department admit students to a master's program. However, when the Foundation courses required by your program, the Research Methods Courses, Predoctoral Research including a 2nd Year Project, and any additional hours in your program that total 36 are successfully completed, and a M.A. Plan of Study has been submitted to the Graduate School, the degree of Master of Arts in General Psychology may be awarded.



# Curriculum

## Core Curriculum

All graduate students are required to successfully complete the following core curriculum:

### Foundations in Psychology

904	Biological/Philosophical Foundations of Psychology	3
905	Cognitive/Learning Foundations of Behavior	3
906	Personality and Individual Differences	3
907	Social/Developmental Foundations of Behavior	3
945	Seminar in Diversity	3

Clinical Students must take all of the above except 906. (12 Hours)

Community Students must 907, 945 plus two others above. (12 Hours)

Human Factors students must 904 and 905. (6 Hours)

### Research Methods (8 Hours)

902	Advanced Research Methods I	4
903	Advanced Research Methods II	4

### Teaching of Psychology

911	Teaching of Psychology: Principles, Practices & Ethics	3
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### Research (30 Hours Minimum)

901	Predoctoral Research	
909	Pre Dissertation Proposal Research	
908	Dissertation	12 (minimum total)

Clinical and Community Students must enroll in a minimum of 10 hours of 901 and enroll continuously until completing their second year project.

Human Factors Students are required to enroll in research hours (901, 909, or 908) in each semester (summers excluded) throughout their graduate career.

After passing Qualifying Exams, all students must enroll in research (908) each semester until the dissertation is completed.

Clinical and Community students entering with the Master's Degree containing a research component deemed equivalent to our program's second-year project will enroll in 909 until they have completed a minimum of 10 hours of 909 and also passed their Qualifying Exams. (The WSU Graduate School may allow transfer of some MA research hours which would count toward the 10 hour 909 minimum). Human Factors students will enroll in 3 hours of pre-doctoral research (909) until they successfully pass Qualifying Exams. Research hours (909, 908 or 901) may not be used as electives.

### Concentrated Specialty (Does not apply to the Clinical Program.)

Each student will have at least one Concentrated Specialty. This Specialty consists of the elective courses chosen with the consent of the student's Faculty Advisor. The intent is for the student to develop expertise in one or more specific areas; *e.g.*, methodology, ergonomics, measurement, children's issues, *etc.* The speciality(ies) is declared at the time the student requests to take Qualifying Exams.

## Clinical Curriculum

### Clinical Core Courses (26 Hours)

940	Seminar in Community-Clinical Psychology	3
945	Seminar in Diversity	3
960	Ethical and Professional Issues in Clinical Psychology	3
961	Seminar in Cognitive Behavioral Assessment	3
961L	Seminar in Cognitive Behavioral Assessment Lab	1
962	Seminar in Cognitive Behavioral Therapy	3
962L	Seminar in Cognitive Behavioral Therapy Lab	1
967	Seminar in Personality Assessment	3
975	Seminar in Psychotherapy	3
976	Advanced Psychopathology	3

### Clinical Practicum (12 Hours minimum)

Students must take a minimum of 12 credit hours of clinical practicum. Enrollment in practicum may be for 1 to 3 credit hours.

Practicum experiences, many of them funded, are available in on-campus settings and community organizations. Typical settings include the Psychology Clinic, the University Counseling and Testing Center, senior centers, mental health centers, hospitals, public schools, prevention centers and various other community organizations.

All external pre-practicum and practicum experiences must be reviewed and approved by the student's advisor and Clinic Director *prior* to beginning service. One purpose of this review is to assess how a particular experience contributes to the student's individual professional development plan. Secondly, it is necessary to coordinate learning and training objectives with field supervisors, students, and program faculty. Finally, involvement in any external practicum site involves administrative matters that are best coordinated prior to beginning any clinical service.

963 Clinical Practicum (each enrollment 1-3 hours each time for a total of 12 hours)

### Clinical Internship (3 Hours)

A one year (2000 hour) clinical internship (APPIC or APA approved) is required of all students in the program. To apply for a clinical internship students must be Doctoral Candidates in good standing.

977 Internship in Clinical Psychology (1 to 3 hours for a total of 3) 3

NOTE: Since students may not propose their dissertation until they achieve candidacy they should have taken and passed their EPPP no later than June 30 of their third year so that they are eligible to apply to internship in the fall of their fourth year.

### Community Core Courses (6 Hours minimum)

Students are required to take two of the following courses:

941	Applied Research in Community Settings	3
942	Seminar in Community-Organizational Interventions	3
943	Seminar in Prevention	3
948	Seminar in Community Leadership	3
949	Seminar in Community Advocacy and Social Policy	3

### **Community Practicum (3 Hours minimum)**

944 Practicum in Community Psychology

3

### **Elective Clinical Courses**

Students should take at least nine credit hours. Three of these must be clinical assessment courses and six hours must be in clinical intervention courses.

Elective course depends upon the student's unique professional goals and is made in consultation with the student's faculty advisor.

Total Hours: 101

## **Community Curriculum**

### **Community Core Courses (18 Hours)**

940 Seminar in Community-Clinical Psychology	3
941 Applied Research Methods in Community Settings	3
942 Seminar in Community/Organizational Intervention	3
943 Seminar in Prevention	3
948 Seminar in Community Leadership	3
949 Seminar in Advocacy & Social Policy	3

### **Community Practicum (9 Hours)**

Community students must complete one year (9 credit hours) of Community Practicum. This does not have to be one continuous year, rather a total of three semesters, nor does it have to be at a single practicum site.

944 Practicum in Community Psychology (three enrollments)	9
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### **Electives**

Community students must take additional electives so that they complete at least 90 graduate hours.

Elective courses can be taken inside and outside of the Psychology Department in consultation with advisor. Two electives must be related to research methods and/or statistics.

## Human Factors Curriculum

### Human Factors Core Courses (15 hours)

920	Psychological Principles of Human Factors	3
921	Seminar in Human Factors Psychology	3
922	Seminar in Software Psychology	3
925	Seminar in Perception	3

### Electives

Ninety hours of course work are required for graduation. The student should take sufficient elective courses (909, 908 or 901 may not be used for such electives) to attain this total. Of the electives, at least 12 hours, selected in consultation with the advisor, should be taken outside of the Human Factors program. The elective credit hours should lead to one or more specialties.

### Internship

926	Internship	1
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Students enrolled in the Human Factors Program are required to complete an internship which lasts a minimum of three months. The purpose of the internship is to provide students with experience which is relevant to their overall career objectives and which would not normally be obtainable on campus. It is expected that students on an internship will start the process of integrating their academic course work and experience with practical setting similar to where they will work upon completion of their graduate training. It is not uncommon for students to develop dissertation ideas while on an internship.

While every effort is made to be flexible and satisfy the unique needs of each student, there are certain requirements that an approved internship site must meet to be approved. Each site should:

- ◆ offer applied experience appropriate to the particular student's career goals,
- ◆ provide an educational experience rather than simply a work experience. Ordinarily, this means that those responsible for supervision of the internship understand that the primary purpose is to provide a learning experience for the student,
- ◆ have someone at the internship site who is responsible and capable of directing the internship and willing to provide a review of the student's performance at the half way point and at the conclusion of the internship, have someone, preferably the internship supervisor, who is knowledgeable about Human Factors.

## **2<sup>nd</sup> Year Research Project**

The 2nd Year Research Project is empirical research that can be reasonably started, conducted, and written during the first two years of a student's time in the Department's graduate programs. It is not to be of the scope nor of the independence of a dissertation, but it may serve as a pilot for a dissertation. While the scope of the 2nd Year Project is similar to that of a master's thesis, it is written as a research article as guided by the most recent edition of the *Publication Manual of the American Psychological Association*.

The 2nd Year Project needs to be finished in a timely manner. No student may apply to take Qualifying Exams until the project is complete, including submission to the department.

