

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

USU Department of Psychology

2015-2016

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Introduction

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

the General Catalog (<http://catalog.usu.edu/>),
the Department of Psychology (<http://psychology.usu.edu/>), 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 these 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

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; that is, someone who is capable of contributing to the knowledge base in their chosen field of emphasis. Students in the EAPS programs are expected to align themselves with an Emphasis Area. Currently these include Behavior Analysis; Cognition, Brain, & Behavior; and Sociobehavioral Epidemiology.

The EAPS program is a full-time graduate program. Students entering with a baccalaureate degree must complete a **Second Year Project (see pg. 10) within 2 years** and the **Ph.D. within 5 years. Students entering with a Master's degree are expected to complete the requirements for the Ph.D. within 4 years.** Failure to make appropriate progress toward completing the program within these timelines can result in dismissal from the program.

All students are required to pass a comprehensive exam before advancement to candidacy for the Ph.D. degree. Students entering with a baccalaureate must pass the comprehensive exam prior to the beginning of their 4th academic year in the program. Students entering with a Master's degree must complete the comprehensive exam prior to the beginning of their 2nd academic year in the program. Comprehensive exams differ for the emphasis areas and are described in the emphasis-specific sections beginning on page 14.

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. These experiences must include **involvement in research above and beyond the Second Year Project and Dissertation projects.** Involvement in such research is evaluated during the yearly evaluation process. Prior to receipt of the Ph.D., students complete a series of **Professional Milestones** including presenting research at a professional meeting, writing and submitting a grant, and publishing a paper. Specific requirements for the program are described in further detail in the sections that follow.

Timeline

To assist in planning, checklists are available from the Graduate School:

1. Graduate Supervisory Committee (GSC) Formed and Approved

Graduate School policy suggests that **PhD Committees** should be formed by the end of the **third semester**. The committee will consist of five members with at least one member from outside the Department. The chairperson and two members of the committee must be from the Psychology Department. A faculty member outside the department may act as co-chairperson. Only one member of the committee can hold the "adjunct" title.

Although many student-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 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.

Students need to 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://rgs.usu.edu/graduateschool/forms> Please follow the instructions on the form.

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. 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. Changes to the Program of Study should be made only once per year during the annual student evaluation process in the Spring.

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 dissertation proposal. This is done by meeting with the GSC chairperson to define a research problem and develop the proposal. A guide for 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 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. 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 of collecting data**. 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 of collecting data**. 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. 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 dissertation.

8. 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 continue making revisions until the product is adequate and should not expect the chairperson to do the rewriting.

9. Application to Candidacy Form Completed (Ph.D. 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, **including successful completion of the Emphasis Area specific comprehensive exam**. The form can be obtained on-line at <http://rgs.usu.edu/graduateschool/forms> and must be submitted to the department. Prior to being admitted to the candidacy students are required to have:

- Completed the majority of their coursework
- Successfully defended their dissertation proposal
- Successfully passed their comprehensive examination

10. Defense of 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://usu.edu/graduateschool/degree_completion/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 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 dissertation. The final oral examination should be scheduled at least eight weeks prior to graduation. Following the final defense, the final copy of the 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 without the signatures of **all** committee members may be sent out by the Graduate Dean for external review.

Approval of a completed 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 on the 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 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.

Second Year Project

Students entering with a baccalaureate degree must complete a **Second Year Project during the first 5 semesters** of the program. This project is developed with the student's primary faculty mentor starting early in the first semester.

Semesters 1, 2, Summer:

With the guidance of the primary mentor, the student will produce a proposal document. Each Emphasis area has specific requirements for the project and these can be found in the Emphasis Area descriptions beginning on page 14.

Semester 3:

Students will present (15 min) their proposal at the Fall meeting of all EAPS faculty and students. The proposal will be delivered to the Emphasis Area faculty two weeks before the presentation. An Abstract will be delivered to all EAPS faculty and students via the meeting organizers.

Semesters 3, 4, & Summer:

Students will complete the project and prepare the publication quality paper with feedback from the primary mentor.

Semester 5:

Students will present (15 min) the final paper at the Fall meeting of all EAPS faculty and students and then defend the project at a meeting of the specific Emphasis Area Seminar (Psyc 7090).

