University of Cincinnati

College of Arts and Sciences

Department of Psychology

Graduate Handbook

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Admissions and Information for New Students

We are pleased to welcome you to the Department of Psychology at the University of Cincinnati (UC). Our goal is to provide you with an excellent broad foundation in the field of psychology, with additional training available in the Human Factors, Health, Child or Neuropsychology tracks. We operate according to a "mentor model," under which you work closely with a faculty mentor who will provide you with academic and research guidance. In this Handbook, we hope to outline some of the key departmental guidelines to help you progress successfully through your professional development.

In addition to this Handbook, you are required to follow the policies and procedures outlined in the University of Cincinnati Graduate Handbook (published by the Office of the Vice President for Research and University Dean of Advanced Studies) and the University of Cincinnati Code of Student Conduct. Please note that the two Program Directors (Director of Clinical Training or Director of Experimental Training) together serve in the role that the University refers to as the Director of Graduate Studies. Therefore, if you are reading University-wide guidelines that instruct you to consult with the Director of Graduate Studies, this means in our Department that you should go to your Program Director. In addition, as a graduate student in Psychology, you are bound to abide by the most recent guidelines for professional behavior that are described in the American Psychological Association (APA) document "Ethical Principles of Psychologists and Code of Conduct." The APA Ethical Principles will be reviewed in your required coursework and are also available at http://www.apa.org/ethics.

Unlike your undergraduate experience, graduate school requires you to take a more active role in your education. In the process of developing a professional identity and navigating graduate school, it is likely that you will have a number of questions. In this Handbook, we hope to begin to answer those questions, but feel free to ask for additional information from your mentor, Program Director, or the Department Head.

Admission to the Program

The admissions policies of the Department of Psychology are consistent with those of the Graduate School. A departmental application form may be obtained from the Department's web site http://www.artsci.uc.edu/psychology/. To be considered, an application must be completed by the due date posted on the web.

It is preferred, but not required, that applicants have baccalaureate degrees in Psychology. At a minimum, applicants are required to have had one course in research methods in the behavioral or social sciences and one course in statistical methods. For the clinical program, applicants must have a minimum of 24 quarter credit hours in non-introductory psychology courses, including the research methods and statistics courses mentioned above.

New students are only admitted to graduate study at the beginning of the academic year. The Department only admits students for full-time study and does not offer provisional admission.

Students are admitted to the doctoral program and are required to earn the Master's of Arts degree during the course of their doctoral training if they do not already have this degree on entry into the program. The Department does not, however, accept students who are interested in earning a terminal M.A. degree (i.e., those who do not intend to complete the doctorate). When a student completes the master's degree, the faculty makes a decision concerning his or her suitability to

continue working toward a doctorate. However, it is the expectation of the faculty that nearly all students will continue for the Ph.D.

An Admissions Committee appointed by the Program Directors must approve all offers of admission. Under our mentor model students are, however, admitted with the expectation that they will forge productive research collaborations with specific faculty members. In order to foster such collaborations, individual faculty members who recruit students have a voice in the selection of students. Further, applicants to the clinical training program must be approved by the clinical faculty as being suitable for clinical work. Some clinical students may be admitted to the program to work with primary mentors who are themselves not members of the Clinical Faculty. In order to ensure that each clinical student is receiving appropriate mentoring with regard to his or her career development, students in this situation will, in addition to the research mentor, be assigned a clinical mentor who is a member of the Clinical Faculty.

The Department honors the guidelines of the American Psychological Association regarding admissions, and we will not require candidates to whom offers have been extended to make their decisions known until April 15th of the year in which they receive an offer.

Dissemination of Information Within the Department

Faculty and staff in the Department rely heavily on e-mail to disseminate information. It is imperative that you have an e-mail account through UC (even if you choose to redirect that mail to another account) and that you check your e-mail regularly (ideally every day). The University enables instructors to e-mail an entire class easily, but this only works when students have UC accounts.

In addition, you have a shared mailbox in the department mailroom on the 4th floor of Dyer Hall; your mailbox is identified by the first initial of your last name. Flyers for colloquia, courses, and other professional development opportunities will be posted on bulletin boards in the hallways of the 2nd, 3rd, and 4th floor. Your mentor will also make you aware of upcoming events that might be beneficial to your training.

Finally, student representatives attend Clinical Faculty meetings and participate on a number of departmental committees. Those representatives should keep you informed of ongoing discussions in the department.

Program Requirements and Evaluation Procedures

Individual Training Proposal

One unique aspect of graduate training in Psychology at UC is the training proposal. Very soon after entering the program, you and your mentor should discuss your professional goals and how your graduate education will contribute to your professional development.

To provide some breadth to the development of your training proposal, every student, together with his or her mentor, forms a training committee to supervise the student's course of study in the department. Each training committee consists of three UC faculty members, at least two of whom are Department faculty (i.e., faculty members who work full-time in our Department or who have joint appointments; adjunct faculty do not meet this criterion). The composition of the student's training committee should be submitted to the Program Director for approval by the beginning of the sixth week of the student's first quarter in the program. For clinical students, at least one member of the training committee must be a member of the clinical faculty. The proposal for the student's course of

study must be submitted to the Program Director by the end of the first quarter and must include the following:

- Identifying information (name of student, name of mentor and names of other faculty members on the training committee)

- A statement of the student's intended area of study (e.g., "human factors"; "clinical psychology with a focus in health" or "neuropsychology").

- A statement of the student's career goals (e.g., academic position, clinical research position in a medical center)

- The schedule according to which the student will complete the department's core training requirements

- If the student is in the Clinical Training Program, the schedule according to which the student will complete the clinical specialty training requirements

- Additional courses or training experiences that the student would like to pursue, beyond those required by the Department or the Clinical Training Program. This list of courses should be built around well-defined and clearly identifiable goals whenever possible. Note that there are formal coursework recommendations for students who are seeking to develop expertise in Neuropsychology, Health, Child Clinical, Human Factors or Ecological psychology, and students are strongly urged to incorporate the appropriate courses into their training plans.

- A research schedule for the student's first year in the program that explicitly describes the training experiences and scholarly products that the student expects to produce

- A set of targets for scholarly productivity throughout the student's course of study. Given our training mission, all students are expected to produce research above and beyond the thesis and dissertation projects

- Specific skills (e.g., teaching, organizational consulting) to be acquired during the student's course of training, and methods of obtaining those skills. It is not unusual for students to take graduate level courses in divisions, colleges, or departments other than the Psychology Department if the student's aims and program indicate that such action is appropriate. In rare cases, courses ordinarily designated as undergraduate courses may be taken for graduate credit, but students should always consult with their mentor prior to registering for an undergraduate course.

The student and every member of his or her training committee must sign the proposal. Final proposals from the training committees should be submitted to the Director of Clinical Training or Director of Experimental Training by the end of the Autumn Quarter of the first year. Program Directors may request additional documentation and/or revisions to the proposals. The Program Directors may choose to appoint committees of departmental faculty to review the appropriateness of the training proposal. In the unlikely event that the training committee disagrees with requests for revisions by the Program Directors, a committee of departmental faculty appointed by the Department Head will review the proposal and make recommendations regarding revisions. Approved proposals are placed in the student's departmental file.

