

Graduate Student Handbook

Department of Psychology

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University of Cincinnati – College of Arts & Sciences

The University of Cincinnati Doctoral Training Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street NE, Washington, DC 20002; Phone: (202) 336-5979; Email: apaaccred@apa.org



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INTRODUCTORY INFORMATION

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 outstanding broad foundation in the field of psychology, with additional training available in cognition-action-perception (CAP), child and adolescent/pediatric psychology, community and organizational research for action (CORA), general clinical psychology, health psychology, or neuropsychology. 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 describe the key departmental guidelines to help you progress successfully through your professional development. In addition to the information outlined in this handbook, you are required to be aware of and follow the policies and procedures outlined in the University of Cincinnati Graduate Handbook (published by the Graduate School at the University of Cincinnati and available at grad.uc.edu) and the University of Cincinnati Code of Student Conduct (available at uc.edu). As a graduate student in Psychology, you are bound by the 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](#) and document will be reviewed during orientation. Please note that the two Program Directors 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, you should go to your Program Director. If you are a student in the clinical training program, your Program Director is Dr. Kristen Jastrowski Mano; Dr. Jastrowski Mano also serves in the role of Director of Clinical Training, which is a position that is related to APA accreditation requirements. If your training is in the Behavioral Science track, your Program Director is Dr. Paula Silva.

Graduate school requires you to take an 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. You are always welcome to direct questions, comments or suggestions to your mentor, Program Director, or the Department Head. **In addition, please note that the Quick References section of the handbook will help you to address your requests for information to the most appropriate faculty or staff member.**

The various sections of this handbook contain individual deadlines for program milestones; you may want to refer also to the Quick References section for a summary of all major deadlines.

Dissemination of Information Within the Department

Faculty and staff in the Department rely primarily on email to disseminate information. It is imperative that you maintain a University of Cincinnati student email account and that you check your email daily. If you choose to have your UC email redirected to another account, it is your responsibility to ensure that you are receiving all university correspondence. In addition, you have a shared mailbox on the 3rd floor of CCH; your mailbox is identified by the first initial of your last name.

Avenues for Reporting Negative Experiences

It is our aspiration to be knowledgeable about student concerns or suggestions and to act promptly on your feedback about the program. Students can report their negative experiences to a faculty member they trust, the graduate directors, and the Head of Department. We seek to resolve challenges informally whenever possible. In line with UC's policy, we seek to respect requests for confidentiality in its response to incidents of discrimination, harassment, and retaliation. However, it may be necessary to reveal certain personally identifying information to investigate and address complaints effectively. For example, Title IX investigations cannot be pursued anonymously, and a formal report must be made. In such cases, the university takes steps to ensure that information is only shared as necessary, on a need-to-know basis, to resolve the underlying allegations. If you are seeking guidance on issues of possible harassment and discrimination with guarantee of confidentiality, see [Support & Resources](#) for a list of confidential on-campus resources.

We also have an anonymous reporting portal ([here](#)). Graduate directors will review the feedback about once a week. Please do not use this reporting avenue for time-urgent issues or for issues associated with mandatory reporting procedures. Those should be communicated by

phone, email, or in person. Students must know that confidential/anonymous reports limit the types of actions university officers can pursue.

Finally, there is also a streamlined, [one-click reporting tool](#) for campus and community members to report concerns related to discrimination, harassment, sexual misconduct, and general campus climate concerns.

All the forms that you need for the various program milestones are housed on the [PSYC Doctoral Students Canvas page](#).

ADMISSION TO THE PROGRAM

The application for admission to the program may be accessed from the [Graduate School's website](#). To be considered, an application must be completed by the due date posted on the web. 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.

It is preferred, but not required, that applicants hold a baccalaureate degree 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. Applicants to the clinical training program must have a minimum of 24 quarter credit hours or 16 semester credit hours in non-introductory psychology courses, including the research methods and statistics courses mentioned above. Because of the research-intensive nature of our training program, applicants are at a significant disadvantage if they do not have experience in conducting research. Our program applies a wholistic review of applications, and there is not a strict GPA cutoff; however, the Graduate School discourages us from accepting students with a GPA below 3.0 and so applicants with grades in this lower range would need to have exceptional evidence of promise in other portions of the application in order to be accepted to the program.

Students who are admitted to the doctoral program are required to earn the Master of Arts degree during the course of their training if they do not already have this degree upon entry

into the program. After a doctoral student completes the master's degree requirements, the faculty make a decision concerning suitability to continue work toward a doctorate. However, it is the expectation of the faculty that nearly all students will continue on for the Ph.D.

Under our mentor model, students are admitted with the expectation that they will forge productive research collaborations with specific faculty members and that the mentors will guide students in program completion and professional development. In order to foster such collaborations, individual faculty members who recruit students have a strong voice in the selection of students. Further, applicants to the clinical training program must be approved by the Clinical Faculty (a committee comprised of those faculty who are clinical psychologists and participate in the operation of the clinical training program) as being suitable for clinical work. Occasionally, clinical students may be admitted to the program to work with primary mentors who are not members of the Clinical Faculty. In order to ensure that each clinical student is receiving appropriate mentoring with regard to 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 University of Cincinnati is a member of the Council of Graduate Schools and abides by all requirements of that organization related to the deadlines by which applicants are required to respond to offers of financial assistance.

TRAINING REQUIREMENTS

We offer a strongly research-oriented training program that is designed to prepare graduates for excellence in a broad variety of scientifically oriented professional positions. For students in the Clinical Training Program, we provide training that draws on a scientist-practitioner model and that prepares our students to contribute directly to the scientific knowledge base and to draw on contemporary empirical evidence to implement optimal clinical treatments. The program faculty have articulated goals that every student must achieve prior to graduation in the areas of professionalism and research and, for those in the Clinical Training Program, clinical practice. **The complete list of the specific competencies that all students must achieve in these domains appears in [Appendix A](#). You are encouraged to be closely familiar**

with these competencies. In addition to these requirements for all students, you have the opportunity to customize certain aspects of your program of training in order to facilitate achievement of your individual professional goals. For example, some of our students take courses outside of the department to develop skills such as computer programming; some have the goal of ensuring that they develop classroom teaching skills.

AI Policy

The [UC student code of conduct](#) prohibits “unauthorized use of generative AI.” Students must check with professor or supervisor whether and in what ways the use of AI is allowed in each of their courses and in program-related activities, including but not limited to class assignments and exams, theses, qualifying examinations and dissertations.

Individual Training Proposal

One unique aspect of graduate training in Psychology at UC is the training proposal, which describes a plan of study for your entire time in the doctoral program. Soon after entering the program, you and your mentor should discuss your professional goals and how your graduate education will be structured to optimally support your professional development.

Each student, together with the mentor, forms a training committee to supervise the student's course of study during the program. The 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 training committee should be chaired by the student's primary mentor and include a faculty member with related research interests who will serve as a secondary research mentor as well as a faculty member outside the student's research focus who will serve as an additional professional mentor. The student is required to meet at least once per semester with each mentor. **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 semester in the program, using the form that is available on [Canvas >> Training Committee & Training Plan: Review on the first week of Year 1](#).** For clinical students, at least one member of the training committee must be a member of the clinical faculty. If

clinical students have a primary mentor who is not a member of the Clinical Faculty, they must also have a Clinical Faculty member serve in the role of clinical co-mentor.