### **If You Have Entered the Program With a Master's Degree**

If you have entered any of our three doctoral programs with an earned Master's degree, and you completed an empirical Master's Thesis, you *MAY* not be required to do a 2<sup>nd</sup> Year Project. Submit your thesis to your advisor when you are discussing transferring courses from your Master's institution. If your advisor feels that your thesis is equivalent to our 2<sup>nd</sup> year project, she/he will indicate, on the same form used for transfer credit, that your thesis satisfies our 2<sup>nd</sup> year project requirement.

If this is the case, you will not enroll in 901. However, Clinical and Community students will enroll in 909 (Pre Dissertation Proposal Research) each semester until you have completed a minimum of 10 hours of 901/909 and passed your qualifying examinations. Human Factors students will enroll in 3 hours of pre-doctoral research (909) each semester until they successfully pass Qualifying Exams.

### **Role of Psychology 911 and the 911 Faculty Advisor**

The 2<sup>nd</sup> Year Research Faculty Advisor is responsible for the guidance of the 2<sup>nd</sup> Year Project.

All students enroll in one hour of Psychology 901 in the first semester of their first year. It will not be unusual for a student to enroll in 901 with different professors during his/her first year while determining the best match of research interest and personality. After the first semester, the students will enroll in three hours of 901 every semester until the completion of the 2nd year project. Note that Psychology 901 is graded Satisfactory, Unsatisfactory, or Incomplete.

### **Role of the Second Reader**

Typically, the Second Reader will be a member of the Psychology Faculty. Occasionally, someone outside the Department or the University may serve as the Second Reader if that person has the proper credentials/expertise as determined by the Department. The role of the Second Reader is that of another resource for the student and Faculty 901 Advisor.

### **Criteria for Completion of the 2<sup>nd</sup> Year Project**

If such a submission is determined appropriate by the Faculty Advisor and student, the student is strongly encouraged to submit a manuscript based on the 2<sup>nd</sup> Year Research Project for publication in a refereed journal. It is also understood that submission to a journal for publication may not be reasonable at times (*e.g.*, unsupported hypotheses, more data needed). Authorship issues should be clarified early in the research process, in accordance with the American Psychological Association guidelines.

The final document must be approved by the Advisor and Second Reader as indicated by their signatures on the cover page and submitted to the Psychology Office for binding.

## **Monitoring Progress and Incentives to Complete 2<sup>nd</sup> Year Project**

### **Year 1**

Students should be allowed enough time to determine which faculty they are best suited to work with in terms of interest and temperament. The Faculty Advisor will be selected no later than the end of the 2<sup>nd</sup> semester, Year 1.

### **Year 2**

2<sup>nd</sup> Year Projects must be completed no later than the end of the summer of a student's second year.

### **Year 3, Beginning of 1<sup>st</sup> Semester**

If the 2<sup>nd</sup> Year Project is not completed prior to the beginning of the 3<sup>rd</sup> year, a Warning (see Warning procedure found later in this document) is given by the Graduate Coordinator to the student and placed in the student's file. Additionally, no further course work will be allowed except Psychology 911, and Community or Clinical Practica until the 2<sup>nd</sup> Year Project is complete.

### **Year 3, Beginning of 2<sup>nd</sup> Semester**

No further course work will be allowed except Psychology 911, and Community or Clinical Practica until the 2<sup>nd</sup> Year Project is complete.

### **Year 3, Midterm of 2<sup>nd</sup> Semester**

If the 2<sup>nd</sup> Year Project is not complete prior to the first day of the 2<sup>nd</sup> semester of the third year, no further course work will be allowed except Psychology 901, and Community or Clinical Practica until the 2<sup>nd</sup> Year Project is complete. In addition, if the 2<sup>nd</sup> year project is not complete prior to midterm of the 2<sup>nd</sup> semester, year 3, all funding, teaching responsibilities and Community and/or Clinical Practica will be discontinued at the end of the semester. No further funding, teaching or Practica will be allowed until the 2<sup>nd</sup> Year Project is completed.

### **Exceptions**

On recommendation of the student's Faculty Advisor and approval of the student's Program Coordinator, the above consequences may be delayed if the reason for the student not completing the 2<sup>nd</sup> Year Project was beyond his/her control, or if the delay will increase the possibility of the project being published.

## Guidelines for Psychology Qualifying Exams

All graduate students must demonstrate professional competence in major areas of specialty by earning satisfactory grades on a set of Qualifying Exams.

### Prerequisites to Qualifying Exams (all programs)

- ◆ Prior to submission of the *Request to Take Qualifying Exams* form, all foundations and methods courses must be completed with a grade of "B" or better.
- ◆ The 2<sup>nd</sup> Year Research Project must be completed before the student can *apply* to take the exam.
- ◆ Most required courses in the student's program will be completed before applying to take Qualifying Exams.

### Number of Attempts to Pass Qualifying Exams (All Programs)

A student may sit for Qualifying Exams twice including the EPPP in the case of Clinical Students. It is counted as an attempt if a *Request to Take Qualifying Exams* form is filed and approved, even if the student does not take the exams.

If a "fail" is achieved the first time a student takes the Qualifying Exams, a second request to take the Qualifying Exams will be considered by Program Faculty. If a student does not pass the Qualifying Exams after two attempts, the Psychology Department will recommend to the Graduate school that the student be dismissed.

### Qualifying Exams for Students in the Clinical Program

The Qualifying Examination for students in the Clinical Program consists of the national *Examination for Professional Practice in Psychology* (EPPP) which is administered by Professional Examination Services. The examination is expected to be taken by June 30 of the student's third year of the program.

The application process to take the Qualifying Examination may begin upon the completion of the Master's degree. In order to apply to take the Qualifying Examination, students must have completed the minimum departmental requirements for the Master's degree at Wichita State University. If a student enters the program with a Master's degree from another university, 20 additional credit hours must be earned at Wichita State University including Psychology 960 (Ethical and Professional Issues in Clinical Psychology) with a grade of B or better.

To take the Qualifying Examination, students must first complete a departmental *Request to Take Qualifying Examination* form and submit it to the Director of Clinical Training for approval. Upon receiving approval from the DCT students must submit a request to take the EPPP to the Kansas Behavioral Sciences Regulatory Board (BSRB) office. Once the BSRB approves the application, students will be instructed on how to register for the exam.

Students must pass the EPPP as the level required for licensure at the Master's degree level (60%) established by the Kansas Behavioral Science Regulatory Board (BSRB).

Upon passing the EPPP, students must submit to the department a copy of the letter from the BSRB to the student proving that the student took the examination including the documentation of the student's score. This letter becomes part of the student's permanent personnel record.



## Community & Human Factors Exam Structure

**Type and Extent:** The Qualifying Exams are closed book exams taken in the Department. The exams are taken on a departmentally provided computer with a word processor. The exams are scheduled for 12 to 16 hours over a period of two days.

**Nature of Areas and Questions:** The number of questions and nature of areas covered are recommended by the student and Faculty Advisor in the *Request to Take Qualifying Exams* form. Thus, there is no predetermined number of areas or of questions in the Qualifying Exams.

**Program Specific Areas:** Program specific areas are covered, but again, not simply as repeated questions from program required courses. Instead, program specific questions integrate course material with broader Human Factors or Community-Clinical topics and/or topics in the specialty areas of the student.

**Concentrated Specialty:** Every student will have at least one area of concentrated specialty which is covered by the exam. These questions will usually be written by the student's Faculty Advisor and other faculty directly related to the specialty area(s).

### Appropriate Faculty for Questions

The content areas of each exam primarily dictate who writes questions. Faculty from outside the Department, who are involved in designated exam areas, may be asked to write questions. Care will be taken to assure that the faculty providing and grading questions meet with the approval of the student's Program Faculty.

### Grading of Qualifying Exams

Each question is graded by individual(s) designated by the student's Program Coordinator. The following five point scale will act as a guideline in scoring individual questions:

1	Low Fail
2	Fail
3	Marginal Pass
4	Pass
5	High Pass

The student's Program Coordinator collects graded questions and makes a recommendation to the student's Program Faculty regarding PASS/FAIL. The final judgment of PASS/FAIL is determined by the student's Program Faculty. Only PASS/FAIL is reported to the student.

