GRADUATE HANDBOOK
2023-2024

I. INTRODUCTION

This handbook provides graduate students with the expectations and requirements for obtaining an advanced degree in psychology at Bowling Green State University. The requirements of the Graduate College and of the Psychology Department are included in this handbook. However, this handbook is not exhaustive. Students may need to consult additional sources such as the Graduate Catalog, Clinical Psychology Handbook, and Psychological Services Center Handbook for additional information.

If questions still remain after reviewing this handbook, please consult with your faculty advisor and/or the Vice Chair for Graduate Instruction. ***Graduate students are bound by the graduate handbook in effect when they enter the program***. ***As decisions and policies are made or revised during the year, supplements to the handbook will be distributed to faculty and graduate students.***

A. Departmental Philosophy

The Department of Psychology aspires to promote and support a scientific community that contributes to the advancement of the discipline through active programs of research and professional training that involves faculty, graduate students, and undergraduate students. The concept of community implies an atmosphere in which people of differing specialized interests and of differing academic levels can provide mutual support, communication, and intellectual stimulation.

The department's commitment to professional training and psychological research has several important implications for graduate students:

1. Although students will develop expertise in a specialty area, they will be expected to be knowledgeable about many areas of psychology and will be encouraged to develop an expertise that crosses conventional specialty lines. ***Regardless of students' areas of specialization, students receive a Ph.D. in Psychology and not a specialty area.***

2. Students' education will be research-oriented. They are expected to contribute to the science of psychology through their own research as well as from their organization and interpretation of the research of others. As students become contributing members of the scientific community, they become teachers as well as learners, instructing faculty, other graduate students, and undergraduates.

3. Competence requires an appreciation of and commitment to scientific foundations. Whether teaching, consulting, or providing therapy, students should do their tasks competently.

4. Scientific education should prepare students to be curious and inquisitive rather than dogmatic.

B. Student Rights, Responsibilities, Codes of Conduct

The BGSU "Student Handbook," (http://www.bgsu.edu/offices/sa/studentdiscipline/) which can be found online or obtained though the Office of the Vice President for Student Affairs, contains a number of policies and procedures relevant to academic life at BGSU. We would like to call your attention to several important sections of this handbook.   The section entitled, "Codes of Conduct" outlines the rights and responsibilities of all students on campus. This section also contains the academic honesty policy, as well as detailed procedures for reporting cases of academic dishonesty. Similarly, the section entitled, "Public Safety" contains detailed descriptions of policies regarding sexual harassment, as well as procedures for reporting such offenses.

C. Ethical Responsibilities

1. <u>Ethical principles of psychologists.</u> All students are expected to familiarize themselves with the contents of the various ethical standards published by the American Psychological Association and divisions relevant to their interests and to adhere to these standards in their professional conduct. THESE STANDARDS APPLY ON THE DAY YOU BEGIN GRADUATE SCHOOL. In addition, a copy of the University Charter's "Policy on Misconduct in Research" can be accessed on-line at the following website: http://www.bgsu.edu/content/dam/BGSU/faculty-senate/documents/academic-charter/BGSU-Policy-on-Misconduct-in-Research-oct2014.pdf.

2. <u>Supervision of therapy or consulting activities</u>. Students may not offer any form of psychological services to the public without proper faculty supervision. Violation of this rule can result in dismissal from the program and from the Graduate College. Any questions regarding such activities should be directed to the Vice Chair for Graduate Instruction.

3. <u>Sexual, racial, or ethnic harassment.</u> Any conduct that intentionally creates an intimidating, hostile, or offensive working or educational environment may constitute harassment. The policy of the Psychology Department and of Bowling Green State University is that sexual harassment and racial and ethnic harassment will not be permitted or condoned. The Psychology Department will enforce the University policies detailed in the Graduate College Catalog (available online on the Graduate College website).   Graduate students are responsible for familiarizing themselves with these policies and behaving in accordance with them.

Individuals who are aware of an instance of harassment, or who believe that they are a victim of harassment, are encouraged to contact either the Department Chair or the Vice Chair for Graduate Instruction of the Department. They may also contact the Office of Equal Opportunity Compliance or complete a report here https://www.bgsu.edu/report-incident.html.

D. Financial Support

Psychology graduate students who are in good standing and maintain satisfactory academic and research progress are typically provided with four academic years of financial support in the form of stipends and tuition scholarships. Financial support does not cover the various fees assessed by the university at the beginning of each semester. Similarly, financial support does not cover health insurance costs. To estimate the costs of attendance for a given semester, students can visit the "BGSU cost estimator" at the following website: https://www.bgsu.edu/bursar/calculate-your-cost-of-attendance/graduate-calculator.html.

Financial support may be available for more than four academic years. However, such funding not assured and dependent on year-to-year changes in university funding. All program areas are designed to be completed within four years (Note: this four-year time span does not include the internship requirement for clinical students.)

The Graduate College retains final authority in awarding all assistantships. *Graduate College requirements stipulate that students must maintain a 3.0 grade point average at the pre-Master's level and a 3.0 at the post-Master's level to be eligible for any form of financial aid.*

Tuition Scholarships. Scholarships cover instructional fees and non-residency fees (first year only, exception for international students-see below). As noted above, students are responsible for paying other fees and health insurance costs.

Non-Residents. The department will cover the non-residency fees for non-Ohio residents who receive a tuition scholarship for the first year only. After the first year, students are eligible to apply for Ohio residency. Students who do not apply or are denied Ohio residency will be responsible for the non-resident fee. See www.bgsu.edu/registration-records/quick-links.html then click on Ohio Residency for Tuition Surcharge for details on applying for in state residency. All international students who are offered a tuition scholarship will continue to receive a non-resident waiver beyond the first year.

Departmental teaching/research assistantships. Most assistantships involve either research or teaching. Assistantships are assigned to students each semester, and are made to a specific course(s), to a faculty member, or a combination of a specific course and faculty member.

Assistantships involve up to 20 hours of work each week during the academic year. Duties vary widely depending upon assignment and students should be prepared to grade exams, run research participants, collect bibliographies, hold office hours for undergraduates, etc. Most assignments should be challenging and involve some learning experiences. However, it is occasionally necessary for students to carry out routine clerical chores as part of their assignment. The graduate assistantship is viewed in many respects as an apprenticeship and students are expected to perform their duties in a professional manner.

The performance of students as assistants is an important part of their graduate training and the rating by an assistant's supervisor will be considered as part of the overall evaluation of the student.

Externally-funded research assistantships. These are dependent upon the availability of external research grants and usually are assigned to students after a request for their service is made by a faculty member. The duties vary widely and are determined by the principal investigator of the grant.

Fellowships awarded by outside agencies. Externally-funded fellowships may be available to qualified students who apply for them. The fellowships seldom carry any specific work commitment except that the students continue their pursuit of a degree on a full-time basis. However, it is generally desirable for students on fellowships to become involved in research and teaching in addition to their normal course loads. In addition, the department may assign students to teaching duties if they have not yet had teaching experience. The office of Sponsored Programs and Research has brochures of such fellowships.

Assistantship work-load requirements. In the Fall of 1994, the Graduate council adopted the following motion with regard to off-campus employment by graduate students who are receiving department or externally-funded assistantships as described above: "Off-campus employment when classes are in session, which when combined with a student's graduate assistantship responsibilities, exceeds a total time commitment of 20 hours per week, is discouraged. However, with the advice and approval of the Vice Chair for Graduate Instruction (graduate coordinator), and the student's advisor, such employment may be undertaken if it does not interfere with the student's academic program or assistantship responsibilities."

Graduate Assistant Work Location. In the fall of 2001, the Graduate College clarified work site locations for BGSU Graduate Assistants. All GA work will be completed on the BGSU campuses. There are two possible exceptions to this:

(1) If the work requirements of the GA position necessitate off-campus work due to a sponsorship agreement (e.g., a GA assignment necessitates work at an off-campus clinical or research site);
(2) If there is a documented accommodation from the Office of Accessibility Services (https://www.bgsu.edu/accessibility-services.html).

Exceptions based on #1 above must be approved by the supervisor, Department Chair / School Director, and Dean. A record of all exceptions will be retained in the student's academic office through the length of the student's appointment. To assist BGSU with compliance regarding municipality tax withholding requirements, a Telecommute Form must be initiated by the graduate assistant within one bi-weekly pay period of the approved exception. Once processed, local taxes will be withheld in accordance with where the GA is physically working. Please note, Payroll does not withhold taxes for any states or municipalities outside of Ohio. However, Telecommute forms should be completed for all approved exceptions. Telecommute forms may be found here: https://services.bgsu.edu/FalconForms/sec/falconforms.htm?falconFormId=133

II. ORGANIZATION OF THE DEPARTMENT

The administrative head of the Department of Psychology is the Chairperson (Dr. Carolyn Tompsett) who is elected by the faculty for a four-year term. The administrative structure of the Department includes two Vice Chairs (Vice Chair for Graduate Instruction, Dr. Catherine Stein; Vice Chair for Undergraduate Instruction, Dr. Sherona Garrett-Ruffin) and the Program Area Heads (Dr. Scott Highhouse -I/O; Dr. Vern Bingman-Neural & Cognitive; Dr. Daniel Maitland -Clinical; Dr. Dara Musher-Eizenman-Developmental) who handle various aspects of the instructional and research support activities. The Vice Chairs also act as advisors to the Chair. Most major policy decisions are, however, made on the basis of majority vote by the entire faculty with input from elected graduate student representatives.

Most day-to-day problems regarding graduate instruction and research support should be directed to the Vice Chair for Graduate Instruction. The Vice Chair's responsibilities are described as follows:

Vice Chair for Graduate Instruction: This person is responsible for the initiation of curriculum changes, petitions to the Graduate College, and represents the faculty in all matters related to graduate training. S/he is also required to sign all formal requests for examinations, designate all assistantship assignments, etc.

Specific questions regarding issues related to the research and instructional programs should be directed to the Vice Chair or appropriate Area Head, but graduate students should feel free to approach any faculty member, regardless of rank or position, regarding issues and problems related to graduate training.

III. ADVISORS, SPONSORS, AND COMMITTEES

Advisors: Graduate students will be assigned a temporary faculty academic **advisor** upon entering graduate school. They will consult with this advisor regarding the program of study and progress towards a degree. Students should keep in contact with their academic advisor during each semester and talk with him or her about class scheduling, assistantship issues, changes of interest, and academic problems.

Sponsors: As students become acquainted with various members of the faculty, they should seek a formal research **sponsor** (i.e., chair of their research committee) for their graduate work. Sponsorship is a joint agreement between the student and the faculty member. ***Although many students and faculty agree on sponsorship shortly after entering graduate school (and even prior to the student beginning graduate school), all students should have arranged for a sponsor by the end of their first semester of graduate study so that they can begin work on the first research project (generally a Master's thesis).*** For most students, the academic advisor and research sponsor is the same person. However, if the student's research sponsor is not in the student's specialty area, the academic advisor should be a faculty member from the student's specialty area.