These proposals constitute the basis for evaluating a student's progress in completing the requirements for the master's degree and the doctorate. The proposals can be updated annually at the time of the student's evaluation, as described below. Updates might be necessary because a course is no longer offered, because the student's career goals have changed, or to reflect changes in the membership of the training committee. It is sufficient that the student and his or her mentor agree to a change in the training plan (including the composition of the committee), subject to approval by the Program Director.

Waivers of Program Requirements

You may be able to waive certain courses at UC. Your training proposal should include the training committee's recommendations as to which, if any, departmental or clinical program requirements you may potentially be exempted from based on previous graduate-level course work. Decisions about accepting a specific course from another institution as satisfying a departmental requirement should ordinarily be made by the faculty member who teaches the course at UC. (The departmental form for course waivers is available from the Graduate Secretary.) If the student disagrees with the faculty member's decision, the Program Director should be consulted in an effort to resolve the situation.

In the event that the student has completed an empirical master's thesis at another institution and wishes it to be accepted in lieu of the UC thesis requirement, the student's mentor will review the document and make a recommendation to the Program Director about whether it should be accepted. A student whose thesis is accepted will not receive a master's degree from the University of Cincinnati. Furthermore, simply having the thesis accepted does not mean that the student is automatically exempted from all of the courses required for a master's from UC. Course exemptions are made on a course-by-course basis, independent of whether the student has had the thesis accepted.

Core Course Requirements

Our philosophy is that you build your training in your area of emphasis on a firm foundation in content areas of psychology, methodology, and statistics. The following courses (or appropriate exemptions for coursework completed at another institution) are required of all doctoral students.

1. Core content courses (typically completed in first two years):

   Core: Social Psychology (Fall)
   Core: Biological Bases of Behavior (Fall)
   Core: History and Philosophy of Psychology (Winter)
   Core: Perception (Winter)
   Core: Personality and Development (Spring)
   Core: Cognition and Learning (Spring)

These courses were developed collaboratively by faculty in these areas of Psychology. Typically, they will involve at least some "guest presenters"; occasionally, they will be team taught.

2. Basic Statistics (typically completed in year 1):

   Psych 714: Descriptive Statistics
   Psych 715: Inferential Statistics
   Psych 716: Modeling Experimental and Observational Data

3. At least one course in Advanced Statistics (typically completed in year 2), such as the following:

Experimental Design
Structural Equation Modeling/LISREL
Multivariate Statistical Methods
Practicum in Survey Methods
Program Evaluation and Policy Analysis (Psych 631 and 632)

4. Research Design/Methodology (typically completed in year 2):

Research Methods in Psychology
Psychological Measurement

5. Professional Development Courses (1 credit each; typically taken in 1st year)

Ethics (Fall)
Proposal Writing (Winter)
Presentations(Spring)

Clinical Core Course Requirements

Ethics and Professional Issues
Psychotherapy: Interviewing
Intellectual Assessment (students should register for either the adult or the child course)
Diversity in Clinical Psychology
Intervention
Psychopathology
Case Conference is required each quarter in Years 1 and 2 for students entering the program in Autumn 2003 or later.

Academic Progress Standards

The strict minimum requirement of the Graduate Division at UC is that all graduate students must maintain at least a 3.0 average and have a B or higher in at least 80% of all major area courses. The Psychology Department expects more than this. Students should earn a grade of B- or better in all courses required by the Department for all graduate students, and clinical students must earn a grade of B- or better in all courses required by the clinical program. In the event that you receive a grade below B- in a required course, you must register to repeat that course for a new grade. According to the Graduate School guidelines, it is not permissible for faculty to allow you to repeat a course and then change the grade that you earned for the quarter in which you first registered; rather, your transcript should reflect both times that you registered for the course and both grades that you earned. The clinical faculty has ruled that one F or two C's constitute grounds for probation within the clinical program and that two F's or three C's constitute grounds for dismissal. You should be aware that unresolved grades of Incomplete are converted to F's after one year.

Graduate students also are expected to show adequate academic progress at all times. In addition to the quality of a student's coursework, as reflected by the transcript, inordinately slow progress toward goals such as the major qualifying examination, thesis, or dissertation may be considered evidence of inadequate academic progress. Inadequate academic progress may constitute grounds for academic probation or dismissal.

Requirements for Master's Degree

In order to be awarded the M.A., you must complete 45 graduate quarter credit hours and achieve grades of B- or better in each of the required departmental courses (six Departmental Core courses;

first year statistics sequence; three one-credit Professional Development courses; Research Methods and Psychological Measurement; additional statistics or methodology coursework as described above). Note that clinical students must complete the departmental core prior to applying for the MA degree, but they are permitted to finish the clinical core requirements later in their doctoral training.

You must also successfully complete and defend the master's thesis if you did not enter with an approved thesis. We expect that you will be enrolled for at least 12 credits each quarter until you complete the master's degree.

Additional Evaluations

Student evaluations will take place every year according to the following plan. By the end of the eighth week of the Spring Quarter, the training committee will be responsible for forwarding a student evaluation to the Program Director. These evaluations will be developed with student involvement and include a review of the student's transcript and a summary of the extent to which research and training goals have been accomplished. The training committee, with the help of the student, must solicit input from anyone who supervised the student in a teaching, research, or clinical placement throughout the year. Finally, the annual evaluation includes a summary statement of the student's standing in the program that is signed by the student, including a general conclusion as to whether the student is in good standing and a description of any specific concerns. If a clinical student's primary mentor is a member of the experimental faculty, the annual evaluation must be signed also by his or her clinical mentor, to indicate that the student's progress and goals for the upcoming year within the clinical program have been reviewed. Students in the clinical program must also provide a current curriculum vitae, which will be used to complete the program's annual report to the American Psychological Association. At a minimum, this CV must include information about the student's professional memberships, publications, presentations, grants and awards during the preceding academic year.

After the master's thesis has been completed, the training committee must address the issue of whether the student should be permitted to continue in the doctoral program. Producing an acceptable thesis and successfully defending it are necessary requirements for a student to continue toward the Ph.D. degree, but these are not sufficient for continuation. The department seeks excellence from its students; completion of the thesis provides the faculty with the opportunity to make an assessment of whether there is sufficient promise of excellence to warrant continuation in the doctoral program. The student's training committee must make a recommendation about continuation within two weeks of the time that a student has successfully defended the thesis and completed the course requirements for the Master's degree. The chair of the training committee should communicate this decision in writing to the appropriate Program Director, who will be responsible for making a final decision (in collaboration with other faculty, when appropriate).