## Summary of Faculty Responsibilities

### Role of the Program Faculty

- ◆ Approve the individual Qualifying Exam for each student prior to testing.
- ◆ After grading is complete, determine PASS/FAIL for each student.

### Role of Program Coordinator

- ◆ Receives *Requests for Take Qualifying Exams* form.
- ◆ Reviews and evaluates student requests to take Qualifying Exams.
- ◆ Requests questions from the appropriate faculty for each exam.

- ◆ Designs the Qualifying Exams for each student.
- ◆ Obtains Program Faculty approval for each exam.
- ◆ Distributes and collects questions for grading.
- ◆ Communicates the results of the Qualifying Exams to the student's Faculty Advisor.

### **Role of Graduate Coordinator**

- ◆ Submits the calendar for the Qualifying Exams to the Department Chair.
- ◆ Officially communicates results of the Qualifying Exams to the Graduate School, Department Chair, Departmental Faculty, faculty outside the Department who wrote questions.

### **Qualifying Exams for Students in the Human Factors Programs**

#### **Scheduling of Qualifying Exams**

Qualifying Exams for the Human Factors program will be offered will be offered once in Spring Semester.

The Graduate Coordinator will submit a calendar for Qualifying Exams to the Chairperson by midterm of the Spring Semester with specific dates for the following academic year. The following schedule is only a guideline and may vary from semester to semester:

- Week 2:** Students notify their Program Coordinator of their intention to take Qualifying Exams by the end of Week 2 of the semester in which they wish to take the exams. Each student provides his/her Program Coordinator with the *Request to Take Qualifying Exams* form signed by the student and the student's Faculty Advisor. This form is placed in the student's file.
- Week 3:** The Program Coordinator reviews student requests and submits a list of students approved to take the Qualifying Exams to the Program Faculty, and Graduate Coordinator no later than the end of Week 3.
- The student's Program Coordinator requests questions from appropriate Program Faculty, Departmental Faculty and outside faculty based on the areas outlined by the student and the Faculty Advisor on the *Request to Take Qualifying Exams* form.
- Week 5:** Faculty return questions to the student's Program Coordinator no later than the end of Week 5.
- Weeks 6-8:** The Program Coordinator constructs exams in collaboration with each student's Faculty Advisor, program faculty and other faculty as designated by the student's Program Coordinator.
- Week 8:** The approval of each student's exam is completed by the program faculty no later than the end of Week 8.
- Week 10:** Qualifying Exams are administered by the student's Program Coordinator or the Program Coordinator's designee. The exams are administered in the department.
- Week 11:** Questions are distributed to faculty for grading by the student's Program Coordinator at the beginning of Week 11.

**Weeks 12-13** Questions are graded and returned to the student's Program Coordinator no later than the beginning of Week 13. The student's Program Faculty meet no later than the end of Week 13 to make the final decision on the exam outcome (PASS/FAIL).

**Week 14:** The results are officially communicated by the Graduate Coordinator to all appropriate persons including the student's Faculty Advisor who informs the student of the results no later than the end of Week 14.

### **Qualifying Exams for Students in the Community Programs**

#### **Spring Semester**

Week 1: Distribute Guidelines for Psychology Qualifying Exams & Request to Take Qualifying Exam to all Community Psychology Students

Week 3: Student provides Program Coordinator with the Request to Take Qualifying Exams form signed by the student and the student's faculty advisor.

Prior to Spring Break:

Faculty approve students requesting to take Quals based on criteria in Community Psychology Qualifying Exam Structure & Process .

Before the end of the Spring Semester:

Qualifying Exams completed for each students.

2nd Year Project Must be Complete no later than the last day of the Spring Semester.

#### **Fall Semester**

Monday & Tuesday of the Week prior:

Qualifying Exams are administered by Program Coordinator and Psychology Department Staff.

Wednesday of the week prior:

Questions are distributed to faculty for grading by student's Program Coordinator immediately following completion of Exams.

Friday of the week prior:

Questions will be graded and scores returned to Program Coordinator no later than the Friday just prior to the Fall Semester

Wednesday of the 1st Week:

Faculty make final decision on exam outcome (PASS/FAIL). Advisors inform students of the results ASAP

2<sup>nd</sup> Week:

Results officially communicated to students, Psychology Graduate Coordinator and WSU Graduate School

## Dissertations

Doctoral candidates are required to complete an original research project that will be reviewed at the Dissertation Defense. The purpose of the dissertation is demonstrate the student's ability to conduct an independent research project which makes a substantial contribution to the psychological literature.

### Dissertation Supervisory Committee

The primary responsibility of the Dissertation Supervisory Committee, and particularly the Dissertation Supervisory Committee Chair, is to guide the student in completing the dissertation, including the conduct of the final Dissertation Defense.

The Dissertation Supervisory Committee is appointed by the Dean of the Graduate School upon the recommendation of the Department's Chairperson or Graduate Coordinator. The Committee must be identified upon submission of the Dissertation Plan. The Dissertation Supervisory Committee is comprised of a minimum of five graduate faculty, with at least four having full membership on the Graduate Faculty. The Dissertation Supervisory Committee Chair in addition to having full membership on the Graduate Faculty, must also have authorization by the Graduate Council to direct doctoral committees. At least one member, the Graduate Dean's representative, must be outside the student's department. It is encouraged that faculty from both the Human Factors and Community-Clinical Programs be represented on a student's Dissertation Supervisory Committee.

Typically, the initial choice of the Dissertation Supervisory Committee Chair is a mutual one between the student and a faculty member. This decision should be made prior to the selection of any other committee members. Notification of the composition of the Dissertation Supervisory Committee will be sent to the Graduate School on the Plan of Study prior to the Dissertation proposal meeting.

### Dissertation Proposal Guidelines

There is a formal meeting for the proposal of the dissertation research. The primary goal of this meeting is for the student to obtain advice and suggestions from committee members on how to improve and strengthen the proposed research. All matters pertaining to the final design and plan of the dissertation must be reviewed by the committee prior to approval. A Dissertation Design Approval Form must be signed by the Dissertation Supervisory Committee members and placed in the student's file. This current version of this form as well as other Graduate School required forms may be found at

<http://webs.wichita.edu/?u=gradschool&p=/Forms/DegreeCompletionForms/>

The student who is proposing may, with their advisors permission, invite students and other faculty to the meeting. The involvement of persons not on the Dissertation Supervisory Committee is at the discretion of the committee.

A written proposal which has been approved by the student's Dissertation Supervisory Committee Chair will be provided to committee members at least two weeks prior to proposal meeting. This proposal will be in APA style and will include:

- ◆ an Introduction section that thoroughly reviews the relevant theory and research related to the topic, leading to hypotheses and/or research questions,
- ◆ a detailed Method section including completed questionnaires, instruments, *etc.*,
- ◆ a proposed Analysis section that describes how the data will be analyzed, and
- ◆ a complete reference list.

If changes occur in research conditions necessitating significant changes in the research as approved, committee members should be notified as soon as possible in order for the student to obtain advice on how to best proceed with the research and approval of changes.

### **Support for the Dissertation**

If funds are available, the department will provide students with a small stipend for research expenses related to the student's dissertation. To obtain this funding, a short description stating how the funds are to be used should be submitted to the Department Chair. The funds may not be used to reproduce or bind the dissertation.

### **Style Guide**

The current *Guide to the Preparation of Theses and Dissertations* is available for purchase from the University Bookstore. This guide contains style required by the Graduate School and other useful information.

### **Dissertation Defense**

The final Dissertation Defense is required of all candidates for doctoral degrees. This defense is a formal proceeding open to the public. It must be scheduled during an academic semester.

