

Handbook for PhD students in Experimental and Applied
Psychological Science (EAPS)

USU Department of Psychology

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Introduction

Students enrolled in the Ph.D. program in the Department of Psychology at Utah State University may specialize in Experimental and Applied Psychological Science (EAPS). This handbook provides information for students enrolled in the EAPS program. The purpose of the handbook is to summarize information from several sources, including:

the General Catalog (<http://www.usu.edu/generalcatalog/2007-2009/>), the Department of Psychology (<http://www.usu.edu/psychology>), and the School of Graduate Studies (<http://www.usu.edu/graduateschool>).

Please consult original sources as necessary to clarify or supplement the information here. The Department of Psychology continually reviews and, as appropriate, refines its programs and operations. Therefore, the requirements, policies, and regulations outlined in this handbook may change at any time. Change may take place before a new handbook is issued, and students must adhere to changes. Although the Department attempts to notify students through posting of information about important changes, it is the student's obligation to ascertain current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and the like.

EAPS Program Overview

EAPS is one of two specialty areas within the psychology department's Ph.D. program. Students who successfully complete the EAPS program will acquire in-depth knowledge and technical skills in psychological science. The EAPS program is designed to produce experts in experimental and applied research capable of contributing to the knowledge base in their chosen field of emphasis. Many students interests will align with one of the Emphasis Areas. Currently these include Behavior Analysis, Research and Evaluation Methodology, Experimental Health Psychology, and Community Psychology. However, it is not a requirement to specify an Emphasis Area. Other Emphasis Areas may be developed in the future.

Students entering with a baccalaureate degree will be required to complete at least three years of full-time graduate study. Those entering with a masters degree will be required to complete at least two years of graduate study. Students whose previous degrees do not include pre-requisite courses are expected to prepare themselves in a manner as agreed upon by their committee.

In addition to coursework, students are also required to engage in applied learning experiences and to produce finished products illustrating their understanding and capability to apply key concepts and skills. Students entering with a baccalaureate degree must complete the Master's degree requirements en route to the Ph.D. All of the requirements for the program are described in further detail in the following sections. The first section lists the requirements of the Masters program. Students entering with a Masters degree must have fulfilled these requirements previously or add these requirements to the Ph.D. program.

Timeline

Students normally follow the sequence of steps below as they complete the program. To assist in planning, a checklist is available from the Graduate School:

http://www.usu.edu/graduateschool/student_resources/checklist.cfm

1. Graduate Supervisory Committee Formed and Approved

Because program planning is crucial to a student's program, the Graduate Supervisory Committee (GSC) should be selected early. Graduate School policy

suggests that **MS Committees** be formed by the end of the **first semester** and **PhD Committees** be formed by the end of the **third semester**. The committee will consist of a minimum of three members for a MS Committee and five members for a PhD Committee, with at least one member for the latter from outside the Department. MS Committees may, but are not required to, have a member outside of the department, but must have a member outside of the student's area of specialization. For a PhD Committee, the chairperson and two members of the committee must be from the Psychology Department. A faculty person outside the department may act as co-chairperson. Only one member of the committee can hold the "adjunct" title.

Although many student-major professor relationships last throughout the degree program, either the student or the faculty member may terminate the relationship without repercussions. A student may change major professors if the change is agreed upon by all parties. Should there be some concern about the changes made, the transition should be mediated by the program chair and/or department head. After a change in advisement is made, the student is expected to establish another mentoring relationship within six months. Failure to do so will compromise a student's progress in the program and may lead to the recommendation of termination of the program based on the student's inability to make satisfactory progress.

A faculty member is not obligated to students, other faculty, or administration to perform any activities during noncontract or off-time periods. A faculty member who chooses to perform professional duties during off time (e.g., noncontract, vacation, holiday periods), does so on a completely voluntary basis and will not be compensated for such activity in any way.

Students are urged to consider the composition of their committees so that the committee members (and chairperson) can provide strength to the conceptual thrust of the dissertation and that specialized assistance in the area of research design and data analysis is available.

A student who is not able to define a research problem should feel free to discuss interests and topics with any member of the faculty and thus obtain help in developing a topic.

The GSC is responsible for guiding the student in completing appropriate course work and thesis or dissertation. The GSC will define course work requirements for each student to meet individual needs. The final decisions of the committee regarding course work, thesis or dissertation, and other requirements are binding on the student.

It is suggested that a student choose a supervisory committee as soon as possible. The student should initiate a request directly with the faculty member whom he/she desires to serve as chairperson. If the faculty member consents, other members of the committee will be agreed upon jointly by student and chairperson, but the student will approach the other potential committee members to invite them to serve. In the event a student has difficulty in defining or obtaining a committee, the program chairperson may be consulted at any time. Note: Faculty chairpersons will adhere to the foregoing guidelines in giving advice on committee memberships and on agreeing to serve.

Once the committee has been chosen, the student must complete and submit to the department a committee form to officially constitute the committee. Forms are available at

http://www.usu.edu/graduateschool/apply/current_forms.cfm

The Department Head must approve the assignment of faculty members to serve on the GSC and forward his/her recommendation to the Dean, School of Graduate Studies, for final approval. Students are strongly encouraged to read the USU Graduate Catalog section on degree requirements for additional information about graduate supervisory committees.

2. Program of Study Form Approved and Signed by Graduate Supervisory Committee

Once the supervisory committee has been formed, it is suggested that the student and committee meet early to develop the Program of Study. Students who receive a tuition award must submit a Program of Study after the third semester. When finalized and signed by the GSC the form must be submitted to the department for final submission to the School of Graduate Studies for approval. When approved, this becomes the program for which the student will be held accountable and can only be changed by approval of the full committee. It is Graduate School policy to accept no committee revisions (changes of committee members) in the six weeks prior to the final defense. Substitutions for committee members unable to attend defenses must have the dean's approval. If a student has changed a committee member within the six weeks prior to submission of a defense sign-up sheet, the defense date will be questioned.

3. Proposal Developed in Conjunction with the Graduate Supervisory Committee Chairperson

Early in the student's program, informal preparation (e.g., selection of an area of research interest) should begin on the thesis or dissertation proposal. This is done by meeting with the GSC chairperson to define a research problem and develop the proposal. A guide for MS Plan A Thesis and Doctoral Dissertation Research Proposals is available (contact Departmental Administrative Assistant).

Preliminary research should begin as soon as feasible and drafts of sections should be submitted periodically to the major professor for critiquing. Primary responsibility for development of the thesis or dissertation rests with the student and the major professor, but individual committee members should be consulted on sections which involve their special expertise.

When the chairperson believes that the thesis or dissertation proposal is in defensible condition, approval is given to schedule the defense. In general, **proposals are limited to 30 pages**. When the committee meets for the proposal, the Program of Study should be reviewed and signed.

4. Proposal Formally Reviewed in a Meeting with the Graduate Supervisory Committee

The student will initiate a proposal meeting with the full committee. **Before a thesis or dissertation proposal is defended, Psych 6600 and Psych 6570 and/or 7670 must already be completed.** During the meeting, the committee will make final input regarding requirements for the research. The committee has an obligation to assure the proposed research, when completed, will be a sufficient contribution to new knowledge. **The student is responsible** for obtaining the statistical and research expertise necessary to carry out the research and is expected to cover all costs of the

research where projects are not specifically funded. When the committee meets for the proposal, the Program of Study can be reviewed and signed.

