

This manual is designed to help you understand the doctoral program in experimental psychology as well as the various areas of specialization that make up this program.

This manual describes the manner in which the experimental faculty is organized, the nature of your program requirements, and various policies and procedures that you will need to follow in order to complete your program. This manual is a supplement to, not a substitute for, the information provided in the Graduate Catalog for programs here at Ohio University.

Students are expected to know the information presented in these documents and to be responsible for completing the various requirements. Students seeking additional information should contact their advisor, the Assistant Chair for Graduate Studies, or the Director of Experimental Training.

In the appendix there are several forms that you will need at various times; please copy these as the need arises.

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I. Organization of the Department of Psychology – Research

Research in the Department of Psychology is focused in the three areas described below. Reflecting the department's commitment to collaborative, cross-disciplinary research, these areas cut across both the experimental and clinical psychology programs.

Health Psychology

The broad purpose of research in Health Psychology is to understand reciprocal relationships between psychology and physical health. Our specific focus is on chronic illness including 1) investigation of psychological and biological factors that predispose to, precipitate, or maintain illness and disability, and 2) development and evaluation of psychological interventions that enhance the functioning of individuals with chronic disorders.

Intervention Design and Outcome Evaluation

Faculty in this area focus on the assessment of the problems of individuals, families, and organizations as well as the evaluation of the processes and outcomes of interventions aimed at improving such problems. Targeted populations include adults and children with emotional, behavioral, job-related, and neurological problems. Specific efforts include psychotherapy research, the evaluation of programs for victims of sexual violence and harassment, the assessment of more severely disturbed individuals, and the evaluation of community mental health and parenting programs.

Social Judgment and Behavioral Decision Making

Faculty in this area are interested in how judgments are formed as well as how they are translated into choices and actions. Among the topics we investigate are legal, organizational and medical decision making, the influence of personal values and preferences on judgments of others, the ways in which characteristics of perceivers and the people perceived influence the way ongoing behavior is organized, the process by which people achieve and maintain several goals in dynamic and complex environments, as well as more basic judgment and decision-making processes.

II. Organization of the Department of Psychology – Administration

Our department is organized in a somewhat decentralized fashion to help spread the workload around. We have a chair, two assistant chairs, and two program directors. Below is a short description of their functions so that you will know whom to turn to for various needs.

Department Chair

The chair has responsibility for just about everything but has delegated a number of these responsibilities to the positions described below. The chair works primarily on matters related to the faculty, the budget, scheduling of courses, etc. and represents the department when dealing with other units. There are not many times you will need to see the chair unless you present a lot of convention papers (which we encourage). If you present a convention paper, you can get partial reimbursement for your travel costs (see Travel Support).

Assistant Chair for Graduate Studies

This person oversees policies and procedures related to all the graduate programs. If you have questions about program requirements, registration, financial aid, grievances, your GA/TA/RA assignment, deadlines, and various other practical matters, check with the Assistant Chair for Graduate Studies. You are heartily encouraged, however, to consult this Manual first.

Assistant Chair for Undergraduate Studies

This person oversees policies and procedures related to the undergraduate program. If you need an undergraduate to assist you with the course you are teaching or need an undergraduate research assistant, you might check with the Assistant Chair for Undergraduate Affairs.

The Director of Experimental Training

The Director of Experimental Training plays an important role in guiding the experimental program and in exploring procedures and options for providing better experimental training. His/her primary functions are to encourage excellence in graduate experimental teaching and to promote research opportunities for experimental graduate students. She/he should work in close cooperation with the Department Chair in attaining these goals. In the service of these goals, the Director of Experimental Training may engage in a wide variety of tasks, many of which cannot be specified in advance. However, some duties which he/she may perform include the following:

1. Facilitate and support the development of graduate students by:
 - a. Encouraging grant writing and research activities among graduate students.
 - b. Assisting and coordinating the development of off-campus research and training experiences for experimental graduate students.
 - c. Assisting students (as requested) in placement related efforts.

2. Facilitate the development and enrichment of programs within the section by:
 - a. Encouraging the development and modification of programs of study, and maintaining the currency of program offerings and of their integration.
 - b. Exploring and developing funding opportunities for major section goals and programs (e.g., program excellence, training grants, and equipment grants).
 - c. Working with the colloquium coordinator to further the objectives of the experimental section programs by establishing an ongoing and regular program of speakers.
 - d. Working with the Chair and Director of Clinical Training on joint venture research and training opportunities.
 - e. Serving as an *ex officio* member of the Experimental Admissions Committee.
 - f. Assisting in the recruitment of quality students for experimental programs.

3. Conduct the routine business of the section by:
 - a. Providing effective day-to-day management of experimental section activities such as student evaluations, equipment expenditure recommendations, and policy decisions.
 - b. Conducting committee elections, or appointing minor section committees and advising the chair on the appointment of individuals to department committees; following up on committees, stimulating committee action.
 - c. Working with the Assistant Chair for Graduate Studies on program updates, etc. Invite same to all section meetings when graduate policies will be discussed.
 - d. Annually reviewing and updating of the Experimental Section Graduate Student Manual.
 - e. Listening to inter-faculty and student-faculty problems and complaints relevant to the experimental section and trying to find solutions.

4. Serve as a standing member of the departmental Faculty Load Committee (with the Director of Clinical Training and Chair) and the Graduate Committee (with the DCT and ACGS)

The departmental release time for this position is one course per year.

The normal term for the Director of Experimental Training is three years. The office may be held for a maximum of two terms in succession by any one person.

5. Organizes PSY 692 (Every Area Talks), which includes recruiting and introducing speakers.

Director of Clinical Training

The Director of Clinical Training oversees policies and procedures for the Clinical Section. Students in the clinical program turn to the Director of Clinical Training for the same kinds of matters for which you turn to the Director of Experimental Training.

III. Organization of the Experimental Section

General Organization

The Experimental Section comprises all full-time experimental faculty and is chaired by the Director of Experimental Training. The Experimental Section and its student representative meet periodically to conduct the business of the Experimental Section, though some of the work of the section is handled individually by the Director of Experimental Training and by the Experimental Admissions committee. When a section meeting is convened, a quorum of experimental faculty members (i.e., at least fifty percent, not including those on leave) is required to conduct any official business of the section. The responsibilities of the Director of Experimental Training are described in Part I of this manual; the Experimental Admissions committee is described below.

Admissions Committee

1. Composition

The admissions committee is composed of four faculty members from the section and one student representative. Faculty members are elected to the committee for two-year terms by the experimental faculty. The student representative is elected for a one-year term by his or her peers. The term of appointment for a committee member begins with the start of the academic year.

2. Chairperson

The chair of the committee is elected by other committee members for a term of one year. This election is held at the beginning of Fall Quarter, and the chair takes office immediately following the election.

3. Functions

The purpose of the admissions committee is to select new students for admission to the various tracks of the experimental section (i.e., social judgment and decision making, industrial/organizational, and health). The committee determines on a yearly basis the number of students to be admitted in the incoming class. Each fall the committee surveys all Experimental Section faculty members, asking whether or not each is interested in accepting new advisees the following fall and, if so, how many. The committee also encourages faculty to update their department web pages, which describe the research interests, activities, and recent publications and grants of faculty in the section. Applicants are encouraged to use the web site as a basis for listing three preferences for an advisor.

The committee reviews application materials submitted by candidates and prioritizes candidates according to the criteria the committee has set for admission.

Offers of admission are made no later than April 1. The committee does not fill all available openings if there are too few qualified applicants.

Following the completion of admissions, the Admissions Committee as a whole assigns temporary advisors to the new students, based on their knowledge of faculty interests and the students' stated preferences. New students choose their permanent advisors at the end of their first quarter on campus (see the section on Advisors for further detail).

IV. Doctoral Program in Experimental Psychology

The doctoral program in experimental psychology is designed to prepare the student for both academic and applied research positions.

Candidates for the Ph.D. in experimental psychology are required to complete 135 credit hours if they entered the program with a bachelor's degree and 90 credit hours if they entered with a master's degree.