An invitation to attend the Dissertation Defense written by the student and approved by her/his Faculty Advisor, will be distributed to all Departmental Faculty and graduate students, all department chairs and directors on campus, the Dean of Liberal Arts and Sciences, the Dean of the Graduate School and all members of the Graduate Faculty at least three weeks prior to the scheduled date of the Dissertation Defense. The form for this invitation should be obtained from the Departmental Administrative Assistant. Additionally, a *Request to Defend* form must be filed with the Graduate School at least three weeks before the exam.

The final draft of the dissertation (understanding that the Dissertation Supervisory Committee will inevitably provide suggestions at the Dissertation Defense for further changes) shall be distributed to all faculty on the Dissertation Supervisory Committee no later than ten days prior to the scheduled date of the Dissertation Defense.

While the form of the Dissertation Defense will vary from committee to committee, each Dissertation Defense will include:

- ◆ the student's public presentation of her/his research in a professional manner similar to a professional meeting presentation,
- ◆ sufficient time for public questions and discussion from the Dissertation Supervisory Committee and others attending the Dissertation Defense,
- ◆ sufficient time for the dissertation committee to question the student privately,
- ◆ sufficient time for the Dissertation Supervisory Committee to deliberate and vote privately, and
- ◆ upon successful completion of the Dissertation Defense, the signing of the *Recommendation for Degree* form.

The above is simply a suggested order. The actual structure, as long as it includes the above, is at the discretion of the Dissertation Supervisory Committee.

## Assistantships

### Eligibility

- ◆ Only students in good standing are eligible for an assistantship.
- ◆ The Graduate School requires students to (a) be enrolled in a minimum of nine credit hours to hold an assistantship or (b) be enrolled in six credit hours after successfully requesting that the Department Chair waive three hours.
- ◆ The awarding of state funding is that the newest students have priority. The cut off occurs when the funds are expended. Depending upon the funding the department receives, a student can typically expect state funding for 2 to 2 ½ years if the student has maintained a satisfactory academic record as well as a satisfactory performance of their assistantship duties. On occasion, there may be exceptions to the priority funding based upon departmental need.
- ◆ There are other sources of funding for students such as paid practica, research grants and out of department appointments.

### Graduate Teaching Assistants

The Graduate Teaching Assistant either has full responsibility for teaching a course, assists a faculty member in her/his teaching or carries out other teaching activities as assigned by the Assistant Chair. Assisting teaching may include grading papers and exams, conducting laboratory sections in undergraduate research methods, conducting tutorial sections for students enrolled in psychology courses, *etc.* Most students teach one or more sections of General Psychology. Experienced students may teach sections of other courses. Graduate Teaching Assistants are *not* paid to assist faculty in their research or for doing their own research.

All students who teach are required to use the S.P.T.E. course evaluation instrument in all classes they teach. A copy of the standardized results is reproduced by the Departmental Secretary before the results are returned to the student.

Normally, students will not be allowed to teach until they have completed the Graduate School's Graduate Teaching Assistant orientation and Psychology 911 (Teaching of Psychology).

### Graduate Research Assistants and Graduate Assistants

Graduate Research Assistants and Graduate Assistants are funded for various activities including assisting faculty members in their research, working for the Social Science Research Laboratory, designated Departmental tasks, *etc.*

### Tuition Waivers

Non-resident graduate assistants working sixteen hours or more per week are charged the tuition of a Kansas resident. Only Graduate Teaching Assistants receive an additional tuition waiver. Those involved in direct teaching receive a larger waiver than those assisting teaching.

If a student has had an assistantship of any kind for both the Fall and Spring Semesters, then during the summer, the student will pay tuition at the Kansas resident rate whether or not the student has summer assistantship funding. Additional tuition reduction follows same rules as during a Fall or Spring Semester.

## **Health Insurance**

WSU offers health insurance for all graduate students.

Currently, the full cost is \$655 (\$249 for summer) per semester. (NOTE: these prices can change at any time.) There are no provisions for your family.

Significant subsidies are available if you are employed in a GA position of any type for 20 hours per week or more in the semester for which you want the insurance. The subsidy is substantial. Again, the amount of the subsidies may change at any time. For Fall and Spring semesters, the subsidies are \$465 per semester. Your cost with the subsidy is \$155. For the summer, the subsidy is \$186 making your cost \$63. Again, these figures are accurate as of 9/8/14 but may change at any time.

Regardless of whether or not you are eligible for a subsidy, you must enroll by the 20<sup>th</sup> day of class (for fall and Spring and 10<sup>th</sup> day of class for the Summer session) in the semester you wish to have health care coverage. Also all international students are REQUIRED to carry health insurance and are billed for it when you enroll

To enroll if you aren't eligible for a subsidy, you must contact the insurance company directly. Either by going to their (United Health Care ) website ([www.uhcsr.com/kbor](http://www.uhcsr.com/kbor)) or call them at 1-888-344-6104

If you qualify for the subsidy, you must enroll at the graduate school in person no later than the above dates.

## **The Psychology Graduate Student Organization**

The Psychology Graduate Student Organization (PGSO) is a student organization formed specifically for the graduate students within the Psychology Department, and it is strongly supported by the Department. Membership is automatic and participation in organizational activities is encouraged, but voluntary. There are no fees charged to be a member of PGSO.

PGSO was formed in 1972 for the purpose of promoting excellence in the Psychology Graduate Programs at Wichita State University. Since then, the organization has focused its attention on two main goals: 1) to promote professional advancement and 2) to provide a support network for graduate students within both programs. To meet the goal of professional advancement, the organization encourages involvement in research, invites professionals to speak about issues relevant to Psychology, and encourages students to attend professional conferences. When funds are available, PGSO promotes attendance at professional conferences by providing support for a maximum of two conferences per student each year. With assistance from the Student Government Association and other funding sources, PGSO helps fund guest speakers within related fields to speak during Departmental colloquiums.

PGSO also serves as a support network for graduate students. It is the intent of the organization to unite and strengthen the comradery between graduate students within the Psychology Department. The organization hosts several socials throughout the year in order for the students to socialize with one another as well as enjoy a break from the stress of graduate school. PGSO also serves as liaison between the students and the faculty on departmental issues. PGSO has continuously facilitated social interaction and promoted informal relationships between psychology graduate students and faculty.

Each year a committee is elected by the psychology graduate student body to maintain primary responsibility for operating and maintaining the mission of PGSO. The committee consists of a President, a Vice-President, a Treasurer, and a Newsletter Editor. To promote participation in PGSO, one in-coming student from each doctoral program (Human Factors and Community-Clinical) is asked to serve on the committee for that year. These students are recruited during the Departmental Orientation held the Wednesday prior to the start of classes in the Fall.



## **Special Awards and Fellowships for Graduate Students**

Current information of all Graduate School Awards may be found at:

<http://webs.wichita.edu/?u=GRADSCHOOL&p=/FinancialAssistance/GraduateSchoolAwards/>

### **Student Funding for Conference Presentations**

The department provides, when possible, funds for professional development to the Psychology Graduate Student Organization (PGSO). Students may apply to PGSO for travel funds.

### **Grants and Awards for Which Students May Apply:**

#### **Dr. Laiten L. And Verna Nye Camien Fellowship**

For support of a graduate student in social sciences, foreign language, or education:

To be eligible, a student must:

- ◆ be admitted in a degree program in the social sciences, foreign languages, or education
- ◆ be in good academic standing

Typical Award is for \$400 with the winners will being recognized at the GRASP symposium

#### **E.L. Cord Foundation Graduate Fellowship**

To be eligible, a student must:

- ◆ be admitted in a graduate degree program
- ◆ be enrolled full time or part time
- ◆ be in good academic standing with a GPA of at least 3.0
- ◆ demonstrate financial need

Typical award is for \$400, and the winners will be recognized at the GRASP symposium.

#### **Donald D. Sbarra Endowed Fellowship**

To be eligible, a student must:

- ◆ be enrolled full-time in a graduate degree program
- ◆ be in good academic standing with a GPA of at least 3.2
- ◆ demonstrate financial need

Typical a ward is for \$600.00, and the winner will be recognized at the GRASP symposium.