5. Completion of All Other Program Requirements

Students are strongly encouraged to complete other program requirements such as coursework as soon as possible, in order to be eligible to advance to candidacy.

6. Approved Proposal with completed Graduate Student Proposal Cover Sheet Placed in Student's File

When the proposal is accepted and the Proposal Cover Sheet signed by the GSC, a copy is then placed in the student's file.

If human subjects are involved in the study, written approval by the University's Institutional Review Board (IRB) for Human Participants must be obtained **in advance**. To do this the student completes the "Application for Review of Research Using Human Subjects" form (available on-line at <http://irb.usu.edu>). The student's proposal must be approved by his/her committee prior to submitting the research to the IRB for review. The student's GSC chairperson must be listed as the principal investigator on the IRB application and must sign all application forms. The IRB application, informed consent forms (if applicable) and a copy of the proposal are sent to the Institutional Review Board.

If research animals are involved in the study, written approval by the University's Institutional Animal Care and Use Committee (IACUC) must be obtained **in advance**. To do this the student completes the IACUC Application form (available on-line at <http://iacuc.usu.edu>). The student's proposal must be approved by his/her committee prior to submitting the research to the IACUC for review. The student's GSC chairperson must be listed as the principal investigator on the application and must sign all application forms.

7. Thesis/Dissertation Research Conducted

As in the writing of the proposal, the actual research is conducted under the primary supervision of the chairperson, with input along the way from other members of the GSC as needed. Each step of the research should be checked by the student and the chairperson. The research should conform to the requirements of the proposal, to sound methodological practice and to the desires of the committee. The Graduate School offers a USU Publication Guide for Graduate Studies to aid in the writing of the thesis/dissertation.

8. Thesis/Dissertation Written to the Satisfaction of the Graduate Supervisory Committee Chairperson

The chairperson will supervise the student in writing and rewriting the final product until it is ready to present to the full committee. Other committee members may be asked for help or input as appropriate but should not be asked to review the product until it has first been approved by the chairperson. The student, not the chairperson or the committee, is responsible for writing the final product. Therefore, the student should expect to make revisions until the product is adequate and should not expect the chairperson to do the rewriting.

9. Application to Candidacy Form Completed (PhD only)

This form must be submitted to the School of Graduate Studies **at least three months prior** to the scheduled dissertation defense date. This form may **not** be submitted until all other program requirements have been completed. Exceptions to the above are defense, internship, and, under special circumstances, the paper presentation. The form can be obtained on-line at http://www.usu.edu/graduateschool/apply/current_forms.cfm and must be submitted to the department.

10. Defense of Thesis/Dissertation

When the chairperson is satisfied that the manuscript is in excellent condition, the student arranges a meeting where the completed research is presented and defended. A yellow sign-up sheet (available online at http://www.usu.edu/graduateschool/apply/current_forms.cfm) is signed by the entire committee and forwarded to the School of Graduate Studies **at least 10 working days before the defense**. Each committee member must receive a copy of the thesis/dissertation at least four weeks before the scheduled defense. Committee members who believe that the dissertation is not ready for defense will notify the student and the major professor prior to the oral examination. The student and major professor may postpone the defense in order to make revisions in the thesis or dissertation. **College regulations state that a defense may not be scheduled during the first or last weeks of any semester or during semester breaks.** This regulation is intended to help the student obtain a hearing which is not hampered by the rush of activities at those times.

"The oral examination is a defense of a final document. Minor, usually editorial, changes may be made following the defense. If major changes are needed, another defense will be scheduled for the new document. The defense should not be used as an opportunity to discuss the research and propose changes in the thesis or dissertation." The final oral examination should be scheduled at least eight weeks prior to graduation. Following the final defense, the final copy of the thesis or dissertation is prepared embodying any changes approved by the committee members. It is then signed by the committee members.

After signatures are obtained from the entire committee, the final paper should be given to the departmental secretary for final reading for format, after which it is taken to the thesis coordinator in the Graduate School Office.

Dissertations and theses without the signatures of **all** committee members may be sent out by the Graduate Dean for external review. No conference calls will be allowed at a dissertation or thesis defense unless prior-approval is cleared by the Dean of the School of Graduate Studies and a prior-approved substitute may be allowed.

Approval of a completed thesis or dissertation requires a unanimous vote of the committee. If unanimous approval is not obtained, the Graduate Dean and/or the Graduate Council must resolve the matter. A procedure has been developed for handling such cases which involves asking each member of the supervisory committee to write a confidential statement on his/her position with regard to the candidate's performance and thesis or dissertation. A list of potential, expert, off-campus reviewers is then compiled from various sources and this list is submitted to the GSC with the request that individuals on the list who would be acceptable as outside, expert reviewers

be indicated. Usually two acceptable outside reviewers can be obtained. The thesis or dissertation in question is then sent to the outside reviewers, who obtain a fee for their services, with a list of questions concerning the quality and acceptability of the effort according to the reviewers' opinions. The reports of the outside reviewers are then forwarded back to the supervisory committee for consideration. If the committee still cannot resolve the matter, it will then be resolved by the Dean and/or the Graduate Council.

Prerequisite Undergraduate Preparation

A student shall have undergraduate courses (or possess equivalent background knowledge) in each of the following areas before acceptance into the Experimental and Applied Psychological Science (EAPS) Program:

Area	Equivalent of
Intro Educ and Psych Stats	USU Psych 2800
Psychometrics	USU Psych 5330
History and Systems of Psychology	USU Psych 5100

If students have not completed an undergraduate course in each of these areas with a grade of at least B by the time they begin graduate studies in USU's EAPS program, they must establish their competence in the above areas by one of the following options:

1. Complete the prerequisite(s) with a grade of B or higher in the relevant USU course(s) before the end of their first 12 months in the EAPS program.
2. Complete equivalent prerequisite courses with a grade of B or higher at another accredited university before the end of their first twelve months in the EAPS program.
3. Challenge the relevant USU course and take a special examination.
4. Complete a relevant graduate Independent Study course, with appropriate faculty guidance, with a grade of at least B.
5. Add a comparable graduate course on their Graduate Program of Study, as an elective.

Students are advised that knowledge of the undergraduate prerequisite areas listed in this section is assumed by each instructor of our graduate courses.

Specific Requirements - Master's Degree

It is the intent of the Master's Degree to provide students with a conceptual grounding in psychology, research methods, and evaluation techniques. Because these concepts underlie all areas of emphasis, the master's degree program is fairly structured and uniform for all students.

Required Methodology Courses (9 credits)

Psych 6010	Introduction to Program Evaluation	3 cr
Psych 6570	Introduction to Educational and Psychological Research	3 cr
Psych 6600	Research Design and Analysis I	3 cr

(Students must have taken Psych 6570 and have passed pretest)

Required Content Courses (Take 4 of the 6 courses below, for a total of 12 credits)

Psych 7230	Theory and Research in Personality	3 cr
Psych 6510	Social Psychology	3 cr
Psych 6650	Learning: The Behavioral Perspective	3 cr
Psych 6660	Cognition and Instruction	3 cr
Psych 6530	Developmental Psychology	3 cr
Psych 7100	Biological Basis of Behavior	3 cr

Other Competency Requirements (3 credits total)

Psych 7250	Professional Ethics and standards	2 cr
Psych 7090	Program Seminar	1 cr

Thesis (Required semester hours = 8 credits minimum required and 14 credits maximum)

Psych 6970	Thesis	8-14 cr
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Students are expected to complete a thesis during the second year, but no later than their third year, of study. Students should register for Psych 6970 credits each semester that they are working on the proposal or final draft of the thesis (this may require credits beyond the minimum number required).