After sufficient progress, the student is expected to take and pass the Comprehensive Exam (see the section on Comprehensive Examination for further detail).

Upon completion of the master's thesis, as well as at least 60 credit hours, the student may earn the master's degree. The master's degree is not intended to be a terminal degree, however, but a step toward the Ph.D. A student should have an approved thesis proposal by the seventh day of classes in Winter Quarter in his or her second year. The final defense of the thesis should take place no later than the last day of classes in Spring Quarter in his or her third year. A student is **not** required to pass the Comprehensive Exam to qualify for the master's degree.

The student should also complete his or her scholarly tool by the end of the third or fourth year (see the section on Scholarly Tool for further detail). The dissertation should be completed by the end of the fourth or fifth year.

From the outset of their training, students are expected to participate in the various scholarly activities that are the hallmark of a quality research environment. These include attending research presentations made by fellow students, by faculty, or by invited speakers from other institutions. Students are expected to make their own research presentations beginning in their first year and as frequently as possible thereafter. So as to enable faculty to observe the progress students are making toward becoming competent scholars, students are expected to maintain updated vitas that clearly detail the various scholarly accomplishments that have been achieved during their graduate training – for example, lists of publications, conference presentations, grants obtained, research or teaching awards, etc. These vitas will be used by the section to appropriately gauge students' progress during the evaluations.

Courses for the experimental program are to be selected from Groups I, II and III below. Courses marked with an asterisk are required of all experimental students. Courses marked with a tilde (~) are the 4 core experimental courses designed to give students a breadth of psychological knowledge. All experimental students must take three of the four core courses. Courses used to satisfy the scholarly tool may not be used to satisfy the requirements given below.

I. Quantitative courses. A minimum of 17 hours is to be taken from among the following courses. Courses taken to satisfy the scholarly tool requirement may not be used to satisfy this hour requirement.

- * 621 Intermediate Statistics for Behavioral Sciences (5)
- * 622 Intermediate Correlation and Regression (4)
- * 623 Design and Analysis of Experiments (5)
- 825 Causal Modeling (4)
- 826 Advanced Testing Principles (4)
- 827 Multivariate Statistics I (5)
- 828 Multivariate Statistics II (4)
- 894 Advanced seminars in psychology (must be oriented toward statistics or measurement)

II. Content courses. A minimum of 55 hours is to be taken from among the following courses. A maximum of 20 hours from other departments may be applied toward satisfaction of this requirement. All courses taken in other departments must have the prior approval of one's advisor.

- 590 Readings (when offered as a classroom course) (1-5)
- 633 Psychology of Personality (3)
- 637A Psychopathology, Clinical (3)
- 637C Psychopathology of Childhood (3)
- 674 Psychological Aspects of Aging (4)
- ~ 680 Health Psychology (5)
- 703 Advanced Learning (5)
- ~ 704 Cognitive Processes (5)
- 707 Psycholinguistics (4)
- 708 Psychology of Judgment and Prediction (5)
- 710 Motivation (5)
- 712 Physiological Psychology (5)
- 714 Comparative Psychology (5)
- * 718 Systems of Psychology (5)
- 727 Psychophysiology (4)
- 728 Applied Psychophysiology (4)
- ~ 735 Experimental Social Psychology (5)
- ~ 736 Advanced Social Psychology (5)
- 748A Neuropsychology
- ~ 761 Survey of Industrial/Organizational Psychology (5)
- 762A Organizational Psychology: Organizational Behavior (4)
- 762B Organizational Psychology: Organizational Theory (4)
- 763A Context Analysis
- 764A Personnel Psychology: Criterion Development and Performance Evaluation
- 764B Personnel Psychology: Selection and Placement (4)

- 773 Developmental Psychology (5)
- 775 Psychology of Exceptional Individuals (5)
- 781 Pediatric Psychology (4)
- 790 Readings (when offered as a classroom course) (1-5)
- 894 Advanced seminars in psychology (these must be oriented toward research or applications; not more than 25 hours are to be used to satisfy this hour requirement)

III. Research courses. A minimum of 55 hours is to be taken from among the following courses.

- * 692 Research Seminar (maximum 6 hours)
- * 626 Advanced Experimental Psychology (4)
- 695 Thesis (maximum of 9 hours)
- 791 Research (maximum of 15 hours)
- 891 Research in Psychology (maximum of 25 hours)
- 895 Dissertation (maximum of 35 hours)

V. Specialization in Social Judgment and Behavioral Decision Making Psychology

The Psychology Department at Ohio University offers training in Social Judgment and Behavioral Decision Making (SJBDM). This specialty provides background in social and cognitive psychology with an emphasis in their interaction. The topics of social judgment, social cognition, and decision making receive particular attention in this training specialization. Training is available in other areas of cognition, too, including human memory and mathematical modeling.

The primary goal of this program is to train high-quality researchers. Under the guidance of their advisors, all students are expected to spend the majority of their time actively engaged in research and must take part in the Research Seminar. While all students complete similar courses their first year, in consultation with their advisors, students develop programs of study tailored to their own special interests. These programs not only include specialized courses in social and cognitive psychology, but also may include course work in other areas of psychology, including organizational, physiological, quantitative, and health

Specifically, recommended courses for SJBDM students include:

- 692 Research Seminar (6)
- ~ 704 Cognitive Psychology (5)
- 708 Judgment and Decision Making (4)
- 710 Motivation (4)
- ~ 735 Social Psychology (5)
- 736 Experimental Social Psychology (4)
- 737 Social Cognition (4)
- 827 Multivariate Statistics I (5)
- 828 Multivariate Statistics II (4)

Hypothetical Schedule: SJBDM

<u>Fall</u>			<u>Winter</u>			<u>Spring</u>		
<u>First Year</u>								
621	Statistics	(5)	622	Correlation	(4)	623	Anal. Var.	(5)
704	Cognitive	(5)	737	Soc Cog	(4)	708/736	JDM/ESP	(4)
735	Social	(5)	626	Adv Exp Psy	(4)	791	Research	(2)
692	Res Sem	(1)	692	Res Sem	(1)	692	Res Sem	(1)
		<hr/>			<hr/>			<hr/>
		16			13			12
<u>Second Year</u>								
827	Multivar. I	(5)		Quant Elective	(4)	708/736	JDM/ESP	(4)
761	I-O	(5)		Elective	(4)	718	Systems in Psy	(5)
692	Res Sem	(1)	692	Res Sem	(1)	692	Res Sem	(1)
791	Research	(2/1)	791	Research	(3)	693	Teaching	(2)
		<hr/>			<hr/>			<hr/>
		12			12			12
<u>Third Year</u>								
	Electives	(10)		Quant Elective	(4)	680	Health	(4)
				Electives	(4)		Electives	(4)
891	Research	(2)	891	Research	(4)	891	Research	(4)
		<hr/>			<hr/>			<hr/>
		12			12			12
<u>Fourth Year</u>								
	Electives	(5)		Electives	(5)		Elective	(4)
895	Dissertation	(7)	895	Dissertation	(7)	895	Dissertation	(8)
		<hr/>			<hr/>			<hr/>
		12			12			12

VI. Specialization in Industrial/Organizational Psychology

The specialization in organizational psychology is intended to prepare the student for both academic and applied positions. Training in both personnel/human resources and organizational psychology is emphasized.

In addition to the course sequence in statistics required of all students and 3 of the four core Experimental Section courses, the organizational program requirements include a basic core of courses and more advanced preparation in statistics and research design. Students may pursue personal interests through seminars, other courses in the psychology department, and courses in other departments, especially in the College of Business. Students are also encouraged to obtain practical experience on an internship after proposing a dissertation thesis. Finally, both independent and collaborative projects with faculty members are strongly encouraged. Courses taken to satisfy the scholarly tool requirement may not be used to satisfy other program requirements.