Personal and Emotional Competency

The faculty's responsibility for training psychologists includes the need to attend to the personal and emotional competencies of the students. When, in the judgment of the faculty, a student exhibits behavior which interferes with the student's performance as a teacher, clinical practitioner, or researcher, the faculty may ask the student to take a leave of absence or, if the situation is more serious, discontinue the student's training permanently. While evidence provided by other professionals will be germane to such decisions, the faculty reserves for itself the sole responsibility for determining a student's fitness for continuation in the Program.

Faculty have the professional responsibility to monitor areas of student development including, but not restricted to, interpersonal skills, work with clients, personal limitations that potentially interfere with competent performance in the clinical setting or in teaching or other obligations (e.g., poor appreciation of one's impact on others or an inability to respond constructively to feedback in supervision). In the case of clinical students, personal and emotional competencies are particularly important because of the impact that student impairment may have on the welfare of clients. In an extreme situation, should the faculty become concerned that a student's behavior is potentially seriously damaging to clients or other individuals (either because of direct observation by the faculty or reports from other of the student's supervisors), the faculty has the right to immediately suspend that student's clinical work while his or her performance is being reviewed.

Theses and Dissertations

The thesis and dissertation are two of the hurdles that make graduate school very different from most people's undergraduate experience. These are projects that you complete on your own (with guidance) in addition to your other responsibilities. It is never too early to begin discussing thesis ideas with your mentor. Each project is overseen by a faculty committee that provides guidance in the development of the project. When your thesis or dissertation is complete, the committee reviews your written document and your performance during an oral defense.

Although the thesis and dissertation are both typically empirical investigations, there are some differences in the function and composition of thesis and dissertation committees, as outlined below:

Thesis

The process of working on a thesis typically begins with the chair suggesting a problem for the student to work on, usually in the student's first year in the program. At a suitable time, the student's thesis chair will make recommendations to the Program Director as to the other member or members of the thesis committee.

The thesis committee must include at least three full-time faculty members, the majority of whom are faculty members in the Department of Psychology. That is, more than half of the committee members must be full faculty members or joint faculty members; adjunct or emeritus faculty are welcome to be on the committee, but they do not meet this criterion. It is acceptable for one committee member to be a full-time faculty member at another academic institution, as long as the majority of members are faculty in our Department. These external faculty members are appropriate for the thesis committee if they hold doctoral degrees, have a demonstrated track record of research and scholarly accomplishments, and will make a substantial contribution to the proposed project. It is required that clinical students have at least one clinical faculty member on their thesis committee.

A key component at the early stages of the project involves a written thesis proposal. This proposal will often take the form of the Introduction and Methods sections of the final document. Although the thesis committee has the authority to determine what constitutes an acceptable proposal, the norm is that any member of the faculty should be able to read the proposal and obtain a definite and clear understanding of the proposed research.

Once the student's thesis committee has accepted the proposal, the proposal must be filed with the Program Director. The student will then circulate to the department faculty an abstract of the proposed research. The abstract helps faculty members understand the research proposal so that they may make suggestions that might enhance the quality of the project. The abstract also represents a contract among the student, the committee, and the department regarding the appropriateness of the research problem and design. In order to make this manageable, the

Department has developed the following short list of expectations for the abstract. The abstract may be single-spaced and must not be longer than both sides of one 8 x 11-inch page. All margins must be at least one inch and the font size may not be less than 10 points. The date of distribution of the abstract and the names of the advisory committee members should appear at the top of the first page. The proposal abstract should include a brief introduction of the problem, the specific questions and hypotheses to be addressed, the methodology proposed, and any references cited in the abstract. In all other respects, the abstract must conform to the current APA publication manual guidelines.

Faculty members have ten days from the date of distribution to make suggestions or to express concerns about the proposed research. Any faculty member has the right to request a copy of the full proposal from the Program Director. Any objections, suggestions, criticisms, or other comments from the faculty concerning theses must be submitted to the chair of the student's thesis committee within the 10-day period. The chair will forward such comments to the student and the student's committee (with a copy to the Program Director). The student and the thesis committee will take whatever action is deemed appropriate in order to address the concerns.

Faculty members who submit written comments to the chair of a thesis committee may request written responses. If these faculty members do not believe their concerns were responded to in an appropriate fashion, they may either attend the student's defense to pursue these issues further or request that the committee covers these issues during the defense. If no objection or criticism is raised by the end of the 10-day period, the student may assume that the proposal has been accepted by the Department faculty, and may continue with the work necessary for the production of the thesis.

A very important consideration at this point in the project:

All research involving the use of human beings must be reviewed and approved by the University's Institutional Review Board (IRB) (also referred to as the Human Subjects Committee) prior to the actual collection of data. The University's Institutional Animal Care and Use Committee must approve research involving animal subjects. If the research involves outside institutions, additional IRB reviews by each institution may be necessary. These strictures do not apply only to theses and dissertations, but to all research conducted by students and faculty affiliated with the University. Failure to abide by the IRB requirements is a serious ethical breach that may result in probation or dismissal from the program.

It is important that you allow plenty of time for the University IRB to review the project prior to collecting data. (Forms are available at www.research.uc.edu)

The final thesis document must conform to the rules of the Graduate Division (copies are available in the office of the Vice President for Research, Edwards 7th floor, or on the Research Office website). Beyond those rules, the document must also conform to the guidelines of the most recent version of the APA Publication Manual. (Students should also attend to the instructions in that manual regarding "final" manuscripts, as opposed to "copy" manuscripts.)

The Department encourages students to write theses and dissertations of a length that facilitates publication of the research in a format suitable to the nature of the project (journal article, book, monograph, etc.). Decisions about thesis and dissertation length are the prerogative of the student's advisor and committee. The document consequently may be of journal article length, or longer, as the advisor and committee decide. In all cases, the overriding concern should be with the scholarly quality of the document, and the student and committee should bear this in mind. You should also include a copy of your IRB (Human Subjects) approval as an appendix.

All members of the thesis committee must approve the student's document before a defense is scheduled. The student must then notify the Graduate Secretary of the scheduled defense at least two weeks in advance of the selected date.

Very rarely, a student will disagree with the advisory committee as to the readiness of the document for formal presentation. In such cases, the student may request that the Program Director appoint an ad hoc committee to make a decision as to whether the document is ready to defend. The membership of this committee shall be determined by the Program Director in consultation with the student, the student's thesis chair, the student's training committee, and the Department Head. This committee will determine what additional work, if any, must be completed before the document is ready to defend. Both the student and his or her advisory committee will be expected to conform to the recommendations made by this ad hoc committee, although students are always permitted to file grievances if they disagree with any departmental decisions. (See Graduate School Handbook).

The student must deliver a copy of the thesis to each member of the committee at least ten days prior to the scheduled oral defense. An additional copy should be given to the Graduate Secretary for review by any member of the Department who chooses to do so. Also, at least ten days prior to the oral defense, the student shall circulate to the entire department an abstract of the thesis. This abstract will conform to the same guidelines for the abstract of the proposal. Any comments concerning a circulated abstract (or the full document) should be returned in writing to the chair of the thesis committee. As with the case of faculty comments on the thesis proposal, any faculty member who submits a written comment may request a written response. Faculty members who are dissatisfied with the response received have the right to submit questions to be asked at the student's thesis defense if they are unable to attend themselves.