Summary of Credit Requirements for Master's Degree

Required Methodology Courses	9 cr
Required Content Courses	12 cr
Other Competencies	3 cr
Thesis	minimum 8 cr
Required semester hours = *32 cr	

*Represents the **minimum** required semester hours. Students may (and most do) complete more than the required hours

All students who enter the doctoral program with a Master's degree from another institution must have taken coursework comparable to that required in the EAPS Master's degree at USU and must have demonstrated that they possess the requisite competencies outlined for EAPS Master's students.

Specific Requirements - Doctoral Degree

It is the intent of the Doctoral Degree to provide students with training and practical experience in one or more emphasis areas associated with Experimental and Applied Psychological Science. Thus, all students are required to take courses in research methods, complete internships, and exhibit basic competencies. Furthermore, students must select an area of emphasis in which they can acquire more in-depth knowledge than is gained in the minimally required courses. Several options are possible and the student and his/her committee are responsible for determining the courses and experiences that best suits his/her needs. To assist students and committees in making these decisions, several areas of emphasis have been identified and some of the appropriate course work within these areas of emphasis can be found in the Elective/Emphasis Courses section below

Required Methodology Courses (13 credits)

Psych 7610	Research Design and Analysis II	3 cr
Psych 7780	Multivariate Methods in Psychology and Education	3 cr
Psych 7090	EAPS Program Seminar (1 credit /semester, 2 cr. Required)	2 cr
Psych 7670	Literature Reviews in Education and Psychology	2 cr
Psych 7700	Grant Writing	3 cr

Additional Required Experiences (8 credits)

Psych 6930	Univ Teaching Apprenticeship	2 cr
Psych 7050	Internship in Program Evaluation, and/or	
Psych 7060	Internship in Research	total of 6 cr

Required Demonstrated Competencies (9 credits)

Psych 7900	Literature Review	1 cr
Psych 7910 *	Publishable Article	3 cr
Psych 7910 *	Paper Presentation	2 cr
Psych 7910 *	Grant	3 cr

Dissertation (12 credits minimum and 20 credits maximum)

Psych 7970	Dissertation	12-20 cr
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** Only one instance of Psych7910 can occur per semester; these requirements must be fulfilled at different times.*

Optional Emphasis Areas (21 credits minimum required for each emphasis area; students who do not specify an Emphasis Area will take the equivalent number of courses as approved by their supervisory committees)

Emphasis Areas have been or will be established in several of the sub-disciplines of experimental and applied psychology. Current Emphasis areas include Research and Evaluation Methodology, Behavior Analysis, Community Psychology, and Experimental Health Psychology. Students can fulfill electives within or across areas of emphasis, with supervisory committee approval. Students are not required to align themselves with an Emphasis Area.

In addition to the courses listed here, other courses, internship opportunities, and research assistantships are possible. Many of the courses or learning opportunities are managed by other departments, so it is the student's responsibility to seek out and decide which courses or opportunities are most appropriate for his or her emphasis. *The specific learning experiences for an emphasis must be approved by the student's Supervisory Committee.* The breadth or depth of an emphasis depends in large part on the student's career interests and goals.

The list of courses under the various emphasis areas must be viewed as tentative, since some are sponsored by other departments and change frequently. Also, other departments may choose to renumber their courses without widespread notice; thus the student should check the course numbers, titles and descriptions carefully before composing their program of study.

Research and Evaluation Methodology Emphasis, Required Courses

Psych 6770	Qualitative Methods I	3 cr
Psych 7020	Advanced Evaluation Methods and Techniques	3 cr
Psych 7070	Advanced Measurement Theories and Practice	3 cr
Psych 7650	Longitudinal Research Design and Analysis	3 cr

At least 9 credits of additional elective coursework, approved by committee. Possible courses for electives include, but are not limited to the following:

Educ 6780	Qualitative Methods II	3 cr
Psych 6330	Psychometrics	5 cr
SecEd 6040	Measurement and Evaluation in Education	3 cr
Soc 6100	Advanced Methods of Social Research	3 cr
Soc 7100	Survey and Field Research	3 cr
SpEd 6700	Single Subject Research	3 cr
Stat 6180	Applied Time Series	3 cr
Stat 6200	Analysis of Unbalanced Data and Complex Experimental Designs	3 cr
Stat 6520	Nonparametric Density Estimation and Smoothing	3 cr
Stat 6560	Graphical Methods	

Behavior Analysis Emphasis, Required Courses

Psych 6650	Theories of Learning: The Behavioral Perspective	3 cr
Psych 6600	Cognition and Instruction	3 cr
SPED 7700	Single-Subject Research Methods and Design	3 cr
Psych 6810	Behavioral Pharmacology	3 cr
Psych 6810	Advanced Topics in Psychophysics	3 cr
Psych 7060	Internship in Research	3 cr
Psych 7100	Biological Basis of Behavior	3 cr
Psych 7720	Advanced Behavior Analysis in Educ (Special Ed.)	3 cr

Behavior Analysis Emphasis: Suggested Courses:

Psych 6810	Psychology of Addictive Behaviors	3 cr
Psych 7110	Advanced Cognition	3 cr
Psych 7710	Advanced Single-Subject Design (Special Ed.)	3 cr
Psych 7820	Neuropsychology	3 cr
Psych 7840	Psychopharmacology	3 cr

Experimental Health Psychology (EHP) Emphasis

Students electing the EHP emphasis should tailor general EAPS requirements and electives to reflect their specialization in health psychology. The following list of courses provides guidelines for tailoring both the master's and doctoral level EAPS courses as listed on Pages 10 and 11. Please note that the following guidelines do not invalidate any of the general EAPS requirements but reflect a tailored program of study within EAPS only.

It is highly recommended that EHP students actively seek out a multitude of research opportunities to obtain training in methodological, statistical, and writing skills that define the core of an experimental program, and to obtain, at the same time, in-depth knowledge of a field of research within the realm of health psychology.

EHP Master's Level Requirements and Recommendations within EAPS:

Among the 4 EAPS content courses to be chosen from the options listed on Page 10, the following two courses are required (marked ®) or recommended

Psych 6510	Social Psychology ®	3 cr
Psych 7100	Biological Basis of Behavior ®	3 cr
Psych 7230	Theory and Research in Personality	3 cr

EHP Doctoral Level Requirements and Electives

In the following table, general EAPS courses to be tailored to an EHP program of study are italicized and marked with a star (*) to indicate that these courses cannot be counted simultaneously as general EAPS requirements and EHP emphasis courses.

Specific EHP emphasis courses that are available to fulfill the minimum required number of 21 emphasis credits are listed with their credit hours attached.