Together with members of the training committee, the student will develop a training plan for the entire course of doctoral study. An electronic template for the training plan is available on [Canvas >> Training Committee & Training Plan: Review on the first week of Year 1](#). The training plan is to include a description of the student's intended area of study, career goals, schedule for completion of coursework and other program requirements, and 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, CAP and CORA, and students are strongly urged to incorporate the appropriate courses into their training plans. Information about specialty courses offered in our Department is available on [Canvas >> Course Requirements and Presentation Portfolio](#). In rare cases, courses ordinarily designated as undergraduate courses may be included in the training plan, but students should always consult with their mentor and Program Director prior to registering for an undergraduate course and should remember that undergraduate coursework does not contribute to minimum registration requirements for Graduate Assistantships. On the training plan, the student and mentor will outline a research schedule for the student's first year in the program that explicitly describes additional research-relevant training experiences and the scholarly products that the student expects to produce in the first year as well as a set of targets for scholarly productivity throughout the student's course of study. Given our research training aims, all students are expected to produce research above and beyond the thesis and dissertation projects.

The student and every member of the training committee must sign the proposal. **Final proposals from the training committees should be submitted to the Program Director by October 31 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 one basis for evaluating a student's progress in completing the program requirements. The proposals can be updated as needed to be consistent with the student's ongoing training needs. Updates might be initiated 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 mentor agree to a change in the training plan (including the composition of the committee), subject to approval by the Program Director.

Students must always have a designated mentor in the doctoral program. In the event that a student changes mentors during their training, a new faculty member must be identified promptly, and the new training committee approved by the Program Director.

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 waivers based on coursework completed at another institution, as described below) are required of all doctoral students. Please be aware that your graduation with the MA or PhD requires that your formal transcript align with the requirements below. Thus, it is important that any waivers you receive of program requirements be reflected correctly in the online degree audit. You can check your own degree audit on Catalyst. Please discuss with the Program Coordinator any discrepancies between the formal online degree audit and your training plan, so that these can be resolved promptly.

Main Content Core

1. *Core Courses* (typically completed in years 1 and 2; Clinical students must take all 4 core courses and other students must take 3 of the 4):
 - Biological Bases of Behavior Across the Lifespan (PSYC 7031; typically Fall of odd calendar years)
 - History and Philosophy of Psychology (PSYC 7033; typically Spring of odd calendar years)

- Cognition Across the Lifespan (PSYC 7035; typically Spring of even calendar years)
 - Social and Personality Psychology Across the Lifespan (PSYC 7021; typically Fall of even calendar years)
2. *Basic Statistics* (typically completed in year 1)
- Graduate Statistics I (PSYC 7014; taught annually in Fall)
 - Graduate Statistics II (PSYC 7015; taught annually in Spring)
3. *Advanced Statistics / Methodology* (at least one course). Examples of these courses are listed below. Clinical students are advised to contact the DCT and refer to Canvas for a list of courses that are pre-approved by the Clinical Faculty.
- Structural Equation Modeling
 - Multilevel Models for Educational Research (EDST 8087)
 - Qualitative Methods (EDST 8057)
 - Program Assessment and Policy Analysis (PSYC 7063 or PSYC 7064)
4. *Professional Development*
- Ethics (CITI training completed prior to First Year Fall) – In order to meet the Ethics requirement, you must complete the CITI Ethics Training Certification through the UC Institutional Review Board website; your certificate of completion must be submitted to the Graduate Coordinator by the end of Exam Week of the first semester of graduate study, although your mentor may require you to complete CITI training earlier in the semester in order to be added to research staff for protocols approved by the Institutional Review Board. (Note that clinical students will take two courses in ethics that are in addition to this requirement.)
 - Presentations Portfolio – The Presentations requirement is met by creating a portfolio according to the guidelines outlined in Appendix B and on [Canvas >> Course Requirements and Presentation Portfolio](#). This requirement must be completed before advancing to candidacy, which is a milestone described later in this Handbook.
 - Grant Proposal Writing (PSYC 7051; typically taken in Spring Semester of year 2 – or Year 1, with approval by primary mentor)

Emphasis Area Requirements

Each student in the doctoral program is required to declare an area of emphasis and to indicate this on the training proposal as described above. The majority of our students will focus in the areas of cognition-action-perception (CAP), neuropsychology, child-clinical/pediatric psychology, community and organizational research for action (CORA), general clinical psychology, or health psychology. However, it is possible to declare other emphasis areas in collaboration with members of the training committee.

1. All students are **required** to attend a 1-credit seminar, journal club, or the equivalent in their area of emphasis each term of **Years 1 and 2** and are *encouraged to participate throughout their time in the program*. Examples include Health Case Conference, Neuropsychology Case Conference, Seminar in Human Learning, CORA Seminar, and Cognition, Action and Perception Seminar.
2. Students are required to complete advanced specialty courses (6 semester credit hours for clinical students and 4 courses for behavioral science students). The faculty in emphasis areas have developed sets of “strong recommendations” that fulfill this requirement and that are foundational for a successful career in that area. Other areas in the department give leeway to the student and the training committee (subject to approval by the program director) in determining exactly which courses can count toward the Emphasis Area specialty course requirements. In those cases, students may even pursue interdisciplinary coursework beyond the Psychology Department if it is relevant to the student’s training and career goals. Students should consult with their primary mentors about the best time to take specialty courses. The student should work closely with their mentor and training committee to plan appropriate Emphasis Area courses.

Clinical Core Requirements (for Clinical students only)

1. Ethics I (PSYC 8002; Fall of Year 1)
2. Ethics II (PSYC 8003; Spring of Year 1)
3. Introduction to Psychotherapy (PSYC 8010; Fall of Year 1)
4. Psychopathology (PSYC 8012; Fall of Year 1)
5. Assessment: Cognition (PSYC 8014; Spring of Year 1)
6. Intervention (PSYC 8018; Fall of Year 2)

7. Multicultural Theories & Practices in Clinical Psychology (PSYC 8020; Spring of Year 2)
8. Assessment: Psychopathology (PSYC 8015; Fall of Year 2)
9. Methods, Measurement and Design (PSYC 7050; Spring of Year 2)

Requirements for Graduation with the Master's Degree

Students who do not enter the doctoral program with a Master's degree in Psychology or a related area are required to earn this degree during the training program.

It is important to emphasize that our students are awarded the M.A. to reflect competency attainment in both coursework and research (thesis).

Even if students enter the program having earned a Master's degree in Psychology from another institution (and thus, perhaps, are not required to earn a M.A. degree from the University of Cincinnati), they must still either complete or receive waivers of all of our program's corresponding required courses as well as the thesis.

Any questions about whether prior educational experience will meet the departmental **degree, course, or thesis requirements** should be addressed to the mentor and program director.

In order to be awarded the M.A. degree, you must:

- a) **Complete 30 graduate semester credit hours** and achieve grades of **B- or better** in each of the required courses in the Main Content Core (Core Courses; Basic Statistics; and Professional Development, as described above). This program requirement that you earn grades of B- or better supersedes the general university information listed on the Registrar's website indicating that C is a passing grade for graduate courses. Note that the Emphasis Area requirements (for all students), the Advanced Statistics Course, the Clinical Core courses (for Clinical students only) and the Presentations Portfolio are not required for the MA but must be completed prior to advancing to candidacy.

- b) **Successfully complete, defend, and file the final version of your master's thesis** if you did not enter with an empirical master's thesis that was approved by your mentor and Program Director as meeting our program requirements. Study completion and the defense are described in more detail below; information about filing the document electronically appears on the Canvas page or you can request it from the Graduate Program Coordinator. You are required to be enrolled for at least 12 credits each semester until you complete the master's degree and possibly longer depending on your stipend funding source and immigration status.

Course Requirements for Graduation with the Doctoral Degree

In addition to the program-specific course requirements described above, the Graduate School requires all students to complete **7 semester credit hours of Dissertation Research** prior to graduation. You are not permitted to be enrolled in Dissertation Research until you have successfully advanced to doctoral candidacy (described below).

In addition to course requirements, you must also successfully complete, defend, and file the final version of your dissertation. You are required to enroll for at least 1 credit each fall semester until your doctoral degree is awarded.