Oral defenses of master's theses are, traditionally, open only to faculty and graduate students. The Department faculty has voted to specifically prohibit parents and family friends from attending; other students in the Department may attend with the permission of the student and thesis chair.

The defense of the thesis will include a short but formal presentation by the student about the research (20 minutes is the recommended length). Following that, members of the thesis committee may question the candidate. The chair of the thesis committee is responsible for moderating the defense. The chair will ordinarily begin the defense by reviewing the procedures to be followed, including suggesting an order in which members of the evaluation committee will question the candidate.

After all questioning has been completed, the candidate and anyone else present who is neither a member of the evaluation committee nor a member of the faculty will leave the room so the committee may deliberate. The examining committee has two decisions to make at this time.

Determination that the written document is acceptable: The evaluation committee may require any changes in the writing of the thesis or treatment of the data that its members judge necessary to bring the thesis to acceptable standards. The thesis, with revisions, must be approved by a majority of the members of the examining committee.

Determination that the defense of the document is acceptable: The defense must be approved by a majority of the members of the examining committee. In those cases where the evaluation committee deems the defense of the document to have been unsatisfactory, the student may be permitted to defend the thesis a second and final time.

In addition, each member of the committee will fill out a form that describes the student's performance on the defense, which will be retained in the student's permanent file. Copies of these forms are available from the Graduate Secretary.

Dissertation

Candidates for the Ph.D. must produce a dissertation representing a report on an original, scholarly research effort. The Graduate School provides literature concerning the required style and form of doctoral dissertations. The Department's regulations governing the preparation of a proposal, the preparation and distribution of a proposal abstract, the preparation of the dissertation and the dissemination of the dissertation abstract are the same as those for the master's thesis.

The major differences between the processes for the thesis and the dissertation are as follows:

The dissertation committee must contain a minimum of three full-time faculty members from the Department of Psychology, and in all cases the majority of the committee members (more than half) must be full-time faculty members in the Department of Psychology. In other words, a committee of three is sufficient for the dissertation, as long as all three members come from Psychology. (This number is sufficient to meet the Graduate School committee requirements also.) Adjunct or emeritus faculty are welcome to be on your committee, but they do not meet this criterion. If the student is in the clinical training program, at least one member of the dissertation committee must be a member of the Clinical Faculty. Larger committees are required if you choose to include persons who do not hold faculty rank in the Department of Psychology or at the University of Cincinnati. These individuals are appropriate committee members if they hold doctoral degrees, have a demonstrated track record of research and scholarly accomplishments, and will make a substantial contribution to the proposed project. However, the composition of the Committee should reflect the fact that your degree will be from the Psychology Department at the University of Cincinnati.

Either the chair of this committee or two other of these committee members must hold membership on the All-University Graduate Faculty.

Whereas one of the departmental Program Directors appoints the thesis advisory committee, the Office of the Vice-President for Research appoints the dissertation committee, based upon the recommendation of the Program Director.

The dissertation oral examination (defense) is announced throughout the University and is open to anyone from the academic community. Although Graduate School rules permit guests from outside the academic community to attend Ph.D. oral exams, given that this is a scholarly presentation, the Department strongly discourages the presence of family members and friends who are not fellow students. Psychology Department faculty who are not members of the evaluation committee may be present and may participate in discussions during the committee's evaluation process if they wish, but they cannot vote on the acceptability of the dissertation or of the student's oral defense. Other individuals from the academic community who might be present but who are not official members of the evaluation committee may ask questions at oral presentations but do not enter into, nor are they to be present during, the discussion and vote about the student's performance.

Here are some other key aspects of the dissertation defense:

- Whereas the candidate's presentation at the thesis defense should ordinarily be about 20 minutes in length, the presentation at a dissertation defense may be slightly more lengthy.

- Recall that the decisions of the evaluation committee for a Master's thesis need only be majority decisions. The approval of a dissertation and its defense requires an affirmative vote of a two-thirds majority of the members of the evaluation committee.

Each member of the committee will fill out a form that describes the student's performance on the defense, which will be retained in the student's permanent file. Copies of these forms are available from the Graduate Secretary.

The student who has successfully passed the dissertation defense must comply with the regulations of the Graduate School regarding publication. Copies of these rules are in the University Graduate Handbook. Students must pay the binding fees required by the Graduate School for dissertations and master's theses. It is customary to provide each member of the dissertation committee with a bound copy.

Major Qualifying Examinations

Written Major Qualifying Examination

As a part of the Program, our Department expects all students to pass a written major qualifying examination (MQE) designed and administered by their MQE committee. Typically it is the case that a student taking his or her MQE is in good standing, has completed the thesis, has met the residency requirement (see below), and has successfully completed all course requirements. In such cases, the MQE is the final requirement to be completed prior to achieving candidacy for the doctorate.

The function of the MQE is to contribute to and assess the breadth and/or depth of the student's knowledge in his or her area of study in psychology. The following are general guidelines, applicable to all graduate students.

The MQE committee should consist of three full-time UC faculty members, at least two of whom are Department faculty (i.e., faculty members who work full-time in our Department or who have joint appointments; adjunct faculty do not meet this criterion).

The appropriate review committee must approve the MQE committee (i.e., the clinical faculty in the case of a clinical student or the appointed committee of general faculty members in the case of non-clinical students). The clinical program strongly encourages clinical students to have an MQE committee chaired by a member of the clinical faculty, and exceptions to this norm should be discussed with the Program Director.

The student will prepare a brief, one-page proposal for the MQE examination that is acceptable to the MQE committee. The student and committee jointly plan and agree upon content coverage, preparation procedures, and methods of assessment (within the guidelines specified by the Department). Content coverage involves breadth within one's specialized field. MQE procedures will--at a minimum--assess writing, critical thinking, knowledge of content, and knowledge of method. The proposal should outline who the committee members are, what the scope of the project is, and the nature of evaluation. The proposal should be given to the Program Director for review.

Students are expected to complete the MQE within one year of submitting the proposal or by the beginning of the Autumn quarter of the fifth year of study, whichever comes earlier. The deadline is not to be extended because the student needs to make revisions or redo parts of the exam. Students not attaining candidacy within the prescribed time may lose the status of good academic standing, which could contribute to a termination of their training.

The MQE is an exam and, thus, is a project that is carried out independently by the student. Other than planning the project and evaluating the final product, faculty involvement is ordinarily limited to helping the student interpret the requirements of the examination. If the nature of the examination project is such that faculty input would be appropriate, the nature and extent of this input should be mentioned in the one-page proposal. It is very important that students and committees discuss the nature of the committee involvement very early in the process to avoid confusion about the committee's role and the nature of the examination.

The student's mentor must inform the student and the Program Director in writing of the outcome of the MQE no later than three weeks after its completion.