The initial arrangement between the research sponsor and student may continue through the student's entire graduate career. However, interests change during the course of graduate work and some students switch to another research sponsor and/or academic advisor. ***It is quite acceptable for students to select a new research sponsor following the completion of the first research project. It is highly recommended that changes in sponsorship be made after the student has consulted with his or her existing research sponsor and new research sponsors.*** After students enter their post-master's work, they typically continue working with the same research sponsor. Again, however, students can opt to change research sponsors after appropriate consultation with involved faculty members.

IT IS THE STUDENT'S RESPONSIBILITY TO BRING TO THE ATTENTION OF THE GRADUATE SECRETARY (Paula Watson) ANY CHANGES IN THE ACADEMIC ADVISOR OR RESEARCH SPONSOR. THE STUDENT IS ALSO RESPONSIBLE FOR COMPLETING THE PAPERWORK NEEDED TO DOCUMENT THE CHANGE.

Committees: The research sponsor is generally the chair of the Master's thesis, Preliminary Examination, and Dissertation committees. The formation of research committees should be made by students in consultation with their research sponsor to assemble a committee that has the most potential for providing an educational experience.

A committee should be chosen to represent some breadth of coverage in the field of psychology, and shall thus include two members from the student's program (i.e., Clinical, Developmental, I-O, Cognitive/Behavioral Neuroscience) and one member of the Psychology faculty from an area outside the student's program. A student can elect to add a fourth member to his or her committee. This fourth member may be from another discipline which is relevant to the student's interests. An additional member of the Graduate Faculty from a different department will be appointed to post-Master's committees by the Associate Dean of the Graduate College (after students propose their prelims). Post-Master's research committees will, therefore, consist of at least four members.

The selection of a new research sponsor and committee following the Master's thesis should proceed as follows:

1. After the successful defense of the Master's thesis, the student, in collaboration with the faculty member who has agreed to serve as the new research sponsor, should review the make-up of the former research committee in view of the student's research interests and goals, as well as other factors that the research sponsor believes are relevant.

2. A change in committee membership should occur only if the student and sponsor believe that the student's research would benefit from such a change.

    a. The student's research sponsor will discuss changes with the Master's thesis committee members, and obtain the committee's judgment as to whether one member of the Master's thesis committee should continue on the Preliminary Examination committee. If the research sponsor does not change,

the committee may decide that a continuing member is necessary in addition to the continuing sponsor. If the Master's thesis committee members believe that there is no need for a continuing member, none will be required.

b. If the thesis committee agrees there should be a continuing member, then the Preliminary Examination sponsor, in consultation with the Master's thesis committee members, will decide who the continuing member should be. If the outcome of this process is not satisfactory to any of the committee members or the student, a petition may be filed with the Graduate Committee, which will act to resolve the issue.

c. The remaining members of the Preliminary Examination committee would be selected in accordance with the representation guidelines listed above.

3. Students can have only one committee at any point in time. Because the constitution of the committee might change following the Master's thesis, students should notify the Graduate Secretary (Paula Watson) in writing of the composition of the Preliminary Examination committee as soon as this decision is made.

ANY CHANGES IN COMMITTEE MEMBERSHIP BETWEEN THE PRELIMINARY EXAMINATION AND DISSERTATION MUST HAVE THE WRITTEN CONSENT OF ALL PARTIES AND MUST BE PLACED ON FILE WITH THE GRADUATE SECRETARY (Paula Watson).

IV. GENERAL REQUIREMENTS LEADING TO THE PH.D.

A. Matriculation, Registration, and GPA Requirements

It is currently College policy that students must register for <u>4</u> credit hours per semester (if you are on a graduate student assistantship) which may include independent study or research hours as suggested within the individual programs. Students may be able to take fewer credits but would be required to pay into OPERS (Ohio Public Employment Retirement System).

The Graduate College requires the completion of 90 credit hours to complete the doctoral degree (60 post-masters), 30 of which can be 7990 (Dissertation Research-minimum 16 credit hours) or 7980 (Preliminary Examination Research). **Dissertation hours (7990) may only be taken after the Preliminary Examination has been proposed.** Details of course transfer, residence requirements, and minimum hourly requirements can be found in the University Graduate Catalog. The plan of study including specific course work must be worked out in conjunction with, and with approval of, the student's adviser and research committee. When students leave campus for work or activities elsewhere after proposing their dissertation, the Graduate College requires that the student be enrolled for one credit hour per semester during the academic year (excluding summer sessions) to maintain continuous registration. Tuition and fees for continuing registration are paid by the student. Students who do not

comply with this requirement will be dropped by the Graduate College and the hours credited to thesis or dissertation research will be marked failed.

In order to remain in good standing, students must maintain a 3.0 grade point average in graduate courses taken at Bowling Green State University. If students wish to have any courses taken outside the department considered in the computation of the GPA for determination of good standing, they must petition the Graduate Committee and obtain approval prior to taking the course. These requirements are in addition to fulfilling all other departmental and Graduate College requirements.

B. Courses/Core Requirements

The core curriculum is designed to give all students some competence in the general field of psychology. Students pursuing a doctoral degree in psychology should become acquainted with all basic content areas and develop general skills related to the design, conduct, and analysis of research.

All entering graduate students are required to pass courses selected from three core programs: statistics, methodology, and content. The first two, statistics and methodology, must be completed during the first two years of graduate study, and normally students complete these sequences during their first year of study. GRADES OF "C" OR LOWER ARE NOT ACCEPTABLE IN THE CORE CURRICULUM. STUDENTS ARE REQUIRED TO RETAKE ANY CORE COURSE AFTER RECEIVING A GRADE OF "C" OR LOWER.

Core 1.   Basic Statistical Theory (PSYC 6670, 3 hours; PSYC 6680, 3 hours).   The aim of these courses is to provide students with the necessary theoretical background for designing experiments and the correct use of applied statistics.

Core 2.   Methodology in Psychology (6280, 7800-methods, or an area approved methodology course). These courses are designed to provide students with the necessary theoretical background to read and critically evaluate the experimental literature and acquaint them with elementary techniques which will enable them to begin gathering data and experimental work as soon as possible.

Core 3.   All students are required to take and successfully master the Content Core 3. All students are required to take a minimum of 2 courses from outside of their major area[1]. The 2 courses must be taken from different areas (e.g., Clinical, Developmental, Industrial-Organizational, Neural and Cognitive Science). Areas to obtain breadth are considered: 1) Neuroscience, 2) Cognitive Science, 3) Social/Personality, 4) Industrial-Organizational, 5) Developmental, 6) Clinical, and 7) Other/History

Number	Credit	Title

Neuroscience

PSYC 7100	(3)	Basic Neuroscience & Cognition
PSYC 7140	(3)	Psychobiology
PSYC 7800	(3)	Psychopharmacology

Cognitive Science

PSYC 7160	(3)	Human Judgment
PSYC 7170	(3)	Sensation & Perception
PSYC 7120	(3)	Cognitive Psychology

Social/Personality

PSYC 7420	(3)	Theories of Social Psychology 1
PSYC 7050	(3)	Personality Theory

Industrial-Organizational

PSYC 7580	(3)	Motivation and Morale
PSYC 7590	(3)	The Social Environment of Work

Developmental

PSYC 7340	(3)	Cognitive Development
PSYC 7350	(3)	Social & Personality Development
PSYC 7360	(3)	Psychology of Adult Development and Aging
PSYC 7370	(3)	Lifespan Development

Clinical

PSYC 6080	(3)	Behavior Pathology
PSYC 7180	(3)	Social Systems Assessment

Other/History

PSYC 7010	(3)	History of Psychology I

[1]**Neuro/Cognitive Science area students: One *Neuroscience* or one *Cognitive Science* course, respectively, may count toward the breadth requirement. For example, for a student who designates him or herself as *Neuroscience* (i.e., completed the Neuroscience core course as indicated in the Graduate Handbook), a *Cognitive Science* course would count toward the breadth requirement.**

An instructor may wish to request in advance that the Graduate Committee approve Content Core credit for a PSYC 7800. The Graduate Committee will consider the request based on course content, demand, and the number of regular Content Core courses offered. Typically, seminars in which the content is highly specialized are not approved as substitutes for Content Core Courses.

Program areas may impose additional requirements for the Content Core (see Section V, "Area Requirements Leading to the Ph.D.").

Appeal and modification procedure for Content Core requirements. If students have taken courses which are not included in any of those listed in the areas above, but which they feel are consistent with the content of a requirement, they may petition to have that course (or courses) satisfy a Content Core requirement. The petition should include the title and a brief description of each course involved, the area that the course is claimed to represent, and a brief statement explaining why the course is consistent with that requirement. The petition should also list other courses (taken or planned) used to satisfy requirements. The petition must be endorsed by the course instructor, the student's advisor, and program area head before being submitted to the Graduate Coordinator.

Students admitted with advanced standing, such as the Master's degree, are required to satisfy Content Core requirements. Students can request that graduate courses taken at other schools may be used to satisfy a Content Core requirement. To petition a course, the student should first consult with his or her academic advisor. After receiving advisor approval, the student should use the following procedure:

Send the Graduate Secretary (Paula Watson) an email stating which courses you wish to waive, submit a list of courses you took which you believe are equivalent, list where the course was taken and when it was taken.

The Graduate Secretary will create an adobe sign request for approval from the instructor, the students advisor, the area head, and the graduate coordinator. The request will list all courses the student is requesting to waive, copies of transcripts, and copies of syllabus will be included for this approval process.

The Graduate Secretary will notify you of the results and will create exceptions for any approved waived courses.

C. Research Requirements

Formal research requirements are described in detail in this section. They include: 1) a Master's level research project (first research project; PSYC 6990); 2) a Preliminary Examination or second research project (PSYC 7980); and 3) a Ph.D. dissertation (PSYC 7990). These three research requirements represent the minimum research requirements which must be completed, and students are encouraged to be involved in research at all times throughout their graduate training. This may include independent research, research with their research sponsor or other faculty members and research with other students. Graduate credit for such research may be obtained through registration for PSYC 6870/7870, however only six hours can be applied towards the degree.