### **Donald D. Sbarra Endowed Fellowship**

To be eligible, a student must:

- ◆ be enrolled full-time in a graduate degree program
- ◆ be in good academic standing with a GPA of at least 3.2
- ◆ demonstrate financial need

Typical award is for \$600.00 and the winner will be recognized at the GRASP symposium.

### **Special Research Fellowships - Student Travel**

In order to encourage research among graduate students and to recognize their scholarly achievement, the Graduate School awards special travel fellowships to students who present the results of their research at professional meetings and conferences.

In order to be considered for a special travel fellowship, students must:

- ◆ Be in good academic standing in a graduate degree program
- ◆ Have an approved Plan of Study on file (unless fewer than 12 hours have been accumulated)
- ◆ Submit proof that the presentation has been accepted for presentation at a professional meeting or conference
- ◆ Have not received this award in the preceding 12 months
- ◆ Submit the application form for the travel fellowship at least four weeks prior to the date of the conference

Please note that funding is limited; it is possible that those who apply and meet all criterion will not receive a travel fellowship if the funding for that term has been exhausted.

### **Michael P. Tilford Graduate Fellowship**

This fellowship is preferentially awarded to a minority student who is a U.S. citizen

To be eligible, a student must:

- ◆ be admitted to full standing in a degree program in the Graduate School
- ◆ be in good academic standing

Typical award is for \$200.00, and the winner will be recognized at the GRASP symposium.

### **Educational Opportunity Fund**

The application is extensive. See <http://webs.wichita.edu/?u=GRADSCHOOL&p=/FinancialAssistance/GraduateSchoolAwards/> for details,

### **Delano Maggard, Jr. Graduate Research Grant**

Amount of Award: \$300 loan,

Application Deadline: October 1 for Fall Semester -- February 7 for Spring Semester

Supports graduate students in the conduct of their independent research and investigation in their field of major interest. Eligibility: Full-standing in a degree program, academic good standing. Enrollment in semester prior to semester of award. Satisfactory academic record in course work related to proposed course of study.

### **Special Research Scholarships and Travel Awards**

Award Amounts: Single Authors: \$200, Co-authors: \$150 each, Multiple authors: \$100 each  
Participant without a presentation: variable

Application Deadline: Ongoing. Students may receive only one such award per calendar year.

In order to encourage research among graduate students and to recognize their superior achievement, the Graduate School awards special scholarships to graduate students who present the results of their scholarly research at professional meetings and conferences. Successful applicants must: 1) be in good academic standing, 2) have an approved Plan of Study on file (unless fewer than 12 hours have been accumulated), 3) submit proof that the presentation has been accepted for presentation at a professional meeting, 4) not have received another special research scholarship within the calendar year.

An application by letter or memo must be submitted to the Graduate Coordinator for forwarding to the Dean of the Graduate School at least four weeks prior to the meeting. The application must include proof of acceptance, such as a copy of the conference program showing the applicant's name and presentation title or a letter of acceptance from the conference or session organizer. Graduate students who do not present their own work, but for whom the experience of participating in a professional meeting is in itself an important research activity, may also apply. In this case, the importance of the meeting for the student's research must be documented by letter from the major Faculty Advisor.

### **Awards for Which Faculty May Nominate Students:**

#### **Dora Wallace Hodgson Outstanding Doctoral Dissertation Award**

Amount of Award: \$700

Application Deadline: February 7

The student must have completed doctoral dissertation work at Wichita State University within past academic year. Students are nominated by faculty.

#### **Dora Wallace Hodgson Outstanding Doctoral Level Graduate Student Award**

Amount of Award: \$500

Application Deadline: February 7

Currently enrolled graduate students who are candidates for the degree are eligible. Students are nominated by faculty.

#### **Dora Wallace Hodgson Outstanding 1<sup>st</sup> Year Graduate Fellowships**

Amount of Award: \$1000

Application Deadline: February 7

This fellowship is awarded to one master's student and one graduate student completing his/her first year of graduate study at Wichita State. To be eligible, the student must be currently enrolled and in good standing

in a degree bound program. Nominated by faculty.

### **Ollie A. & J. O. Heskett Graduate Fellowships**

Students must be nominated by a faculty member and approved by their graduate coordinator or department chair, and the dean of their college.

Eligibility:

- ◆ Any degree bound graduate student in good standing may be considered.
- ◆ Student must be currently enrolled during the spring semester when nominated, and enrolled during the following Fall semester when the award is paid (cannot be a spring or summer graduate).

Please note that each program may nominate no more than one student and that these fellowships do not entitle students to in-state tuition rates.

### **Outstanding Graduate Student Awards**

The Graduate School is pleased to announce the Dora Wallace Hodgson Outstanding Graduate Student Awards of \$1000.

See the graduate school website for details.

## **Academic and Professional Performance Standards**

The faculty of the doctoral programs in the Psychology Department has a responsibility to

- ◆ provide graduate students with access to the necessary academic knowledge base,
- ◆ provide educational opportunities in specific skill areas, and
- ◆ help students develop the interpersonal competence required to work with others in an effective manner.

These skills are acquired in the classroom, in the laboratory, and in practicum, internship or research experiences that are intended to provide practice in integrating academic foundations with application. Applied experiences are gained in actual field settings. Hence, it is the faculty's responsibility to enable the graduate students to engage in activities which reflect the current best ethical practices in Psychology and cause no harm to students, consultees, clients, research participants, agencies and organizations.

It is the responsibility of the faculty to:

- ◆ monitor the students' academic performance in formal course work and research projects,
- ◆ evaluate students' ability to work with others, and
- ◆ evaluate students' ability to behave appropriately in all situations that may be professionally sensitive and complex, including assistantships, the classroom, practica, internships and any other applied placements.

### **Authorship of Papers with Faculty**

The Department adheres to the guidelines outlined in the APA publication manual. When students collaborate with faculty on publications and presentations (including 2<sup>nd</sup> Year Projects and dissertations), it is expected that these guidelines will be respected.

### **Academic Requirements**

A student must maintain an overall grade point average of at least 3.0 ("B") to remain in good standing in the program. If a student's GPA drops below 3.0, he/she will be placed on academic probation by the Graduate School. Such a student will have one semester to increase the average to 3.0 or better. Failure to do so constitutes grounds for a Departmental recommendation to the Graduate School of dismissal for inadequate academic progress.

A letter grade of "C" or lower indicates unsatisfactory work for a graduate student. Such a grade is not acceptable. Should a grade of "C" be made in any of the foundations courses or the advanced methods courses, the student must retake the course and earn a grade of "B" or better. Failure to do so constitutes grounds for a Departmental recommendation to the Graduate School of dismissal for inadequate academic progress.

Earning the grade of "C" or lower in any three graduate level psychology courses constitutes grounds for a recommendation of dismissal to the Graduate School for inadequate academic progress. The record will first be reviewed by the student's Program Faculty, who will make a recommendation to the full faculty.

## Evaluation

All students are evaluated on professional skills as well as their rate of progress and classroom performance. The particular skills depend upon the program area within the Department. Students are required to participate in their evaluations to whatever extent the faculty deem necessary as a condition for remaining in good standing in the program.

### Evaluation Procedure

All graduate students will be evaluated by the faculty during the Spring Semester. Students holding graduate assistantships will have their performance in their assistantship evaluated towards the end of both the Fall and the Spring Semesters.

- ◆ Each graduate student will submit, by March 15, an electronic copy of his/her current vita to the program coordinators. This will include goals for the coming year as well as a description of how the previous year's goals were met.
- ◆ The vita will be reviewed by program faculty.
- ◆ The Human Factors, Community, and Clinical Faculties will each meet no later than April 1 to discuss the students' evaluations, primarily to identify any students who may require special actions such as a Warning, Academic Absence, dismissal, etc. If any such students are identified, the students' Program Faculty will make recommendations to the full faculty for action.
- ◆ The Departmental Faculty will meet to consider any special recommendations from the faculty of the three programs.
- ◆ A summary of the evaluation (see appendices) completed by the student's advisor will be given to each student. A copy of the evaluation and the materials provided by the student will be placed in the student's file.