Students are given one opportunity to redo their MQE if the initial attempt is deemed inadequate. A second failure will be cause for consideration of dismissal from the program. The student's committee may specify that only parts of the exam need to be redone.

Clinical Major Qualifying Examination

In addition to the written MQE, clinical students complete a Clinical MQE, which involves a thorough examination of a clinical case. Typically, the clinical supervisor serves as a member of this committee, and at least one Clinical Faculty member serves as chair. The composition of the Clinical MQE committee must be approved by the Director of Clinical Training prior to the beginning of the examination.

Clinical students often choose for their Clinical MQE a case that they worked on during one of their placements. Before selecting a given case for the clinical MQE, it is imperative that students obtain the permission of the individual who supervised their clinical work with that client and that they follow any procedures that the placement agency may have relevant to the use of cases for teaching (e.g., some agencies may require that the client sign a release of information specific to this purpose). In addition, students must comply with the APA Ethical Principles in taking appropriate steps to conceal the client's identity.

During the oral exam, the student must give a case presentation in order to demonstrate competence in: a) the organization and conceptualization of clinical information; b) the development of a treatment plan, including the empirical and theoretical foundations that led to the selection of that intervention; c) the implementation of the treatment; and d) the ethical, cultural, and gender implications of assessment, planning and treatment. At least 10 days before the oral exam, the student will provide the committee with a paper that describes the theory used in conceptualizing the case, presents the case history (including cultural, ethnic and gender considerations), and describes the treatment plan and treatment outcome. If the case presentation is based on a psychological assessment, the presentation should include a summary of all diagnostic and assessment data that was collected, the treatment or other recommendations that were developed for the client, and appropriate reference to the literature on which these recommendations were based.

At the orals, the student must demonstrate his or her ability to synthesize theory with information gained through testing or interview and to describe and justify the treatment options used. Students may choose to include audio or videotape samples of clinical material in the oral case presentation. The committee members then vote to pass or fail the student's performance (written and oral presentations combined), with a majority vote required to pass, and the committee chair is responsible for communicating the outcome of the defense to the Director of Clinical Training. A copy of the case write-up should also be sent to the Director of Clinical Training.

Students are permitted two attempts to pass the Clinical MQE.

Requirements for the Clinical Training Program

Students in the Clinical Training Program must complete all of the general requirements that are outlined above. In addition to these requirements, clinical students must complete the following experiences and adhere to the guidelines that are described below. Please note that certain of the clinical requirements, such as the Clinical Major Qualifying Examination and policies about examination committee membership, have been discussed previously.

Clinical Practica and Placements

Clinical students in each of their first two years of the program complete 10-hour per week practica, which are unpaid clinical experiences designed to provide graduated training in basic interviewing and intervention skills. First year clinical students will be placed in the departmental clinical for practicum, although exceptions are occasionally made. Students should register for the 3-credit hour Practicum in Crisis Intervention (15-055-880) during each quarter of this training.

In the Spring of the first year, the Director of Clinical Training will provide all clinical students with information about practica that will be available for the subsequent year. This list changes somewhat from year to year but includes opportunities to provide services to both adults and children under the supervision of a licensed clinical psychologist. The Director of Clinical Training will work to facilitate placement of students at these agencies, or to create new opportunities as appropriate, but it is the responsibility of the student to contact potential supervisors from the list and to arrange the second year practicum. Historically, there has not been any difficulty in finding suitable practicum sites for our clinical students. The Director of Clinical Training must approve each student's choice of practicum sites. During each quarter of practicum experience, students should be registered for 3 credits of Clinical Practica (15-055-888) or, if more appropriate, the Clinical Neuropsychology Practicum (15-055-936, 937, 938).

In years three and above, clinical students complete paid 20-hour per week placements. It is important to understand that, traditionally, funding in the first two years comes from the University in the form of a teaching or research assistantship but that in years three and above it comes directly from the community placement agency that is serving as the student's employer. In the Spring, there is an annual Placement Fair at which students can learn about the broad variety of placements that are available to them for the coming year. Both students and agencies then conduct interviews and provide ranked choices to the Director of Clinical Training. Placements are decided by a match that is made by the Director of Clinical Training, who consults with members of the Clinical Faculty as necessary. Preference in placement assignments will be given to students who will be in their fourth year at the time that the placement begins. Students then are responsible for meeting with their supervisors for the next year and ensuring that a written contract is completed that details the job responsibilities, supervision plan, and pay scale. Templates for these contracts will be made available to students once the match is finalized. The placement agencies are required to complete annual written evaluations of students' performance, and will be contacted by telephone during the year for a verbal report about student progress. Failure to qualify for or accept such a placement when training opportunities are available may be judged to constitute a failure to maintain good academic standing.

Clinical students are required to complete the clinical practica in years one and two and to participate in the placement match in years three and four. We occasionally have students who present compelling reasons to make clinical training arrangements that either differ from this standard schedule (e.g., completing a placement in year 2); involve work at agencies with which we have not collaborated in the past; are to be negotiated outside of the standard placement match; or involve more limited clinical work within the doctoral program. Students with these or similar special

circumstances with regard to clinical practica and placements must petition the Clinical Faculty in writing for permission to make these arrangements. The petition must include a detailed plan for where the clinical experience will occur, how many hours it will require, the name and credentials of the proposed supervisor(s), and for new sites a description of the facility. In order to facilitate our effective collaboration with placement sites in the community, these petitions must be received prior to the meeting of the Clinical Faculty that is scheduled for February of the year in which the match will occur (i.e., February of the academic year prior to that in which the proposed clinical experience is to be completed). Once students have, with the permission of the Director of Clinical Training, accepted a clinical practicum or been matched to a community placement, they will be expected to complete these training experiences. In the rare instances in which issues arise about fulfilling an obligation to a community agency, the student should direct his or her concerns to the Director of Clinical Training, who will work with the student and/or the agency to help resolve the difficulty.

In certain cases, students who enter the program with advanced standing or who have external support (e.g., grant support) in years three and above may, with the permission of the Clinical Faculty, choose to complete fewer clinical contact hours than what is described above.

Predoctoral Internship

Students in the clinical program are required to complete an APA-accredited predoctoral internship prior to receiving the doctorate. The internship is typically obtained through the computerized Association of Psychology Postdoctoral and Internship Centers (APPIC) match, with students applying in the fall and winter for experiences that begin the fall of the following academic year. Applying and interviewing for internships is a time-consuming process that will require the student to work closely with his or her mentor and with the Director of Clinical Training. Members of the Clinical Faculty offer a series of meetings each year that are designed to help the students understand the match process, select appropriate internship sites, prepare their APPIC applications, interview for positions, and rank order their choices of sites. Under certain conditions, a student may be unable to obtain an APA-accredited internship. In such cases special arrangements may be made for an unaccredited internship. The guiding principle used in arranging unaccredited internships is to ensure that they follow as closely as possible the criteria that APA identify in their accreditation guidelines as being important to quality internship training. These arrangements require the approval of the clinical faculty.