Specifically, recommended courses for organizational students include:

- 590 Readings in Psychology
- ~ 761 Survey of Industrial/Organizational Psychology (5)
- 762A Organizational Psychology: Organizational Behavior (4)
- or
- 710 Motivation (5)
- 762B Organizational Psychology: Organizational Theory (4)
- 763A Context Analysis (4)
- 764A Personnel Psychology: Criterion Development & Performance Evaluation (4)
- or
- 764B Personnel Psychology: Selection and Placement (4)
- 827 Multivariate Statistics I (5)
- 828 Multivariate Statistics II (4)

Hypothetical Schedule: Industrial/Organizational

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
<u>First Year</u>					
621	Statistics (5)	622	Correlation (4)	623	Anal. Var. (5)
704	Cognitive (5)	710/762	Mot/OT (4)	763A/ 764A/764B	(4)
761	Survey I/O (5)	626	Adv Exp Psy (4)	791	Research (1)
692	Res Sem (1)	692	Res Sem (1)	692	Res Sem (1)
	—	590	Readings (1)	590	Readings (1)
	16		14		12
<u>Second Year</u>					
827	Multivar. I (5)		Quant Elective (4)	718	Systems in Psy (5)
735	Social (5)	710/762	Mot/OT (4)	763A/ 764A/764B	(4)
692	Res Sem (1)	692	Res Sem (1)	692	Res Sem (1)
590	Readings (1)	590	Readings (1)	693	Teaching (2)
	—	695	Thesis (2)		—
	12		12		12
<u>Third Year</u>					
695	Thesis (3)	695	Thesis (3)	680	Health (4)
	Electives (5)		Electives (7)	763A/ 764A/764B	(4)
891	Research (2)	891	Research (2)	891	Research (3)
	12		12		12
<u>Fourth Year</u>					
	Electives (5)		Electives (5)	895	Dissertation (12)
895	Dissertation (7)	895	Dissertation (7)		—
	—		—		—
	12		12		12

VII. Specialization in Experimental Health Psychology

Considerable flexibility is available in the experimental health psychology specialty area, but each student should attempt to meet the following general training objectives:

1. obtain necessary background not only in experimental health psychology, but in related areas (e.g., physiology, neuroscience, and pathophysiology) in order to intelligently read relevant research and clinical literature in health psychology;
2. obtain a working knowledge of the literature in more than one content area or disorder in health psychology; and
3. obtain a more detailed knowledge and research competence in a specific area or with a particular disorder.

Requirements

Students who elect the health psychology specialization in experimental psychology must complete all of the general requirements for the experimental psychology doctoral program (see Section IV). Program-specific requirements are listed below. In addition to the didactic course in health psychology, there are requirements in two areas: (a) courses or seminars of particular relevance to health psychology, and (b) supervised research experience in an area of health psychology. Courses or seminars may simultaneously meet other area requirements or research course requirements of the experimental program.

1. Health Psychology Core Courses:

680 Health Psychology (4)
626 Advanced Experimental Psychology (4)

Students specializing in experimental health psychology are also required to complete selected portions of two courses taught in the College of Osteopathic Medicine:

650 Medical Physiology (5)
660 Pharmacology (5)

2. Health Psychology Area and Background Courses (complete a minimum of three):

712 Physiological Psychology
727 Psychophysiology

- 728 Applied Psychophysiology
- 748A Neuropsychology (1 quarter)
- 781 Pediatric Psychology
- 894 Seminars on health psychology topics

Other courses in health psychology that may be offered in the future also meet this requirement. (The listed courses will not all be offered in a given 2- to 3-year period.)

3. Extradepartmental Courses:

Students may wish to consider courses in other departments that will enhance their health psychology training. Among possible courses are the following:

Epidemiology	(MICR 518, HLTH 630)
Exercise Physiology	(HEXP 514, 515, 616, 617)
Cardiovascular Physiology	(BIOS 655)
Nutrition	(HCFN 528, 530, 560)
Endocrinology	(COM 655)
Microbiology	(MICR 511)
Immunology	(MICR 515, 516, 517)
Biochemistry	(COM 690A, 690B, CHEM 590, 591, 592)
Molecular and Cell Biology	(MCB 720, 730)

4. Research Experience:

- a. Independent research typically done as a dissertation on a topic in health psychology.
- b. Presentation of one paper on a topic in health psychology at a regional or national convention.
- c. Collaboration with a faculty member on an article or chapter or a submitted grant application.

Hypothetical Schedule: Experimental Health

<u>Fall</u>			<u>Winter</u>			<u>Spring</u>		
<u>First Year</u>								
621	Statistics	(5)	622	Correlation	(4)	623	Anal. Var.	(5)
712	Phys Psy	(4)	626	Adv Exp Psy	(4)	545	Exer. Phys	(4)
735	Social	(5)	727	PsychoPhys	(4)	546	Exer. Phys lab	(3)
692	Res Sem	(1)	692	Res Sem	(1)	692	Res Sem	(1)
						680	Health	<u>(4)</u>
		<u>15</u>			<u>13</u>			17
<u>Second Year</u>								
827	Multivar. I	(5)		Quant Elective	(4)	718	Systems in Psy	(5)
704/761	Cog/I-O	(5)		Elective	(4)		Elective	(4)
692	Res Sem	(1)	692	Res Sem	(1)	692	Res Sem	(1)
791	Research	(1)	791	Research	(3)	693	Teaching	(2)
		<u>12</u>			<u>12</u>			<u>12</u>
<u>Third Year</u>								
695	Thesis	(3)	695	Thesis	(3)	695	Thesis	(5)
	Electives	(5)		Electives	(7)		Electives	(5)
891	Research	<u>(2)</u>	891	Research	<u>(2)</u>	891	Research	<u>(2)</u>
		12			12			12
<u>Fourth Year</u>								
	Electives	(5)		Electives	(5)	895	Dissertation	(12)
895	Dissertation	(7)	895	Dissertation	(7)			
		<u>12</u>			<u>12</u>			<u>12</u>

VIII. Specialization in Applied Quantitative Psychology

The Applied Quantitative Psychology Program is based on the belief that progress in psychology demands the development of formal models of behavior. For this reason the Applied Quantitative Psychology Program offers advanced training in quantitative methods to graduate students who are studying in one of the content areas of experimental or clinical psychology. The aim of the program is to prepare students for conducting research in academic, business, or government settings that requires proficiency in mathematical, statistical, or computer-based techniques.

Applied quantitative students address many important applied research issues, such as handling missing data, nonnormal distributions, longitudinal analyses, and hierarchical data structures. They develop skills that prepare them for a variety of careers, including positions in psychology departments, medical schools, pharmaceutical companies, business schools, market research companies, consulting firms, and government offices.

Because our foremost concern is in training psychologists who are capable of conducting high quality research, students specialize in one of the content areas offered within the Department of Psychology. Within the Experimental Section these include social judgment and decision making, I/O, and health psychology. Students in the Applied Quantitative Psychology Program are expected to complete all requirements for their content area as well as the additional requirements for the Applied Quantitative Psychology Program. These latter requirements are:

1. Department of Psychology

PSY 825	Causal Modeling
PSY 826	Advanced Testing Principles
PSY 827	Multivariate Statistics I
PSY 828	Multivariate Statistics II
PSY 894	Seminars on topics in statistics

2. Department of Mathematics

MATH 263A,B,C,D	Calculus (or equivalent)
MATH 550A,B,C	Theory of Statistics
MATH 510	Matrix Theory

3. Computer Science Department

CS 230, 231	Programming (or comparable programming courses)
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Because the Applied Quantitative Psychology Program requires additional courses, students in the program are eligible for a fifth year of department support with

stipend and tuition remission. You may also apply to the Experimental Section for an extension of the comprehensives deadlines in order to complete most of the courses shown above or your thesis. In addition to having an advisor in your content area, you are encouraged to have an advisor from among the quantitative psychology faculty. You should work with these two advisors to ensure that you are continually involved in quantitatively oriented research in your chosen content area.

IX. Policies and Procedures

Advisors

Upon admission a student is assigned a temporary advisor. The student should spend his or her first quarter on campus gathering information about experimental faculty members in order to choose a permanent advisor who best meets his or her needs. The student is encouraged to talk with faculty and other students, to work with faculty as a GA or research assistant, to read faculty vitae, publications, etc. At the end of the quarter the student will be asked to choose a permanent advisor, who may be the temporary advisor or some other faculty member. One's advisor must be a Group I member of the Psychology Department.