### Graduate Assistant Evaluation

A graduate assistant evaluation will be done towards the end of the Fall and Spring Semesters. Each student's performance in their assistantship activities will be evaluated as either satisfactory or unsatisfactory. If the result is "unsatisfactory", the student will either be given a formal Warning as described below or, if their poor performance is chronic, have their assistantship removed.

## Professional Behavior of Students

Appropriate standards of conduct are covered in courses in the student's graduate program. It is, however, the student's responsibility to know the standards and apply them.

### Definition of Problem Behaviors

A student is not exhibiting behavior appropriate to the role of a doctoral level psychology student if any (although not limited to) of the behaviors listed below are present:

- ◆ The student engages in unethical behavior, as specified in the Code of Ethics of the American Psychological Association.
- ◆ The student shows a lack of tolerance for diversity, such that he/she is unable to interact with diverse people, or with a particular group of people, without exhibiting punishing, denigrating, or otherwise harmful behavior.
- ◆ The student demonstrates an inability or unwillingness to acquire and manifest professional skills at

an acceptable level of competency.

- ◆ The student fails to demonstrate acceptance and understanding of the responsibilities of a psychologist.
- ◆ The student is not able to exercise prudent judgment with regard to clients, consultees, research participants, or students in classes she/he teaches.
- ◆ The student exhibits behaviors that interfere with her/his ability to work with clients, consultees, research participants or students in classes he/she teaches.
- ◆ The student acts in ways that indicate that she/he does not recognize the power imbalance between a psychologist and her/his clients, consultees, research participants or students in classes she/he teaches.
- ◆ The student acts in ways that indicate a lack of recognition and respect for the boundaries between professional and personal roles. Such actions may include sexual harassment and involvement in inappropriate, dual relationships.

### **Departmental Assessment**

In cases in which a student exhibits any of the above characteristics, the following questions are considered:

- ◆ Does the behavior occur in the context of professional work and/or the graduate student role?

Faculty do not assess the student's behavior as it manifests itself in his/her personal life, unless these matters are relevant to the individual's conduct as a psychologist as articulated by the Ethical Standards of the American Psychological Association. Ordinarily, personal issues become a concern for the department only if they affect professional behavior and relationships.

- ◆ What is the duration of the inappropriate behavior?

Ordinarily, only behavior that has continued for a period of time or has reoccurred periodically is considered to be a problem. A single incident usually does not warrant action, or more response than a discussion with the student, unless it is considered to be particularly serious.

- ◆ Have attempts been made to counsel, educate, or otherwise assist the student to eliminate the behaviors that prevent her/him from functioning as a psychologist?

Faculty should ensure that the student is given opportunities to identify and alter harmful behaviors. The student may be suspended from various activities until such remediation is completed.

- ◆ Can the student be expected to improve in the time available before graduation and assuming a professional position?

Students whose problems appear or become apparent late in their academic career do not have as much time for remedial work as do those whose problems are identified early in their studies. The responsibility of the faculty, however, is to protect the public by ensuring that those who graduate from this program are capable of performing their professional duties ethically and effectively.

### **Departmental Action**

The faculty is in agreement with the American Psychological Association that "Students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives, and if necessary, dropped from the program."

Reasonable efforts will be made to help the student overcome any problems that impair her/his ability to

develop into a competent, ethical psychologist. While these efforts are underway, the department may restrict the student's activities or grant Academic Absence. Efforts toward remediation may include but are not limited to the following:

- ◆ A Warning as described below,
- ◆ Discussions/counseling with the student, including counseling on career alternatives (within and outside of Psychology),
- ◆ An unsatisfactory grade in a practicum/research course, with the requirement that the course be repeated, whether it was an elective or required, until a satisfactory grade is attained,
- ◆ Reduced practicum, teaching, research load,
- ◆ Encouragement to obtain appropriate therapy or counseling,
- ◆ Academic Absence,
- ◆ Required additional practicum, research, or course work,
- ◆ Increased supervision,
- ◆ Placement on probation.

If reasonable means of ameliorating the problem have been explored and exhausted without acceptable progress, the faculty will recommend to the Graduate Dean that the student be terminated from the program and from the Graduate School.

- ◆ An advanced degree (*e.g.*, Master's degree) will not be awarded if the majority of the Program Faculty are not reasonably confident that the student will be able to function competently and ethically at the Master's professional level.
- ◆ The faculty shall counsel the student, assisting him/her in understanding their decision and in making future plans.

### **Warnings**

There may be cases where the department has concern about progress, ethical matters, academic or applied performance, research, *etc.*, sufficient to justify issuing a written warning to the student which is also placed in the student's file. This should occur only after consultation with the student concerning the issue.

Written feedback will contain:

- ◆ an identifier that it is a warning,
- ◆ the nature of the problem,
- ◆ the necessary steps to remedy the problem,
- ◆ the expected interval of time to make progress on, or complete the remediation and
- ◆ the consequences if progress is not made in remediating the problem.

A warning is recommended to the Departmental Faculty by the student's Program Faculty. Upon approval by the Departmental Faculty, the warning is communicated to the student by the Graduate Coordinator.

### **Academic Absence**



Academic Absence up to one calendar year may be granted by the Department. This requires a written request which is signed application by the student, the student's Faculty Advisor and the student's Program Coordinator to be submitted to the Student Affairs Committee. The request must include the reason for the Academic Absence and when the student wishes to return. A record of the approved Academic Absence is placed in student's file. It should be noted that time on leave "counts" towards the time limit for completion of the doctoral degree.

Under unusual circumstances and upon application to the Student Affairs Committee, the Academic Absence may be renewed.

## **Dropping Out**

If a graduate student fails to enroll in a course approved by his/her Faculty Advisor for a semester without written permission of the Department, that student will be said to have "dropped out" and will be notified of this in writing. Any student who "drops out" must formally reapply for admittance to graduate work in the Department.

## **Grievance Procedures for Graduate Students**

Grievance procedures are designed to provide guidance to graduate students in protesting an actual or supposed circumstance in which they feel they have been wronged.

### **Limitations**

Conflicts eligible for resolution under these procedures are restricted to academic matters other than grades. Disputes about grades are resolved through the Student Court of Academic Appeals.

Grievances can be initiated for circumstances which are within one year from the time of the events in question.

### **Steps in the Process**

- ◆ A student with a grievance should first consult with the faculty member or administrator perceived to be causing the circumstance which has resulted in the feeling of being wronged and attempt to resolve the conflict at that level.
- ◆ Failure to resolve the conflict in the first step may lead to an appeal at the chairperson or college dean level, if the chairperson is the faculty member with whom there is conflict. The student should attempt to resolve the grievance through discussions with the Department Chairperson and utilization of the departmental Student Affairs Committee.
- ◆ If the student has exhausted the remedies provided in the first two steps without success, he/she should schedule a meeting with the Dean of the Graduate School or his/her designee (See **Role of the Graduate Dean** below). Grievances or appeals must be presented in writing.

### **Role of the Graduate Dean**

The Dean of the Graduate School or his/her designee receives complaints or protests and decides whether to take direct administrative action to resolve the conflict or refer the grievance to the Graduate Council. A decision of the Graduate Dean may be appealed to the Graduate Council [see below].

The decision of the Dean of the Graduate School on recommendations received from the Graduate Council is final.

## **Role of the Graduate Council**

In addition to being the elected representative of the Graduate Faculty, the Graduate Council serves as the Committee on Exceptions in an advisory capacity to the Dean of the Graduate School. This responsibility may be discharged by the Council acting as a Committee of the Whole, through Subcommittees, or *Ad Hoc* Committees consisting of selected members of the Graduate Faculty and Graduate Student Body.

Conclusions reached by the Graduate Council will be transmitted as recommendations to the Dean of the Graduate School.

The Graduate Council also serves as a Committee of Appeals if the student is dissatisfied with direct administrative action taken by the Graduate Dean. In such cases, the judgement of the Council is final.