During the internship year, students must ensure that a mid-year evaluation and a final evaluation from the internship training site is sent to the Director of Clinical Training. The final evaluation must document that the student has successfully completed the training experience. Until this final letter has been received, the Program Director will not certify that the student has completed the requirements for the Ph.D.

The APPIC application will require you to provide detailed information about your clinical training experience, including counts of the number of therapy hours you have provided (e.g., tabulating group therapy, marital therapy, and individual therapy separately), the amount of supervision you have received, the number and types of assessment instruments you have administered, and the demographic characteristics and presenting problems of clients you have treated. It is very strongly recommended that, beginning in your first year in the program, you keep careful track of your clinical hours. You should refer to the APPIC website (www.appic.org) for information about which variables are important to track. It is extremely difficult to reconstruct these records retrospectively.

The Clinical Faculty strongly believe that it is important for students to make every effort to complete their dissertation work before they begin internship, because it is common for even excellent students to have difficulty finishing their degree requirements once they leave the campus and begin a full-time

internship. One portion of the APPIC application is a required statement that the Clinical Faculty endorses the student's application for internship. In order to enhance our students' chances of completing the dissertation prior to internship, the Clinical Faculty has voted to require substantial progress on the dissertation before they will endorse the student's application. Specifically, prior to the first Clinical Faculty Meeting of the academic year (which is generally held at the end of September), the student must submit to the Director of Clinical Training a written summary of the status of his or her degree requirements and dissertation. At a minimum, in order to be approved to apply for internship, the student must have advanced to candidacy, distributed the dissertation proposal abstract to the faculty, and submitted a feasible timeline signed by the mentor that demonstrates how the dissertation work will be completed prior to the beginning of internship the following year.

Licensure

In designing their training plans, clinical students are advised to research the licensure requirements in states in which they plan to seek licensure after completing the doctorate. Each state has its own specific course requirements, which may or may not map precisely onto the structure of our required curriculum. (It is not possible to design a single curriculum that meets the requirements of all the 50 states.) Although some states are rather lenient about coursework, others are extremely rigid. For example, some states may require that you have a specific number of credit hours of classroom training on a particular topic, or that you attend a course that has a particular title. It is often much easier to incorporate these requirements into your graduate training than to seek them out after graduation. Therefore, if you know in advance where you will ultimately seek employment, you are strongly encouraged to become familiar with the guidelines in those states.

Student Discipline Procedures in the Clinical Training Program

The vast majority of our students are able to fulfill the program requirements and guidelines without difficulty. The Clinical Faculty has adopted the following procedures in order to guide the decision-making in those unusual situations in which there are concerns about a student's performance.

Within the clinical program, the Director of Clinical Training will monitor each student's academic progress, in conjunction with the student's mentor. The DCT may write cautionary notes to students who are demonstrating borderline academic progress (e.g., failing grade for a single course; need for extensions on multiple program requirements) or may place students on probation if they fail to meet the academic performance standards outlined above. Each of these steps is to be taken in collaboration with the student's mentor, who will be copied on all correspondence between the DCT and the student. Should a student be placed on probation, the letter notifying the student of this status will state clearly the reason for the probation, the duration of probation, and any specific remedial steps that the student must accomplish as a condition of the probation. If a clinical student has serious academic deficiencies that may warrant stronger corrective action than probation, the Director of Clinical Training will first provide the student and his or her mentor the opportunity to present relevant information and then will bring the situation to the attention of the Clinical Faculty, who will vote on the student's suitability for continued training and develop a remedial plan if that is deemed appropriate.

Violations of the Student Code of Conduct will be handled in accordance with published University policies. In addition, the faculty are permitted to place additional sanctions on the student within the doctoral program. For example, a student who commits plagiarism on an exam may potentially receive a failing grade for that course and be reported to the Dean's office; in addition, the Clinical Faculty may vote to place this student on probation within the program or to take more serious action such as imposing a required leave of absence or expulsion. Similarly, behavior that is not in

compliance with the law or the APA Ethical Principles, or behavior that leads to serious concern about the student's personal and emotional competency, may result in disciplinary action within the doctoral program. Should one of these unusual situations occur, the DCT would first meet with the student, the mentor, and other relevant parties (e.g., course instructor if difficulty occurred within a classroom setting) to clarify the circumstances and to allow the student to present his or her perspective. The Clinical Faculty would then vote on the dispensation of the case.

All decisions that are to be made by a vote of the Clinical Faculty require the participation of at least half of the Clinical Faculty members, and must be decided by majority vote of those participants. The Clinical Faculty has ruled that it is permissible for individuals to vote by e-mail if they cannot attend a meeting. If the student chooses to do so, he or she will be permitted to make a written or oral statement to the Clinical Faculty prior to that vote.

With regard to all decisions of the training committee and the departmental review committees, students have the right to appeal. Students may make an appeal to the Program Director, and may request that he or she appoint a review committee of program faculty (which the Program Director appoints on an ad hoc basis; the appeals committee will consist of four members of either the clinical or general training faculties who have not otherwise been involved directly in decision-making about the student). A student who is dissatisfied with the final outcome of the above process is advised to discuss the issues with the Department Head, and to consider possibly filing a formal grievance (see Section 9 of the University Graduate Handbook).

Background Checks for Clinical Psychology Students

In order to complete the training program in clinical psychology, students are required to participate in external practica, placements, and internships. Clinical psychologists and trainees should expect to be required to complete background checks in certain practicum and placement sites (e.g., when working with children, when working at federal agencies) and when applying for internship, for licensure as a psychologist, and for privileges to treat or admit patients in hospital settings. The following are samples of the types of questions you should expect to be asked on these background checks: Has disciplinary action, in writing, ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board? Have you ever been suspended, terminated, or asked to resign by a training program, practicum site, or employer? Have you ever been convicted of an offense against the law other than a minor traffic violation? (A DUI is not considered to be a minor traffic violation.) Have you ever been convicted of a felony?

If you will need to answer "yes" to any of these questions, it is possible that you will not qualify for certain clinical training experiences. In addition, it is important to understand that, when you apply for the required APA-approved internship, you will need to fill out a form that asks specifically about prior disciplinary action and prior legal convictions, and you will need to discuss your responses on this form with the Director of Clinical Training. Because legal convictions may have important implications for your clinical placements, your success in the internship match, and your eventual licensure, we strongly encourage you to discuss with the Director of Clinical Training as soon as possible any such incidents that occur during your training. While we do not require this type of disclosure prior to your filling out the paperwork for internship, sharing this information with the Director of Clinical Training will allow him or her to more effectively provide you with guidance about whether a conviction has negative implications for your professional development and about how to proceed in strengthening your applications for subsequent clinical experiences.

Administrative Policies and Timelines

Changing Mentors

First, it is important to recognize that we believe strongly in the mentor model: it is an effective way to provide research and professional training. In addition, being without a mentor for any amount of time is likely to slow your progress through the program.