General Information about the Thesis and Dissertation

In contrast to other program requirements, the thesis and dissertation include steps that must be taken both within the department and within the Graduate School. In order for these degrees to be conferred, you will need to attend to Graduate School requirements such as registering for graduation and filing your completed document electronically according to their published deadlines. For example, you will most likely need to register for graduation with the MA and PhD well before you defend your thesis or dissertation. **Please see the Graduate School website for the steps necessary for graduation and associated dates.** The Program Coordinator will send reminders of upcoming deadlines related to graduation, but it is ultimately your responsibility to be aware of and adhere to Graduate School deadlines.

The thesis and dissertation are two of the milestones 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. Each project is overseen by a faculty committee that provides guidance in the development and execution of the project. When your thesis or dissertation is complete, the committee reviews the quality of your written document and your performance during an oral defense.

Research Supervision

According to university rules, students are only permitted to conduct research at UC if the work is supervised by a faculty member (usually the student's primary mentor) who takes full responsibility for the study. Research refers to every stage of study design, IRB approval/waiver, grant submissions, implementation, dissemination, and data retention. It follows from this rule that students can never serve as independent Principal Investigators (PI's) or Co-Principal Investigators (Co-PI's) who have equal authority to the faculty in making research decisions. This is true for any research project, including, but not limited to: (1) theses and dissertations, (2) internal / UC grants (e.g., URC), (3) external grants that list the student as a PI or co-PI. For example, if a student receives a federal training fellowship, the application to the study sponsor will list the student's name as PI on the application (and this is how the student should list the grant on their CV); however, *within* UC it will be the faculty member who supervised that particular project who is considered the PI of the study and all IRB protocols, and that faculty member is responsible for overseeing and approving any data collection, storage, dissemination, or data destruction. Further, all data collected at UC are the property of the university and cannot be moved outside the institution without explicit permission.

Students, therefore, need permission from the UC faculty PI to make any decisions about the research they conduct at UC. A copy of the policy from the research office that discusses the qualifications for being a PI at UC is shared with all students.

Institutional Review Board Approval of Research

All research involving human participants must be reviewed and approved by the University's Institutional Review Board (IRB) prior to the actual collection of data. The University's Institutional Animal Care and Use Committee must approve research involving animals. If the research involves outside institutions, additional IRB reviews by each institution may be necessary. These structures 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. If you need to submit an IRB protocol, go to the [Research How 2](#) and search for Research Administration Portal (RAP) - IRB. Once you login to the portal using your UC credentials, you will find under “help center” a file with step-by-step instructions on how to submit your study. Your final thesis or dissertation document should include in the Methods section a statement that all aspects of the project have been approved by the Institutional Review Board, naming the specific IRB (e.g., University of Cincinnati; Cincinnati Children’s Hospital Medical Center) that approved the study.

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. It is never too early to begin discussing thesis ideas with your mentor. At a suitable time, the student and thesis chair (typically the primary mentor) will make recommendations to the Program Director about the composition of the thesis committee.

Committee Composition

The thesis committee must include at least three full-time UC research faculty members, the majority of whom are research faculty in the Department of Psychology. That is, more than half of the committee members must be **full faculty members or joint faculty members**.

Although adjunct or emeritus faculty are welcome to be on the committee provided they have relevant research experience and meet Graduate School criteria (see Graduate School Handbook), they **do not meet this criterion**. It is acceptable for a committee member to be a full-time research 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. **The composition of the thesis committee must be submitted for approval to the student’s Program Director, using the form available on [Canvas >> The](#)**

Master's Degree: from Thesis Proposal to Graduation or from the Graduate Program Coordinator.

Thesis Proposal for Committee Review

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 thesis proposal must include a descriptive title and abstract, and 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.

Prior to the student's committee approving the thesis proposal, the student and committee must hold a formal proposal meeting (see below for details on the proposal meeting). The student must disseminate a copy of the thesis proposal to the committee *at least 14 calendar days prior to the date of this proposal meeting*. If a student disseminates the proposal less than 14 calendar days from the proposal meeting, they should not expect to receive feedback from committee members until the day of the meeting. Also, if committee members receive the proposal less than 14 calendar days prior to the proposal meeting, they have the right to require that the proposal meeting be deferred.

Proposal Meeting

The aim of the mandatory proposal meeting is to provide the student and student's committee members with an opportunity to discuss the proposed project, formalize the roles of committee members (e.g., reviewing and advising responsibilities over the course of the thesis/dissertation work), develop a progress timeline, and establish expectations for how the student will provide committee members with updates on thesis progress (e.g., via email or in person meetings). The student and committee chair should discuss the details of this meeting prior to scheduling the meeting with the other committee members, including whether the meeting should involve a formal oral presentation of the proposed work. At a minimum, the meeting should include the student and the full committee and involve a detailed discussion of the proposed project and whether any changes or revisions need to be made to the proposal

document prior to final approval. Other faculty and students are allowed to attend if invited by the student and committee chair.

Proposal Approval Form

For the thesis proposal to be approved, the student and the student's committee must complete and sign the [Proposal Approval and Committee Agreement Form](#) and submit this form to the Graduate Coordinator along with a copy of the approved proposal. The student and committee chair should use the Proposal Approval and Committee Agreement Form to formalize the roles of committee members (e.g., reviewing and advising responsibilities over the course of the thesis/dissertation work), identify a progress timeline, and establish expectations for how the student will provide committee members with updates on thesis progress that were agreed upon during the proposal. This form can be completed and signed at or after the proposal meeting, but not prior to the proposal meeting. A signed Proposal Approval and Committee Agreement Form represents a contract among the student, the committee, and the department regarding the appropriateness of the research problem and design.

Proposal Abstract Dissemination to the Department

Once the student's committee has conducted the Proposal Meeting and has approved the proposal by completing and signing the Proposal Approval and Committee Agreement Form, the proposal must be submitted to the Graduate Coordinator along with a copy of the Proposal Approval and Committee Agreement Form. The Graduate Coordinator will then disseminate the proposal title and abstract to the department. **The deadline for thesis proposal abstracts to be circulated is March 15 of the second year of study.**

Although only the proposal title and abstract will be disseminated to the department, 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 the proposed project must be submitted to the chair of the student's thesis committee. The chair will forward such comments to the student and the student's committee (with a copy to the Program Director). However, it is at the discretion of the thesis committee whether any action should be taken in order to address the concerns.

Post-Approval Revisions and Proposal Re-Approval

By signing the Proposal Approval and Committee Agreement Form, the student has agreed to conduct the research outlined in the approved proposal to the best of their ability and to consult with all committee members prior to deviating from the proposed work. If the proposed work needs to be changed or altered in a significant way due to unforeseen circumstances or methodological concerns, the student **MUST** seek re-approval of the proposed project by the committee. The student is expected to discuss ANY and ALL changes or alterations to the proposed work with their committee chair (no matter how minor they are perceived to be by the student) to determine whether they are significant enough to require re-approval from the entire committee. If the student and committee chair decide that re-approval is required, a new proposal and Proposal Approval and Committee Agreement form should be completed and submitted to the Graduate Coordinator. A secondary proposal meeting can be held but is not required for re-approval.

Document Preparation

The final thesis document must conform to the rules of the Graduate School, which are available on their website. The document must also conform to the guidelines of the most recent version of the APA Publication Manual, although if the Graduate School requirements conflict with APA Style, the Graduate School rules should be followed.

The Department encourages students to write theses 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.

Typically, students will complete several drafts of the thesis document prior to submitting the final version to the committee for formal evaluation at the oral defense. The student's advisor

is primarily responsible for advising the student with regard to document preparation and content. This includes providing verbal or written feedback on the different sections of the document (e.g., abstract, introduction, methods, results, discussion sections/chapters) if requested by the student.