1. Master's thesis. An acceptable Master's thesis must be submitted to the Graduate College. The Graduate Handbook for Thesis and Dissertation Students is available on-line at http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.html and contains detailed instructions regarding the format of the thesis and checklists for all the

degree requirements. The general degree requirements and procedures which must be followed in the completion of a Master's thesis are:

a. Complete or register for 30 hours of credit (minimum 3.0 GPA)
b. Choose a research sponsor for the thesis and form a committee.
c. Obtain topic approval form (see sample form in back under sample forms) and have a formal proposal meeting. Register for at least 3 hours of Thesis Research (PSYC 6990). You are required to be registered for thesis research credit every academic semester after taking your 1st thesis credit until you electronically submit your manuscript.
d. Present preliminary draft of completed thesis (to research sponsor).
e. Obtain approval of completed thesis (by research sponsor).
f. Apply for degree (Graduate College).
g. Submit final draft of thesis to research committee and schedule final examination (through Psychology Department, Graduate Secretary (Paula Watson), and have form signed for department and Graduate College; see sample form in back under sample forms).
h. Submit your manuscript to the Graduate College electronically through OhioLINK.

The Graduate College has forms which must be filled out by students and signed by the Graduate Coordinator (Dr. Stein), research sponsor, and research committee for many of these steps. The forms are typically used upon completion of all departmental requirements. All forms may be accessed at https://www.bgsu.edu/graduate/documents-and-forms.html. Forms necessary for earning the Master's thesis include:

1. Thesis Topic Approval Form
2. Application for Graduation
3. Defense and Manuscript Approval Form - Thesis

Note: The forms are submitted electronically. If you need an IRB or IACUC project ID for your research, then you need that IRB/IACUC number and approval date before submitting your topic approval to your committee. The deadline to apply for graduation is typically before you will defend. Make sure that you apply for graduation if you plan on defending your research so that you can graduate in that term. You will need to select the name of the Graduate Coordinator (Catherine Stein) when you initiate the electronic form.

All proposal and defense meetings must be scheduled through the Psychology Department Office. The conference room on the second floor may be reserved for these meetings.

Department guidelines for evaluating progress on master's thesis. Additional procedures for evaluation as well as recommendations for action are outline below (pg 29, Section B. Procedures for Evaluation).

Warning and Consequences of Warning. If a student fails to propose their masters by the end of the Spring semester of their second year, the student will placed on Warning Students placed on warning

will be ineligible to receive departmental travel funds. In addition, these students will receive lower priority for summer funds and tuition scholarships should these funds become limited.

By September 1 of the student's third year, the student must provide the Graduate Committee with a realistic and detailed timeline for their Master's proposal completion. The timeline must be agreed upon by the student and their advisor.

Poor standing and Consequences of Poor Standing. If the student fails to propose their masters by the end of their 3rd year, the student will be considered to be in **Poor Standing**.

Students in poor standing will be ineligible for funding until the master's degree is proposed. Once the master's degree is proposed, reinstatement of funding will be made on a semester by semester basis and subject to the availability of departmental funds.

Students entering with a master's degree. If students have completed a Master's thesis at another school, they may submit it to their committee for evaluation as the first research project. Students entering our program with a Master's degree will have until October 1 to submit their thesis to an ad hoc research committee for approval. Failure to do so may result in students being required to complete the department's first paper requirement (Master's Thesis). The research committee will evaluate the thesis and make its decision known by November 1. The committee can: (a) accept the thesis without an examination; (b) request the student to defend the paper; or (c) reject the paper.

2. **Preliminary Examination or research project.** Students are eligible to propose the Preliminary Examination after they have completed the Master's thesis, met the methodology and statistics core requirements, taken approximately 60 hours of graduate work, achieved an accumulative GPA of at least 3.0 for graduate psychology courses at Bowling Green. All doctoral students should submit a Preliminary Examination Application regardless of whether you are taking an exam or completing a research project (**www.bgsu.edu/graduate/documents-and-forms.html**; You must submit the form online at least six weeks prior to the date of the examination so that an outside committee member can be assigned by the Associate Dean of the Graduate College.

Students typically pursue one of the following three options to complete the Preliminary Examination requirement. The Students, research sponsor and committee will decide whether the student: (a) conducts another research project prior to the dissertation; or (b) completes a literature review; or (c) takes a written and oral examination in his or her specialty area. The Graduate College requires students to have a representative of the Graduate Faculty, from outside of the department, appointed to their committee. The Preliminary Examination application form is available from the Graduate College website at www.bgsu.edu/graduate/documents-and-forms.html; see sample in back. This designated representative must be present at all Preliminary Examination/research project meetings.

Department guidelines for evaluating progress on the preliminary examination proposal. Proposal for the preliminary examination must be approved by the end of the fall semester of the student's fourth year. Failure to meet this deadline will result in the student

being placed on **Warning**. Additional procedures for evaluation as well as recommendations for action are outline below (pg 29, Section B. Procedures for Evaluation).

Consequences of warning status. If the proposal for the preliminary examination is still not approved by the end of spring semester of the student's 4th year, the student will receive low priority for funding during their 5th year if such funds are available. ***Please note, if a student has not proposed their preliminary examination by the end of the fall semester of their fourth year, funding during his or her 5th year is highly unlikely even if such funds are available.*** In addition, the student will receive lower priority for tuition scholarships should these funds become limited.

Preliminary Examinations (Doctoral) Results. Results of a preliminary examination **must be** submitted to the Graduate Secretary (Paula Watson) on a Preliminary Examination Application form (www.bgsu.edu/graduate/documents-and-forms.html; see sample in back), complete the top two lines and have the lower section signed by your committee. The form must be signed by all members of the committee including the graduate faculty representative. For a student to pass the preliminary examination, the committee must either cast a unanimous vote or a vote with one dissenter. If a student is allowed to pass an exam with one dissenting vote, the Graduate College requests that the faculty member who casts the dissenting vote articulate his or her objections in a letter to the Dean.

Pass with Conditions. If the committee decides to pass the student with conditions, the conditions must be met before the exam is recorded as satisfactory. These conditions must be conveyed in writing to the Dean of the Graduate College. For example, a student may be asked to perform additional reading in a particular area of study and to write a paper related to that topic.

Failure of Preliminary Examination. If a student fails the written portion of a preliminary examination prior to the oral defense, failure of the preliminary exam must be communicated to the Graduate College. If the student fails the preliminary examination, she or he may (after a lapse of six months or more) take a second examination upon the recommendation of the departmental doctoral committee. Dismissal from the doctoral program will result if the second examination is failed.

Additional preliminary examination requirements. The Preliminary Examination must be completed before students begin their dissertation. Graduate College forms must be filled out by students and signed by the Vice-Chair for Graduate Instruction (Graduate Coordinator), research sponsor, and doctoral research committee in preparation of the Preliminary Examination/research project. These forms are obtained from the Graduate College website at http://www.bgsu.edu/graduate/documents-and-forms.html. The most critical ones are:

   a. Preliminary Examination Application form (available on Graduate College website under documents and forms); upon receipt of this approved form, the Graduate College appoints an outside member of students' research committee). **Reminder: All doctoral students should submit a Preliminary Examination Application to the Graduate College at least six weeks prior to the date of the**

examination so that the Associate Dean can assign an outside committee member.

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    b. Report of Preliminary Examination outcome. (Form available on Graduate College website under documents and forms)

    3. Ph.D. dissertation. An acceptable dissertation must be submitted to the Graduate College. The <u>Graduate Handbook for Thesis and Dissertation Students</u> is available on-line at <u>http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.html</u> and contains detailed instructions regarding the format of the doctorate and checklists for all the degree requirements. The general degree requirements and procedures which must be followed in the completion of a dissertation are:

    a. Complete departmental course, examination, and research requirements including the Preliminary Examination.
    b. Have topic of dissertation approved (dissertation proposal meeting and formal submission of topic to Graduate College).
    c. Admission to candidacy at least six months before student expects to graduate (candidacy is accomplished with approval of dissertation topic by Graduate College).
    d. Register for PSYC 7990 (normally, this will be a minimum of 16 semester hours, and no more than 30 semester hours of preliminary examination hours and dissertation hours). You are required to be in continuous enrollment (fall and spring semesters) with dissertation research credit after taking your 1st dissertation research hour until you electronically submit your manuscript.
    e. Apply for Graduation at www.bgsu.edu/colleges/gradcol/documents/index.html
    f. Complete final oral examination (scheduled through Psychology Department and have form signed for department and Graduate College).
    g. Submit your manuscript to the Graduate College electronically through OhioLINK.
    h. Complete the Survey of Earned Doctorates at <u>http://www.bgsu.edu/content/dam/BGSU/graduate-college/doc/survey-of-earned-doctorates-brochure.pdf</u>

    The Graduate College has online forms that must be completed by students and signed by the Vice-Chair for Graduate Instruction (Graduate Coordinator), research sponsor, and research committee for many of these steps. All forms may be obtained from the Graduate College website at <u>http://www.bgsu.edu/graduate/documents-and-forms.html</u>

IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT THE PROPER ONLINE FORMS ARE COMPLETED.

    4. <u>Preparing the Master's thesis, Preliminary Examination, and Dissertation</u>

    a. <u>Criteria for research projects</u>. **Acceptable projects** include papers based on empirical research (at least one project must be of this type); theoretical papers;

and integrated reviews in which an original construction is placed upon available evidence or in which disparate sections of evidence are related. **Unacceptable projects** include reviews that are merely summaries of evidence and papers that are not produced with a considerable degree of independence by students.

b. <u>Format of Master's thesis, Preliminary Examinations, and dissertation proposals</u>. All papers submitted to faculty members for evaluation must be in a form consistent with the <u>Graduate Handbook for Thesis and Dissertation Students</u> (http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.html) or APA Publication manual and presented to all committee members at least two weeks before any formal examination or meeting. If this deadline is not met, faculty may refuse to participate in the meeting. Students have the approval of their research sponsor before they present a proposal to their entire committee.

The major function of a research proposal is to provide students with an opportunity to develop a research question and means of answering that question. Students should prepare this proposal with care and in consultation with the research committee. The process includes a thorough literature search and revisions of the written proposal until the sponsor deems it acceptable to bring to the committee.

The final draft of the proposal typically includes the Introduction and Method section plus any additional sections requested by the research committee. In addition, the proposed statistical analysis should be presented in detail. It may be desirable to present hypothetical data representing expected results. A fourth section should be included which would suggest the possible explanations of alternative outcomes.

c. <u>Proposal meetings</u>. Students must submit a proposal for each of their projects (Master's thesis, Preliminary Examination, and dissertation) to their research committee before beginning the project. This proposal will be reviewed by the committee prior to the initiation of the project.

d. <u>Defense meetings over completed projects</u>. Each project must be defended at an oral examination. A final version of the paper must be circulated to the committee members at least two weeks before the examination and must include a notice of the time, date, and place of the defense. Students should make sure that copies of all written material are delivered to the outside member of their committee in accordance with the above-stated guidelines. The outcome of the examination will be decided by the committee immediately following the examination. The committee may accept the project, call for revision, or reject it completely. If the project is rejected, the committee will recommend alternative courses of action.