We know that this is a decision that you have not arrived at easily. It is important that you discuss any problems or changes in your plans with your current mentor. Our experience has been that, while this is a difficult discussion for you to initiate, mentors are understanding and are useful resources for finding faculty member who better meet your training needs. In the event that your current mentor does not agree with your plan to change, you should approach your Program Director for assistance in mediating this situation.

At the conclusion of the transition, it is imperative that you inform your Program Director in writing, so that your departmental file may reflect your new mentor. It is also important that you and your new mentor discuss your training proposal, make whatever revisions are necessary, and form a new training committee (which must be approved by the Program Director).

Changing Between Clinical and Non-Clinical Training

Students who are interested in clinical training ordinarily declare this interest at the time of their original application. If a student who was not originally admitted to the clinical program decides later that he or she wants to obtain clinical training, it is necessary for that student to formally apply to the clinical program and to be evaluated for admissions along with others in the regular departmental applicant pool.

Students who are admitted to the clinical training program occasionally make changes in their career plans that lead them to request a non-clinical degree from our program. If a student would like to make such a request, he or she should provide the Director of Experimental Training with a proposal for a modified training committee and training plan that outlines the goals for the new course of study and how these goals should be accomplished. The proposal will be evaluated by the Program Director, in consultation with the Director of Clinical Training and other members of the faculty as appropriate. In the event that a student who is requesting to change to non-clinical training has had substantial difficulty in meeting the academic, ethical, personal competency or other requirements of the program while a student in clinical training, the full faculty will vote on the suitability of this student to continue doctoral work in the department. The student will be given an opportunity to provide a written or oral statement to the faculty prior to that vote.

Residency

“Residency” refers to registering for courses. Our Department has a minimum requirement that students register for 12 or more credit hours in each of the Autumn, Winter and Spring quarters until they have graduated with their Master’s degree. Should you be receiving a UGS after you complete your Master’s, be sure to refer also to the information below in the Financial Information section about registration requirements for the UGS. To maintain their student status, students must register for at least one graduate credit hour in the Autumn Quarter of each academic year until they successfully graduate with the doctorate. In order to receive your doctorate, you must complete 135 hours of graduate quarter credits (or 90 beyond the Master’s). You need to complete at least 45 of those (aside from research credits) at UC. Be sure that you are familiar with the University requirements for graduation and consult with the Graduate Secretary about any questions you may have.

Candidacy

"Candidacy" refers to doctoral candidacy, or being a formal candidate for receipt of the Ph.D. In order to be admitted to candidacy for the doctorate, a student needs to:

- Have completed at least three years of full-time graduate study.
- Have successfully completed all course and training requirements.
- Have successfully completed the Major Qualifying Examination process (including Clinical MQEs for the clinical students)
- Be in good standing as documented by the most recent annual evaluation prepared by the student's training committee.

When these requirements have been satisfied, the student should work with the Graduate Secretary to complete the form officially requesting that the student be advanced to candidacy, which the Program Director needs to approve and forward to the Graduate Office for official certification. Subsequent to that, the student needs to register for a minimum of one quarter credit hour each Autumn Quarter (even if the student is on internship or another external placement) or candidacy will automatically lapse.

Several other issues are worth taking notice of:

- Students are required by the Department to achieve candidacy by the beginning of the Autumn quarter of their fifth year. (Note that this is an earlier deadline than the minimum published by the Graduate School.)
- Candidacy expires after four years, which includes the internship year for clinical students. When candidacy is about to expire, the student must successfully petition the Graduate School for an extension. If candidacy has already expired, the individual must additionally petition the Graduate School for reinstatement, because at that point he or she is no longer formally a student. Any petition to the Graduate School must be reviewed by the Program Director, who will only make a positive recommendation if the student shows evidence of having made recent substantive progress toward completing the dissertation.

Leaves of Absence

We want graduate students to devote themselves full-time to their graduate studies. We also recognize that unexpected things happen in individuals' lives that make a leave of absence necessary. You would be well advised to discuss the reasons for a potential leave with your mentor early in your thought processes–you may be able to examine options that you had not considered. It is also important that you make clear to your mentor whether the discussion should be held in confidence to avoid any awkward situations.

There are two distinct types of leaves of absence: departmental leaves and leaves from the Graduate School. If you elect to, you can request a departmental leave of absence and still maintain graduate student status for the period of leave. During the leave, you will be expected to register for one credit hour in the Autumn Quarter to maintain residency. Further, students should be aware that a Departmentally approved leave does not have any bearing on time limitations imposed by Graduate Council (e.g., the Graduate Council requirement that you advance to candidacy by the Spring of your fifth year). In other words, a departmental leave may result in adjustments to departmental deadlines without changing the deadlines imposed by the Graduate School. Requests for leave should be

made to your Program Director, after discussions with your mentor, who will then consult with the faculty involved in supervising the student prior to approving or disapproving the leave request. Leaves will only be granted to students in good academic standing. Your request should present the reason for the leave and the duration of leave you are requesting. When a leave is approved, the letter from the Department will note the effect of the leave on your remaining deadlines and on the financial support you may expect upon your return to the program. You will also be given a date by which you need to inform the Department (in writing) of your intention to return. This is important because the Department needs to plan for assistantships, admissions, and other factors. It is very important that you realize that you are not "taking" a leave but are "requesting" a leave. Leaves can only be granted by the Department.

The term of the leave may be extended, via petition to the Program Director, for up to one additional year beyond the duration of the leave that you originally requested. Regardless of when a leave starts, you must notify the Program Director, in writing, of your intention to return from leave by the deadline requested in your leave approval letter. Failure to advise the Department of your intention to return will be interpreted as your resignation from the program.

Once you have been approved for a departmental leave, you may also request a leave of absence from the Graduate School. In contrast to the departmental leave, a Graduate School leave will both "stop the clock" for Graduate School deadlines and remove the requirement that you register for one graduate credit in each year of your leave.

Deadlines for Completing Academic Requirements

Students must circulate an abstract of their thesis proposal to the faculty by March 15th of their second year in the program.

Students must successfully defend the master's thesis by the last day of the Winter Quarter of the third year of graduate study.

Students are expected to satisfy all other requirements for the M.A. degree in time to graduate at commencement in the Spring Quarter of the third year of graduate study.

Students must advance to doctoral candidacy by the beginning of the Autumn Quarter of their fifth year.

Note: Failure to meet any of the above deadlines, unless you have successfully petitioned for an extension, may result in termination from the doctoral program. Students who have been terminated prior to earning the MA may petition the faculty for permission to earn a terminal Master's degree. Such petitions must be approved by a majority vote of the general faculty of the Department.

If you have trouble meeting any of the time limitations, you are strongly encouraged to consult first with your training committee and then with the Program Director well in advance of the deadline. The Program Director may grant an extension on any of the above deadlines if the training committee recommends an extension and if the circumstances warrant an extension.