Required

Psych 7070	Advanced Measurement Theories and Practice	3 cr
Psych 6470	Health Psychology	3 cr
Psych 7670	Literature Reviews in Education and Psychology	*
Psych 7900	EHP Literature Review	*
Psych 7910	EHP Publishable Article	*
Psych 7910	EHP Paper Presentation	*
Psych 7910	EHP Grant	*
Psych 7060	EHP Internship in Research	*

Electives

Psych 7020	Advanced Evaluation Methodology and Techniques	3 cr
Psych 7030	Seminar in Instrument Development	3 cr
Psych 7650	Longitudinal Research Design and Analysis	3 cr
Psych 6800	Addictive Behaviors	3 cr
Psych 6810	Specialty Seminar (e.g., Eating Disorders)	3 cr
Psych 7820	Neuropsychology: Principles and Assessment	2 or 4 cr
Psych 6050	Psychological Aspects of Sports Performance	3 cr

Psych 6900	EHP Independent Study (also possible as Psych 7900)	3 cr
Psych 6910	EHP Independent Research (also as Psych 7910)	3 cr
ComD 6130	Neuropathologies of Speech and Language	4 cr
HEP 6000	Evaluating Health-Promotion Programs	3 cr
HEP 6100	Current Trends in Health Promotion	3 cr
HEP 6800	Seminar in Health Behavior	3 cr
NFS 6200	Nutritional Epidemiology	2 cr
NFS 6210	Advanced Public Health Nutrition	2 cr
PEP 6050	Psychological Aspects of Sports Performance	3 cr
PEP 6400	Exercise in Health, Fitness, and Sport	4 cr
PEP 6450	Fitness Assessment and Exercise Testing	3 cr
SOC 6460	Sociology of Health	3 cr

Community Psychology Emphasis, Required Courses

To be determined

Summary of Credit Requirements for EAPS Doctorate

Required Methodology Courses	13 cr
Additional Required Experiences	8 cr
Competencies	9 cr
Dissertation	minimum 12 cr
Electives/Emphasis Courses	minimum 21 cr
	Total = *62 cr

*Represents the minimum required semester hours. Students may and most do complete more than the required hours.

Requirements for Advancement to Candidacy

Upon completion of the comprehensive examinations, students must submit an application for candidacy. The candidacy form must be submitted **a minimum of three months prior to the final defense of the dissertation**. The candidacy form is available on the graduate school website given previously. Prior to being admitted to the candidacy students are required to:

1. Have completed the majority of their coursework
2. Have successfully defended their dissertation proposal
3. Have successfully passed their comprehensive examination and submitted all associated paperwork. Comprehensive examinations for students in the Experimental and Applied Psychological Science program include:
 - i. Grant Proposal Competency
 - ii. Research Competency I--Paper presentation
 - iii. Research Competency II--Publishable quality paper
 - iv. Literature Review Competency
4. Be a **minimum** of three months prior to the final defense of their dissertations.

Comprehensive Exams

The doctoral program in the Psychology Department does not require graduate students to complete a traditional written/oral comprehensive exam. Instead, a number of professional competencies have been identified that are directly relevant to students' chosen specialization and are more closely tied to the professional tasks in which students will engage upon graduation. Requirements for EAPS students are outlined below:

Research Competency I--Paper Presentation

Research Competency I provides an opportunity for students to share their scholarly work in an appropriate professional venue. Students in the EAPS program must complete this competency prior to being admitted to candidacy.

Objectives

1. To provide an opportunity for students to demonstrate their ability to prepare and present a report of scholarly activities (research and/or theoretical) to professionals in the field.
2. To provide an outlet for students to practice the organization, writing, and communication skills necessary for the above.
3. To expose students to colleagues and peers engaged in similar scholarly work and professional meetings.

Achievement of Objectives and Evaluation

1. The paper or poster must be presented at a state, regional, or national meeting. Students are encouraged to submit their scholarly work to meetings which will provide the broadest exposure for their research.
2. Students are generally expected to be the first or second author on the presentation.
3. Generally the students' thesis research will be the basis for this presentation. However, additional research projects or research assistantships may be used as well.
4. The completed presentation must be approved by the student's doctoral committee. The approval form is available on the departmental webpage.
5. To distribute materials for evaluation, students must provide a written copy of the paper or presentation and a copy of the conference program page in which the student's name is listed. These materials should be circulated among committee members for their signature.
6. A copy of the presentation and the signed approval page are submitted to the department administrative assistant. Students are encouraged to make a copy of the signed approval page prior to turning in the document.

Research Competency II--Publishable Quality Article

Research Competency II requires that students submit at least one article of publishable quality of either an applied, theoretical, or experimental nature. Students in the EAPS program must complete this competency prior to being admitted to candidacy.

Objectives

1. To provide students with an opportunity to learn about the process of writing scholarly work for dissemination to the professional community.
2. To provide students with practice in the process of submitting scholarly work to a journal including identifying an appropriate journal for submission, reviewing the instructions for authors, preparing the manuscript, writing and cover letter, receiving reviews, and (potentially) responding to the reviewer's concerns.

Achievement of Objectives and Evaluation

1. Students will take a primary role in the conceptualizing and writing of a scholarly work. In many cases, the basis of the work will be the student's thesis, but other research in which the student's participated may be used.
2. The student must be first or second author of the manuscript.
4. The manuscript must be submitted to a professional journal for publication and the student is expected to take leadership in the submission process (with guidance and support by the student's committee chair or other relevant faculty). Although students are required to submit their manuscript for publication, acceptance for publication is not required to fulfill this competency.
5. After a manuscript has been submitted, the student's doctoral committee will complete an form to indicate that the requirement has been met. The approval form is available on the departmental webpage.
6. To distribute materials for evaluation, students must provide a copy of the manuscript including the submission cover letter. These materials should be circulated among committee members for their signature.
7. A copy of the presentation and the signed approval page are submitted to the department administrative assistant. Students are encouraged to make a copy of the signed approval page prior to turning in the document.

Publication of Dissertation Research

It is expected that all students will seek to disseminate their dissertation research to the broader professional community. Therefore, it is expected that students will have a draft of a manuscript based on their dissertation **prior to their final defense**. Students will submit the draft of the manuscript into the committee chair who will work with the student and (potentially) other faculty to prepare the manuscript for publication. Students will be first author on the manuscript. The major professor will not sign off on the dissertation until a draft of the manuscript is prepared.

Publication of Thesis/Dissertation Articles Prior to Defense

The School of Graduate Studies strongly recommends that students give members of their supervisory committee an opportunity to review and comment on material destined for the thesis or dissertation prior to submitting the material for publication. It is in the student's best interest to obtain input from committee members because 1) their input is likely to increase the quality of the manuscript and increase the likelihood of acceptance, and 2) in the event that only a limited copyright release is obtained, the majority of the committee's concerns are likely to have been addressed. The student must be aware, however, that any restrictions placed on a committee member's right to request modification of the thesis or dissertation may result in the committee recommending exclusion of the restricted material.

Students are encouraged to publish work prior to defending their thesis or dissertation; however, students should be aware of potential copyright restrictions, since loss of copyright by the student may prevent inclusion of the material in the thesis or dissertation. The copyright for published material is often held by the publisher rather than by the author(s). Therefore it is critical that students either retain the copyright for this material or they obtain permission from the publisher to reprint and/or modify the copyrighted material in their thesis or dissertation (Permission Request form letters are available within the *USU Publication Guide for Graduate Students*, which is available in the Bookstore or is available online at http://www.usu.edu/graduateschool/student_resources/thesis.cfm).