If at any time a student or advisor decides that the match is not appropriate or optimal, the student may change advisors. It is the responsibility of the student to secure a new advisor as well as to inform the Director of Experimental Training and the Assistant Chair for Graduate Studies of the change.

International Student Enrollment

Federal regulations require that international students be enrolled for at least one credit hour in three of the four quarters each year. The policy applies to students both on campus and off campus.

Transfer Students

A three-member committee will be created for those students transferring to the Experimental Section from another graduate program. The purpose of this committee is to make any needed adjustments (e.g., in program requirements or deadlines) to the student's program. The committee consists of the student's advisor, the Assistant Chair for Graduate Studies, and the Director of Experimental Training. If the student's advisor is the Assistant Chair for Graduate Studies or the Director of Experimental Training, then the advisor chooses a third committee member.

Financial Aid

The department provides financial aid to almost all its students. Aid may come in the form of a scholarship that pays one's tuition or a stipend to help offset living expenses. Most students receive both. Financial aid is awarded on merit and holders of these awards are expected to carry out their responsibilities appropriately. If, in the judgment of the Experimental Section, a student is not meeting his or her responsibilities or is otherwise not showing merit, the financial aid can be temporarily suspended or terminated permanently.

Students who receive a stipend are expected to spend about 15 hours per week in service to the department. First-year students normally assist a faculty member with classroom work or with research. Second-year students are gradually phased into teaching, and third- and fourth-year students normally teach a freshman or sophomore course twice a year.

Offers of financial aid are, of course, contingent on the availability of funds, but funding has been relatively stable for a number of years. The department's priorities for awarding funding are:

1. first- through fourth-year students
2. summer session students
3. students in the fifth year and beyond. Students who take an extra year (or more beyond the normal four years are thus the least likely to receive financial aid.

GA, TA, and RA Appointments

Students who are awarded a stipend are assigned the responsibilities of either a Graduate Associate (GA), Teaching Associate (TA) or Research Associate (RA). GAs are assigned to one or more faculty members, normally in the Experimental Section, and assist those faculty members a total of 15 hours per week with classroom work, research, or administrative activities. The GA assignment lasts through the week of final exams. The Assistant Chair for Graduate Studies makes GA assignments, generally a week or two before a new quarter begins. You will likely be assigned to a different faculty member each quarter, which gives you broader exposure to department activities. Nearly all first-year students are appointed as GAs.

TAs normally teach lower-level undergraduate courses. In the Spring Quarter of the second year we offer a two-credit teaching seminar to prepare students to teach the psychology courses. The seminar is a nuts-and-bolts course in how to prepare lectures, how to make up exams, how to develop rapport with your class, etc. In your third and fourth years you will likely take full responsibility for a course, most likely beginning with a section of our freshman statistics course, which is standardized, and then moving on to a content course related to your track. TAs thus move into their responsibilities in a gradual fashion, and we think you will find the teaching experience to be a good one.

TA assignments are made in the spring for the following year by the Assistant Chair for Graduate Studies.

RAs conduct research for a faculty member. Their stipend is paid by a research grant held by a faculty member, and the RA assists the faculty member in the research specified in the grant. The selection of a student for an RA is made by the grant holder.

The appointment is for 15 hours per week through final exams of the quarter. RA appointments often continue for more than one quarter.

Evaluation of Students

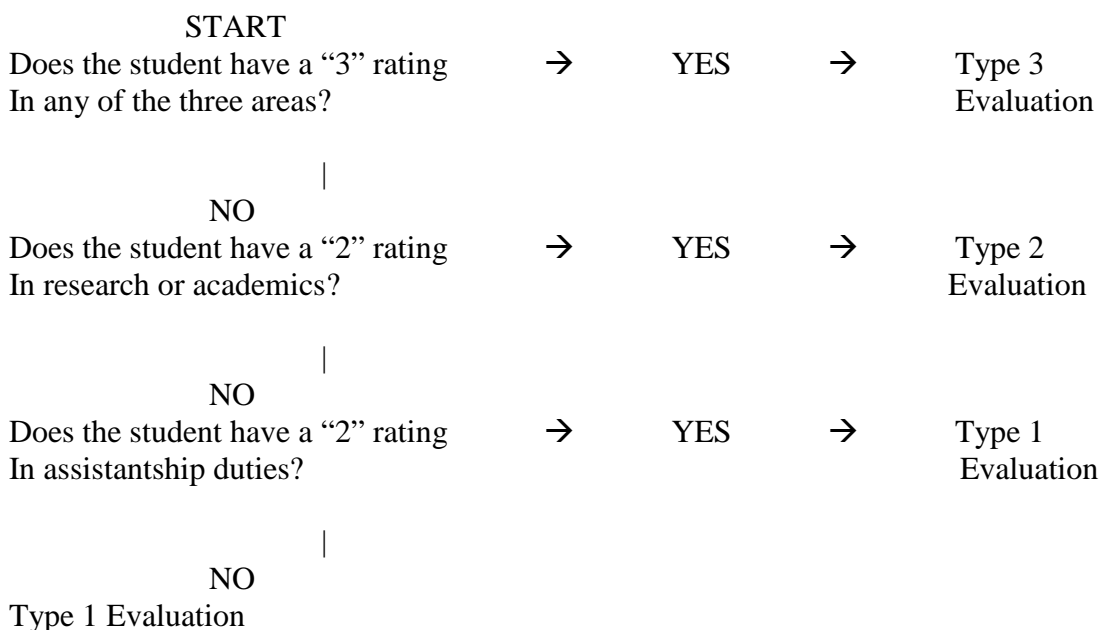
Graduate students in the Experimental Section are formally evaluated once a year, though the section reserves the right to evaluate students more than once a year if circumstances warrant it. For instance, a Type III evaluation will trigger a mid-year evaluation in the following year. The formal evaluations for all students are done at the end of the academic year (i.e., end of spring) and finalized once all grades are posted.

There are three types of evaluation a student may receive. Below are the types and descriptions of some criteria for each type of evaluation. The criteria are meant to be illustrative and are not exhaustive. Type 1 signifies good performance, such as good grades, making appropriate progress toward deadlines (for thesis, comprehensives, etc.), involvement in research, and good TA/GA evaluations. Type 2 signifies acceptable performance, although there is some concern with the student's performance in a particular area, such as a problem with progress on one's thesis, mediocre grades, etc. Type 3 signifies unsatisfactory performance, such as low grades, missing deadlines, poor TA/GA evaluations, or unprofessional conduct. Receiving a Type 3 evaluation for two consecutive evaluations may result in a student's dismissal from the program.

There are three areas of evaluation. The Academic Area includes performance in courses as well as performance in the thesis, the comprehensive exams, and the dissertation. The Research Area includes performance in research other than research conducted for the thesis, comprehensive exams, and dissertation. Such research may be conducted in collaboration with one's advisor or with other faculty and graduate students or may be developed solely at the initiative of the student. Research that is conducted for the thesis, comprehensive exams, or dissertation and subsequently published or presented at a convention may be included for evaluation in the Research Area. The Assistantship Area includes performance in Graduate Associate, Teaching Associate, or Research Associate responsibilities.

At the start of the evaluation procedure, the student is expected to provide his or her advisor with a description of accomplishments since the last evaluation in the areas of coursework, research, and assistantship duties. A worksheet for this information may be provided. The student should also submit a current curriculum vitae that reflects publications, convention presentations, and research in progress.

The members of the Experimental Section meet as a group to discuss each student and decide on which type of evaluation the student deserves. Each advisor presents the information for his or her student and suggests a rating (1, 2, or 3) for each of the three areas as well as an overall rating as a summary of the student's performance using the following decision procedure:



After this information is presented to the committee, the summary recommendation is voted on by the section members. A two-thirds positive vote of the members present is needed to uphold the recommended evaluation. If the recommendation fails, the advisor and the other members of the section should discuss the case further, possibly gathering additional information, in an attempt to reach greater agreement about the appropriate evaluation. This process continues until a recommendation achieves the necessary two-thirds support.