Doctoral Degree Courses—Entering with Bachelor's

The program includes training in core areas for all students and extensive research experience. Students also complete a series of professional milestones en route to the Ph.D. (described on page 14). Students must also select an area of emphasis in which they can acquire more in-depth knowledge in their area. Specific courses associated with each emphasis area can be found in the Emphasis Area section below.

Program Seminar (10 credits total)

Psych 7090	EAPS Program Seminar (1 credit /semester)	10 cr
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All students are required to register for and attend one section (i.e., 1 cr) of the EAPS Program Seminar every semester. Program seminar attendance and performance form part of students' yearly evaluation.

Methodology Courses (9 credits)

Psych 6570	Introduction to Educational and Psychological Research	3 cr
Psych 6600	Research Design and Analysis I <i>(Requires completing Psych 6570 and passing pretest)</i>	3 cr
Psych 7610	Research Design and Analysis II	3 cr

Ethics (2 credits)

Psych 7250	Professional Ethics and standards	2 cr
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Emphasis Areas Specific Electives (30 credits)

30 cr

Students must complete an additional 30 credits of course work related to their Emphasis Area and approved by their supervisory committee as part of the Plan of Study. These credits may include additional Independent Study/Reading credits. Emphasis areas and their specific requirements are described below.

Independent Study/Reading (9 credits total)

7 cr

Psych 6900	and/or Psych 6910	
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Dissertation (12 credits)

Psych 7970	Dissertation	12 cr
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Total		70 cr
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Doctoral Degree Courses—Entering with Master's

Students entering with a Master's degree must complete a total of 51 credit hrs to complete the Ph.D. Students should work closely with their primary advisor and their supervisory committee to construct a Plan of Study consistent with their area of emphasis and remedying any training deficits identified in prior coursework. Students also complete a series of professional milestones en route to the Ph.D. (described on page 13).

Program Seminar (8 credits total)

Psych 7090 EAPS Program Seminar (1 credit /semester) 8 cr

All students are required to register for and attend one section (i.e., 1 cr) of the EAPS Program Seminar every semester. Program seminar attendance and performance form part of students' yearly evaluation.

Emphasis Areas Specific Electives (22 credits)

22 cr

Students must complete an additional 22 credits of course work related to their Emphasis Area and approved by their supervisory committee as part of the Plan of Study. These credits may be composed in part of additional Independent Study/Reading credits. Emphasis areas and their specific requirements are described below.

Independent Study/Reading (9 credits total)

9 cr

Psych 6900 and/or Psych 6910

Dissertation (12 credits)

Psych 7970 Dissertation 12 cr

Total **51 cr**

Professional Milestones

Prior to the final defense of the dissertation, student must complete the 3 professional milestones described below. Completion of milestones is verified by the dissertation committee and documented on the yearly evaluation.

1) Paper Presentation

All students in the program must serve as the presenting author of a presentation at an appropriate professional venue.

2) Published Article

All students in the EAPS program are expected to make substantial author-level contributions to at least one published article based on work conducted at USU prior to the dissertation defense. Most students in the program serve as authors on multiple such articles. This requirement is in addition to the publication quality paper required as part of the Second Year Project.

3) Grant Proposal

All students in the program must complete and submit a grant proposal appropriate to their area or research. Decisions about the target and scope of the proposal must be made in collaboration with the major professor and dissertation committee.

Emphasis Areas

Students in the EAPS programs are expected to align themselves with an Emphasis Area. Currently these include Behavior Analysis; Cognition, Brain, & Behavior; and Sociobehavioral Epidemiology. In addition to attending the weekly Psych 7090 seminar for their emphasis area, students are required to complete coursework appropriate for their chosen emphasis area. Students are responsible for determining the courses and experiences that best suit his/her needs in collaboration with their supervisory committees and as formalized in the student's Plan of Study.

Students in all emphasis areas are required to pass a comprehensive exam prior to advancement to doctoral candidacy. **Students entering with a baccalaureate must pass the comprehensive exam prior to the beginning of the 4th academic year in the program. Students entering with a Master's degree must pass the comprehensive exam prior to the beginning of their 2nd academic year in the program.** Comprehensive exams vary for the different emphasis areas and are described below. Comprehensive exams must be submitted no later than 30 days prior to these deadlines so that faculty members will have adequate time to grade the submission before the deadline expires. Students failing the comprehensive exam or failing to pass the exam by the deadlines outlined above will not be advanced to doctoral candidacy and will be dismissed from the EAPS program.