Students are strongly encouraged to engage the full committee in the thesis review process and request non-chair committee members to provide feedback on analysis, content, and conclusions. As noted above, the student and committee chair are strongly encouraged to formalize reviewing expectations with committee members at the time of the thesis proposal using the Proposal Approval and Committee Agreement Form.

The primary advisor or other committee members are expected to work closely with the student on document preparation but are not required to provide limitless feedback. Accordingly, in the rare event that a student fails to make sufficient progress in revising the thesis document or does not attempt to adequately address the comments or concerns provided by committee members, the student's advisor and committee members do have the right to end the draft review process and provide a final set of suggested changes and revisions to the student.

Very rarely, a student will disagree with the advisor or one or more of the committee members as to the readiness of the document for defense. If a student insists upon the right to a defense before the committee chair or committee believes the document is ready, that student does have the right to due process (i.e., to hold a defense) but exercises this right to schedule a thesis/dissertation defense at some risk.

Scheduling the Defense Date

The student and committee members should collectively agree on a date for the formal (oral) defense. Students and committee members are encouraged to schedule a date far enough in advance so that both the student and the committee members have a reasonable amount of time to prepare for the defense. Although it is at the discretion of the student and the student's committee what this length of time should be, the document submission and

abstract dissemination recommendations and restrictions outlined below should be considered when deciding on a date.

Submission of Document for Defense

Committee members have 14 calendar days to provide students with comments on the thesis document submitted for formal evaluation at the thesis defense. Accordingly, students should submit this document to committee members well in advance of the defense if they wish to receive comments prior to the day of the defense. Committee members are not required to provide comments on a second version of the document submitted for formal evaluation prior to the defense. If a student submits the thesis document for formal evaluation less than 14 calendar days from the day of the scheduled defense, they should not expect to receive feedback from committee members until the day of the defense. If committee members receive the thesis document submitted for formal evaluation at the defense less than 14 calendar days prior to the defense, they also have the right to demand that the defense be deferred.

Abstract of Completed Thesis for Departmental Distribution

The Graduate School requires that completed thesis documents include an abstract of not more than 500 words. The student must provide the Graduate Coordinator with an electronic copy of the abstract, the list of committee members, and notification of the scheduled defense at least 10 calendar days in advance of the selected date. The Graduate Coordinator will then circulate the abstract to the department by email, together with the defense date.

Defense

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. Many departments have a tradition whereby the student who is defending a thesis will provide food or beverages to the faculty on their committees. As much as we

appreciate your “catering” efforts, we would like to discourage you from providing food at your defense. Your time and energy are best spent in preparing for an excellent presentation.

The defense of the thesis will include a short but formal presentation by the student about the research (20 to 30 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 not a member of the evaluation committee will leave the room so the committee may deliberate. The examining committee has two decisions to make at this time.

1. *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 for final filing with the Graduate School. The thesis, with revisions, must be approved by a majority of the members of the examining committee.
2. *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.

Each member of the committee will fill out a form that evaluates the student’s performance on the defense and the quality of the document, which will be retained in the student’s permanent file. Copies of these forms, as well as forms required by the Graduate School, are available on [Canvas>> The Master’s Degree: From Thesis Proposal to Graduation](#) or from the Graduate Program Coordinator.

Students are required to complete all master’s degree requirements (coursework, thesis, filing document with the Graduate School) in time to graduate with the MA in Spring of

Year 3. Note that the filing deadline in order to graduate in Spring will vary slightly from year to year. All deadlines related to graduation appear on the Graduate School website.

Major Qualifying Examinations

After students successfully complete the master's degree requirements, they may begin work on their major qualifying examinations (MQE). **The MQE as well as any other outstanding course or portfolio requirements must be completed in time for students to advance to doctoral candidacy by the first day of Fall Semester in the fifth year of training.**

Written Major Qualifying Examination

All students are required to pass a written major qualifying examination (MQE) designed and administered by their MQE committee. Typically, it is the case that a student taking the 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 purpose of the MQE is to contribute to and assess the breadth and/or depth of the student's knowledge in the area of study in psychology. The following are general guidelines, applicable to all graduate students. **There is a specific written MQE process required for clinical students.** See [Canvas >> Major Qualifying Examination: Review after Master's Defense](#) or speak to your primary mentor and/or Program Director if you have any questions.

Committee Composition

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 Program Director must approve the MQE committee. 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.

Written MQE Proposal

The student will prepare a brief, one-page proposal for the MQE examination for approval by the MQE committee. This form is available on [Canvas >> Major Qualifying Examination: Review after Master's Defense](#) or from the Graduate Program Coordinator. 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 and/or depth within one's specialized field. MQE procedures will—at a minimum—assess writing, critical thinking, knowledge of content, and knowledge of research methods. The proposal should outline the committee composition, what the scope of the project is, and the nature of evaluation. The approved proposal should be given to the Program Director for review.

Evaluation Process

Students are expected to complete the MQE within one year of submitting the proposal. In all cases, the MQE process (which for clinical students includes both the Written MQE and the Clinical MQE, described below) must be completed by the first day of the Fall Semester of the fifth year of study, whichever comes earlier. This deadline refers to completing the exam requirement. Students are advised to plan their activities so that any required revisions or second attempts at the exam will be finished by the beginning of the fifth year of study. Students not attaining candidacy within the prescribed time may lose the status of good academic standing, which could contribute to 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.

Students will receive feedback from the committee on their MQE performance within **three weeks** of exam completion. Students are given one opportunity to redo their MQE if the initial attempt is deemed inadequate. A second failure will be cause for dismissal from the program. The student's committee may specify that only parts of the exam need to be redone. The student must submit the MQE evaluation form to the Program Director no later than three weeks after the final outcome (Pass or Fail) of MQE has been reached.

Note that students submitting their MQE **during the summer months** should be aware that faculty availability may be limited due to travel and other commitments. As such, mentors and committee members may require additional time to review the MQE. Students are strongly encouraged to discuss their intended submission timeline with their mentor and committee in advance to ensure appropriate review time and avoid delays.

Clinical Major Qualifying Examination

In addition to the Written MQE, clinical students must complete a Clinical MQE, which involves a thorough examination of a clinical case. **Clinical students must complete *both* the Written and the Clinical MQE (in either order) by the first day of the Fall Semester of the fifth year of study.**

Committee Composition

The Clinical MQE committee must include at least 3 individuals, at least two of whom are members of the Clinical Faculty. Typically, a Clinical Faculty member serves as chair of the committee and the clinical supervisor of the case being presented is invited to be a committee member. Prior to beginning the examination, the student must request that the composition of the Clinical MQE committee be approved by the Director of Clinical Training, using the form available on [Canvas >> Major Qualifying Examination: Review after Master's Defense](#) or from the Graduate Program Coordinator.

Clinical MQE Process

The Clinical MQE will consist of 1) a written report on a psychological treatment case *or* assessment case and 2) an oral defense of the case presentation. 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 and HIPAA requirements in taking appropriate steps to conceal protected health information.

Detailed information about how to prepare the Clinical MQE document, the nature of the oral examination, and the specific competencies that are required in order to pass this evaluation are provided on [Canvas >> Major Qualifying Examination: Review after Master's Defense](#). Students are permitted two attempts to pass the Clinical MQE. Failure to pass the examination after two attempts will be grounds for dismissal from the training program.

The committee chair is responsible for communicating the outcome of the defense to the Director of Clinical Training. The appropriate form is available on [Canvas >> Major Qualifying Examination: Review after Master's Defense](#) or from the Graduate Program Coordinator. A copy of the final written case presentation should also be sent to the Graduate Coordinator.