Additional Information of Interest in the University Graduate Handbook

Here is some of the useful material covered in that volume:

- Eligibility of University Faculty and Administrators for Graduate Degrees
- Non-Discrimination Policy

- Right to Review Records
- Grievance Procedures for Graduate Students
- Graduate Assistant Appointment Procedures
- Change in Department of Specialization
- Second Master's Degree
- Visiting Students
- Postdoctoral Students
- Restricted Research for Theses and Dissertations
- Academic Honesty

Financial Support

The rules and regulations of the UC Graduate School concerning financial awards are summarized in the booklet entitled Graduate Awards Manual.

Most students are supported with a Teaching Assistantship in their first two years or, occasionally, by grants and fellowships. Clinical Psychology students typically are placed in outside clinical agencies in their third and fourth year, positions for which they are financially compensated. Advanced non-clinical students are supported by grants or departmental assistantships.

In addition, the other major forms of financial support for students are as follows:

University Graduate Scholarships (UGS) cover the cost of tuition. If, and only if, the student is paid a stipend from the UC budget, the UGS will also cover the cost of additional fees. The Department is prohibited from paying fees for students who do not get a UC paycheck. The practical effect of this is that Clinical students in their third and fourth years who are supported by non-UC funds at external clinical placements will be charged for fees (but not tuition).

Stipends currently pay the student a monthly income for 10 months (September through June) in the first year and 12 months (July 1 through June 30) in subsequent years. If a student is paid a stipend, the Department must award the student a full UGS.

Summer school teaching assignments, University Research Council awards, and a wide variety of other mechanisms exist by which students can supplement their stipends. Nearly all such supplemental awards are competitive, and the Department will make every effort to announce such competitions as early as possible.

Summer teaching, in particular, is both quite competitive and under the control of the Department. Students are assigned to teaching or teaching assistant positions as the budget allows.

Summer UGS awards are often available to pay a student's tuition for summer courses.

Please pay careful attention to UC Graduate School rules. In particular, the Graduate Division scrupulously enforces rules regarding the use of UGS funds and course registration. The major points to bear in mind are as follows:

Students receiving a UGS must register for at least 12 credit hours every quarter that they receive a UGS.

Courses that the student audits will not count toward the 12 hours, nor will undergraduate courses.

Students cannot be awarded any form of University-funded financial assistance if they have earned more than 260 credit hours (the equivalent of registering for 15 credit hours a quarter, four quarters a year for more than four years). It is the student's responsibility to ensure that he or she does not pass this limit.

All students (even clinical students on internship and those who have completed all coursework) must be registered for at least one credit hour in the autumn of each academic year in order to maintain good student standing. In addition, students wishing to use university facilities (e.g., library) in a given academic quarter must be registered for at least one credit hour in that quarter.

The Department needs to do all that it can to manage our funds for graduate student support. As a result, it is a good idea to be aware of these ideas and responsibilities:

Students are expected to establish Ohio residency immediately upon having been in the state for a minimum of 12 months. The Graduate Secretary has forms that explain what is required to do this. If the Department experiences a shortfall of UGS funds, students who have not done everything possible to establish Ohio residency may find that they are responsible for the difference between the in-state and the out-of-state tuition rates.

The Department will not award a UGS merely so that a student can avoid paying for one credit hour a year in order to maintain residency. Students who have been admitted to candidacy for the doctorate and who request a UGS must be prepared to explain in writing why additional course work is necessary.

Students who receive a stipend or who obtain an external clinical placement should expect that 20 hours of work a week will be required.

Students in the first two years of the clinical program will receive teaching or research assignments that require less than 20 hours a week in recognition of their additional clinical training obligations.

University rules prohibit the Department from making promises of financial support for multiple years. However, when it is the Department's intention to support a student with financial assistance, the Department will make every effort to provide that assistance (from Department funds) for two years to clinical students and for four years to all other students, contingent upon the availability of funds. The Department has never failed to fulfill its intentions in this respect.

Clinical students are expected to compete for clinical placements in their third and fourth years regardless of whether they received support from the Department in years one and two. The Department cannot guarantee support to third and fourth year clinical students who do not obtain a paid placement, although historically we have always been able to find placements for all of these students.

Students who are in good academic standing will be given priority in terms of the provision of financial support in years two through four.

In the extremely unlikely event that resources for financial support are so reduced that the Department cannot fulfill its intentions to support students who were admitted with support, the Department reserves the right to award available resources based on academic merit.

In no case will the Department admit a candidate simply because he or she can come without support. It is absolutely essential that candidates who come without funding have adequate academic credentials and be highly ranked by the proposed mentor.

Students who are admitted without offers of support may be supported in subsequent years if funding becomes available, but the Department is under no obligation to provide such support.

Clinical students who are admitted without support will still be required to fulfill all clinical training requirements.

Students who are not supported will be expected to take on training assignments, although at a reduced level (e.g., a first year non-clinical student might not be given 20-hour placements, but rather 10-hour placements).

We Welcome You to the Program

Graduate school is an exciting adventure. It is important that you do your best to get all that you can out of this learning opportunity. Much of the learning in graduate school comes from experiences outside of the classroom: informal chats with faculty and colleagues, colloquia, and conferences. We look forward to your sharing an enriching and productive experience in our Department.

Quick References

Summary of Major Deadlines

M.A. proposal abstract	March 15th of the second year of graduate study
M.A. thesis defense	End of Winter Quarter of the third year of graduate study
M.A. degree requirements	Student must graduate in the Spring of the third year of graduate study (check with Graduate Secretary for the deadline to apply for graduation)
Doctoral candidacy	No later than the beginning of the fifth year of graduate study.
Dissertation	Must be successfully defended within four years of admission to candidacy.

Abstracts of theses and dissertations must be distributed for departmental review at least ten days prior to a scheduled defense. Members of the examining committee for a thesis or dissertation defense must be given the final document at least ten days prior to the defense date.

Where To Find Information About the Program

It is our experience that the vast majority of the questions our students have are answered in our Student Handbook, so please begin your search for information here. If you still need assistance, you are welcome to ask anyone in the department for help, although the guidelines below may make it easier to find what you are looking for.

If You are Looking For:	Begin by Consulting:
Guidance about planning your training or professional development	Your mentor
General information about Graduate School or Departmental requirements for graduate study	Karen Eichelbrenner
Information about deadlines for graduation	Karen Eichelbrenner
Unofficial copy of your transcript	Any Department Secretary
Information or forms related to Clinical Placements or other activities that are specific to the Clinical Training Program	Karen Eichelbrenner
Information about your stipend or paycheck	Kris Schwein
Forms needed for thesis or dissertation defense, MQE proposals, advancing to candidacy, petitions to the Graduate School	Karen Eichelbrenner
An extension of a departmental deadline	Your mentor and your Program Director
An extension of a Graduate School deadline	Karen Eichelbrenner
Information about reimbursement for student travel to conferences	Psychology Graduate Student Association representatives
Assistance with conflicts that may occur with other students or faculty, or concerns about ethics or professional behavior	Mentor, Program Director or Department Head