Behavior Analysis Emphasis

Recommended Courses

Psych 6650	Theories of Learning: The Behavioral Perspective	3 cr
Psych 6670	Neuropsychopharmacology	3 cr
Psych 7810	Behavioral Pharmacology	3 cr
Psych 7810	Behavioral Economics	3 cr
Psych 7810	Neuroeconomics	3 cr
Psych 7810	Neuroscience 1	3 cr
Psych 7810	Neuroscience 2	3 cr
Psych 7810	Neuropharmacology	3 cr
Psych 7810	Neuroscience of Psychiatric Disease	3 cr
Psych 7810	Methods in Neuroscience	3 cr
Psych 7110	Advanced Cognition	3 cr
Psych 7720	Advanced Behavior Analysis in Educ (Special Ed.)	3 cr
Psych 6510	Social Psychology	3 cr
Psych 7530	Advanced Developmental Psychology	3 cr
Psych 7670	Literature Reviews in Education and Psychology	2 cr
Psych 7700	Grant Writing	3 cr
Psych 7780	Multivariate Analysis I	3 cr
Psych 7790	Multivariate Analysis II	3 cr
Psych 7640	Advanced Psychometrics	3 cr
Psych 7650	Multilevel & Marginal Models	3 cr

Second Year Project

The Behavior Analysis 2nd year project proposal will include a review of the relevant literature and propose a novel research question. The proposal will consist of an Introduction, Methods, and Expected Results/Interpretation sections (20 pages double spaced max).

Comprehensive Exam

The comprehensive exam consists of a 6-page (excluding references) single-spaced research proposal in an area chosen by the behavior analysis faculty. Once the topic is chosen, students will have 3 weeks to complete the proposal (usually in the summer).

Comprehensive exams are completed without the aid of others (e.g., the student's advisor, prior instructors, peers). The exam is graded pass/fail by the emphasis-area faculty.

The proposal should review the relevant area of research, identify a *significant* gap in knowledge in that area, and propose a novel, interesting, and methodologically sound experiment to fill that gap.

The proposal must include the following sections:

- 1) Specific Aims
- 2) Background and Significance
- 3) Methods
- 4) Expected Results and Interpretations
- 5) Potential Pitfalls and Future Directions.

Cognition, Brain, & Behavior Emphasis

Emphasis Area Electives--Entering with Bachelor's

30 credits from a committee-approved combination of the following suggested courses:

Psych 6200	Fundamentals of Neuroscience (I)	3 cr
Psych 6210	Fundamentals of Neuroscience (II)	3 cr
Psych 6650	Theories of Learning: The Behavioral Perspective	3 cr
Psych 6660	Cognition and Instruction	3 cr
Psych 6670	Neuropsychopharmacology	3 cr
Psych 6810	Behavioral Pharmacology	3 cr
Psych 6810	Behavioral Economics	3 cr
Psych 6810	Advanced Topics in Psychophysics	3 cr
Psych 7110	Advanced Cognition	3 cr
Psych 7530	Advanced Developmental Psychology	3 cr
Psych 7640	Advanced Psychometrics	3 cr
Psych 7650	Multilevel and Marginal Models	3 cr
Psych 7810	Neuropharmacology: Brain, Drugs and Behavior	3 cr
Psych 7810	Neuroeconomics	3 cr
Psych 7810	Mechanisms of Neuropsychiatric Disease	3 cr
Psych 7810	Methods in Neuroscience	3 cr
Psych 7820	Neuropsychology	3 cr
Psych 7840	Psychopharmacology	3 cr

Emphasis Area Electives--Entering with Master's

22 credits from a committee-approved combination of the following suggested courses:

Psych 6200	Fundamentals of Neuroscience (I)	3 cr
Psych 6210	Fundamentals of Neuroscience (II)	3 cr
Psych 6650	Theories of Learning: The Behavioral Perspective	3 cr