## Appendices

Academic Performance and Progress Evaluation .....	-36-
2 <sup>nd</sup> Year Project Cover Page .....	-37-
<b>2<sup>nd</sup> Year Project Signature Page</b> .....	<b>-38-</b>
Request to Take Qualifying Exams .....	-39-
Design Approval Examination Form .....	-40-
Recommendation for Degree Form .....	-41-
Sample Title Page for a Dissertation .....	-42-
Selections From Policy Statement on Sexual Harassment of Students .....	-43-
Transfer Credits for Incoming Graduate Students .....	-46-

## Academic Performance and Progress Evaluation

Student : \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Course Work: [ ] satisfactory [ ] unsatisfactory \_\_\_\_\_ Current GPA \_\_\_\_\_  
Progress on 2<sup>nd</sup> Year Project: [ ] satisfactory [ ] unsatisfactory [ ] completed  
Professional Development: [ ] satisfactory [ ] unsatisfactory  
HF Internship/CC Practica: [ ] satisfactory [ ] unsatisfactory [ ] completed  
On schedule for Quals: [ ] yes [ ] no [ ] completed  
Dissertation Research: [ ] satisfactory [ ] unsatisfactory [ ] not yet applicable  
Overall Academic Progress: [ ] satisfactory [ ] unsatisfactory  
Professional Behavior: [ ] satisfactory [ ] unsatisfactory  
Recommendation: [ ] Full Standing [ ] Warning Procedure  
[ ] Dismissal

Comments: \_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **2<sup>nd</sup> Year Project Cover Page**

The Title of the 2<sup>nd</sup> Year Project Should

Be Placed About Here

The Author's Name Here

The Department of Psychology

Wichita State University

Month, Year

Submitted to the Department of Psychology of Wichita State University  
in Partial Fulfillment of the Requirements for the degree of  
Doctor of Philosophy in Psychology

## **2<sup>nd</sup> Year Project Signature Page**

The Title of the 2<sup>nd</sup> Year Project Should  
Be Placed About Here

BY

Author's Name Here  
Author's Degrees Here, Institution

I have examined the final copy of the 2<sup>nd</sup> Year Project and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Psychology.

---

2<sup>nd</sup> Year Research Project Faculty Advisor

I have read this 2<sup>nd</sup> Year Project and recommend its acceptance.

---

Second Reader

## Request to Take Qualifying Exams

Name of Student \_\_\_\_\_ Name of Advisor \_\_\_\_\_

Program: [ ]Clinical [ ]Community [ ]Human Factors

At least one Specialty Area must be specified.

Specialty Area # 1: \_\_\_\_\_

Brief Description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specialty Area # 2: \_\_\_\_\_

Brief Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specialty Area # 3: \_\_\_\_\_

Brief Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student \_\_\_\_\_

Signature of Advisor \_\_\_\_\_

\*\* attached List of courses completed with grades

## Design Approval Examination Form

**Candidate's Name:** \_\_\_\_\_

**Candidate's File Number:** \_\_\_\_\_

The undersigned members of the Dissertation Examination Committee certify that we have reviewed the prospectus for the dissertation and have examined this student over their ability to carry out the necessary research and writing. Our signatures below indicate individual judgement relative to the research as proposed leading to an acceptable dissertation and the perceived ability of the candidate to complete this research.

Signatures do not pertain to substantive changes in the research design which may arise, nor do they preempt the privilege of normal interrogation during the candidate's final oral defense of the research.

Do Not Approve

Approve with Conditions  
Noted on the Reverse Side

Approve

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

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

**Dissertation Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **Recommendation for Degree Form**

A recommendation for Degree form must be requested and received from the Graduate School by the student's advisor before the oral examination. It should be filed immediately after the defense.

## Sample Title Page for a Dissertation

FULL TITLE OF THESIS/DISSERTATION

I have examined the final copy of this (*thesis/dissertation*) form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of (*degree*), with a major in (*Major*). (*See the list of majors and degrees in the Graduate Bulletin. The major is often different than the name of the department.*)

---

(*Name of Professor*), Major Professor

We have read this (*thesis/dissertation*)  
and recommend its acceptance:

(*Name of Professor*) Committee Member \_\_\_\_\_

(*Name of Professor*) Committee Member \_\_\_\_\_

(*Name of Professor*) Committee Member \_\_\_\_\_

(*Name of Professor*) Committee Member \_\_\_\_\_

(*Name of Professor*) Committee Member \_\_\_\_\_

(*Name of Professor*) Committee Member \_\_\_\_\_

Accepted for the (*Academic College of Department*):  
\* (*dissertations and English/Creative Writing only*)

---

(*College Dean or Department Chairperson*)

---

\*(*dissertations only*) Accepted for the Graduate School:  
Dean of the Graduate School

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# Selections From Policy Statement on Sexual Harassment of Students

## Policy Prohibiting Sexual Harassment

### I. Introduction

It is the policy of Wichita State University to prohibit discrimination against individuals or groups of individuals based on race, sex, religion, national origin, age or disability in all aspects of University life. To prevent discrimination, the University has adopted a variety of policy statements to educate and advise University constituencies. In addition, the University has adopted a comprehensive Affirmative action Plan which outlines procedures that are aimed at eliminating discrimination.

In addition to being illegal, sexual harassment runs counter to the objectives of this University. When people, whether student, faculty, unclassified professional or classified staff feel coerced, threatened, intimidated, or otherwise pressured by others into granting sexual favors, their academic and work performance is likely to suffer. In addition, such actions violate not only the dignity of the individual, but also the integrity of the University as an institution for learning. Academic freedom flourishes when all are free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is thus harmful not only to persons involved, but also to the entire University community.

With the adoption of this policy on sexual harassment, Wichita State University reaffirms its commitment to maintaining an environment free of intimidation, fear, reprisal and coercion—one in which students, faculty, unclassified professionals and classified staff can develop intellectually, professionally, personally and socially.

### II. Responsibilities

All members of the University community are responsible for promoting a positive working and learning environment where all persons are free to discuss any problems or questions they may have concerning sexual harassment at the University, without fear of intimidation or retaliation. To that end., the University administration shall widely disseminate this policy and procedures prohibiting sexual harassment so that all members of the University community are fully informed of their rights and responsibilities.

- University officials are committed to contributing to a positive learning and working environment by acting in a manner which is fair, by attempting to resolve complaints, and by educating members of the University community to eliminate prohibited activities and any acts of retaliation.
- It is the obligation of administrators and supervisors who become aware of sexual harassment in their area of responsibility to take steps to prevent its continuation. Failure to do so is a violation of this policy.
- Persons experiencing unwelcome, harmful, or offensive behavior are encouraged to communicate directly with the person whose behavior is perceived or experienced as sexually harassing. Communicating directly that such behavior is unwelcome, harmful or offensive will often result in the resolution of the complaint prior to resorting to the University's stated informal and/or formal complaint procedures.
- This policy is not intended and will not be implemented in such a way as to censor or punish students, faculty, or staff members for exercise of their First Amendment right to express their individual ideas and viewpoints on any topic. This policy is also not intended and will not be implemented in a way that infringes on academic freedom.
- University employees are cautioned against entering romantic and/or sexual relationships with any individual where a professional power differential exists even if that relationship is a consensual one. The potential for harassment claims arising out of such relationships makes them unwise. Examples of professional power differentials include romantic and/or sexual relationships between a faculty member and a student over whom the faculty member has a supervisory role, a classified

supervisor and a employee who reports to the supervisor, or an unclassified professional supervisor and a student assistant/employee who reports to the supervisor. When a charge of sexual harassment is made, in this context, it may be difficult to show immunity on the grounds that the relationship was consensual.

- Claims of sexual harassment that are frivolous, vindictive and without support or merit may constitute a form of sexual harassment.