Dissertation

After successfully completing (or waiving) all required courses, the thesis, and the MQE(s), students may begin formal work on the dissertation. Candidates for the Ph.D. must produce a dissertation representing a report on an original, scholarly research effort. The Graduate School website contains information concerning the required style and form of doctoral dissertations. The Department's regulations governing the preparation, distribution and approval of a proposal, the proposal meeting, the preparation of the dissertation document, the dissemination of the proposal abstract and, later, the dissertation abstract, and the dissemination of the dissertation document for formal evaluation by the committee at the defense **are the same as those described above for the master's thesis.**

The major differences between the processes for the master's thesis and the doctoral dissertation are as follows:

Committee Composition

Whereas one of the departmental Program Directors appoints the thesis committee, the Graduate School appoints the dissertation committee, based upon the recommendation of the Program Director. Please see [Canvas >> Doctoral Dissertation Committee](#).

The dissertation committee must contain a minimum of three full-time research-active faculty members from the University of Cincinnati, and in all cases the majority of the committee members (more than half) must be full-time research-active faculty members in the Department of Psychology. In other words, a committee of three is sufficient for the dissertation, as long as two of the 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, subject to approval by the Graduate School. However, the composition of the Committee should reflect the fact that your degree will be from the Psychology Department at the University of Cincinnati.

According to University rules, the chair of this committee must be a member of the university graduate faculty. The Program Coordinator or Program Director can address any questions you may have about this aspect of committee composition.

The dissertation committee must contain a minimum of three full-time research-active faculty members from the University of Cincinnati, and in all cases the majority of the committee members (more than half) must be full-time research-active faculty members in the

Department of Psychology. In other words, a committee of three is sufficient for the dissertation, as long as two of the three members come from Psychology. (This number is sufficient to meet the Graduate School committee requirements also.) 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, subject to approval by the Graduate School. However, the composition of the committee should reflect the fact that your degree will be from the Psychology Department at the University of Cincinnati.

According to University rules, either the chair of this committee or two other of these committee members must hold membership on the All-University Graduate Faculty. The Program Coordinator or Program Director can address any questions you may have about this aspect of committee composition.

Defense

The dissertation oral examination (defense) must be announced on the Graduate College (not the departmental) website and is open to anyone from the academic community. Information about how to announce your defense is available on the [Graduate College website](#) or from the Graduate Program Coordinator. In addition, students are required to provide the Graduate Coordinator with information about the date and time of their dissertation defense *at least ten business days prior* to the event, so that an announcement can be made to departmental students and faculty.

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 to 30 minutes in length, the presentation at a dissertation defense may be more lengthy (i.e., 30 to 40 minutes).
- The approval of a dissertation and its defense requires an affirmative vote of a two-thirds majority of the members of the evaluation committee. *In the case that a student fails their dissertation defense, **one** additional attempt will be allowed.*

Each member of the committee will fill out a form that evaluates the student's performance on (1) the oral defense and (2) the quality of the document. Copies of these forms are available from the Graduate Program Coordinator and on [Canvas >> PhD Degree: From Dissertation Proposal to Graduation- Review all information after advancement to candidacy](#).

The student who has successfully passed the dissertation defense must comply with the regulations of the Graduate College regarding publication of the dissertation, available at the following link: [The Graduate College | Graduate Handbook | Dissertation](#). Copies of these rules are in the University Graduate Handbook.

Academic Progress Standards

The Graduate Division at UC sets minimum requirements for academic performance, but the Psychology Department requirements, which must be met by all students in the program, are slightly more stringent and supersede the Graduate Division's requirements. Students must earn a grade of B- or better in all required coursework. 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 Graduate College guidelines, it is not permissible for faculty to allow you to

repeat a course and then change the grade that you earned for the semester in which you first registered; rather, your transcript will reflect both times that you registered for the course and both grades that you earned. The clinical faculty has ruled that receiving one F or two C's across all courses constitutes grounds for probation within the clinical program and that two F's or three C's constitute grounds for dismissal.

Per University policy, unresolved grades of Incomplete are automatically converted to F's after approximately academic one year. It is extremely important that you resolve Incomplete grades promptly.

Graduate students also are expected to show adequate academic progress at all times. In addition to failing to meet the coursework requirements described in the previous paragraph, examples of inadequate academic progress include, but are not limited to, inordinately slow progress toward goals such as the major qualifying examination, thesis, or dissertation. Inadequate academic progress may constitute grounds for academic probation or dismissal.

Waivers of Program Requirements

Students who enter the program with prior training at the graduate level may apply for certain waivers of program requirements.

Coursework

You may be able to waive certain courses that you have taken previously at other institutions. Your training proposal should include the training committee's recommendations as to which, if any, departmental 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, based on a review of your prior course syllabus and demonstration of your knowledge (in a one-on-one discussion or an exam). The departmental form for course waivers is available from [**Canvas >> Waiver of Program Requirements: Review by the end of Fall Semester/Year 1**](#) or the Graduate Coordinator. If the student disagrees with

the faculty member's decision, the Program Director should be consulted in an effort to resolve the situation. Course waiver forms must be delivered to the Program Coordinator.

The Clinical Faculty has voted that students will not be permitted to waive clinical core courses based on prior training. Exceptions to this rule may be granted for students who enter our program having successfully completed specific clinical core courses in an APA-accredited doctoral program at another institution. Decisions about these exceptions will be made by 1) discussion by the entire Clinical Faculty and 2) a decision by the faculty member who teaches the corresponding course in our program that content of the prior course is comparable to our own and that the student is able to demonstrate the knowledge and skills taught in our course. In addition, the History and Systems requirement may potentially be met through undergraduate coursework. You should direct your questions to the Director of Clinical Training.

Master's Thesis

If the student has completed an empirical master's thesis at another institution and wishes it to be accepted in lieu of the UC master's 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, having the thesis accepted does not mean that the student is automatically exempted from all of the courses required for a master's degree from UC. Course exemptions are made on a course-by-course basis, independent of whether the student has had the thesis accepted.

EVALUATION PROCEDURES

Annual Evaluations

Student evaluations will take place every year according to the following plan. **By August 1, the mentor 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 other training goals have been accomplished. Students must also submit a current curriculum vitae (CV). At a minimum, this CV must include information about the student's professional memberships, publications, presentations, teaching, grants, and awards during the preceding academic year.

The mentor, with the help of the student and training committee, must solicit input from anyone who supervised the student in a teaching, research, or clinical placement throughout the year. **Blank annual evaluation forms are available on [Canvas >> Formal Annual Evaluation](#) and are aligned with the competencies that appear in Appendix A.** The annual evaluation includes a clear description of goals for the next academic year. If the student is found to be performing below minimal levels of achievement in any area of training, the annual evaluation will include a clear remedial plan. If a clinical student's primary mentor is a member of the behavioral science faculty, the annual evaluation must be signed also by the clinical mentor, to indicate that the student's progress and goals for the upcoming year within the clinical program have been reviewed.

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 professional judgment of the faculty, a student exhibits behavior that interferes with the student's performance in program-related duties as a teacher, clinical practitioner, or researcher, the faculty may recommend that the student apply for a leave of absence or, if the situation is more serious, suspend participation in specific professional activities or 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 performance is being reviewed.

Evaluation of Readiness to Continue Beyond the MA

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. It is highly atypical but possible for students to be declined continuation in the program. Passing required courses and producing and defending an acceptable thesis are necessary requirements for a student to continue toward the Ph.D. degree, but these are not necessarily sufficient for continuation if all required competencies are not being met. 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 whether the student should be allowed to continue in the program 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 recommendation in writing to the appropriate Program Director on the provided form, who will be responsible for making a final decision (in collaboration with other faculty, when appropriate). The required form is available on [*Canvas >> Advancing to Candidacy: Review after MQE*](#) or from the Graduate Coordinator.