Psych 6670	Neuropsychopharmacology	3 cr
Psych 7110	Advanced Cognition	3 cr
Psych 7530	Advanced Developmental Psychology	3 cr
Psych 7640	Advanced Psychometrics	3 cr
Psych 7650	Multilevel and Marginal Models	3 cr
Psych 7810	Neuropharmacology: Brain, Drugs and Behavior	3 cr
Psych 7810	Neuroeconomics	3 cr
Psych 7810	Mechanisms of Neuropsychiatric Disease	3 cr
Psych 7810	Methods in Neuroscience	3 cr
Psych 7820	Neuropsychology	3 cr

Second Year Project

The Cognition, Brain and Behavior 2nd year project will be a publication-quality empirical, theoretical, computational, methods, or review paper. For a review/theoretical project, the proposal will include a review of the relevant literature. For an empirical/computational/methods project, the proposal will include an introduction (brief review of the relevant literature), methods and expected results / interpretation of results. The proposal will be 20 pages double spaced max.

Comprehensive Exam

The comprehensive exam consists of a 6-page (excluding references) single-spaced research proposal in an area chosen by the CBB faculty. Once the topic is chosen, students will have 3 weeks to complete the proposal (usually in the summer).

Comprehensive exams are completed without the aid of others (e.g., the student's advisor, prior instructors, peers). The exam is graded pass/fail by the emphasis-area faculty.

The proposal should review the relevant area of research, identify a *significant* gap in knowledge in that area, and propose a novel, interesting, and methodologically sound experiment to fill that gap. The proposal must include the following sections:

- 1) Specific Aims
- 2) Background and Significance
- 3) Methods
- 4) Expected Results and Interpretations
- 5) Potential Pitfalls and Future Directions.

Sociobehavioral Epidemiology Emphasis

Required Courses: Quantitative Methods (14 credits)

Psych 7640	Advanced Measurement Theories & Practice	3 cr
Psych 7650	Multilevel & Marginal Models	3 cr
Psych 7670	Literature Reviews in Education and Psychology	2 cr
Psych 7780	Multivariate Analysis I	3 cr
Psych 7790	Multivariate Analysis II	3 cr

Required Courses: Foundations (Take 2 of the following for 6 credits)

Psych 6510	Social Psychology	3 cr
Psych 6650	Theories of Learning	3 cr
Psych 6660	Cognition	3 cr
Psych 7100	Neuroscience I	3 cr
Psych 7110	Advanced Cognition	3 cr
Psych 7230	Theory and Research in Personality	3 cr

Elective Courses: Concentrations (Depending on # of 6900 and 7090 credits accrued, take 9-12 elective credits)

Listed below are suggested clusters/courses, doctoral committee may approve others for individual programs of study

Health/Neuro Concentration

HEP 6100	Current Trends in Health Promotion	3 cr
HEP 6800	Seminar in Health Behavior	3 cr
PSY 6470	Health Psychology	3 cr
PSY 6670	Neuropsychopharmacology	3 cr
PSY 6800	Behavioral Pharmacology	3 cr
PSY 7810	Neuroscience I	3 cr
PSY 7810	Neuroscience II	3 cr
PSY 7810	Neuroscience Methods	3 cr
PSY 7810	Neuroeconomics	3 cr
PSY 7810	Neuropsychiatric Disease	3 cr
SOC 6460	Sociology of Health	3 cr
SOC 7620	Sociology of Environmental Hazards & Risks	3 cr
SOC 7640	Population & Environment	3 cr

Methodology Concentration

EDUC 6770	Qualitative Methods I	3 cr
EDUC 6780	Qualitative Methods II	3 cr
HEP 6000	Evaluating Health-Promotion Programs	3 cr
POLS 6120	Program Assessment & Evaluation	3 cr
PSY 6010	Introduction to Program Evaluation	3 cr
PSY 7700	Grant Writing	3 cr
SOC 6200	Social Demography	3 cr
SOC 6230	Techniques of Demographic Analysis	3 cr
SOC 7100	Advanced Survey Techniques	3 cr
SOC 7110	Advanced Sociological Analysis	3 cr
SPED 6700	Single Subject Research Methods & Designs	3 cr