Grant Proposal Competency

Experimental and Applied Psychological Science students should complete and submit to their GSC chairpersons research or training grant proposals (ideally, prior to completion of the **third year** of residence in their current degree program).

Objectives

1. To assure the Department that the student has mastered those skills necessary to prepare an acceptable research grant proposal.
2. To provide the student with the experience of carrying out this important activity.
3. To provide the student with a proposal that may later be submitted to a funding agency.

The grant proposal must be in a format acceptable to the Department of Psychology. Acceptable formats are listed in the syllabus for Psychology 7700. Other formats may be approved by the GSC.

Additional Policies and Procedures

Review of Students' Academic and Professional Progress

At the end of each academic year, program faculty will review student's progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year; a copy of the form is included as an Appendix to this Handbook. The feedback will address progress in the areas of:

- Didactic coursework
- Research skills and progress
- Assistantship performance
- Other accomplishments and/or concerns.

Students who fail to maintain acceptable progress may be dismissed from the program. See p. 22 for more information.

Continuous Graduate Registration

All graduate students must be in continuous registration until they complete all requirements for the degree. The following continuous registration alternatives are available to graduate students:

1. Students must be enrolled in regular courses, seminars, independent study, or thesis for every fall and spring semester until they complete all requirements for their degrees.
2. Students must be regularly enrolled for a minimum of three credits of graduate work. At the discretion of a department or college, more than three credits may be required. Students should pay the Continuing Graduate Advisement Fee by registering for three credits of Psych 6990 or Psych 7990 if they are not enrolled in any other courses but otherwise make use of faculty time or any university facilities or continue on campus to pursue studies leading toward a graduate degree. Students must also register for summer semester if they use university facilities or consult with faculty during that semester.
3. A graduate student who is not registered as indicated above (1 and 2) and who will not be using any university facilities or faculty time may meet the continuous registration requirement by paying the Continuing Registration Fee of \$15 per semester. The Continuing Registration Fee requirement does not apply for summer semester. Use of the Continuing Registration Fee alternative requires the approval of the Department Head and Graduate School.

Out-of-state tuition costs are not charged in connection with fees such as the Continuing Registration Fee and the Continuing Graduate Advisement Fee (Psych 6990, Psych 7990).

During the semester in which students take their final oral examination, they must register for three credits. This requirement can be met by registering for the Continuing Graduate Advisement Fee (Psych 6990 or Psych 7990) or appropriate graduate courses. The Continuing Registration Fee does not fill this requirement.

Continuous registration will be effective the academic semester following admission to the School of Graduate Studies as a matriculated or provisional student. In cases where appropriate graduate admission procedures are not followed, the Graduate School may retroactively apply the continuous registration requirement.

Registration Requirements for Assistants

For students on other assistantships, the maximum credit load is 12 credits per semester; minimum credit load is 6 credits per semester except that students conducting research resulting in a thesis or dissertation may register for an additional 4 credits of research and thesis. Students registering for credits in excess of those suggested do so at their own risk.

Leave of Absence Policy

Under certain conditions, a leave of absence may be granted by the Graduate School. Acceptable conditions for the granting of leaves of absence would include the following:

1. Cases of illness, required military service, and other extenuating circumstances acceptable to the Department and the Graduate School.
2. Participation in planned Extension programs, in which courses are taken as they are made available by USU, allows students a leave of absence for those semesters in which courses are not provided.
3. Participation in planned programs based primarily on summer school courses allows students a leave of absence during fall and spring semesters.

For both 2 and 3 above, students must have an approved program of study on file in the Graduate School before leaves of absence will be granted. A leave of absence will be approved for a specific period of time (e.g., one year). At the end of the approved leave time, it is the student's responsibility to contact the department chair and/or program coordinator. Failure to make such a contact and develop an associated plan for re-engaging with his/her program will result in a recommendation to the graduate school that the student be dismissed.

Notice and Reactivation

Students who do not maintain "Continuous Registration" in one of the ways listed above will be so notified by the Graduate School. If, after this notice, the student still fails to register, the student's department will be notified and the student's records placed in the inactive file. At the discretion of the Department, a student's file may be reactivated at a later time (but before the time limit for the degree has run out). The student will be required to pay a reactivation fee of \$30, in addition to the University's approved registration fee.

Transfer Credit

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Only credit earned with a B or better grade (P grades are not accepted) and earned within the past eight years will be considered. Course work that is more than eight years old may not be used for a graduate degree (see Graduate Catalog).

Once a student has been matriculated in the graduate program, the student should meet with his/her faculty advisor or GSC chairperson to outline course work to be taken. If the student wishes to apply transfer graduate credit to his/her current graduate program, he/she should make this request to the advisor or GSC chairperson who, in conjunction with the program chairperson and the Department Head, will approve any transfer of credit.

Waiver of Program Requirements

A waiver is defined as dispensation from a noncourse program requirement (e.g., oral paper presentation, grant proposal) based on a student's prior experience of judged competence.

If a student feels that certain of his/her past experiences or course work should satisfy a program requirement, he/she may request a waiver of the requirement. The GSC chairperson and the Department Head will be responsible for approving such a waiver. The student will be required to show appropriate evidence of competence in the required area before such a waiver is granted. No credit will be given in the case of a waiver; required credit hours will be filled with another class or classes.

Course Challenges

A course challenge is defined as the process by which credit is earned by a special examination in lieu of taking a course as a regularly enrolled student in a class.

Challenging graduate courses approved for a student's graduate course of study is not permitted by Graduate School policy (see University Undergraduate Catalog). If a student desires to challenge an undergraduate core requirement course (Psych 1010, 1100, 1400, 2800, 5100), he/she should first obtain the appropriate form from the Records Office, pay a fee, and complete the examination procedure required by the Psychology Department.

No credit hours will be awarded for undergraduate courses challenged by graduate students.

Student Representatives

One EAPS student is elected annually by his/her fellow students to represent the EAPS graduate students at department meetings. Each student representative (other programs also have representatives) is allocated one vote. The representative or his/her designee may also serve on any other committees on campus that request graduate student representation. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

E-mail

Each graduate student should inform the department of e-mail address changes, listed in the current Psychology Graduate Student Telephone Directory, as much information is conveyed this way. It is expected that all students will maintain an email account to receive critical program, departmental, and university information.

Mail Distribution

Each graduate student is assigned a mail box which is located just inside the front door of Education 487. Each student should check his/her box weekly. Do not use the university mailing address for your personal use.

Please note that instead of sending individual copies of all department memos to graduate students, we will send a copy to each of the student representatives and post copies on the Psychology bulletin boards outside Education 413 and 487, at the Center for Persons with Disabilities (outside of CPD 118), and on the Counseling and Testing Center's bulletin boards.

Use of Psychology Department Facilities and Supplies

The Department's research and clinical facilities are for faculty and student use. However, use of the labs and research equipment must be scheduled in advance and the particular schedules should be adhered to in order that all students may have an opportunity to utilize the facilities. Word processors, typewriters, and scanners are available to students. The Department does not provide letterhead, postage, or typing of student letters of application for internship, employment, and the like, except on a cost reimbursement basis, for supplies only. Department secretaries are not available to do student typing during working hours. Further, the costs of exchanging thesis and dissertation between students and faculty via mail or Fed Ex, etc. are borne by the student.