Evaluation of Readiness to Advance to Doctoral Candidacy

Following completion of all coursework (with the exception of dissertation research) and the qualifying examinations, the Program Director, together with the student's mentor and training committee, if necessary, makes a recommendation to the Graduate College about the student's readiness to advance to doctoral candidacy (i.e., to initiate the dissertation and the final stage of work towards the doctoral degree). It is extremely unusual for students not to be

advanced to candidacy; grounds for such a decision would include repeated failure of the qualifying examinations, unethical behavior, or other serious performance concerns about which the student has been notified in writing and been unable to remediate successfully.

ADDITIONAL 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 core coursework, Clinical Major Qualifying Examination and policies about examination committee membership, have been discussed previously.

Clinical Placements

Clinical students in each of their first two years of the program complete 10-hour per week placements, which are unpaid clinical experiences designed to provide graduated training in basic interviewing and intervention skills. With rare exceptions, first year clinical students will be placed in the departmental clinic. Students should register for Clinical Psychology Internal Practicum (PSYC 8090) during Spring semester of Year 1.

Placements in Years 2 and above may begin at slightly varying times of year, depending on the specific training site. Our program requires that all students are available to begin placement on July 1, unless something different has been arranged by the placement site. In other words, it is expected that vacations or other activities will not be scheduled in conflict with a July 1 start date and any orientation activities that may be required by the placement site in July. With rare exceptions, placements are year-round training requirements.

In Spring of the first year, the Clinical Faculty will provide all clinical students with information about placements that will be available for the subsequent year and will facilitate the process of matching to these placements. 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. Historically, there has not been any difficulty in finding suitable placement sites for our clinical students. The Director of Clinical Training must approve each student's choice of placement sites. **During each semester of placement, students should be registered for at least one credit of practicum. If the placement is within the BHC, the student should register for Clinical Psychology Internal Practicum (PSYC 8090), and if it is outside the BHC Clinical Psychology External Practicum (PSYC 8091). Students who are working simultaneously in the BHC and at an outside site should be registered for both course numbers. If the direct placement supervisor is not listed as an instructor for one of these courses, students should register in the section led by the Director of Clinical Training.** Grades for placement will be pass/fail, although the evaluation will include detailed ratings of competency attainment (see forms on [Canvas >> Clinical Practicums: Review before first external clinical practicum and each year](#)).

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 later it comes in part or in full directly from the community placement agency that is serving as the student's employer. Each Spring, there is a 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 and the faculty Placement Coordinator, 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 semi-annual written evaluations of students' performances and will also 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 as a failure to maintain good academic standing.

Clinical students are required to complete 10-hour clinical placements in years one and two and to participate in the placement match for 20-hour placements 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 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 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.

Doctoral Internship

Students in the clinical program are required to complete an APA-accredited doctoral internship prior to receiving the doctorate. The internship is 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 summer or 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 the mentor and the Director of Clinical Training. The Director of Clinical Training holds mandatory meetings each Summer

and Fall that are designed to help the students applying in that year to understand the match process, select appropriate internship sites, prepare the APPIC application, interview for positions, and rank order their choices of sites. Although our faculty will work closely with each student on internship applications, the internship match process is controlled by APPIC and not the doctoral program. Thus, it is possible that time to degree may be lengthened for students who fail to match for internship in the initial attempt.

Because of the imbalance between the number of applicants nationally and the number of APA- accredited internship slots available, the Clinical Faculty has regularly reevaluated the standing policy of requiring all students to obtain APA-approved internships in order to complete the doctorate. The program will continue to require the completion of an APA- approved internship for the following primary reasons: 1) in the absence of an APA-approved internship, graduates of our program would not be license-eligible in certain states and would be permanently ineligible for any federal employment, including positions in the VA system; 2) by ranking both approved and non-approved sites, students may be matched to a non-approved internship when they were in fact competitive for approved slots; and 3) training quality is known to be acceptable only for internships that are APA approved; 4) over the past several decades, we have never had an individual student fail to match for an APA-approved internship in two consecutive years. However, students who find themselves in extenuating circumstances and who have already been unable to obtain an APA-approved internship in the first phase of the internship match (Match I) for their second application year may petition the Clinical Faculty for permission to apply to APPIC-approved (rather than APA-approved) internships. These petitions will be considered on a case-by-case basis, and approval to apply for this type of internship is expected to be granted only rarely.

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 mandatory that, beginning in your first year in the program, you keep careful track of your clinical hours. It is not possible to reconstruct these records retrospectively. You should refer to the APPIC website (www.appic.org) for information about which variables are important to track. There are commercial web-based programs available to assist you with this tracking; it is your choice whether or not to make use of these services.

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 in August), the student must submit to the Director of Clinical Training a written summary of the status of the 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.

During the internship, the Director of Clinical Training will receive a mid-year evaluation and a final evaluation from the internship training site. 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. Students who are on internship need to register for 1 credit of Clinical Psychology Doctoral Internship (PSYC 8092).

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 for all of the states and territories.) 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 and to discuss any areas of possible discrepancy with your mentor or the DCT.

Student Due Process 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, on behalf of and in collaboration with the Clinical Faculty, may write cautionary notes to students who are demonstrating borderline academic progress or may place students on probation if they fail to meet the academic performance standards outlined above. Prior to taking any disciplinary action, the Director of Clinical Training will first provide the student and 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 status and develop a remedial plan if that is deemed appropriate. The student's mentor will be copied on all performance-related correspondence between the DCT and the student and will be closely involved in all decision-making related to student status. 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. The student will later receive written feedback about the degree to which remedial efforts have been successful.

Violations of the Student Code of Conduct will be handled in accordance with published University policies. In addition, the faculty is 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 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 their 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. Any student who requests to make a written or oral statement to the Clinical Faculty prior to a vote about program status (e.g., probation or dismissal) will be permitted to do so.

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 to request that a review committee of program faculty be appointed; 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/or to meet with a member of the Ombuds Office or consider filing a formal grievance. Formal university-wide grievance procedures are available in the [University Graduate Handbook](http://grad.uc.edu/University%20Graduate%20Handbook) at grad.uc.edu.

Background Checks for Clinical Psychology Students

All students in the Clinical Training Program will be required to complete background checks, at department expense, early in the first semester of training. Instructions will be provided at orientation. In addition, it is important to understand that many placement sites and internships consider you to be an employee, which may include requiring background checks, drug testing, physical requirements, immunizations, or other pre-employment screenings. There are some circumstances under which criminal records that have been sealed

or expunged may be included in these background checks. Please see the Director of Clinical Training with any questions you may have.

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 these rare occurrences with the Director of Clinical Training as soon as possible after they occur during your training. Sharing this information with the Director of Clinical Training will allow that person 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 & TIMELINES

Changing Mentors

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. That said, we do recognize that there are a number of circumstances under which students may want to change mentors during their time in the program, and every few years a few students do make this type of change. You are welcome to go to your mentor or your Program Director if you would like to discuss your options.

It is imperative that you discuss your plans with your current mentor as early as possible. 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. With the exception of a possible brief period of time during which a student may be transitioning between mentors, all students are required to have an identified primary mentor throughout the time in the program.

Changing Between Clinical and Behavioral Science 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 to seek clinical training, it is necessary for that student to formally apply to the clinical program and to be evaluated for admission along with the other applicants who apply for admissions that year; it is not possible to simply “transfer” to the clinical program. The Director of Clinical Training can provide you with information about this process and about the application requirements.

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. Any student would like to make such a request will be required to be in good standing in the program and to provide the corresponding Program Director 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 would 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 may request 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 Fall and Spring Semesters for their first three years of graduate study. To maintain active student status, students must register for at least one graduate credit hour in the Fall Semester of each academic year until they successfully graduate with the doctorate. In order to receive your doctorate, you must complete 90 hours of graduate semester credits (or 60 beyond the Master’s), 7 of which are Ph.D. Research hours. You need to complete at least 30 of those credits (aside from research

credits) at UC. Be sure that you are familiar with the University requirements for graduation, which are available on the Graduate College website.