Social Policy Concentration

APEC 6700	Regional & Community Economic Development	3 cr
APEC 6710	Community Planning & Impact Analysis	3 cr
FCHD 6420	Housing Policy & Issues	3 cr
FCHD 6430	Economics of Aging	3 cr
FCHD 7230	Family & Social Policy	3 cr
POLS 6020	Public Policy Analysis	3 cr
POLS 6100	Introduction to Public Administration	3 cr
SOC 6630	Natural Resources & Social Development	3 cr
SOC 7440	Crime & Society	3 cr
SOC 7660	Environment & Social Inequality	3 cr
SOC 7720	Community Theory & Research	3 cr
SW 6300	Social Policy Analysis	3 cr
SW 6600	Policy & Administration	3 cr

Second Year Project

With the guidance of the primary mentor, the student will develop a proposal of an empirical study (Fall, Spring, and Summer of Year #1). The proposal will include Introduction and Method sections for the publication quality paper (10-15 pages double-spaced). The student will receive detailed feedback on the proposal in the SE area seminar (Psych 7090) during Fall Semester of Year #2. The student will complete the research project and prepare the publication-quality paper with feedback from the primary mentor during the second year in the program. The student will defend the final paper in Psych 7090 during Fall semester of Year #3. Students entering the program in semesters other than the Fall will need to follow the above schedule as closely as possible.

Comprehensive Examinations

Rationale: Prior to commencing work on the doctoral dissertation, all graduate students are required to first pass a comprehensive examination (“the exam”). The purpose of the exam is to evaluate the student’s ability to 1) integrate knowledge gained from coursework and research experiences and 2) use that knowledge to write a grant proposal addressing a meaningful research problem relevant to SE (e.g., prevention, methodology, policy).

Procedure: Prior to commencing the grant proposal, the student should discuss the research topic to be addressed as well as an appropriate grant mechanism (e.g., NIH NRSA, NSF, dissertation grants) with their faculty advisor. The student will have six weeks from this point to write the complete grant proposal. The grant proposal is then submitted electronically to the student’s faculty advisor for evaluation by a committee of no fewer than three SE faculty members. In some cases, the committee may include faculty members from outside of SE (all committee members must be tenured or in tenure-track positions). Membership on this committee is determined by the faculty advisor in consultation with other SE faculty members. The proposal should 1) be a full-scale, ready-to-submit grant proposal giving adequate attention to theoretical and methodological issues, 2) address 2-3 aims or research questions, and 3) include only the body of the grant; it is not necessary to include a budget, information about key personnel, letters of support, etc.

Evaluation: The submitted grant proposal is reviewed and evaluated independently by each member of the exam committee. There are several domains in which the proposal will be evaluated, including: clarity of writing; aims; background and significance; methods (design, sampling, measures, data analysis, power), and alignment across grant sections. Each domain will receive a score of 1 (poor), 2 (fair), or 3 (good). In addition, each faculty member will evaluate the strengths and weaknesses of each section of the grant proposal. The final exam grade, as determined by the consensus of the committee, will either be: 1) Pass, 2) Revise and Resubmit; or 3) Fail. A “Pass” indicates that the student has completed the requirement and the written exam was satisfactory. A “Revise and Resubmit” indicates that the exam requires minor to moderate revisions before the proposal can be considered satisfactory. The student will typically be required to revise and resubmit specific components of the exam (e.g., inadequate background, inappropriate data analysis) or address a widespread issue identified in the exam (e.g., poor writing quality; disconnect among aims, methods, and data analysis). Students who receive a “Revise and Resubmit” will then be given two weeks to resubmit the exam for re-evaluation by the committee; thus providing an additional, single opportunity to “Pass” or “Fail” the exam. Students who receive a Fail grade will be dismissed from the program. Students will receive their exam grade and a summary of both the evaluation scores and committee member comments approximately one month after an exam has been submitted.

Timing: The comprehensive examination may be commenced after the 1st and 2nd year project is completed, typically during the 3rd year of graduate studies. As faculty members are not on contract during the summer months they will not be available to evaluate exams at that time.

Waiver: If a graduate student wrote a grant that was awarded (providing at least one academic year of funding) prior to the time of the exam, a waiver may be considered. However, this grant cannot be for fellowship, training, or travel purposes and must have been developed and written independently by the student. The decision for a waiver will be determined by the graduate student's dissertation committee.

Other Information: There are no formal study materials or reading lists for the exam. The student must work on their proposal independently; assistance or consultation of any kind from any person will result in failure of the exam.