The major implications of the flowchart are that a “2” in research or academics will result in a Type 2 evaluation and a “3” anywhere results in a Type 3 letter.

After the evaluations have been completed, each student receives a written report of his or her evaluation. The student should feel free to meet with his or her advisor to discuss the evaluation. The student can also meet with the Director of Experimental Training to discuss the evaluation.

The evaluations have two major functions. The most important function is to provide the student with information on his or her progress. The second function concerns the allocation of summer stipends. Those with better evaluations are more likely to receive summer funding than those with poorer evaluations.

Continuation vote. At the time the student successfully defends his or her thesis, the student is to inform the section of the successful thesis defense and his/her desire to continue in the doctoral program through a letter addressed to the Director of Experimental Training. (See the “Continuation Request” in the appendix.) The members of the section then meet to review the student’s record, with information about the

student presented by his or her advisor. This meeting generally takes place following the spring term evaluations.

If two-thirds of the members of the experimental faculty vote favorably to continue a student in the program, then the student shall be continued. If less than two-thirds of the experimental faculty vote favorably to continue a student in the program, then the student will be dismissed from the program.

Dismissal from the Program

University criteria for continuing in graduate training are stated in the Graduate Catalog. Briefly, they require that a student maintain an overall grade-point average of at least 3.00. The Experimental Section has set additional criteria and may vote to dismiss a student from the program for any of the following reasons:

1. Two consecutive evaluation ratings of “3.” (See the section on Evaluation of Students for a description of the ratings.)
2. Academic misconduct, which includes cheating, plagiarism, and a number of other academic sins. (See the Graduate Catalog for a full description.)
3. Violation of professional ethical standards. (See the APA Ethical Principles of Psychologists for a description.)
4. Two grades of “C” or below in one quarter.
5. A cumulative grade-point average below 3.00 in the student’s content courses. Content courses are all graduate courses except PSY 790 (Readings), PSY 791 (Research), PSY 759 (Fieldwork), PSY 695 (Thesis), and PSY 895 (Dissertation).
6. Failing the comprehensive examination (see section on The Comprehensive Examination).
7. Failure in the view of section members of a student to make adequate progress in developing into a competent scientist/scholar.

If any of the above conditions occur, the members of the section vote on whether to continue or to dismiss the student. A two-thirds majority vote of the section is required to dismiss a student from the program.

Please note that a student may also be dismissed from the program after the failure of a continuation vote. (See the section on Evaluation of Students for further information.)

Checkpoints for the Doctoral Program in Experimental Psychology

The following is an outline of the major checkpoints in your progress toward a doctoral degree in experimental psychology. A description of the major goals to be accomplished during each year is provided. Some of these points involve the filing of a certain form. The titles of these forms are listed below in chronological order and copies of the forms are in the appendix.

It is your responsibility to make sure that these forms are completed, usually with the help of your advisor. Most of the forms are filed with the Assistant Chair for Graduate Studies, and additional copies of these forms are available in the department office.

FIRST YEAR

Goals:

1. To complete the intermediate statistics sequence
2. To begin coursework in one's major area
3. To complete research methods course
4. To gain background and experience in designing and conducting research

SECOND YEAR

Goals:

1. To continue coursework in one's major area
2. To complete the Teaching Seminar
3. To complete the Systems course
4. To propose, carry out, and defend a Master's thesis
5. To prepare and pass the comprehensives exam.

Forms:

1. Request for Master's Thesis Committee
2. Continuation request to Director of Experimental Training

THIRD YEAR

Goals:

1. To continue coursework on one's major area
2. To defend a Master's thesis
3. To pass comprehensive exams
4. To complete the scholarly tool

Forms:

1. Approval of the Scholarly Tool
2. Continuation request to Director of Experimental Training

FOURTH YEAR

Goals:

1. To complete coursework in one's major area
2. To complete the scholarly tool
3. To propose, carry out, and defend a dissertation project

Forms:

1. Request for Doctoral Committee
2. College of Arts and Sciences
Dissertation Committee Information
3. Approval of the Scholarly Tool
4. College of Arts and Sciences
Arrangements for the Oral Examination on the Dissertation

Time Limit for Completion of the MS and Ph.D.

Students in the doctoral program in experimental psychology typically receive the MS degree as a step toward the Ph.D. In many cases that degree is awarded at the end of the second year. The university has set a limit of six years for completing the master's degree. The six years begin in the quarter in which the student enters the program, and the student must graduate by the final quarter of the sixth year. **Please note that the experimental section has set its own deadline for thesis completion, which supersedes the university's time limit (see Thesis Proposal and Defense Meetings).**

The university has set a limit of seven years for completing a Ph.D. degree. The seven years begin in the quarter in which the student enters the program, and the student must graduate by the final quarter of the seventh year. The time periods for the MS and Ph.D. degrees run concurrently.

Students entering the program with a master's degree have the same time for completing the Ph.D. (seven years) as those entering with a bachelor's degree.

Extension of the Seven-Year Deadline

In the unusual circumstance that you are not able to complete the doctoral program within the seven-year limit, you may request a one-time, one-quarter extension from the Dean of the College of Arts and Sciences (see the Academic Policies section of the Graduate Catalog). **This extension request must be made prior to reaching the end of seven-year time limit.** You should note that you are not guaranteed of obtaining an extension if you request one. Such extensions are granted only if exceptional circumstances are associated with the delay in progress.

Readmission to the Program Following Expiration of the Deadline

If the requested one-quarter extension is granted but expires before final completion of the Ph.D. requirements, the only option left is for students to apply for readmission to the program. (Students who did not request an extension or were denied such a request also have this option available to them.) To be considered for readmission, the following steps must be taken.

Step 1: The first step in the readmission procedure is for students who wish to be readmitted to find a faculty member willing to serve as their advisor should they be granted reentry into the program. Student must take the initiative on this. Students should be aware that their former advisor is not obligated to resume his or her supervisory role just because readmission to the program is sought.

Step 2: Once an advisor has been found who is willing to supervise the student seeking readmission, the student must submit to the Experimental Admissions Committee a vita containing information regarding courses completed, convention presentations, publications, the date comprehensive exams were passed, and information regarding proposal meetings. Any additional information relevant to academic performance in the graduate program should also be included. The Committee may also obtain information and suggestions from the prospective advisor.

Step 3: Based on the materials and information presented, the Experimental Admissions Committee will formulate a recommendation to the Experimental Section as to whether the student should be readmitted or not. If the Committee endorses readmission, they will also make specific recommendations related to the following points:

1. How long should the student be allowed to complete the graduate program?
2. Should some course work be repeated?
3. Should components of the comprehensive examination requirements be repeated?
4. Should any past research proposal be revised?
5. Should the student be allowed to receive a graduate stipend or to teach?
6. Should new requirements be met that may have been instituted since the student first began graduate training?

Step 4: The Experimental Section will convene to discuss thoroughly the Admissions Committee recommendation(s), and then vote on readmitting the student. A two-thirds positive vote is needed for readmission to be granted. If you are approved for readmission, the specifications for readmission (including overall time limit as well as intermediary deadlines) must be presented to you in writing with a copy placed on file in the office of Graduate Studies.

Thesis and Dissertation Committees

Thesis committees are composed of three faculty members, normally from the Department of Psychology, one of who is normally the student's advisor. When appropriate, however, faculty members from other departments or people from outside the university may serve, except as chair of the committee. See the Assistant Chair for Graduate Studies for special requests. To form a thesis committee, submit the "Request for Master's Thesis Committee" form in the appendix to the Assistant Chair for Graduate Studies. Once the committee has been formed, the members should not change. If some need arises for changing a member, see the Assistant Chair for Graduate Studies.

All members of a thesis committee must approve the thesis proposal as well as the completed thesis.