Training Modality & Place of Residence Expectation

The Psychology PhD program is an in-person year-round training program with required courses and required supervised skill development outside the classroom (e.g., research and clinical practice). In-person training is critical to facilitate effective mentoring, program progress, socialization into the profession, participation in educational offerings such as colloquia, and participation in research lab activities.

Students are expected to be available for their assistantships, coursework, and work in their mentors' research laboratories during periods when classes are in session and also over the summer, with vacation time and other time off discussed in advance with mentors and other supervisors

In line with our program's training modality, the expectation is that students will reside close enough to the University to participate *in person* in program-related activities for the full extent of their doctoral training, with the exception of (a) required pre-doctoral clinical internships; and (b) professional development activities (e.g., research internships in industry, internships in non-profit organizations) directly tied to training goals secured with knowledge and approval of primary mentor.

Remote Training Request

Students at any point in the program can request remote training for professional development activities tied to training goals secured with knowledge and approval of primary mentor. We strongly recommend, however, that students complete their Master's degree requirements prior to engaging in those activities.

In **extremely unusual circumstances**, doctoral students in years 4 (or beyond), who have advanced to candidacy and are in good standing in the program may request to complete a portion of their training remotely for personal reasons. Requests for remote training for personal reasons prior to year 4 will not be considered.

Those who wish to make a remote training request for whatever reason must: (a) obtain approval from their primary mentor; (b) complete the remote training request form; and (c)

submit the form for approval on the academic semester prior to planned move. The form is available at the “**Training Modality & Place of Residence Expectation**” module in the **PSYC Doctoral Students Canvas page** and will require the following:

- Signature of primary mentor indicating their acknowledgement of the request
- Remote Training Period
- Reason for request
- An explanation for how remote training will benefit the student’s achievement of training goals
- Plan for completing training requirements (milestones and competencies) remotely
- Plan for minimizing the negative impact of the planned remote training on those to whom the student may have commitments (e.g., commitment to assist a colleague with data collection, commitment to train a colleague on lab equipment/procedures, commitment to advise undergraduate students on senior thesis, etc.).

Remote training request forms will be accepted throughout the academic year, from **August to March**. Requests must be received by the last Monday of each month to be discussed in the following month’s faculty meeting. Requests must be submitted no later than January of the academic year before the planned move.

The full Faculty will evaluate the request to determine whether the student has developed a clear and specific plan to successfully (a) achieve required program milestones and competencies, and (b) minimize the negative impact of the planned move on those to whom they have commitments. If the request is from a clinical student, the Clinical faculty will further determine if they have demonstrated acquisition of required clinical competencies prior to beginning remote training or have a detailed plan to work under the direct supervision of a licensed psychologist to attain the necessary supervised clinical experiences. Requests from students who are not in good standing will not be approved.

Students who receive approval of their remote training request are not guaranteed funding.

Students should also be aware that if they choose to leave the local area, they might not receive tuition remission nor a health insurance scholarship if they cannot meet the requirements for those benefits (established by the Graduate College) while training remotely.

The student is encouraged to speak to the mentor as soon as possible if an early departure from the department is being considered. This advanced notice will help to minimize the potential negative impacts of early departure.

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 must:

- Have completed at least three years of full-time graduate study.
- Have successfully completed all course and training requirements with the exception of dissertation credit hours (for all students) and the doctoral internship (for clinical students only).
- Have successfully completed the Major Qualifying Examination process (including the Clinical MQEs for clinical students).
- When these requirements have been satisfied, the student should work with the Graduate Program Coordinator to complete the form officially requesting that the student be advanced to candidacy by the Graduate College. The Graduate College processes related to advancing to candidacy do change from time to time; the information that follows is accurate as of the date of this Handbook. Note that there is a single Graduate College form that both 1) requests advancement to candidacy and 2) proposes the composition of the dissertation committee. If you are not ready to propose your dissertation committee when you file the candidacy form, it is imperative that you see the Graduate Program Coordinator later to file a second copy of the form that contains the committee members. The candidacy form itself is for internal Psychology departmental purposes only and must be turned in to the Graduate Program Coordinator; the Program Coordinator will then enter the information into Catalyst for formal approval by the Graduate College.

You are not permitted to defend your dissertation without your committee first having been approved by the Program Director and the Graduate School.

Subsequent to attaining candidacy, the student needs to register for a minimum of one credit hour each Fall Semester until graduation (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 first day of classes of the Fall semester of their fifth year.
- Candidacy expires nine years from the date on which students matriculated into the doctoral program, which includes the internship year for clinical students. Students are required to complete the doctorate within this time period, and most finish their degrees well before this period has expired. Before candidacy expires, the student must successfully petition the Graduate College for an extension if one is needed. If candidacy has already expired, the individual is formally no longer a student and must additionally petition the Graduate College for reinstatement. Any petition to the Graduate College must be reviewed by the Program Director, who will make a positive recommendation only if the student shows evidence of having made recent substantive progress toward completing the degree.

Emergency Absences

Graduate Assistants at the University of Cincinnati do not accrue vacation, sick leave, or other paid time-off (see UC Graduate Handbook). However, as a department, we are committed to collaborating with students who need to be absent for short time periods due to challenging situations to avoid interruptions in pay. Challenging situations may include, but are not limited to, the loss of a close family member, shifts in caregiving responsibilities, or personal health issues. Students encountering these situations who need to be absent must promptly inform in writing each of their work supervisor(s) (e.g., supervising instructor if the student is a TA; Department Head if the student is an Instructor of Record; PI if the student is a research assistant; clinical supervisor if the student is providing clinical care) and copy their graduate director to discuss possible adjustments to their work schedule. Students may need to respond to information requests from supervisors during their period of absence should this be required for the temporary transfer of responsibilities to another person.

Leaves of Absence

We want graduate students to devote themselves full-time to their graduate studies. We also recognize that unexpected things may happen in individuals' lives that make a leave of absence necessary. You would be well advised to discuss any potential leave with your mentor or Program Director early in your thought processes – you may be able to examine options that you had not considered.

Requests for leave must be submitted to the Graduate Program Coordinator and then must be approved by your Program Director and by the Graduate College.

Leave applications will be considered when students need to fully pause their participation in the program during academic semesters. 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 an important distinction that you are not “taking” a leave but are “requesting” a leave. Leaves can only be granted by the Graduate School, with approval from the Department.

The term of the leave may be extended, via petition to the Program Director and Graduate School, 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.

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

Students must advance to doctoral candidacy by the first day of the Fall Semester of their fifth year.

Students must graduate with the doctorate within 9 years of matriculating into the program and must be making progress toward the degree at all times during their training.

Note: Failure to meet any of the above deadlines, unless you have successfully petitioned for an extension, may result in disciplinary action up to and including 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, although the need for multiple extensions may be evidence of insufficient academic progress that leads to disciplinary action.

Grievance Procedures

The program strongly encourages students to seek informal resolution of any concerns through discussion with the mentor, instructor, supervisor, Program Director, or Department Head. For more serious concerns or those that cannot be resolved informally, formal University policies about non-discrimination, sexual misconduct and grievance procedures for graduate students are available at uc.edu/about/policies.html and grad.uc.edu.

Additional Information of Interest in the University Graduate Handbook

Here is some of the useful material covered in that online document:

- Non-Discrimination Policy
- Right to Review Records
- Grievance Procedures for Graduate Students
- Graduate Assistant Appointment Procedures
- Second Master's Degree
- Academic Honesty

Financial Support

The rules and regulations of the UC Graduate School concerning financial awards are summarized in the University Graduate Handbook.

Stipend Support

University rules only permit the Department to make promises of financial support for one academic year at a time.