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:

- Research skills and progress
- Progress toward completion of the program
- Didactic coursework
- Assistantship performance
- Other accomplishments and/or concerns

Students who fail to maintain acceptable progress may be dismissed from the program

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 or 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 to summer semesters. Use of the Continuing Registration Fee alternative requires the approval of the Department Head and Graduate School.

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.

Student Representatives

One EAPS student is elected annually by his/her fellow students to represent the EAPS graduate students at department meetings. 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.

Use of Psychology Department Facilities and Supplies

The Department's research and clinical facilities may be used by faculty and students; however, students should follow all applicable scheduling guidelines. Most student work spaces are equipped with computers for student use. However, students should not print personal documents (including class papers, theses, and dissertations) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Department staff are not available to do student word-processing (including formatting of theses and dissertations) during working hours. Further, the cost 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 EAPS 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 the program within the timeframes described above
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).
5. Failure of the comprehensive exam.

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 awards).

*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.

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.

Appendix I: Useful web links

Department of Psychology:

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

School of Graduate Studies:

<http://usu.edu/graduateschool>

Checklist of Graduate School requirements:

http://usu.edu/graduateschool/degree_completion/pdf/PlanA_Checklist.pdf

http://usu.edu/graduateschool/degree_completion/pdf/Doctoral_Checklist.pdf

Graduate School Forms:

<http://rgs.usu.edu/graduateschool/forms>

General Catalog:

<http://catalog.usu.edu/>

Institutional 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://usu.edu/graduateschool/training/doc/Publication_Guide.pdf

Supervisory Committee Approval

http://usu.edu/graduateschool/degree_completion/pdf/Committee.pdf

Finances

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

Student Code

<http://usu.edu/student-services/studentcode/>

Appendix II: STUDENT SELF-ASSESSMENT / EVALUATION

Experimental and Psychological Science Program
Psychology Department
Utah State University

Date: _____

Student: _____

Faculty Advisor: _____

Year Entered EAPS Program: _____

Entered with a Master's Degree? Yes ___ No ___

Due Date:

It is important to complete Pages 1 & 2 of this form and provide it to your faculty advisor ELECTRONICALLY by the due date in order to ensure that you receive a yearly evaluation. Each student in the EAPS program must receive a yearly evaluation to maintain good standing in the program. Your faculty mentor will review the full evaluation with you after the faculty evaluation process is complete.

Instructions:

- 1) Attach copies of your:
 - a. *Updated* Plan of Study. Please ensure that your Plan of Study is current and accurate.
 - b. Current Supervisory Committee Forms
 - c. Transcript with course grades
 - d. CV

- 2) Complete the sections below.

- 3) Provide these materials to your faculty advisor by the due date for your annual evaluation.

PART I: To be completed by student

Milestones completed since entering the program: (enter semester completed)

_____ 2nd Yr Project Proposed

_____ Presentation

_____ 2nd Yr Project Completed/Approved

_____ Grant Submitted

_____ Paper published

_____ Comprehensive Exam Passed

_____ Doctoral Committee Approved

_____ Doctoral Program of Study Approved

_____ Dissertation Proposed

List your accomplishments in the previous academic year (e.g., presentations at professional conferences, publications submitted or accepted, grants submitted or funded, courses taught).

Briefly describe areas in which you feel you need to improve.

Part II: To be completed by Faculty

Faculty Evaluation of Student Performance

EAPS students are expected to:

Earn A's in all of their courses. A grade of "C" is "Unacceptable".

Be productively involved in research for the duration of the program leading to publishable products.

Actively participate in a Psych 7090 Program Seminar.

Be mature, professional, and involved departmental/program citizens.

Students demonstrating *Unacceptable* performance in any of these areas may be dismissed from the EAPS program

Note: Performance is rated as "Exceptional" only for truly unusually exceptional accomplishments in an area.

	Unacceptable 1	2	Meeting Expectations 3	4	Exceptional 5
Involvement in Research					
Program Seminar Participation (attendance and quality)					
Maturity/Professionalism					
Ability to Work with Others					
Responsiveness to feedback					
Performance in Assistantships					

Timely Progress Toward Completion of Program					
Course Grades					

Comments / Recommendations:



Standing in Program: Good__ Probationary__ Recommend Dismissal__



Faculty Advisor

Student

Chair EAPS Steering Committee