Reminder: Research sponsor and committee should receive final versions proposals and completed projects at least two weeks before any formal examination or meeting. If this deadline is not met, faculty may refuse to participate in the meeting. Students

must have the approval of their research sponsor before they present a proposal to their entire committee.

     5. Research support. A number of possible options may be available for support of various student research projects, including travel to conferences to present papers. The department has funds which can be applied for by contacting the Account Clerk (Sue Wax) for application information of these funds. However, we encourage students to seek funding from outside the department whenever possible. The University announces the availability of research funds several times each year and students are encouraged to make application for thesis and dissertation support from these funds.

     6. **Continuous Enrollment** The Graduate College requires students to be in continuous enrollment every semester after taking their first research hour (PSYC 6990 or PSYC 7990). Students are not required to be registered in the summer term if they are not having a proposal meeting, defense meeting, or graduating. The exception to this policy on registering for one research hour in the summer is if the student has defended, submitted all defense documentation, and submitted their manuscript to OhioLINK by 5:00 p.m. on the first day of the summer term.

D. Teaching Requirements

     To provide teaching experience at some point in their training, most graduate students will be assigned to supervised teaching duties for one or more semesters. The faculty believes that this form of training is important for all students in the doctoral program.

V. AREA REQUIREMENTS LEADING TO THE PH.D.

     A. Clinical Psychology

The Clinical Program Mission Statement:

> *There are three interrelated missions of the Clinical Program at Bowling Green State University. Our Training Mission is to provide intensive, comprehensive, and science-based doctoral-level clinical psychology training that will promote in students a sophisticated understanding of human behavior through active scholarship and research; the skills needed for competent and effective clinical service in contemporary healthcare settings; the capacity for integrating research and clinical practice; a strong sense of ethics, professionalism, and social responsibility; and an appreciation of the importance of cultural and individual diversity in research and practice. Our Research Mission is to advance understanding of important factors that influence human behavior and strategies that can be used to enhance well-being and/or reduce suffering. Finally, our Service Mission is to aid departmental, university, local, regional, and/or national communities and professional organizations through research, leadership, and clinical service.*

In keeping with these broad missions, the Clinical Psychology Program follows a Boulder, scientist-practitioner model where we strive to provide an integration of science and practice through coursework, research requirements, and the applied experiences. We expect that our graduates will be able to select and blend a number of vocational options and have the skills needed to work in universities, medical centers, hospitals, allied health settings, community mental health settings, private practice settings, and nontraditional settings such as government and business organizations. We also expect that our graduates will conduct basic and/or applied research; teach and/or provide clinical supervision; and engage in direct clinical assessment, intervention, and consultation services.

In accordance with these objectives, clinical students must meet the departmental core curriculum (see Section IV, B, "Courses/Core Requirements"), serve as research or teaching assistants, and engage in a continuous program of research. They also must enroll in a series of basic and advanced level clinical courses and practica (described below). Upon completion of course requirements, students are required to complete an off-site, pre-doctoral clinical internship.

Basic Level Courses and Practica

Courses: Clinical courses and practica are divided into basic and advanced levels. During their first two years in the program, students are expected to meet the basic level clinical course requirements. These include: Clinical Interviewing and Issues (PSYC 6090); Foundations of Clinical Psychology Assessment (PSYC 6640); Behavior Pathology (PSYC 6080); Clinical Research Methods (PSYC 6280); Short-term Psychotherapy and Empirically Supported Treatments (PSYC 6310); Ethics and Professional Issues (PSYC 7040); and a seminar in Multicultural and Individual Diversity (PSYC 7030). Students are also required to participate in at least two semesters of one or more research groups (PSYC 7930). These initial courses are designed to provide students with basic competencies in the following goal areas: Research, Practice; Research-Practice Integration; Professional Standards and Ethics; Cultural and Individual Diversity; Scientific, Methodological, and Theoretical Foundations of Practice; and Psychological Assessment, Intervention Design and Implementation, and Intervention Evaluation. A grade of "A" or "B" is required to demonstrate a substantial understanding of, and competency in, the graded basic level courses. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the ungraded basic level clinical courses.

Practica, Basic Skills Teams, and Individual Supervision: Students begin acquiring supervised clinical experience by taking one semester of a basic clinical skills assessment team (PSYC 6100) in their first year of study followed by two semesters of a basic skills assessment and therapy team (PSYC 6110) during the second year. These team experiences are augmented by individual psychotherapy supervision (PSYC 7330) for second year students who will provide assessment and intervention services for one or two clients during the academic year. The teams and individual supervised clinical service experiences occur in the Psychological Services Center (PSC) and are designed to provide fundamental knowledge and clinical skills in the following goal areas: Practice; Research-Practice Integration; Scientific, Methodological, and Theoretical Foundations of Practice (esp. Behavior Pathology and Individual Differences); Ethics

and Professional Issues for Clinical Psychologists; Cultural and Individual Diversity; Social Responsibility, Service, and Commitment to Life-Long Learning; and Psychological Assessment, Intervention Design and Implementation, and Intervention Evaluation. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the basic skills teams, practica, and supervision. **ALL STUDENTS SEEING CLIENTS IN THE PSC MUST BE REGISTERED FOR A MINIMUM OF 1 CREDIT OF 7330 DURING THE ACADEMIC YEAR.**

Advanced Level Courses, Practica, and Placements

Courses: To be eligible for advanced level clinical courses, practica, and placements, students must demonstrate competence (receiving grades and clinical skill ratings that meet or exceed the competence criteria) in their basic level clinical courses and basic clinical skills teams. Advanced clinical courses build on the basic level training and also provide students with an opportunity to learn about topics that are relevant to emerging research and practice interests. The advanced level clinical courses are offered as electives and students must choose at least one course from each of the following categories: a) advanced clinical topics (e.g., courses in child psychopathology, community psychology, Health Psychology, substance abuse); b) advanced clinical assessment (e.g., courses in neuropsychological assessment, behavioral assessment, child and family assessment, health psychology assessment); and c) advanced clinical interventions (e.g., courses in cognitive behavior therapy, family therapy, community evaluation, consultation and liaison, family therapy). These courses contribute to all of the goal areas and competencies of our program with a particular contribution to: Research; Practice; Research-Practice Integration; Cultural and Individual Diversity; Scientific, Methodological, and Theoretical Foundations of Practice; and Psychological Assessment, Intervention Design, and Intervention Evaluation. A grade of "A" or "B" is required to demonstrate a substantial understanding of, and competency in, the graded basic advanced level courses. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the non-graded advanced level clinical courses.

Clinical Research-Practice Teams: Two semesters of advanced research-practice integration teams (PSYC 7090) are required so that students receive intensive and specific training in how to use research skills to inform clinical practice and clinical skills to inform research. These advanced clinical research-practice integration teams provide didactic instruction along with direct, supervised, experiences that involve the integration of research and clinical practice. Most often, these projects provide opportunities for students to develop, implement, and evaluate the efficacy of research-supported interventions provided on an individual, group, or community level. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the advanced research-practice team.

External Practica: Upon satisfactory completion of basic level clinical courses and basic skills teams, students are eligible for external practicum placements. These placements typically span an academic year and summer and students receive stipends that are equivalent to research/teaching assistantships with equivalent hours. While on placement, students acquire experience in providing psychological services under the direct supervision of licensed psychologists, continued exposure to ethics and professional standards, the use of research-supported interventions, and individual and cultural diversity. Most students

complete two external placements during the third and fourth years of training. Placement supervisors complete a detailed evaluation for each student at the conclusion of the fall and spring semesters using the web-based Supervisor's Evaluation of Clinical Trainees survey. Supervisors also review these evaluations with their students individually. A practicum grade of "Satisfactory" or Unsatisfactory" is assigned by the DCT based on these ratings and consultation with clinical supervisors. Students are required to receive a "satisfactory" grade for all semesters that they are registered for PSYC 7970. Failure to meet this requirement will result in the student being immediately placed on warning status in the clinical program and the student will be provided with specific requirements and timeline for remediation. If criteria for remediation are not satisfactory met, the student can be dismissed from the clinical program.

Policies Regarding Cultural and Individual Diversity

The clinical training program strives to create an environment where cultural and individual diversity is enhanced through coursework, clinical placements, research, and recruitment/retention policies and procedures. All students are encouraged to complete a seminar in cultural and individual diversity. Additionally, core clinical courses provide coverage of cultural and individual diversity research and practice issues. The clinical training program typically sponsors at least one workshop per year that is dedicated to cultural and individual diversity. Coursework and workshops are augmented by clinical placements where students are provided with opportunities to learn about cultural and individual diversity in schools, community mental health centers, outreach centers, and hospitals. The clinical program also established a diversity committee whose mission is to promote increased understanding and appreciation of cultural and individual diversity through special programs and funding opportunities for research, placements, and travel. The clinical program, department, and university adhere to policies and procedures related to nondiscriminatory admissions, recruitment, and retention which are described in the graduate handbook, graduate college catalogue, and the university mission statement.

Evaluation of Courses and Clinical Practicum:

A Clinical Student Entering with a Master's Degree

A student admitted to the clinical program with a Master's degree from another academic institution may wish to have courses and/or clinical practicum experiences considered to fulfill requirements towards their doctoral degree at Bowling Green State University. In such a case, an ad hoc "Clinical Evaluation Review Committee" consisting of the student's graduate faculty advisor, the Director of Clinical Training, and the Vice Chair for Graduate Instruction will be formed. The committee will review the proposal for requirement waiver and supporting materials supplied by the student and decide what experiences, if any, are considered comparable to those required by the clinical program.   The maximum amount of course credit that can be waived is typically 12 credit hours.

Basic Level Clinical Courses are not eligible to be waived. Course waivers are possible for non-Basic Level Clinical Classes if upon course instructor review 80% of the course content was covered in the course submitted to fulfill the requirement. The assessment of course content evaluation is left to the discretion of the Clinical Evaluation Review Committee.

The materials needed for review by the committee are as follows:

Proposal for Course Waiver

      A proposal is to be supplied to the committee (see procedure below) by the student that provides: 1) a *listing* of courses and/or clinical practicum experiences from his/her master's program and the BG courses and/or clinical practicum considered comparable to each course or experience; 2) a *brief description* of the courses and/or clinical practicum from her/his Master's program that the student wishes to be considered. The student is encouraged to consult with his/her BGSU graduate faculty advisor in formulating this proposal.

Academic Courses

      A copy of the course outline/syllabus is required for each BG course the student is seeking to waive. The BGSU course instructor will then review the material and decide on the level of comparability of the course. The BGSU course instructor may decide that the course is 1) not comparable and should not be waived, 2) is partly comparable and could be waived if the student participated in specific parts of the BGSU course or completed particular assignments, or 3) is largely comparable and should be waived.