In the first two years of training, most students are supported with a Teaching Assistantship, a Research Assistantship, or from grants or fellowships. These types of stipends currently pay the student a monthly income during the academic semesters. Students who receive a stipend or who obtain an external clinical placement should expect that 20 hours of work will be required each week, on average. 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.

More advanced clinical students are typically placed in outside clinical agencies in their third and fourth years, positions for which they are financially compensated. Clinical students are expected to complete 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. Advanced behavioral science students are supported by grants or departmental assistantships.

In the unlikely event that resources for financial support are insufficient to allow the Department to fulfill its intentions to support all students who are making sufficient progress towards the degree, the Department reserves the right to award available resources based on academic merit.

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

Tuition Remission

Additional major forms of financial support are the Graduate Assistant Scholarship (GAS) and the Graduate Incentive Award (GIA), which cover the cost of tuition in full or in part for students who receive these awards. Students receiving full tuition remission must register for at least 12 graduate credit hours every semester that they receive the GAS or GIA unless they are specifically instructed otherwise by the Program Director. Courses that the student audits will not count toward the 12 hours, nor will undergraduate courses.

According to the Ohio Board of Regents, students cannot be awarded any form of University-funded tuition assistance if they have earned more than 174 semester credit hours (or 140 semester credit hours if the student is entering with a master's degree, *even*

if that degree is not in psychology). International students should pay special attention to this regulation as visa requirements may prohibit them from pursuing alternative sources of income if the credit hour limit is exceeded. Note that our ability to offer tuition remission is contingent on budgets outside of the department, and although we have a long history of being successful in providing tuition remission, we cannot unequivocally promise that full tuition support will always be available in future years even for students who are in good standing and are below the 174-credit hour 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 Fall Semester of each academic year in order to maintain good student standing. In addition, students wishing to use university facilities (e.g., library, gym) in a given academic semester must be registered for at least one credit hour in that semester.

Additional Forms of Compensation

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.

Because of federal regulations related to the Affordable Care Act, no student is permitted to be compensated for more than 24 hours of effort through UC or other State of Ohio sources in any single week during which regular Fall or Spring classes are held. It is critically important that you be mindful of this limitation and discuss any questions with the Program Director.

Students are required to notify the Program Director of any fellowship or grant money that they are awarded during the training program. Depending on the circumstances, it is

possible that the external funds may affect the size of the stipend package that is provided by the department.

WE WELCOME YOU TO THE PROGRAM

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. If you have any questions or concerns at all, please feel free to reach out to your mentor, other faculty, or the Program Coordinator, Program Directors, or Department Head.

APPENDIX A / PROGRAM COMPETENCIES

Our program is designed to train you in specific professional competencies and to evaluate your performance in those competencies through coursework; program milestones such as the thesis, MQE and dissertation; work in your mentor's research laboratory; clinical placements; and other assigned duties such as TA-ships. You are required to demonstrate all required program competencies at the minimum level of achievement specified by the faculty in order to complete the degree successfully. The competencies are described below.

Competencies Required of All Students

- Knowledge of History and Systems of Psychology; Affective Aspects of Behavior; Biological Aspects of Behavior; Cognitive Aspects of Behavior; Developmental Aspects of Behavior; Social Aspects of Behavior, Advanced Integrative Knowledge (for clinical students, all areas are required; for all other students, the training plan will describe which of these areas will be required)
- Knowledge of Research Methods, Statistical Analysis
- Application of Research Skills
- Ethical and Legal Standards
- Professional Values and Attitudes
- Communication and Interpersonal Skills

Additional Competencies Required of Clinical Students

- Psychometrics
- Individual and Cultural Diversity
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

APPENDIX B / PRESENTATIONS PORTFOLIO

We expect all of our graduate students to gain experience in planning and making professional presentations. Students are therefore required to make presentations and obtain feedback as part of their graduate training. **You must complete at least 4 of the activities below** in order to meet your Presentations requirement. Note that you may only count each option below once toward your requirement. For example, you cannot count more than one talk at a professional meeting in your Presentations portfolio; teaching an entire course would only count toward one of your activities.

You must choose at least one activity from Group A / Giving Presentations

- Present a poster or paper at a professional meeting
- Give a one-hour long class presentation (either in one's own class or as a guest instructor for someone else's class)
- Make a professional presentation to a community group on a psychological topic

You must choose at least one activity from Group B / Attending and Evaluating Presentations

- Attend a scholarly presentation (e.g., departmental colloquium, talk at scientific conference) and write a 1-page critical summary/evaluation of the organization and quality of the talk, including strengths and weaknesses.
- Attend a University sponsored teaching workshop and summarize in two pages what you learned.
- Attend another student's thesis/dissertation defense and provide a 1-page summary/evaluation of the organization and quality of the talk, including strengths and weaknesses.

Submission of Portfolio

After you have completed 4 of the above activities (including at least 1 from each of Group A and Group B), compile your printed work in a folder and submit to your program director. **Your portfolio must be submitted prior to advancing to candidacy.**

- Your portfolio should include the following information:
- Title page that includes your name
- List of activities that you completed to fulfill the requirement
- For each activity, you must include:
 - Description of the topic, presenter, and size and composition of the audience
 - Documentation (e.g., copy of conference program; lecture notes for class taught)
 - Description of the presentation style and format
 - If you were the presenter, provide a self-evaluation (strengths and areas to improve) and an external evaluation (e.g., faculty member's written evaluation, students' evaluations, interview/questionnaire completed by someone who attended the presentation and was given the opportunity to comment on your strengths and weaknesses)

Evaluation of Portfolio

Your program director will assign you a pass/fail grade for the portfolio, based on the completeness of your work product and the quality of the presentation(s) that you gave, your critique of others' work, and your reflections on your own performance.

APPENDIX C / SUMMARY OF MAJOR DEADLINES

M.A. proposal abstract	March 15 th of the second year of graduate study
M.A. degree requirements	Students must complete all coursework requirements for the MA, defend the thesis, and file the final document with the Graduate College in time to graduate with the MA in Spring of the third year of graduate study. (Check with Graduate Coordinator or on the Graduate College website for the deadlines to apply for spring graduation and to file the completed thesis)
Presentations Portfolio	Prior to advancing to doctoral candidacy
Doctoral candidacy	No later than the first day of Spring semester of the fifth year of graduate study. Note that this requires students to have completed all required coursework, MA, and MQE
Doctoral graduation	Students must graduate with the doctorate within nine years of matriculating into the program and must be making academic progress in each year of enrollment

APPENDIX D / WHERE TO FIND INFORMATION

Please begin your search for information in the Graduate Handbook. If you still need assistance, the guidelines below may assist you in identifying whom to contact.

If You are Looking For:	Begin by Consulting:
Guidance about planning your training or professional development	Your mentor
Degree requirements	Your mentor or Program Coordinator
Deadlines for graduation	Program Coordinator or Graduate College website
Unofficial copy of your transcript	Program Coordinator
Clinical Training requirements	Program Coordinator or Canvas
Information about your stipend or paycheck	Program Coordinator or Business Manager
Forms needed for thesis or dissertation defense, MQE proposals, advancing to candidacy, petitions to the Graduate College	Program Coordinator or Canvas
An extension of a departmental deadline	Your mentor <u>and</u> Program Director
An extension of a Graduate College deadline	Program Director <u>and</u> Program Coordinator
Travel Authorization forms (submit prior to <i>any</i> travel)	Dawn Weiss if not grant-funded; Terry Voss if grant-funded
Reimbursement for student travel to conferences	Dawn Weiss (department funds), Psychology Graduate Student Association representatives (GSGA funds), Terry Voss (grant funds)

Assistance with conflicts that may occur with other students or faculty, or concerns about ethics or professional behavior	Mentor, Program Director, Department Head, Ombuds Office
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