Changing Specialty Area Within the Department

Should a student wish to change from one specialty area to another (e.g., Combined PhD program to EAPS), the application must be approved by the faculty of the program the student wishes to enter. Students desiring to transfer may be asked to follow all of the normal admission procedures, deadlines, etc.

Reasons for and Notification of Dismissal from the Department of Psychology Graduate Program

"The student's department and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program, a student must complete requirements in a timely manner. In reviewing a student's progress, several factors will be considered, including demonstrated ability to develop a thesis proposal, independence in the conduct of research, performance on comprehensive examinations, GPA, and special program requirements. Satisfactory progress also involves maintaining the standards of professional ethics and integrity expected in the student's discipline." (USU 2007-2009 General Catalog, p 105).

The Department of Psychology has established and strives to maintain high standards in all of its programs. In keeping with this goal, graduate students are expected to maintain: (1) high academic standards of achievement; (2) consistent and timely progress towards the completion of degree requirements; and (3) high standards of personal conduct and behavior that will reflect positively upon the Department and the psychology profession. To assist in maintaining such standards, any one or more of the factors listed below will result in a faculty committee being convened to consider dismissal of the student from the program. The recommendation of this committee will be forwarded to the Department Head for appropriate action. No dismissal will be arbitrary and students will have a full opportunity to present any extenuating circumstances. A student may be dismissed for any one or more of the following reasons.

1. Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters.¹
2. Failing to complete within eight calendar years of matriculation all requirements for the program into which the student was accepted.
3. Any of the following: (1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in the specialization in psychology for which he/she is preparing; (2) conduct unbecoming a professional psychologist (see APA guidelines); or (3) failure to comply with departmental, college, and university regulations or procedures.
4. Failure to continuing making adequate progress on programmatic requirements (e.g., excessive delay in forming a supervisory committee or completing thesis research).

Procedures for Dismissing a Student From a Graduate Program in Psychology

The following procedures, used by the Department of Psychology, are consistent with those outlined in USU Executive Memorandum 82-2.

1. The student will be informed in writing by the program chairperson and/or department head of the specific reason(s) for the termination decision. The reason(s) will relate to criteria outlined in the preceding section.
2. The student will be provided an opportunity for a departmental hearing during which the student may appeal the decision.
3. All recommendations concerning termination will be made by a departmental committee, designated by the department head, as follows:
 - a. for students without a supervisory committee (GSC), the committee to consider termination will consist of the Department Head, the student's program chairperson and the chairpersons of the other departmental graduate specializations.
 - b. for students with a supervisory committee, the chairperson of that committee will be added to the committee specified in "a" above.
4. The following sequence of events will be followed:
 - a. A letter will be sent to the student by the program chairperson and/or department head stating that the Department is considering program termination. The reasons for considering the program termination will be listed. The appeal process in the Department and the time lines for initiating the appeal process will be clearly identified.

¹Computation of GPA will be based on courses identified by student's department and/or supervisory committee as required graduate work.

- b. If the student is not successful in the appeal process or chooses not to appeal within the stated time lines, a letter recommending termination from the program will be sent to the Graduate School, with a copy to the student. If the Graduate School judges that the reasons for program termination are appropriate and a due process procedure for appeals has been used by the Department, the Graduate School will inform the student that it endorses the recommendation of the Department to terminate the student from the program. The Graduate School will then inform the student of the appeal process that is available to all USU students who feel they have been unfairly treated in academic or employment matters. This appeal process operates through the Vice President for Student Services. Should the appeal to the Vice President for Student Services result in a hearing, the graduate dean will work with the Department to coordinate the presentation at the hearing. At these hearings a panel of two faculty members and one graduate student will review information provided by the student, the Graduate School, and the Department. The panel will make a recommendation to the President of the university.

USU Student Code

Graduate students in the Psychology Department are expected to conduct themselves in a professional manner at all times in line with the USU Student Code. The Student Code is available on the web at <http://www.usu.edu/stuserv/SCode>. The code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

Financial Assistance

Several types of financial support are available to graduate students in Psychology. A brief description of each source of support is outlined below, along with an overview of application and awards procedures and deadlines.

Graduate Assistantships

UTAH STATE UNIVERSITY GRADUATE ASSISTANT POSITIONS

A **graduate instructor** (GI) is a graduate student assigned to teach one or more sections of a course for an entire semester. A GI must be the instructor of record, and a graduate assistant who is an instructor of record must be appointed as a GI.

A **graduate teaching assistant** (GTA) is a graduate student assigned to assist one or more faculty with instruction. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision.

A **graduate research assistant** (GRA) is a graduate student assigned to work under faculty guidance on one or more research projects. GRAs are not paid from E&G funds.

A **general graduate assistant** (GGA) is a graduate student assigned academic duties that do not fall clearly in the GI, GTA, or GRA category; involve nonteaching instructional tasks (for example, grading papers and tests, or managing a computer lab); involve assisting with research; or include a combination of assistantship duties, with no one type of assistantship the predominant assignment.*

Note: Graduate students are also hired by academic units for nonacademic duties and by nonacademic units, such as Physical Plant or Food Services, as student employees. Such employment does **not** qualify the student as a graduate assistant (e.g., there is no eligibility for out-of-state tuition waivers).

*A graduate assistant should be classified as a GI, GTA, or GRA if possible, with a graduate assistant who has both teaching and research assignments classified in the position that will occupy a majority of his/her time. The GGA category should be used for multiple assignments only when it is not possible to identify the predominant assignment or it will change from semester to semester.

Departmental

A number of departmental teaching and research assistantships are available. Applications may be requested from the administrative assistant in the Department. Departmental assistantships range from \$1750 to \$3500 per academic semester. Additional assistantships are available for equipment technicians, and (as funds are available) other departmental projects. The number of assistantships varies from year to year depending on grants awarded and the department budget.

Other

Numerous other assistantships are available in research and community settings. Students should contact their advisors regarding these opportunities. There typically are a limited number of non-university assistantships (e.g., BRMH) available to students each year. Salary is variable; applications should be made to the organizations directly.

Process for Applying for Graduate Assistantships

All Psychology Department graduate teaching assistantships are awarded through the Department of Psychology. Forms for applying for assistantships are available in the Department's open file of graduate student forms. (These forms are also included in admissions application packets.) During February of each year, information is available in the Department on the types of financial aid that are expected to be available for the coming year (based on current budget estimates), the terms of the assistantships, and a description of the nature of the assistantship, including any special competencies that are required. Students should become acquainted with this information and should contact those who control the assistantships in order to express interest and to determine compatibility.

In order to be considered, applications must be submitted to the Psychology Department **no later than February 15** of the year preceding the academic year for which financial aid is requested. For first-year students who need financial aid during their initial year in the program,

the financial aid application must be submitted by January 15 **preceding** their first semester of registration (i.e., the financial aid application must be submitted **with** the admission application package). Returning students should not assume that their assistantships will be automatically renewed, but should apply each year.