### **III. Definition**

Sexual harassment involves behaviors which interfere with an individual's work or the learning environment through unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct which unreasonably interferes with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive working or learning environment. To the extent that individuals are protected from a "hostile environment," it must be understood that the University cannot protect its constituents from verbal conduct which is upsetting, rude, or uncivil. A hostile environment complaint under this policy requires that a reasonable person in the complainant's circumstances experiences conduct which is severe and/or pervasive enough that the conditions of such persons' work or educational environment are altered.

In determining whether alleged conduct constitutes sexual harassment, it is necessary to look at the entire context and pattern of behavior. The clearest example of sexual harassment is an attempt to coerce an unwilling person into a sexual relationship by using an employment or educational relationship. However, any behavior, whether verbal or physical, constitutes sexual harassment if:

- A person is intimidated by the threat, overt or implicit, that any educational or employment decision may be affected by unwillingness to tolerate or accept sexual attentions.
- A person is required to tolerate or accept sexual attentions as a condition of employment or learning.
- Any educational or employment decision has been affected by a person's refusal to comply with or tolerate inappropriate sexual behavior.
- The behavior creates an environment that a reasonable person of ordinary sensitivity would find intimidating, hostile, or offensive on the basis of sex, and which interferes with that person's ability to work or learn.
- Any reprisals are taken for reporting or objecting to sexual harassment.

### **IV. Procedures**

The procedures for dealing with sexual harassment issues and complaints are essentially similar for all persons at Wichita State University. The levels or types of procedures, namely Counsel and Advice, Informal procedure and Formal Procedure, are consistent across all employment categories. An intent of this policy is to have the procedures of this policy compatible with existing related policies such as grievance procedures. Therefore, some differences in procedures exist among the major employment categories of classified, faculty, and unclassified professional. For students, existing established procedures are also recognized and utilized in this policy. The Counsel and Advice procedures are exactly the same for all categories. The informal and formal procedures for classified staff, unclassified professionals and students are presented with a combined set of procedures. The faculty procedures, while essentially parallel, are presented separately.

## V. Counsel and Advice

Regardless of an individual's personal responsibility to deal with grievances directly and informally, this is not always practical in cases of perceived sexual harassment. The person may fear retaliation from the perceived harasser. Further, the perceived harassment may be of such a nature that engaging in such conduct violates not only reasonable standards of personal conduct, but the standards of professional conduct that the University expects and requires its professional employees to observe.

Individuals may, therefore, seek counsel and advice from various campus offices, such as the Counseling Center, or from trusted individuals in order to clarify in their own mind the situation they find themselves in, or to explore various means available for redressing their grievance.

When seeking counsel and advice, persons should keep in mind that:

- Managerial employees of the University, such as department chairpersons, office supervisors, deans, *etc.*, may be required by law or University policy on the prudent exercise of supervisory responsibilities to report even informal complaints of sexual harassment that come to them.
- Managerial employees who are required by virtue of their position to report sexual harassment complaints to higher University authorities should so inform potential complainants and advise them where they can go for unofficial discussions if that is what the potential complainant is seeking.
- Persons who want to pursue unofficial discussions should visit the Counseling Center, or speak to others in the University who do not have supervisory responsibilities.
- Potential complainants should keep it in mind that neither the Affirmative Action Officer nor other University officers are permitted to be advocates for complainants in developing or pursuing a complaint. While these officers are obligated to enforce and implement University policy, they must seek to assure fairness to both parties and to protect the University's interests. The University's interest is in the fair treatment of all those involved in the process, while complying with its legal obligations as an employer.

## Transfer Credits for Incoming Graduate Students

This document is to be completed for *all incoming students* and placed in the student's official file.

Name: \_\_\_\_\_ Date entered program: \_\_\_\_\_

Does the student have a Master's degree in psychology or an allied field?       Yes     No

Does the student have graduate credit in psychology, or an allied field?     Yes                       No

If student is **NOT** requesting either transfer credit or replacement of 2<sup>nd</sup> Year Project, proceed to item 6.

Please list all *courses* for which transfer credit is requested, and accompanying information. Course(s) cannot be more than six years old and student must have received a B or better (no B-).

Course	Institution	Grade	Approved?	Replaces - course # or "elective"	Who Approved
_____	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____	_____
_____	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____	_____
_____	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____	_____
_____	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____	_____
_____	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____	_____

If the student is requesting that a Master's *thesis or research project* completed at another institution be accepted for our second year project requirement, fill out the following:

Thesis/project title: \_\_\_\_\_

Institution at which research was completed: \_\_\_\_\_

Professor(s) evaluating the thesis: \_\_\_\_\_

Accepted as substitute for second year project?       Yes                       No

I am the student's first year advisor and declare that the evaluation of this student's transfer credit status is complete.

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

I have reviewed and I approve the decisions described above.

Program Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

I have been advised of the disposition on my request(s) and had the opportunity to discuss it.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

## Index

2nd Year Research Project . . . . .	-14-
Criteria for Completion of the 2nd Year Project . . . . .	-14-
Role of Psychology 911 and the 911 Faculty Advisor . . . . .	-14-
Role of the Second Reader . . . . .	-14-
Academic Absence . . . . .	-33-
Academic and Professional Performance Standards . . . . .	-29-
Academic Requirements . . . . .	-29-
Authorship of Papers with Faculty . . . . .	-29-
Admission . . . . .	-5-
grade point average . . . . .	-5-
Admission to Candidacy . . . . .	-6-
Assistantships . . . . .	-22-
Eligibility . . . . .	-22-
Graduate Research Assistants and Graduate Assistants . . . . .	-22-
Graduate Teaching Assistants . . . . .	-22-
Tuition Waivers . . . . .	-22-
Clinical Curriculum . . . . .	-10-
Community Curriculum . . . . .	-12-
Coordinators . . . . .	-5-
Core Curriculum . . . . .	-9-
Curriculum . . . . .	-9-
Departmental Orientation . . . . .	-5-
Dissertations . . . . .	-20-
Defense . . . . .	-21-
Dissertation Supervisory Committee . . . . .	-20-
Invitation to Attend . . . . .	-21-
Proposal Guidelines . . . . .	-20-
Style Guide . . . . .	-21-
Support . . . . .	-21-
Dropping Out . . . . .	-33-
Evaluation . . . . .	-30-
Evaluation Procedure . . . . .	-30-
Graduate Assistant Evaluation . . . . .	-30-
Exceptions . . . . .	-8-
Faculty Advisor . . . . .	
Formal Responsibilities . . . . .	-6-
How a Student’s Faculty Advisor is Selected . . . . .	-5-
Informal Responsibilities . . . . .	-6-
Grievance Procedures for Graduate Students . . . . .	-33-
Limitations . . . . .	-33-
Role of the Graduate Council . . . . .	-34-
Role of the Graduate Dean . . . . .	-34-
Steps in the Process . . . . .	-33-
Human Factors Curriculum . . . . .	-13-
Internship . . . . .	-13-
Master’s Degree . . . . .	-8-
Plan of Study . . . . .	-6-
Professional Behavior of Students . . . . .	-30-
Definition of Problem Behaviors . . . . .	-30-
Departmental Action . . . . .	-32-
Departmental Assessment . . . . .	-31-
Psychology Graduate Student Organization . . . . .	-24-
Qualifying Exams . . . . .	-16-
Grading of Qualifying Exams . . . . .	-17-
Prerequisites . . . . .	-18-

Residency .....	-7-
Special Awards and Fellowships for Graduate Students .....	-25-
Delano Maggard, Jr. Graduate Student Loan Fund .....	-27-
Dora Wallace Hodgson Outstanding 1st Year Graduate Fellowships .....	-27-
Dora Wallace Hodgson Outstanding Doctoral Dissertation Award .....	-27-
Dora Wallace Hodgson Outstanding Doctoral Level Graduate Student .....	-27-
Equal Opportunity Fund (EOF) .....	-26-
Special Research Scholarships and Travel Awards .....	-27-
Time Limits .....	-6-
Transfer Credit .....	-7-
Departmental Procedures .....	-7-
Relevant Graduate School Policies .....	-7-
work at another university .....	-7-
Warnings .....	-32-