Waiving Courses

      Students should consult with their graduate faculty advisor about waiving a course(s). If the student would like to waive a course(s), then the student should submit a proposal for course waiver and all supporting materials within the first two weeks of the first day of classes of the fall semester of the year she/he enters the program. A student should attend all classes until notification of an approved course waiver (first semester courses)

      All materials related to the waiver of credit are kept in the student's academic file.

      Procedure on the request to waive courses:

      Send the Graduate Secretary (Paula Watson) an email stating which courses you wish to waive, submit a list of courses you took which you believe are equivalent, list where the course was taken and when it was taken.

      The Graduate Secretary will create an adobe sign request for approval from the instructor, the students advisor, the area head, and the graduate coordinator. The request will list all courses the student is requesting to waive, copies of transcripts, and copies of syllabus will be included for this approval process.

      The Graduate Secretary will notify you of the results and will create exceptions for any approved waived courses.

Clinical Concentration Areas

      Students may elect to concentrate in Health Psychology, Child Clinical Psychology, or

Community Clinical Psychology through advanced-level clinical electives, advanced research and practice teams, practicum placements, and research. Alternatively, students may choose to follow a general path by taking a sampling of advanced-level clinical electives, research and practice teams, practicum placements and research. It should be noted that the primary difference in the curriculum between those clinical students who opt to concentrate in a particular area and those who do not has to do with advanced teams, research, and electives. Thus, regardless of whether one opts to concentrate in specific area, all clinical students will receive a core background in basic clinical skills and exposure to a broad range of clinical problems in their required courses and practice. The specific sets of courses, practica and research experiences for each concentration are described in the following sections.

Concentration in Health Psychology. To concentrate in this area, students should take at least two out of three advanced concentration electives (i.e., advanced clinical topics elective, advanced assessment elective, or an advanced intervention elective). The advanced clinical assessment requirement should be satisfied with a course that emphasizes assessment in a health context or health-related problems (e.g., Health Psychology Assessment, Consultation and Liaison in Medical Settings). The advanced clinical intervention course should provide instruction in, and the critical evaluation of, interventions that are commonly encountered in Health Psychology settings (e.g., Cognitive Behavior Therapy; Health Psychology Interventions; Biofeedback). The advanced clinical topics course should also emphasize knowledge in areas that are directly relevant to research and practice in Health Psychology (e.g., Health Psychology Seminar, Psychophysiology). In addition, students are encouraged to seek out other electives that can "round out" their knowledge in Health Psychology (e.g., Epidemiology; Anatomy and Physiology; Psychopharmacology). Students should also participate in an advanced Clinical Research and Practice Team that offers research and clinical experiences in Health Psychology. Students are encouraged to seek clinical practicum external placements that provide clinical experiences in health psychology (e.g., medical settings). Students can opt to work with any Psychology Department faculty member. At least some of their research should, however, be designed to evaluate biobehavioral relationships. In addition, students in the Health Psychology concentration should participate in a health psychology-related research group for at least two semesters. Finally, it is strongly recommended that students select a pre-doctoral internship that offers intensive training in health psychology.

Concentration in Clinical Child Psychology. To concentrate in this area, students should take at least two elective courses (advanced clinical topics, clinical assessment, or clinical intervention) that focus on children, adolescents, and/or marriage/families. For example, an advanced clinical topic elective would include a theory/research course about child psychopathology (e.g., specific disorders with a primary age of onset during childhood or adolescence; child functioning within family, school and/or community), couples-marriage, or family dynamics. An advanced clinical intervention elective would include a course on child, couples/marital or family prevention and interventions strategies (e.g., Couples Marital Therapy, Child and Family Therapy, Prevention Interventions in Schools). An advanced clinical assessment elective would include a course that devotes significant time to the applications of specific assessments approach to evaluate and make intervention recommendations to children or adolescents (e.g., Advanced Child and Family Assessment) and the significant adults in their

lives (e.g., parents, teachers, legal system). Although the minimum requirement for the clinical child concentration is two advanced elective courses, at least one other advanced course is recommended. At least one semester of Advanced Clinical Research and Practice Team (PSYC 709) should focus on children/adolescents or on familial or community systems that focus on them (e.g., marriage, families, schools). Students are encouraged to have at least one year of external clinical placement (Psych 797) with an agency that focuses on treatment interventions with children and families. It is strongly recommended that students select a pre-doctoral internship in which at least 50% of their time is spent working with children and families. In terms of research, students can opt to work with any Psychology Department faculty member in any area of research they choose for their thesis and dissertation. However, to insure some exposure to relevant issues in research in clinical child psychology, the student interested in this concentration should take at least two semesters of a research group (PSYC 793) that focuses on children, adolescents, marriage, or families.

Concentration in Clinical Community Psychology. To concentrate in this area, students should take at least two courses that reflect theory and assessment issues in community psychology (e.g. Community Psychology, Feminist Psychology, Social Systems Assessment). Students may take at least one advanced team practicum (7090) in community psychology or systems-level intervention with a focus on disenfranchised adults. Students are encouraged to seek clinical practicum external placements (PSYC 7970) that provide experiences working with social systems, doing consultations, community collaborations or client advocacy In addition, students in the Clinical Community concentration should participate in the Community Research Group (PSYC 7930) for at least two semesters. Finally, it is strongly recommended that students select a pre-doctoral internship that offers significant experience in systems-level interventions.

General Clinical Psychology. Students who do not wish to concentrate in any of the areas noted above and/or who wish to establish a more general background in clinical psychology are free to select any of the advanced topics, advanced assessment, and advanced interventions electives. As with all Psychology Department students, they must meet the departmental requirements. In addition they must meet the basic and advanced level clinical skill course and practica requirements and the clinical practicum placement and internship requirements.

Internship

A one-year, off-site, pre-doctoral clinical psychology internship is required for completion of the clinical program. The Preliminary Project *must* be completed before a student is eligible to *apply* for internship. The preliminary project completion deadline is the second week in October of the year in which the student wishes to apply for pre-doctoral internship. The pre-doctoral internship must be successfully completed before the doctoral degree will be awarded. Typically, students complete their pre-doctoral internship at their fifth year in the program. A pre-doctoral internship must be successfully completed before the doctoral degree will be awarded. All students on internships are required to register for the fall and spring terms.   The department will attempt to provide tuition scholarships for all students on internship for one credit hour. However, tuition scholarships are not guaranteed.

Continuous Enrollment

The Graduate College requires students to be in continuous enrollment every semester after taking their first research hour (PSYC 6990 or PSYC 7990). Students are not required to be registered in the summer term if they are not having a proposal meeting, defense meeting, or graduating. The exception to this policy on registering for one research hour in the summer is if the student has defended, submitted all defense documentation, and submitted their manuscript to OhioLINK by 5:00 p.m. on the first day of the summer term.

American Psychological Association (APA) Guidelines

The Principles for Accreditation of Programs in Professional Psychology of the American Psychological Association notes that students need to be able to "acquire and demonstrate substantial understanding of and competence in" a number of areas. Those that can be met by satisfactory performance in appropriate departmental courses include: a) biological aspects of behavior; b) cognitive and affective aspects of behavior; c) social aspects of behavior; d) history and systems of psychology; e) research methodology; and f) techniques of data analysis (statistics). Students must take a course in each of the above areas or be able to demonstrate "understanding and competence" in the above areas in other ways were competence can be clearly demonstrated. The remaining areas include: g) psychological measurement; h) individual differences in behavior; i) human development; j) dysfunctional behavior or psychopathology; k) professional standards and ethics; l) theory and methods of assessment and diagnosis; m) effective intervention, consultation, and supervision; n) evaluating the efficacy of interventions; and o) issues of cultural and individual diversity relevant to all of the above. Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge should be cultivated during the course of graduate training in clinical psychology. These areas of training are evident in the combination of the basic level clinical courses, practicum teams, workshops and colloquia, practicum placements, and research experiences available for graduate students in the clinical area. Note that although professional state licensing boards vary in their licensing requirements, most state licensing boards follow APA guidelines.

Director of Program

The Director of Clinical Training is Dr. Daniel Maitland. A student should first direct specific questions about program requirements, or individual concerns to her/his advisor. Further questions or concerns about the clinical program should be addressed to Dr. Maitland in his role as Director of Clinical Training.

Prototypical Program:

FIRST YEAR				
Year	Semester	Course Number	Course Title	Hours
1	Fall	PSYC 6090	Clinical Interviewing	3
1	Fall	PSYC 6280	Clinical Methods	3
1	Fall	PSYC 6640	Assessment	4
1	Fall	PSYC 6670	Statistics	3
				13 hours total
1	Spring	PSYC 6080	Behavioral Pathology	3
1	Spring	PSYC 6100	Basic Clinical Skills	4
1	Spring	PSYC 6680	Statistics II	3
1	Spring	PSYC 6310	Theory & Tech of Therapy	4
1	Spring	PSYC 6990	Master Thesis	1
				15 hours total
1	Summer	PSYCH 7030	Multicultural and Individual Diversity	3

SECOND YEAR				
Year	Semester	Course Number	Course Title	Hours
2	Fall	PSYC 6110	Basic Clinical Skills	4
2	Fall	PSYC XXXX	Content Core Elective	3
2	Fall	PSYC 6990	Master Thesis	1
2	Fall	PSYC 7330	Supervision	1
				9 hours total
2	Spring	PSYC 6110	Basic Clinical Skills	4
2	Spring	PSYC XXXX	Content Core Elective	3
2	Spring	PSYC XXXX	Content Core Elective or Clinical Course	3
2	Spring	PSYC 6990	Master Thesis	1
2	Spring	PSYC 7330	Supervision	1
				12 hours total
2	Summer	PSYC 7970	Clinical Practicum	2
				2 hours total

THIRD YEAR				
Year	**Semester**	**Course Number**	**Course Title**	**Hours**
3	Fall	PSYC 7090	Adv Clinical Research/Practice	3
3	Fall	PSYC XXXX	Content Core Elective	3
3	Fall	PSYC XXXX	Adv Clinical Content Elective	3
3	Fall	PSYC 7330	Supervision	1
3	Fall	PSYC 7970	Clinical Practicum	2
				12 hours total
			(Completion of Prelim)	
3	Spring	PSYC 7090	Adv Clinical Research/Practice	3
3	Spring	PSYC XXXX	Content Core Elective	3
3	Spring	PSYC 7330	Supervision	1
3	Spring	PSYC 7970	Clinical Practicum	2
				9 hours total
3	Summer	PSYC 7970	Clinical Practicum	2
				2 hours total

FOURTH YEAR				
Year	**Semester**	**Course Number**	**Course Title**	**Hours**
4	Fall	PSYC 7970	Clinical Practicum	2
4	Fall	PSYC XXXX	Adv Clinical Content Elective	3
4	Fall	PSYC 7330	Therapy Supervision	1
4	Fall	PSYC 7990	Dissertation Research	8
				14 hours total
4	Spring	PSYC 7970	Clinical Practicum	2
4	Spring	PSYC XXXX	Content Core Elective	3
3	Spring	PSYC 7330	Therapy Supervision	1
4	Spring	PSYC 7990	Dissertation Research	8
				14 hours total

FIFTH YEAR				
Year	**Semester**	**Course Number**	**Course Title**	**Hours**
5	Fall	PSYC 7890	Clinical Internship	1
				1 hour total*
5	Spring	PSYC 7890	Clinical Internship	1
				1 hour total*

You need to register for a dissertation hour every fall & spring semester until the dissertation is defended and all paperwork completed/manuscript approved and uploaded

B. Industrial-Organizational Psychology

The field of Industrial-Organizational Psychology runs the gamut of topics from personnel selection to job design to occupational health . No one is likely to become fully proficient in all aspects of the field; some degree of specialization within the field is to be expected. Moreover, the program of the student whose principal interest is in managerial training may not be the same as that of the student whose principal interest is, for example, in optimal design of work places. Thus, there is a need for flexibility in program design.