Dissertation committees are composed of five faculty members; four are normally from the Department of Psychology, though exceptions are permitted. See the Assistant Chair for Graduate Studies for special requests. The fifth member of the committee must be from another graduate program at Ohio University. Once you know the fifth member, please complete the form "College of Arts & Sciences Dissertation Committee Information" in the appendix and submit it to the Assistant Chair for Graduate Studies. Please complete the form "Request for Doctoral Committee" in the appendix once you have the Psychology Department members of your committee and submit that form also to the Assistant Chair for Graduate Studies.

Once the committee has been formed, the members should not change. If a need arises for changing a member, see the Assistant Chair for Graduate Studies.

All members of the committee must approve the dissertation proposal as well as the completed dissertation.

Thesis Proposal and Defense Meetings

A student should have an approved thesis proposal by the seventh day of classes in the Winter Quarter of the student's second year. The purpose of this policy is to ensure that students make appropriate progress toward completion of the thesis by the completion deadline; that deadline is the last day of classes in the Spring Quarter of the third year. During your first year you and your advisor will carry out a research project

to give you some experience in conducting research and to help you develop a research area. This project will be a big help toward preparing your thesis proposal. You should also take advantages of course requirements to develop or hone possible thesis ideas. Finally, most students are offered a summer stipend each year, giving them the summer following their first year to work on a thesis proposal.

Here are a few pointers on getting ready for either the thesis proposal meeting or the meeting for defending the completed thesis. These meetings are normally two hours in length. Start trying to schedule the meeting two or three weeks in advance of when you want it to occur. People are busy, and it may take you several days just to schedule the meeting. Don't set up a meeting until your thesis director says you can. Also, your thesis director must approve the final copy of your paper before it can be distributed to other members of your thesis committee.

You may be tempted to start collecting your data before your committee approves your thesis proposal. Block that temptation. Your thesis committee may require changes in procedures that render such pre-collected data useless. That means you have wasted a lot of your time and effort as well as some of the department's materials. It is especially bad if you are using a special population, such as students in the public schools or employees of a corporation. If we misuse these special population subjects, the organization may not let us come back for other research projects.

Once your thesis proposal is approved, you will need to begin preparing the materials for your project. The department will provide you up to \$100 worth of materials for your research project, which is sufficient for most projects. The secretaries will help you get the materials you need.

Once you have completed your thesis, submit the form "Continuation Request" in the appendix to the Director of Experimental Training.

Deadlines for Candidates for the MS and Ph.D.

Master's and doctoral degrees are awarded in March, June, August, and November. Once you decide upon the quarter in which you wish to be awarded your degree, you will have several deadlines to meet in order to be awarded the degree. These deadlines are established by the College of Arts & Sciences and change slightly from year to year. Please contact the Assistant Chair for Graduate Studies or the College of Arts & Sciences for the schedule established for a given academic year. The dates will be for the following:

1. **Registration.** You must be registered in any quarter in which you receive service from the university. Having the meeting to defend your thesis or dissertation counts as a service; turning in the final copies of the thesis or dissertation, however, does not count as a service. Master's or doctoral candidates must be registered for at least one hour.

2. Last day to apply for graduation and pay fee for conferral of degree. Go to the second floor of Chubb Hall and tell them that you wish to graduate. They will have you fill out a short form and pay the graduation fee.

3. Last day to arrange to take oral exam on dissertation. You must report the time and place of the dissertation defense to the dean's office. Please complete the form "Arrangements for the Oral Examination on the Dissertation" in the appendix and submit it to the department's Administrative Assistant. There is no comparable form for students defending a thesis.

4. Last day to take oral exam on dissertation or thesis.

5. Last day to turn in the final copies of thesis or dissertation to College of Arts & Sciences. See the Assistant Chair for Graduate Studies for a copy of a pamphlet that tells you how to prepare those copies.

6. Date degree candidates must have all required work completed. This date corresponds to the last day of the quarter.

A few pointers: The thesis or dissertation copies that you give to your committee members should be delivered to them about two weeks in advance of the meeting. Start setting up the time and date for the meeting about four weeks in advance of the meeting; it takes time to find a time at which that many people can be available. Finally, be forewarned that it may be difficult to schedule a meeting in the summer. Most faculty are not on contract in the summer and so are not obliged to be available for thesis and dissertation meetings. Some faculty will make themselves available even though they are not on contract. If you think you will need a summer meeting, it is wise to find out as far in advance as you can whether your committee members will be available.

Final Copies of Theses and Dissertations

Once your thesis or dissertation committee has approved your work, you should submit final copies of the work to the College of Arts & Sciences. Here are some guidelines for preparing the final copies.

The appropriate style for submitted theses and dissertations is given in the current edition of the *APA Publication Manual*. Please be familiar with that style and use it in the preparation of your thesis and dissertation.

The purpose of the *Manual* is to help authors prepare manuscripts for submission to APA journals. The style required for theses and dissertations, however, is somewhat different from that required for manuscripts. Please observe the following procedures in preparing your thesis or dissertation, keeping in mind that the thesis or dissertation is a final copy, not a manuscript.

1. The College of Arts & Sciences annually produces a pamphlet entitled *Directions for the format and presentation of theses and dissertations*. The instructions in this pamphlet take precedence over the instructions given in the *Publication Manual*.
2. The title page of your paper should be in the format given in *Directions*, not the format given in the *Manual*. In particular, do not use a page header or running head on your title page.
3. Do not use a page header on any other page of your paper.
4. If you use footnotes, put them in the body of the paper, not at the end of the paper. Articles in APA journals give you a model for how to insert footnotes.
5. If you have tables or figures, put these in the body of the paper, not at the end. If the table or figure requires less than a full page, continue the text in the remaining space, just as appears in a journal article.

The overall goal of these guidelines is to have a final copy of your thesis or dissertation that looks like a published article rather than like a manuscript submitted for publication. If you have questions about how to prepare your paper, you are welcome to check with the Assistant Chair.

The Comprehensive Examination

The university requires that all doctoral students pass a comprehensive examination before beginning work on a dissertation. The aims of the comprehensive examination are to elevate a student's mastery of theoretical and research literature in a chosen area and his or her readiness for advanced research in that area, and to provide an opportunity for broadening and integrating the student's knowledge. Students intending to take the comprehensive examination for the first time must inform their advisor four months prior to the anticipated exam period so that the advisor can form a 3-person committee of Department of Psychology faculty. The advisor will be one of the members.

A. Content

The comprehensive committees will strive to make each exam specific to the areas of interest to the student. Generally, this means that the exam content will focus on the student's area of specialization within the Experimental section (e.g., SJBDM, Health, or I/O). Coverage within or between these specializations may be further specified by the committee. A reading list may be developed by the student, the committee, or both in cooperation to more clearly indicate the potential topics covered in the exam.

Regardless of specialization, all students will be expected to have conducted and presented research within their area of interest (e.g., through the Research Seminar

course, 692), to have successfully completed the research methods course (i.e., 626), and to have successfully completed the statistics series through Design and Analysis of Experiments (i.e., 621; 622; 623). Indeed, all Experimental students will be expected to have a firm grasp of research methods and statistical analysis by the time of their comprehensive exam. For this reason students should expect items or parts of items to solicit their understanding of research methods. Specifically, at least one item will require the student to critique and/or design a study (e.g., students may be asked to review a manuscript as if for a journal and then design a study to address significant flaws found in the research reported in the original manuscript).

Finally, all students will be expected to have taken at least one core course outside of their area of specialization as well as the general Systems in Psychology (718) course. Expect at least one item to ask students to think beyond their narrow area of specialization when considering a substantive issue.

B. Format

Exams may be open book, closed book, or some combination of the two. Exams will take no less than two (2) days and no more than ten (10). The exact format of each student's exam will be determined by his or her comprehensive committee at least two (2) months prior to the scheduled exam date.

C. Grading

1. Definitions

Pass: Student is finished with comprehensive.

Partial Pass: Student must be reevaluated on certain, identified domains.

Fail: Student must retake entire exam.

Domain: Any knowledge or skill we deem necessary for being an experimental psychologist within one's specialization. Generally, the domain is narrowly defined as the content of the question(s) or the part (s) of the exam failed.