Process for Awarding Graduate Assistantships Within the Department of Psychology

Applications for financial aid from both current and incoming students are reviewed, during February and March of each year, by a departmental committee whose members include the department head and all graduate program chairpersons. In addition to taking into consideration faculty assistantship supervisor requests and student preference for specific assistantships, the committee uses the following factors in awarding assistantships:

- Academic progress of the student
- Professionalism/Ethics of the student
- Faculty supervisor(s)'s evaluation(s) of the student's previous and/or current performance on assistantships
- Educational experience and value of work activities associated with the assistantship
- Relevance of the student's preparation and background to the assistantship tasks
- Previous types of financial aid and work experiences of the student
- Number of years the student has been matriculated in a program (financial aid is unlikely after the allotted time to complete the degree has been exceeded).

Letters informing students of the action taken on their application for assistantships will normally be available in the Department on April 1 following the deadline for application submission. Letters will be sent to incoming students not yet on campus. If a student has been awarded an assistantship, a letter indicating the student's acceptance or rejection of the award must be submitted to the Department no later than the following May 15. A student who has not been awarded an assistantship (or other form of financial aid) and wishes to continue to be considered for financial aid (should alternative funding sources materialize) must submit a letter so stating to the Department by April 15.

All funds for assistantships are contingent upon budgetary actions from funding sources including state, university, college, etc. All applications are considered without regard to the applicant's race, creed, color, sex, religion, or national origin.

All graduate assistantships, that meet all School of Graduate Studies requirements, are eligible for a waiver of the out-of-state portion of tuition.

Registration Requirements for Assistants

Maximum credit load for students on teaching assistantships is 12 credits; minimum credit load is 6 credits per semester.

For students on other assistantships, the maximum credit load is 12 credits per semester, minimum credit load is 6 credits per semester except that students conducting research resulting in a thesis or dissertation may register for an additional 4 credits of research and thesis. Students registering for credits in excess of those suggested do so at their own risk.

Fellowships, Tuition Scholarships, and Waivers

This section reviews financial support available to graduate students. Funding and policy changes are ongoing. As such, this information should be used as a guide or starting point. For the most current information, students are referred to the office of graduate studies website, <http://www.usu.edu/graduateschool/>.

Graduate School Fellowships

Fellowship money provided by the School of Graduate Studies is available through the College of Education on a competitive basis. These typically are grants of approximately \$12,000 per academic year, plus providing waivers of out-of-state tuition and in-state tuition remission. These Fellowships carry no work requirements aside from the expectation of excellent academic progress and enrollment in a minimum of 9 credit hours per semester. **They are available only to entering doctoral students** with Graduate Record Exam scores at or above 70% (V), 70% (Q) and 70% (A) plus outstanding letters of recommendation and an overall grade point average of 3.5 or above. Competition for these funds is on a college-wide basis. These fellowships are generally one-year awards only.

Martin Luther King Fellowship

Two of these fellowships are awarded to USU for African American students each year. In addition to the \$2,000 fellowship, the department may award an assistantship, the amount of which varies with the amount of time the student can devote to assistantship activities. Out-of-state tuition is also waived. This requires an enrollment of six credit hours and the maintenance of at least a 3.0 grade point average. More information is available from the Graduate School, Old Main 264, UMC 0900.

Tuition Scholarships, In State Tuition Remission and Out-of-State Waivers

Summary of Requirements/Criteria for In State Tuition Remission: for Doctoral Students Only:

- A minimum GPA of 3.0 is required.
- The student must be employed as a GA on an Employment Action Form for the entire semester, earning at least \$600 per month with a minimum FTE of .50.
- A maximum of 12 graduate credits may be waived each semester.
- The minimum registration requirement is 6 graduate credits.
- The tuition waiver should be requested by the student's degree department, regardless of source of employment.
- Tuition waiver requests are due in the School of Graduate Studies Office three weeks (15 working days) prior to the first day of class. Funds must be used by the last day to add classes.
- Courses added after the last day to add classes are not eligible for tuition remissions.
- If a course is dropped after the date when a full refund is available, the student is responsible for the portion of the tuition that is nonrefundable.
- The Tuition/Waiver Policy is available at <http://www.usu.edu/graduateschool/financial/>.
- Thesis Research (6970) and other courses used in the masters degree in a dual master's/doctoral program **will not** be covered.

Table I

**Instate Tuition Remission
for Doctoral Students**

Base/Monthly Salary	FTE	GA Title*	Waiver Limit	Residency Application	Required Registration
Minimum \$14,400/month	Minimum .50 FTE Maximum .50 FTE	GTA, GI, GRA, GGA, or Fellowship	With master's: 70 credits Without master's: 90 credits	<u>OUT-OF-STATE NONINTERNATIONAL STUDENTS</u> Must obtain residency after 40 credits or pay own tuition	6 graduate credits

Requirements/Criteria for Nonresident Tuition Waivers:

- A minimum GPA of 3.0 is required.
- The student must be employed as a GA on an Employment Action Form for the entire semester, earning at least \$350 per month with a minimum FTE of .25.
- A maximum of 12 graduate credits may be waived each semester.
- The minimum registration requirement must be met (see below).
- The tuition waiver should be requested by the student's degree department, regardless of source of employment.
- Tuition waiver requests are due in the School of Graduate Studies Office three weeks (16 working days) prior to the first day of class. Funds must be used by the last day to add classes.
- Courses added after the last day to add classes are not eligible for tuition waivers.
- If a course is dropped after the date when a full refund is available, the student is responsible for the portion of the tuition that is nonrefundable.

Table II

NONRESIDENT TUITION WAIVERS

Degree Level	Base/Monthly Salary	FTE	GA Title*	Waiver Limit	Residency Application	Required Registration
Master's	Minimum \$16,800 base; \$350/month	Minimum .25 FTE (10 hrs/wk)	GTA, GI, GRA, GGA, or Fellowship	40 credits	<u>OUT-OF-STATE NONINTER NATIONAL STUDENT S</u> Must obtain residency after 40 credits or pay own tuition	9 graduate credits if .25-.375 FTE; 6 graduate credits if .375-.50 FTE
Doctoral	Minimum \$16,800 base; \$350/month	Minimum .25 FTE (10 hrs/wk)	GTA, GI, GRA, GGA, or Fellowship	Without master's degree: 90 credits With master's degree: 70 semesters (up to 4 years)	<u>OUT-OF-STATE NONINTER NATIONAL STUDENT S</u> Must obtain residency after 40 credits or pay own tuition	9 graduate credits if .25-.375 FTE; 6 graduate credits if .375-.50 FTE

A few scholarships which pay tuition fees assessed for nonresident students above the level of the resident tuition are awarded to nonresidents of Utah on a competitive scholarship basis. In addition, a few scholarships waiving resident tuition are awarded to Utah Residents and nonresidents on a competitive basis. Grade point average (usually above 3.7), the Graduate Record Examination scores, and other evidence of scholastic merit are considered in determining these awards. Students receiving these scholarships are expected to enroll for 9 units or more each semester.

Process for Applying for Fellowships

In general, the process for applying for fellowships is identical with the process for applying for graduate assistantships, except that the student should indicate an interest in a fellowship. The same forms and deadlines apply, and the application is made through the Department of Psychology. Student applications for fellowships are screened by the Department's Executive Committee (department head and program chairpersons) and outstanding candidates are recommended for consideration by the College committee described in "Other USU Financial Aid," below.