The student of Industrial-Organizational Psychology needs a broad educational background; no student should be permitted to work toward the Ph.D. studying exclusively within one area of Psychology. In part, this goal is met by the Content Core requirement. In addition, it is strongly suggested that I-O students take additional specialty seminars and statistics courses beyond the first year sequence.

To encourage submission of master's research to professional journals, the I-O faculty now require that the Master's thesis follow the general format of a professional journal article. While this document will still be consistent with Graduate College standards, it will be reduced in length (approximately 30-35 pages of text) relative to prior thesis documents. Ancillary or more detailed material will be placed in appendices at the end of the document.

Industrial-Organizational Program Requirements

   2 semesters of statistics (6670/6680)
   1 semester of 6270 I/O Research Methods
   1 senester if 6500 Contemporary Research in I/O Psychology
   1 semester of 7580 Motivation & Morale
   1 semester of 7540 Criterion Theory and Development
   1 semester of 7560 Organizational Staffing
   1 semester of 7590 Social Environment of Work
   2 courses outside of I-O psychology (see Core 3 pgs 8-9)

I-O Preliminary Exam: The I-O prelim exam typically consists of a two-part process. First students are given a two day written exam. On the first day, students are given items that span the range of I-O Psychology. On the second day, students are given items that pertain to a specialty topic that was chosen in consultation with their chair. Each day the exam lasts 4 hours. Exams are given once in the Fall and once in the Spring. Typically I-O students do not formally meet for a proposal meeting. Students work with their committee on developing a reading list and route the Preliminary Exam form for signatures. It is important to make sure you allow 6+ weeks for the outside member to be assigned by the Associate Dean in the Graduate College before your oral defense.

For the second phase, students are asked to orally defend their answers from the written phase. The prelim committee is convened and members of the committee ask students to explain answers given during the written phase as well as other questions that arise. This meeting is generally scheduled for two hours and is generally scheduled around 2 weeks after the written test has been completed.

Tentative Program: Industrial-Organizational Psychology

The program comes into focus more clearly with an examination of what is anticipated to be the model plan of study for students in this area. It is not to be construed that every student will follow precisely this sequence. Some students, for example, may get a thesis well underway during the summer between the first and second year. Others may enter with work that is to be credited toward the doctoral degree. By far the largest number of students will follow this sequence:

FIRST YEAR				
Year	Semester	Course Number	Course Title	Hours
1	Fall	PSYC 6670	Statistics	3
1	Fall	PSYC 6270	I/O Research Methods	3
1	Fall	PSYC 6500	Contemporary Research in I/O Psyc	3
				9 hours total
1	Spring	PSYC 6680	Statistics	3
1	Spring	PSYC XXXX	Department Core* or Independent Study**	3
1	Spring	PSYC XXXX	I/O Core	3
1	Spring	PSYC 7930	Research Group	1
				10 hours total
1	Summer	PSYC 6990	Masters Thesis	1
				1 hours total

SECOND YEAR				
Year	Semester	Course Number	Course Title	Hours
2	Fall	PSYC XXXX	I/O Core	3
2	Fall	PSYC 6990	Masters Thesis	2
2	Fall	PSYC XXXX	Department Core*, I/O Elective, or Independent Study** (Choose two)	6
2	Fall	PSYC XXXX	Elective Course (I/O; Stats)	3
2	Fall	PSYC 7930	Research Group	1
				15 hours total
2	Spring	PSYC XXXX	I/O Core	3
2	Spring	PSYC XXXX	Department Core*, I/O Elective, or Independent Study** (Choose one)	3

2	Spring	PSYC 6990	Master Thesis	2
				8 hours total

THIRD YEAR				
Year	Semester	Course Number	Course Title	Hours
3	Fall	PSYC XXXX	I/O Core	3
3	Fall	PSYC 6990	Masters Thesis	1
3	Fall	PSYC XXXX	Department Core* or Independent Study**	3
3	Fall	PSYC XXXX	Elective Course (I/O; Stats)	3
3	Fall	PSYC 7930	Research Group	1
				11 hours total
3	Spring	PSYC 7980	Preliminary Examination	12
3	Spring	PSYC XXXX	Independent Study	3
3	Spring	PSYC 7930	Research Group	1
				16 hours total

FOURTH YEAR				
Year	Semester	Course Number	Course Title	Hours
4	Fall	PSYC 7990	Dissertation Research	9
4	Fall	PSYC 7930	Research Group	1
				10 hours total
4	Spring	PSYC 7990	Dissertation Research	9
4	Spring	PSYC 7930	Research Group	1
				10 hours total

- Department Core (only two department core needed)
** Independent Study (only 6 hours per degree)

C. Neural and Cognitive Sciences

Students in Neural and Cognitive Sciences may specialize in:

(i) Behavioral Neuroscience or

(ii) Cognitive Science

Neuroscience

Neuroscience students will be required to take the following courses:

2 semesters of statistics (6670/6680)

1 semester of a lab-specific or more general neuroscience methods course (6870 or 7800), or Methodology I Psychology 1 (6240)

2 courses outside of neuroscience psychology (see Core 3 pgs 8-9)

4 semesters for incoming students with a bachelor's degree or 3 semesters for incoming students with a master's degree of Cognitive/Neuroscience Seminar (5810) (5810)

1 semester of Basic Neuroscience and Cognition (7100)

1 semester of Neurobiology (7140)

Cognitive Science

Students in Cognitive Science will be required to take the following courses:

2 semesters of statistics (6670/6680)

1 semester of a lab-specific or more general cognitive methods course (6870 or 7800), or Methodology in Psychology 1 (6240)

2 courses outside of cognitive science (see Core 3 pgs 8-9)

4 semesters for incoming students with a bachelor's degree or 3 semesters for incoming students with a master's degree of Cognitive/Neuroscience Seminar (5810) (5810)

3 cognitive core classes (listed below)
    7120   Cognitive Psychology
    7160   Human Judgment
    7190   Sensation and Perception
    7340   Cognitive Development

Each student pursuing a degree in neural or cognitive sciences should consider including courses from the following general areas: history of psychology, learning, physiological psychology, perception, motivation, and psycholinguistics.

Students are also urged to take advantage of general seminars, tutorial-type offerings, and supervised research. These types of courses may be liberally repeated, making possible advanced training in special areas of interest for either individual students or small groups. The following courses are designed to meet a variety of needs:

Psychology 7800: Graduate Seminar. A systematic study of selected topics in the several areas of specialization within general-experimental psychology. May be repeated to 18 hours.

Psychology 6870/7870: Independent Study. Reading and/or empirical research on a topic or problem approved by the faculty supervisor. May be repeated. Only six hours can be applied towards the degree.

Psychology 7810: General Seminar. Current literature, theoretical issues and advanced techniques in various areas of general-experimental psychology. May be repeated.

Psychology 7930: Supervised research in a general research area is usually offered to a group of students pursuing a common program of research. The emphasis should be creative and relevant to contemporary literature. May be repeated to 18 hours.

It has been our experience that special seminar offerings are usually the result of subtle interactions between graduate students and faculty. It is necessary, therefore, that the faculty be aware of graduate student interests in specialty areas. Students should always feel free to suggest new seminar topics.

In addition to the general-experimental courses, it is assumed that most students will include courses from other broad areas of psychology. In all cases, the selection of courses should be undertaken only with the advice and consent of the student's advisor or sponsor.

D. Developmental Psychology

The Developmental Psychology area emphasizes research-oriented activities as an integral part of graduate education. Developmental students will be required to take the following courses:

2 semesters of statistics (6670/6680)
1 semester of research methods
1 semester of cognitive development (PSYC 7340)
1 semester of social & personality development (PSYC 7350)
2 courses outside of the developmental area (see core 3 pgs 8-9)

Students are also urged to take advantage of general seminars, tutorial-type offerings, and supervised research. These types of courses may be liberally repeated, making possible advanced training in special areas of interest for either individual students or small groups. The following courses are designed to meet a variety of needs:

Psychology 7800: Graduate Seminar. A systematic study of selected topics in the several areas of specialization within psychology. May be repeated to 18 hours.

Psychology 6870/7870: Independent Study. Reading and/or empirical research on a topic or problem approved by the faculty supervisor. May be repeated. Only six hours can be applied to the degree.

Psychology 7810: General Seminar. Current literature, theoretical issues and advanced techniques in various areas of psychology. May be repeated.

Psychology 7930: Supervised research in a general research area is usually offered to a group of students pursuing a common program of research. The emphasis should be creative and relevant to contemporary literature. May be repeated to 18 hours.

It has been our experience that special seminar offerings are usually the result of subtle interactions between graduate students and faculty. It is necessary, therefore, that the faculty be aware of graduate student interests in specialty areas. Students should always feel free to suggest new seminar topics.

VI. EVALUATION OF PROGRESS

Faculty review the progress of graduate students in a number of areas including: coursework, research progress, overall degree progress, participation in research groups, clinical/applied experiences (if relevant), and interpersonal work-related skills. Although each student will be evaluated individually, it is necessary to set forth some guidelines which will be used in this evaluation. The procedures and policies set forth below will be used in an effort to decide if students are making satisfactory progress towards their degree. We recognize that there are individual differences which may need to be considered, and request that any extenuating circumstances be brought to the attention of the faculty so that they may be evaluated along with the more formal criteria such as grades and completion of papers. It is the responsibility of students and their research sponsor to insure that this information is available.

A. Academic and Research Progress

All graduate students will be evaluated in terms of their academic and research progress towards a degree at the end of each Fall semester.

1. Academic progress. Normal academic progress is defined as:
a. The maintenance of a 3.0 grade point average at the master's level and a 3.0 at the doctoral level.

b. No incomplete grades in graduate coursework.

c. Significant progress towards completion of departmental and area course requirements.