2. Steps for determining status

Comprehensive committees may determine criteria for specific parts or items and criteria for the overall examine. For example, the committee may establish parts are independent (e.g., passing an item or part guarantees at least partial passing), that passing the exam depends on an average overall performance or a percentage of successful parts/items must be passed to pass the exam. The criteria to be used by the committee must be specified prior to the beginning of the exam.

3. Feeding back results

Feedback is provided at the faculty member's discretion.

4. Action

Pass: The student has completed this hurdle on the way to receiving his or her Ph.D.

Partial Pass: The nature of the redress will be determined by the committee, but it will generally be in the form of redoing a part of the exam or answering a question from the same domain that was deemed inadequate.

Fail: The student must retake the entire exam at the next opportunity, which must occur no more than a year later. Two failures will result in an Experimental Section vote to either terminate the student from the program or to permit the student's comprehensives committee to set up new conditions for complete the comprehensive examination.

D. Relation of Comprehensive Exams to other Requirements

Students must successfully pass comprehensive exams before forming a dissertation committee. Otherwise, comprehensive exams are independent of other research requirements. For instance, students may complete and receive their Masters

degree without having passed their comprehensives. They may also take and pass their comprehensives before forming a Masters Thesis committee, though this is not encouraged.

Scholarly Tool

One of the university-wide requirements for doctoral students is the completion of a scholarly tool. Students not enrolled in a doctoral program are not required to complete a scholarly tool. The purpose of the scholarly tool is to enhance the student's expertise in research or professional skills. A student should consult with his or her thesis or dissertation committee about the choice of a scholarly tool and have the choice approved in writing by the committee before undertaking the tool. See the appendix for the form entitled "Approval of Scholarly Tool." Satisfactory completion of the tool should be reported to the Assistant Chair for Graduate Studies.

The scholarly tool may be satisfied by any of the following four options.

1. Completing six or more hours of course credit in advanced statistics, beyond the hours required by one's doctoral program, with grades of B or better.
2. Completing six or more hours of course credit in computer courses with grades of B or better. PSY 828, Multivariate Statistics II, may serve as one of these courses.
3. Passing a Foreign Language Proficiency Examination. These are administered nationally by Educational Testing Service. Application forms are available at the Office of Graduate Student Services on the third floor of Wilson Hall. The minimum passing score is the 34th percentile on the Social Sciences form of the exam. One may also take a language proficiency examination locally through the Department of Modern Languages in Ellis Hall. This exam tests your ability to translate psychological materials published in the language you have chosen.
4. Completing a sequence of two or more graduate level courses totaling six or more credit hours offered by departments other than Psychology. The courses should be in addition to those required by one's doctoral program. A minimum grade of B is necessary.

Courses used to satisfy other requirements for the experimental or industrial/organizational program may not be used to satisfy the scholarly tool.

Travel Support

Students are reimbursed for up to \$250 when they are the presenting author on a paper, symposium, or poster at a professional conference or up to \$150 if they are attending a conference as a non-presenting author on a paper, symposium, or poster.

Within a fiscal year, a student may be reimbursed for one trip. The trip must be approved by the department chair prior to the travel. After the trip, receipts must be presented for travel expenses in accordance with university policies and procedures. Forms to request travel funds and to request reimbursement are available in the department office.

Research Support

Students who are conducting a thesis or dissertation can receive up to \$300 in equipment, materials, and supplies for that research project. Other research is supported as department funds are available. These amounts are subject to change depending upon departmental resources.

Funds are also available from outside the department. The Graduate Student Senate makes John Houk research awards quarterly. The proposals are relatively simple, and our students have been fairly successful in winning these awards. Still other funds are available from the APA and outside granting agencies. See the Director of Experimental Training or the Assistant Chair for Graduate Studies for more information.

Major Medical Insurance Plan

The University provides a major medical insurance plan that protects you against major medical and surgical expenses wherever you may be. The insurance plan is mandatory for every graduate student who is registered for at least seven hours unless the student submits evidence of coverage by a comparable private insurance plan.

The insurance plan covers the period of September 1 through August 31. A student must be registered for at least seven hours in the quarter in which the insurance is initiated. The student is covered for the remaining period through August 31 regardless of the number of hours of registration in subsequent quarters.

For further information about the insurance plan, contact the Student Health Service business office in Hudson Health Center.

Certain students are eligible to receive insurance with lower enrollment than seven hours. Students who are on internship, are working solely on a thesis, are working solely on a dissertation, or have a J1 visa are eligible for insurance if they register for one credit hour in two or more consecutive quarters. For further information, see the Assistant Chair.

Student Grievance Procedures

Purpose. To provide undergraduate and graduate students a procedure for appealing decisions made by faculty, administrators, committees, and sections in the Department of Psychology.

Province. These procedures are to be used for appeals bearing on policies and procedures developed within the Department of Psychology; they are not appropriate for appeals on issues for which the policy or procedure was established by a different administrative unit. For example, a student who wishes to appeal a grade should follow the grievance procedure given in Section IV.B.3 of the Faculty Handbook.

Procedures for Appeals. The first step in the appeal process for an undergraduate student is to discuss the issue with the Assistant Chair for Undergraduate Affairs; a graduate student should discuss the issue with the Assistant Chair for Graduate Studies. In either case the assistant chair will work to resolve the student's problem. If the assistant chair is unable to resolve the problem to the student's satisfaction, then, at the student's request, the assistant chair will notify the Chair of the Judicial Committee of a coming grievance. The Judicial Committee will conduct a hearing (see Judicial Committee). If the student or the instructor is not satisfied with the recommendations of the Judicial Committee, either party may appeal to the department chair. If the student or the instructor is not satisfied with the decision of the department chair, either party may appeal to the Dean of the College of Arts & Sciences.

Special Provisions. Consultation with the Ohio University Ombudsman is available to a student at any stage of a grievance process, although many grievances may be settled at the departmental level.

A grievance against either of the assistant chairs is to be filed first with the other assistant chair.

A grievance against the department chair is to be filed directly with the Judicial Committee, which then makes its recommendations directly to the Dean of the College of Arts & Sciences.

Grade Appeals (from Section IV.C.3 of the Faculty Handbook)

The instructor assigned to a class has full responsibility for grading, subject to the appeal process described in this section. In unusual circumstances (e.g., death, incapacity, or indefinite inaccessibility of the instructor) the department chairperson is responsible for the final grade, subject to appeal by the student to the dean as described in this section.

The burden of proof for a grade change is on the student, except in those cases involving charges of academic dishonesty. A student appealing a grade must make a concerted effort to resolve the matter with the instructor of the course. Failing such a resolution, the student may appeal the grade to the department chair or school director. The chair/director must attempt a resolution acceptable to both the student and the instructor but does not have the authority to change the grade. The department chair or director may enlist departmental grievance procedures to assist in resolving the grade appeal at the departmental level. If the resolution at the departmental level is

unsuccessful within the quarter following submission of the grade and the student wishes to appeal, the chair/director shall forward the appeal to the dean of the college for action. If the chair/director is the instructor, the student appeals directly to the dean.

If the dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the dean concludes that sufficient grounds do exist for an appeal, the dean shall appoint a faculty committee of five members to consider the case. If a majority on the committee decide that the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the Registrar to change the grade. The decision of the committee is not subject to further appeal. In appeal cases in which the dean is the instructor, the role of the dean will be assumed by the Provost. In those appeal cases involving courses taught by faculty from more than one college, the Dean of University College will review the appeal and, if necessary, appoint the appeals committee.

Judicial Committee

Functions. The Judicial Committee acts as an appeals or mediation board upon request by a student or faculty member after normal channels of appeal or negotiation within the Department of Psychology have been used. The functions of the Judicial Committee are (a) to hear requests for reconsideration of decisions made by committees, sections, faculty members, and departmental administrators, and to hear grievances on other matters of dispute or concern within the department; (b) to mediate, as may be needed; (c) to make recommendations for action or for policy change or policy development to pertinent persons, committees, sections, or groups.

Membership. The Judicial Committee has five members, two elected by the Clinical Section, two elected by the Experimental Section, and the Chair of the Judicial Committee, who is appointed by the department chair. The elected members serve two-year, staggered terms.