Process for Awarding Fellowships

Fellowships for Psychology students are awarded by a College-wide committee consisting of the College of Education Dean and representative department heads selected by the College's Department Head Council. Fellowship applications nominated by each department are reviewed during February-March of each year. Criteria for awarding the fellowships are weighted as follows:

- a. GRE scores (total V & Q) = 50%;
- b. GPA = 25%; and
- c. recommendations and other factors (e.g., prior or present positions, publications) = 25%.

Letters informing fellowship recipients will typically be mailed by April 1; students must respond in writing by April 15 if they wish to accept the fellowship.

Other USU Financial Aid

Loans

Graduate students may apply for Federally Insured Student Loans, National Direct Student Loans, and College Work Study through the Financial Aid Office, TSC 106, UMC 1800. More information on these loans and work study programs can be found in the general university bulletin or the Financial Aids Office.

Travel Funds for Conventions

Students who will be traveling to present a paper or a poster display at a psychology-related professional meeting may apply to the Department for travel funds up to \$300 to help defray their travel costs. Students should be aware that USU's Graduate Student Association (GSA) also makes funds available for such purposes, on a competitive basis. Application for GSA travel funds should be made directly to the GSA. Requests to the Department should be made at least three months prior to the date for the professional meeting. A maximum of one trip per year will be funded (July 1st through June 30th).

Other Employment Opportunities

In addition to financial support controlled through the Department, college, or USU's Financial Aids Office, there are numerous opportunities on- and off-campus for students to obtain assistantships or other relevant part-time employment. For example, graduate students in psychology frequently are employed by Help-Line, Hillside Living Center, state and church social service agencies, local correctional agencies, and local school districts.

There is no formal process outlined for applying for such employment; students who seek such opportunities do so on their own. However, students who are not certified or licensed for the particular job need to be supervised by someone who is and follow established procedures for departmental approval of such work.

Student Representation and Responsibilities

The faculty assumes that all graduate students are responsible for progress in their graduate programs and expects them to show initiative and independence in all aspects of their programs. A major function of the Department is to train competent psychologists who can work in research, academic, or applied settings.

All graduate students are expected to maintain the ethical standards espoused by the American Psychological Association and to comply with departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on major departmental committees. In addition, elected graduate student representatives are invited to attend (and vote) in departmental faculty meetings.

For many of the program requirements described previously in this manual, such as grant proposal and article for publication there is a form which must be signed by the GSC members upon completion of the particular requirement. It is the graduate student's responsibility to see that these signed forms are placed in his/her file as soon as the requirement has been met.

Clarification and Procedures for Removing "I" Grade

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the course work because of extenuating circumstances and an "I" grade can be given to allow completion of the class. However, an "I" grade will not be given due to poor performance or to retain financial aid. The term "extenuating circumstances" includes:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks;
2. a death in the immediate family;
3. financial responsibilities requiring a student to alter a course schedule to secure needed employment;
4. change in work schedule as required by employer;
5. or other emergencies deemed appropriate by the instructor.

If there are extenuating circumstances, a student may petition the instructor for time beyond the end of the semester to finish the work. Documentation of the circumstances cited to justify an Incomplete grade is required. If the petition is granted, two grades will be given, an "I" and a temporary letter grade for the course, computed as if the missing work were zero.

The student is required to complete the work by the time agreed upon (which may not be longer than 12 months). If the Instructor submits no change of grade within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course.

Arrangements to complete the missing course work are to be made directly with the Instructor awarding the "I" grade and in accordance with departmental and other USU policies. In the absence of the original Instructor, the department head will handle special circumstances. Documentation of the reasons for granting an "I" grade and required work to be completed in

order to remove the "I" grade must be recorded on this form and filed with the department office and the college office and copied to the Registrar's Office. Resolution of the "I" grade does not involve a complete repeat of the course, **only the completion of the missing course work.** A student does not re-register for the course. Incomplete Grade Documentation Form is located in the forms section of this handbook.

Patricia Lynn Truhn, PhD, 1989, Ball State University - Adjunct Assistant Professor, neuropsychology, assessment, child clinical psychology

Brian Tschanz, PhD, 1998, University of Utah -- Assistant Research Professor, social psychology and the self, and personality and the self.

Lani M. Van Dusen, PhD, 1988, University of Georgia -- Adjunct Associate Professor, educational psychology, human learning and cognition, evaluation techniques.

Beth Walden, PhD, 1997, Utah State University -- Adjunct Research Assistant Professor, REM.

Jean Wollam, PhD, 1986, Brigham Young University -- Adjunct Assistant Professor, educational psychology.

Appendix II: Useful web links

Department of Psychology:

<http://www.usu.edu/psychology>

School of Graduate Studies:

<http://www.usu.edu/graduateschool>

Checklist of Graduate School requirements:

http://www.usu.edu/graduateschool/student_resources/checklist.cfm

Graduate School Forms:

http://www.usu.edu/graduateschool/apply/current_forms.cfm

General Catalog:

<http://www.usu.edu/generalcatalog/2007-2009/>

Animal Care and Use Committee (IACUC):

<http://iacuc.usu.edu>

Institutional Review Board (IRB):

<http://irb.usu.edu>

USU Publication Guide for Graduate Students:

http://www.usu.edu/graduateschool/student_resources/thesis.cfm

Appendix III: Annual Evaluation Form for EAPS Students

UTAH STATE UNIVERSITY
Experimental and Psychological Science (EAPS) Program
Student Annual Review and Evaluation Form (revised April 1, 2007)

To assist graduate students in completing their programs and to provide continuing advisement and counseling assistance, the progress of each student will be reviewed at least annually utilizing this form. Advisor and student should complete the form together. When form is complete and signed, make copies for the advisor, the student, and the EAPS Graduate Program Coordinator.

1: General information

Name:
EMAIL ADDRESS:
Advisor / committee chair:
Admission date:
Credits completed:
Date of this review:

2. Progress toward completion of program

	Yes	No
a. Permanent advisor chosen:		
b. Supervisory committee chosen		
c. Program of study approved and submitted to School of Graduate Studies		

d. Thesis / dissertation

	Proposed:	Topic:		Defended:
<i>Thesis</i>				
<i>Dissertation</i>				

	Yes	No
e. Research Competency I (Presentation at professional meeting) has been demonstrated		
f. Research Competency II (Manuscript written and submitted for publication) has been demonstrated:		
g. Research Competency III (Research or Training Grant application written) has been demonstrated:		
h. Application for candidacy approved by Supervisory Committee and submitted to School of Graduate Studies		

3. Evaluation

	Acceptable	Marginal	Unacceptable	N/A
a. Performance in coursework:				
b. Performance in ongoing research or scholarly activity:				
c. Performance in assistantships or internships:				
Current assignment:				
d. Interactions with faculty:				
e. Progress towards dissertation / thesis:				

f. Comments on any of the above (student may also comment here [optional]):

4. Recommendation

a. Progress is acceptable:
If yes, sign and send a copy to Program Coordinator
If no, complete Section 5

Yes	No

5. If items in Section 2 have not been completed after 5 years, what should be done?

a. Re-evaluate after 1 more year		
b. Advise additional consultation: <i>Indicate who should be consulted:</i> <i>Program coordinator, Department Chair, Dean of CEHS, Dean of Graduate Studies</i>		
c. Advise student to withdraw from program		

5. Signatures; please send a copy of the signed form to the Program Coordinator

Advisor:

Student:

Student's signature does not necessarily imply agreement.