2. Research progress. Students should make every effort to complete their master's thesis in two years and their dissertation within four years. Criteria for slow research progress as well as prescribed consequences for slow research progress are indicated below. Additional procedures for evaluation as well as recommendations for action are outline below (pg 29, Section B. Procedures for Evaluation).

Incomplete Grades. An INC (incomplete) may be given only when, for some justifiable reason, a student fails to take the final examination or to fulfill a specified requirement in a course. An INC may be removed and a grade substituted if the student completes course requirements to the satisfaction of the instructor prior to the deadline established by the Graduate College. See Graduate College deadlines for removal of incomplete grades for the respective academic semesters.

The student must petition the graduate dean designate for such consideration in writing and prior to the expiration of the deadline. The instructor's support is required for approval of the request. The graduate dean designate has the authority to extend the deadline for an incomplete. See incomplete extension request at www.bgsu.edu/graduate/documents-and-forms.html for "Incomplete Extension Request."

Master's Thesis

Warning and Consequences of Warning. If a student fails to propose their masters by the end of the spring semester of their second year, the student may be placed on Warning. The student has until the end of their spring semester of their 3rd year to propose their masters.   These students will receive lower priority for summer funds and tuition scholarships should these funds become limited.

By June 1st of the student's second year, the student may be asked to provide the Graduate Committee with a realistic and detailed timeline for their master's proposal completion. The timeline must be agreed upon by the student and their advisor.

Poor Standing and Consequences of Poor Standing. If the student fails to propose their masters by the end of their 3rd year, the student may be considered to be in **Poor Standing**. If the master's thesis has not been proposed by the end of the spring semester of their 3rd year, the student may be ineligible for funding until the master's degree is proposed. Once the master's degree is proposed, reinstatement of funding may be made on a semester by semester basis and subject to the availability of departmental funds.

Students entering with a master's degree. If students have completed a Master's thesis at another school, they may submit it to their committee for evaluation as the first research project. Students entering our program with a Master's degree will have 5 weeks within which to submit their thesis to an ad hoc research committee for approval. . The research committee will evaluate the thesis and make its decision known no later than the 10th week of the first semester. The committee can: (a) accept the thesis without an examination; (b) request the student to defend the thesis ; or (c) reject the thesis .

Preliminary Examination

Proposal for the preliminary examination must be approved by the end of the fall semester of the student's fourth year. Failure to meet this deadline can result in the student being placed on **Warning**.

Consequences of Warning Status. I If a student has not proposed their preliminary examination by the end of the fall semester of their fourth year, the student would receive low priority for any funding that may be available to 5th year students. In addition, the student will receive lower priority for tuition scholarships should these funds become available for 5th year students. Upon the discretion of the department, students may be counseled to leave the program prior to or upon completion of their master's degree.

Preliminary Examinations (Doctoral) Results.
Results of a preliminary examination **must be** submitted to the Graduate College on a Preliminary Examination Application/Report form. The form must be signed by all members of the committee including the graduate faculty representative. For a student to pass the preliminary examination, the committee must either cast a unanimous vote or a vote with one dissenter. If a student is allowed to pass an exam with one dissenting vote, the Graduate College requests that the faculty member who casts the dissenting vote articulate his or her objections in a letter to the Dean.

Pass with Conditions. If the committee decides to pass the student with conditions, the conditions must be met before the exam is recorded as satisfactory. These conditions must be conveyed in writing to the Dean of the Graduate College. For example, a student may be asked to perform additional reading in a particular area of study and to write a paper related to that topic.

Failure of Preliminary Examination. If a student fails the written portion of a preliminary examination prior to the oral defense, failure of the preliminary exam must be communicated to the Graduate College. If the student fails the preliminary examination, she or he may (after a lapse of six months or more) take a second examination upon the recommendation of the departmental doctoral committee. Dismissal from the doctoral program will result if the second examination is failed.

B. Procedures for Evaluation

At the end of each academic year (the conclusion of the Spring semester), students complete a professional development update on which they report their progress during the past year in the areas of course work, research, teaching, service projects (if applicable), and practica (if applicable). As part of this process, sponsors rate the student's progress in these areas. (These forms are available from the Graduate Secretary (Paula Watson), who initiates the formal evaluation. Students and their sponsors jointly set student goals for the upcoming year. Area faculty meet to discuss students' progress so that all faculty have the opportunity to evaluate each student in their areas.

Area heads may bring recommendations to the Graduate Committee and the Graduate Committee may bring the following recommendations for action to the entire faculty:

1. Special Commendation. Student is making notable progress towards degree, is performing in a superior manner, and is maintaining an above average GPA.
2. Normal Progress.

3. <u>Academic or Research Progress Warning.</u> Student is not making normal progress and is warned concerning his/her status. His/her evaluation at the end of the next semester must be improved or s/he may be dropped from the program.
4. <u>Terminal Master's Degree.</u> The student may be notified that s/he will be allowed to complete requirements for the Master's degree, but will not be allowed to go beyond that degree.
5. <u>Drop.</u> Student has not made normal progress toward the Master's thesis or Ph.D. and shows little or no promise of doing so. Student is dismissed from the program.

If a student is being considered for action under Points 3-5, the Graduate Committee will forward all information along with the recommendation to the student's research sponsor. The student and the sponsor should meet to discuss the contemplated action. The sponsor and/or student can appeal the recommendation to the Graduate Committee. If the Graduate Committee acts favorably on the appeal, then the recommendation is dropped. If the Graduate Committee believes that the recommendation should be made, then the appeal data presented by the student and the sponsor must also be forwarded to the entire faculty. Furthermore, a student may elect to present his/her case at the full faculty meeting if s/he so desires.

The faculty will vote on Graduate Committee recommendations and the results of the evaluation and action will be transmitted by letter to the students. Normally, students will have one semester of warning status before they are dropped. Any questions regarding the action of the department should be directed first to the student's research sponsor and then to the Vice Chair for Graduate Instruction.

It is also the policy of the Department that any serious diagnostic feedback by the Graduate Committee or faculty will be forwarded in writing directly to the student even though no formal action may be recommended by the Graduate Committee. All faculty evaluations of a student's progress are available to the student, and students are urged to review this feedback with their research sponsor.

C. Procedures for Petition for Readmission to Ph.D. Program

Students who have been dropped from the doctoral program as outline under **B. Procedures for Evaluation** (pg 29 above) may apply for readmission. The burden of proof of doctoral level performance and timely progress will rest with the student.

Students seeking readmission to the doctoral program are required to petition the Graduate Committee. The petition must include each of the following:

a. Date of entry to program and date of Master's thesis oral defense meeting (if applicable).
b. Current GPA. (Note that a GPA of at least 3.0 is required after completion of the Master's thesis.)
c. Statement explaining the reasons for the slow progress in completing the Master's or Preliminary Examination proposal. If the student was dismissed for reasons other than slow progress, an explanation for the resulting dismissal must be provided.

d. Statement of evidence of the ability to, and likelihood of completing the Ph.D. in a timely manner and/or evidence of remediation of behaviors/factors resulting in dismissal.

e. Proposed schedule of progress through Ph.D. completion. The schedule should include proposed dates of:
   * Preliminary Examination proposal (if appropriate)
   * Preliminary Examination defense (if appropriate)
   * Dissertation proposal
   * Oral defense of dissertation
   * Internship (Clinical students)

   Comments defending the realism of the schedule should also be included. (Students should be aware that continued good standing may be made conditional on strict adherence to a proposed or revised schedule.)

f. Supporting statements from the proposed research sponsor and from the student's Master's thesis sponsor, if these two are different people. If they are the same, a second statement from another member of the Master's committee will be required. (Department policy requires that a student must have a sponsor to be in the program.)

The Graduate Committee will review the petition, gather any other relevant information necessary, and make a recommendation to the faculty. If the petition is denied, the student will be allowed to finish the current semester

D. Departmental Graduate Student Scholarships

Each year the department offers a number of scholarship awards to recognize the achievements of our graduate students.

The Cecil M. Freeburne Award -This award is given in honor of Max Freeburne who was a faculty member from 1948 until his death in 1974. Eligibility: psychology graduate student from any area who is teaching a class independently. The winner is determined by committee (up to $500 – there may be multiple awardees).

The Donald and Zella Leventhal Memorial Award - This award is given in honor of Don Leventhal who was a faculty member from 1966 until his death in 1984. Eligibility: clinical psychology graduate student who has completed his/her third year with the highest GPA and never been in a warning status (up to $1,000). A committee is formed to select the awardee if more than one student is eligible. If more than one eligible student has the same Grade Point Average, and that Grade Point Average would otherwise be the highest Grade Point Average for all of the eligible students for that Academic Year, the chair of the Department, in consultation with such other Department faculty as the chair deems appropriate, shall select as the Recipient the eligible student with the highest Grade Point Average who best demonstrates (a) outstanding performance in psychological research and clinical practice, (b) the use of a scholarly approach to problems, and (c) receptiveness to new ideas.

The Lowell Schipper Memorial Award -This award is given in honor of Lowell Schipper who was a faculty member from 1971 until his death in 1984. Eligibility: psychology graduate student from any area who has completed Psyc 6670 and 6680, nominations by fellow students, grades in Psyc 6670 and 6680, contributions to program. Winner is determined by committee ($500).

The Kenneth M. Shemberg Memorial Award – This award is given in honor of Ken Shemberg who was a member of this clinical faculty member for over 50 years, from 1966 until his retirement in 2017. The award is presented to a third-year clinical psychology graduate student who is nominated by peers and evaluated by clinical supervisors as demonstrating outstanding clinical abilities, a sincere love of learning, and promoting a sense of caring and humanity in the world (up to $500.)

Bonnie A. Sandman Award in Industrial-Organizational Psychology - This award is given to a fourth year psychology graduate student in industrial/organizational psychology. Winner determined by committee ($2,500).

The Institute for Psychological Research and Application (IPRA) Excellence in Applied Psychology Award - This award is given to a student who has demonstrated excellence in IPRA projects and activities. Eligibility: psychology graduate student who has participated in IPRA projects. Winner is determined by committee ($500 – there may be multiple awardees).

VII. LEAVES OF ABSENCE

1. The Associate Dean of Academic Affairs in the Graduate College is responsible for all final decisions in the granting or rescinding of leaves of absence. The Vice Chair of Graduate Instruction will review all requests for leaves and then forward them to the Graduate College with a recommendation.

2. No leave may be considered by the Department unless formally requested in writing by the student. Requests will contain, but not be limited to, the reason for the request and the anticipated length of the leave (not to exceed 12-months).

3. No leave may be considered by the Department unless the formal request is accompanied by written permission from the student's advisor.

4. No leave may be granted for a period in excess of one year.

5. No commitment of financial aid is either explicitly or implicitly assumed in the granting of a leave. Students returning to the program will compete with all other incoming students for financial aid.