The department chair and the two assistant chairs are ineligible to serve on the Judicial Committee.

Procedures. To initiate an appeal, a person shall present a request for appeal in writing to the Chair of the Judicial Committee, stating in detail the nature of the request or grievance together with his or her reasons for initiating the appeal. The Chair of the Judicial Committee will make arrangements to convene the Judicial Committee to conduct the hearing. The appellant may have a supporting person (faculty advisor, other student, colleague, university ombudsman, etc.) present at the hearing.

Matters relating to evidence, documentation, witnesses, consultants, records, and reports will be the responsibility of the Judicial Committee. The Chair of the Judicial Committee shall vote only in cases of tied votes among elected members. A summary report of the findings and recommendations of the Judicial Committee will be given to

the appellant and to the department chair, as well as to the pertinent persons, committees, or groups.

Quarter Limits on Tuition Support

A graduate level student with an awarded graduate degree from another institution can receive no more than 15 quarters of tuition scholarship from any department or combination of departments.

A graduate level student without an awarded graduate degree from another institution or one who has earned a graduate degree from Ohio University can receive no more than 18 quarters of tuition scholarship from any department or combination of departments.

No Ohio University graduate student can ever receive more than 18 quarters of graduate tuition scholarship from any department or combination of departments.

After a student has received the maximum number of quarters of tuition scholarship, that student will no longer be eligible to receive a tuition scholarship from any Ohio University program or department.

After a student has received the maximum number of quarters of tuition scholarship, that student could still receive a stipend without a Tuition Scholarship.

This limitation does not apply to employee fee waivers.

Students should register for a minimum of 15 credit hours each quarter but can register up to 20 in certain instances.

Appendix
Departmental Forms

REQUEST FOR MASTER'S THESIS COMMITTEE

Degree students are asked to form a master's thesis committee by the fall quarter of their second year. The thesis committee oversees the planning and carrying out of the master's thesis. To select your committee, first choose the faculty member whom you would like to have serve as your thesis director. You and your thesis director then select the two remaining members of the committee. These two members are normally members of the psychology faculty of the Department of Psychology, although you may have a faculty member from another department if that seems appropriate. Your academic advisor is to be a member of your thesis committee and may serve as your thesis director. If your current academic advisor does not seem appropriate to your thesis topic, you may change advisors by arranging for another faculty member to serve as your advisor, advising your former advisor of the change, and advising the Director of Clinical Training and the Assistant Chair for Graduate Affairs of the change.

Once you have the consent of your three committee members, please give their names to the Assistant Chair for Graduate Affairs on the form below.

TO: Assistant Chair for Graduate Affairs

FROM: _____

DATE: _____

My academic advisor is _____.

My master's thesis director is _____.

My thesis director and I have chosen _____ and
_____ as members of my thesis committee.

My thesis will be on the topic of _____

Signed _____

CONTINUATION REQUEST

Date _____

Professor _____
Director of Experimental Training
Department of Psychology
Porter Hall
Ohio University
Athens, OH 45701

Dear Professor _____:

This is to inform the members of the experimental section that, with the defense of my master's thesis on _____ (date), I have completed all of the requirements for the Master of Science degree.

At this time I would like to petition the members of the section to consider me for continuation in the doctoral program.

Sincerely,

(Name)

APPROVAL OF SCHOLARLY TOOL

The doctoral program requires you to complete a scholarly tool by the end of your fourth year of graduate study and preferably earlier. Those members of your thesis or dissertation committee who are faculty in the Department of Psychology must approve the appropriateness of your scholarly tool for your program before you undertake the scholarly tool.

From: _____

To: Dr. _____

Dr. _____

Dr. _____

Dr. _____

Date: _____

I request approval to take the following as my scholarly tool:
(Give description)

Committee action:

approve disapprove _____

approve disapprove _____

approve disapprove _____

approve disapprove _____

Return to Assistant chair for Graduate Studies

REQUEST FOR DISSERTATION COMMITTEE

Doctoral students are eligible to form a dissertation committee upon the successful completion of their comprehensive examination. The dissertation committee oversees the planning and conduct of your doctoral dissertation. To select your committee, first choose the faculty member whom you would like to have serve as your dissertation director. You and your director then select the four remaining members of the committee. Three of these are normally members of the faculty of the Department of Psychology, although you may have a faculty member from another department if that seems appropriate. If so, see the Assistant Chair for Graduate Affairs. Your academic advisor is to be a member of your dissertation committee and may serve as director. The fifth member of the committee is the Graduate Faculty Representative, who must be a member of another department within the university and who must be approved by the College of Arts and Sciences.

Once you have the consent of the four committee members from the Department of Psychology, please complete the form below and return it to the Assistant Chair for Graduate Affairs.

TO: Assistant Chair for Graduate Affairs

FROM: _____

DATE: _____

My academic advisor is _____

My dissertation director is _____

My director and I request _____,

_____, and _____ as

the other members of my dissertation committee.

Signed _____

COLLEGE OF ARTS AND SCIENCES
DISSERTATION COMMITTEE INFORMATION

(Student's Name)

(Department)

I recommend that _____ in the Department
of _____ be appointed as Graduate Faculty
Representative on the above student's dissertation committee.

Dissertation title (or subject): _____

Committee Members:

Date of initiation of doctoral study: _____*

(Signature, Graduate Chair)

(Date)

*Admission to candidacy must be achieved within four years of the student's initiation of doctoral work. The College of Arts and Sciences will inform the student of his admission to candidacy after Form A&S #6 has been received.

Graduate Faculty Representative notified _____
(Date)

One copy to Arts and Sciences

History of Changes

Fall Quarter 2004-05

Change regarding readmission to program and extensions for completion of program. (pgs. 28-29)

Fall Quarter 2005-06

Changed wording in 3rd paragraph under Doctoral Program in Experimental Psychology". (pg. 10)

Changed wording in title. (pg. 15)

Changed wording in title. (pg. 16)

Changed wording under Second Year and Third Year. (pg. 27)

Change regarding readmission to program and extensions for completion of program. (pgs. 28-29)

Removed statement regarding stipend increase after completion of the master's thesis. (pg. 31)

Changed wording in The Comprehensive Examination section. (pgs. 33-34)

Fall Quarter 2006-07

Added sentence to the General Organization section. (pg. 8)

Added sentence on page 25 regarding votes for student continuation and dismissal.

Added a new responsibility to the Director's duties. (pg. 7)

Changed heading "260-Hour Limit" to Quarter Limit on Tuition Support. (pg. 40)

Fall Quarter 2007-08

Added organizational decision making to SJDBM topics of interest.

Used SJDBM, I/O, and Health as list of tracks when appropriate throughout.

Removed asterisk indicating an 894 was required for students in the experimental section.

Removed 260 hour limit paragraph in Financial Aid section.

Changed the description of the teaching seminar (timing and process).

“coursework” changed to “academics” when discussing the academic area of the evaluation.

Shorted evaluation section description

Goals and forms items revised.

Minimum hours registered for dissertation changed from 2 to 1 hour.

The following was removed from final copies of thesis and dissertations section:

6. If your word processor permits you to use italics, you may substitute italics in the places where the *Manual* requires underlining. Please do not use boldface at all

Removed restriction of thesis only hours when deadline approaching.

Changed **pass pending** to **partial pass** in comps section.

Change specification for determining status for comps to be more flexible (up to committee).

Changed “**Pass:** The student is matriculated into the Ph.D. program” to “**Pass:** The student has completed this hurdle on the way to receiving his or her Ph.D.”

Changed action for failure from one year later to no longer than one year later.

Removed comprehensive’s grading scale.

Updated travel support description.

Fall Quarter 2008-09

Removed constraints for timing regarding comprehensives. Put committee formation in advisors hands.

Fall Quarter 2010-11

“One’s advisor must be a member of the Experimental Section.” changed to “One’s advisor must be a Group I member of the Psychology Department.”

Removal of extension of deadline requirement for thesis.

Changed evaluations to once a year (end of spring) unless received Type III.