6. The student cannot use University services during a leave of absence.

VIII. POLICY FOR INTRA-DEPARTMENTAL APPLICANTS

Students who are currently enrolled in the Psychology Department as graduate students and who are seeking transfer to another specialty area within the department must be evaluated by a formal admissions procedure similar to that used for outside applicants. Applications must be received by January 1 (December 15 for clinical), and the application will be considered along with those of other prospective students. All admissions materials will be reviewed by two area faculty members (these will usually be the admissions committee members). This committee will recommend either admission or rejection to the area faculty by April 15.

The student's original Graduate College application must indicate that the student meets the university's requirements for admission. In addition, the student must be making normal progress, have no grades of "C" or below in core courses, and have a GPA of 3.0 or higher. The application must also include:

a. a statement from the student discussing his/her reasons for the transfer to another area
b. letters of recommendation from at least two faculty members in the student 's present area, of whom one must be the student's academic advisor or research sponsor; and
c. a supporting statement from the proposed research sponsor.

Admission to a different area program will rarely be considered later than January of the student's second year. A student admitted to a different area program with a completed Master's thesis from outside that area will be required to fulfill the Preliminary Examination requirement with a research project.

IX. DEPARTMENTAL POLICIES

Copying –The secretarial staff will copy course materials for students who are teaching a class; otherwise copying must be done at one's own expense.

Supplies – Office supplies are available only to students who are using them for a course they are teaching or for a research project. In the latter case, a Request for Research Funding form must be submitted and approved (see Account Clerk (Sue Wax) for information). If supplies are approved as part of such a request, please provide the Account Clerk (Sue Wax) with sufficient advance notice so that she may order them, if necessary.

Main Office Equipment – The copy machines and the binding machine in the main office are not for graduate student use.

Mail Room – Your exterior door key opens the mail room door, which is locked after 5:00 PM and on weekends. When the door is locked, please keep it locked.

Mail – Stamped personal mail may be left in the mail drop in the main office. Postage is provided only for research projects for which mailing costs have already been approved.

Pets – Dogs, cats, or other pets are not allowed in the building at any time.

Bikes/In-line Skates – Bicycles are not permitted in the building. In-line skates (rollerblades) are not permitted to be worn in the building.

Conference Room (#201) – The conference room is normally kept locked. To schedule the room for meetings, please see a staff member in the main office.

Smoking Policy – By state law, no smoking is permitted in any academic building on campus.

X. FREQUENTLY ASKED QUESTIONS

CREDIT AND COURSE REQUIREMENTS:

How many independent study credits can I apply toward my masters/PhD?

You can apply six hours towards your masters and another six hours towards your doctorate. You can register for more hours but only six hours can be applied towards your degree.

How many credits should I be taking for my thesis/prelim/dissertation each semester?

You are required to be in continuous enrollment with thesis and dissertation hours after taking your first hour. Therefore, the minimum is one credit hour per fall & spring semester after you take the first thesis or dissertation credit. Some students will take more depending on other courses taken and the total number of credits they need to fill up their schedule.

How do you get a special topics graduate level psychology course approved?

An instructor may wish to request in advance that the Graduate Committee approve content core credit for a PSYC 7800. The Graduate Committee will consider the request based on course content, demand, and the number of regular content core courses offered. Typically, seminars in which the content is highly specialized are not approved as substitutes for content core courses.

Support for Graduate Student Professional Development & Research:

Department Research Support

The Graduate College allocates funds to the department each year to help support graduate student research. At present, Psychology supplements this funding to make available the following awards:

- **$400 for a master's thesis**

- **$250 for a preliminary examination**
- **$600 for a Ph.D. dissertation**

These research funds are available on a "use it or lose it" basis; there is no carryover from one project to another. That is, simply because you didn't request support for your master's thesis doesn't mean that you've got an extra $400 to spend on your prelim.

To apply for research support, fill out the Graduate-Undergraduate Student Request for Psychology Research funds form on the department webpage and submit to suewax@bgsu.edu.

Requests must be approved prior to any expenditure of funds.

Additional Sources of Research Support

Clinical Area Funding (CAC): To apply for CAC research funding, fill out the Clinical Area Funds Request form on the department webpage and submit to suewax@bgsu.edu.

Industrial-Organizational Area Funding (IOAC): To apply for IOAC research funding, contact the faculty area head directly.

Institute for Psychological Research and Application (IPRA): Support may be available for graduate students who have been or are currently working on IPRA projects. To apply for IPRA funding, contact the Assistant Director of IPRA directly.

Developmental, Neuroscience, Cognitive, Social Psychology areas should contact the Faculty area head to inquire about research funding that may be available for area-specific projects.

Diversity & Inclusion: To apply for D & I research funds, fill out the Diversity and Inclusion Research Funds Application Form on the department webpage and follow directions for submitting application.

Explore the Graduate College funding opportunities on their webpage.

Donor funded scholarships and award opportunities may be available from local businesses as well as other organizations such as Sigma Xi, APA, OPA, and other professional organizations.

> ***IMPORTANT: External funding linked to BGSU must be routed through the Office of Sponsored Programs and Research.**

Department Professional Development (PD)

The Department of Psychology provides funding for attendance at professional development-conference events. Support is available in the following amounts:

$250 – Presenting a research project but not as first author or attending a workshop or training.

$350 – Presenting a research project but as a first author or presenting more than one project as a junior author.

$400 – Presenting more than one research project as a first author on at least one of these projects.

Only one event will be funded per fiscal year (July 1 through June 30). Graduate students are eligible for funding through June 30 of their fourth year.

To apply, fill out the Professional Development-Conference Funding Request form on the department webpage and submit to suewax@bgsu.edu at least 60 days prior to event. Requests for funding must be approved prior to event.

Additional Sources of Professional Development Support

Clinical Area (CAC) and Industrial-Organizational Area (IOAC) PD: To apply, fill out the Professional Development-Conference Funding Request form on the department webpage, choose CAC or IOAC funding, and submit to suewax@bgsu.edu at least 60 days prior to event. Requests for funding must be approved prior to event.

Institute for Psychological Research and Application (IPRA): Support may be available for graduate students who have been or are currently working on IPRA projects. To apply for IPRA PD funding, contact the Assistant Director of IPRA directly.

Psychological Services Support (PSC): Support is available for clinical psychology graduate students who are attending conferences or workshops that contribute to clinical training, and who are working in the PSC at the time of the funding request.

To apply, fill out the Professional Development-Conference Funding Request form on the department webpage, choose PSC funding, and submit to suewax@bgsu.edu at least 60 days prior to event. Requests for funding must be approved prior to event.

Developmental, Neuroscience, Cognitive, Social Psychology areas should contact the faculty area head to inquire about research funding that may be available for area-specific PD.

Diversity & Inclusion: To apply for D & I professional development funds, fill out the Diversity and Inclusion Travel Funds Application Form on the department webpage and follow directions for submitting application.

External PD funding opportunities may be available from organizations such as Sigma Xi, APA, OPA, other professional organizations, and conference hosts.

PROPOSING AND DEFENDING YOUR RESEARCH:

How do I proceed with obtaining approval for my thesis?

See page 13

Are there any forms that need to be filled out and if so, where do I find them?

See page 11 for more information on Master's thesis forms, and pages 13-14 for more information about Prelim and Dissertation forms. Forms can be found on the following website: http://www.bgsu.edu/graduate/documents-and-forms.html

What is the time frame for submitting to a committee?

All papers submitted to faculty members for evaluation must be in a form consistent with the Graduate Handbook (available online on the Graduate College website). Go to academics, to graduate college, under useful links click on catalogs & policies) for Thesis and Dissertation Students or the Publication manual of the American Psychological Association and presented to the research sponsor and committee <u>at least two weeks before any formal examination or meeting</u>. If this deadline is not met, faculty may refuse to participate in the meeting. Students have the approval of their research sponsor before they present a proposal to their entire committee (see pg 14; <u>Format of Master's thesis, Preliminary Examinations, and dissertation proposals</u>.)

How is a committee formed?

The research sponsor is generally the chair of the Master's thesis, Preliminary Examination, and Dissertation committees. The formation of research committees should be made by students in consultation with their research sponsor to assemble a committee that has the most potential for providing an educational experience.

A committee should be chosen to represent some breadth of coverage in the field of psychology, and shall thus include at least one member from the student's program (i.e., Clinical, Developmental, I-O, Cognitive/Behavioral Neuroscience), and at least one member of the Psychology faculty from an area outside the student's program. The third committee member may be a Psychology faculty member from any specialty area. In addition, the student may elect to add a fourth member to his or her committee. This fourth member may be from another discipline which is relevant to the student's interests. An additional member of the Graduate Faculty from a different department will be appointed to post-Master's committees by the Associate Dean of the Graduate College. Post-Master's research committees will, therefore, consist of at least four members (see page 6; Committees)

How do I request an outside committee member?

Students are eligible to propose the Preliminary Examination after they have completed the Master's thesis, met the methodology and statistics core requirements, taken approximately 60 hours of graduate work, achieved an accumulative GPA of at least 3.2 for graduate psychology courses at Bowling Green. All doctoral students should submit a Preliminary Examination Application to the Graduate College at least six weeks prior to the date of the examination so that an outside committee member can be assigned by the Associate Dean of the Graduate College **(see page 13; <u>Preliminary Examination or research project</u>).**

What sort of deadlines are there to graduate at certain times?

Please see the deadlines under application for graduation at
http://www.bgsu.edu/graduate/graduation/degree-candidates-deadlines.html

Graduate College Deadlines are firm and cannot be changed

How do I submit a draft to the graduate college?

Please follow the information in the thesis & dissertation handbook on the Graduate College website.

XI. FORMS

Thesis/Dissertation Topic Approval – Form is located on the Graduate College website under documents and forms. Topic Approval is the form for the proposal. Initiate the form using the name of the Graduate Coordinator (Catherine Stein)

Defense and Manuscript Approval Form– Form is used when defending your Masters or Doctorate. Form is located on the Graduate College website under documents and forms. Under Thesis and Dissertation Forms, Defense and Manuscript Approval Form is the form for the defense. Initiate the form using the name of the Graduate Coordinator (Catherine Stein)

Preliminary Exam Application – Form is used when applying for the exam or proposing your preliminary study/project. When you propose, you are actually proposing to have an outside member assigned to your committee by the Graduate College. Please make sure that you allow at least six weeks for an outside committee member to be assigned to your committee prior to your defense. The form is located on the Graduate College website under documents and forms. Initiate the form using the name of the Graduate Coordinator (Catherine Stein)

Preliminary Exam Report – Form is used when defending your preliminary exam or study/project. The form is located on the Graduate College website under documents and forms. Initiate the form using the name of the Graduate Coordinator (Catherine Stein)