

Handbook for Ph.D. Students in the Quantitative Psychology Specialization

USU Department of Psychology

2018-2019

Department of Psychology
Eccles-Jones Education Building Room 487
Utah State University
2810 Old Main Hill
Logan, UT 84322-2810

Psychology Department Head: Scott C. Bates

Specialization Coordinator: Christian Geiser
E-mail: christian.geiser@usu.edu

Table of Contents

Introduction.....	3
Quantitative Psychology Specialization Overview.....	3
Coursework.....	5
Professional Milestones.....	6
Second Year Project.....	6
Comprehensive Exam.....	7
Doctoral Dissertation.....	8
Additional Policies and Procedures.....	10
Appendix: Example Annual Student Evaluation Form.....	15

Introduction

This handbook provides information for students enrolled in the Quantitative Psychology specialization within the Ph.D. program in the Department of Psychology at Utah State University. The purpose of the handbook is to convey program requirements, milestones, and 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://rgs.usu.edu/graduateschool/>).

Please consult original sources as necessary to clarify or supplement the information provided 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.

Quantitative Psychology Specialization Overview

In the Quantitative Psychology specialization, students are trained to develop, evaluate, and apply new methods for quantitative psychological and social science research. Students who successfully complete the program will acquire in-depth knowledge and technical skills in Quantitative Psychology and Psychological Science more generally. The program is designed to produce experts in research; that is, someone who is capable of contributing to the knowledge base in the field.

The program is a full-time graduate program. **Students entering with a baccalaureate degree are expected to complete the Ph.D. within 5 years. Students entering with a Master's degree are expected to complete 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.

Graduate Supervisory Committee (GSC) and Program of Study

Students are admitted to the program to work with a specific primary faculty mentor. In addition, with guidance from the primary faculty mentor, a graduate supervisory committee (GSC) should be formed at the latest by the end of the **third semester**. The GSC is responsible for guiding the student in completing appropriate course work and serves as the student's dissertation committee. The GSC will define course work requirements for each student to meet individual needs.

The GSC consists of five members with at least one member from outside the Psychology Department. The student's primary faculty mentor typically serves as the GSC chairperson. At least three members of the committee including the chairperson must be from the Psychology Department and at least two members including the chairperson must be Quantitative Psychology area faculty. A faculty member outside the department may act as co-chairperson. Only one member of the committee can hold the "adjunct" title.

After consulting with the primary faculty mentor, it is the student's responsibility to approach potential committee members to invite them 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/>

Once the GSC has been formed, it is suggested that the student and committee meet early to develop the Program of Study. When approved, the Program of Study becomes the program for which the

student will be held accountable. Changes to the program of study must be approved by the student, primary faculty mentor, and department head.

Overview of Program Requirements and Timeline

(1) Students must complete 70 credit hours of **Coursework** (Master's students: 51 credit hours). Details are provided in the **Coursework** section on Page 5.

(2) Students must complete a set of **Professional Milestones** prior to the final defense of their doctoral dissertation. Details are provided in the **Professional Milestones** section on Page 6.

(3) Students must complete a **Second Year Project** within their first five semesters in the program. Details are provided in the **Second Year Project** section on Page 6.

(4) Students must pass a **Comprehensive Exam (COMP)** before the beginning of their 4th academic year in the program. Details are provided in the **COMP** section on Page 7.

(5) Students must complete a **Doctoral Dissertation**. Details are provided in the **Doctoral Dissertation** section on Page 8.

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

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

Questions and concerns involving a candidate's course of study, including the candidate's progress, standing in the program, and lab-specific conflicts, should be resolved with the candidate's primary faculty mentor without involving other parties (e.g., other professors or the Department Head). Incidents of harassment, sexual misconduct, or discrimination should be reported to the University Affirmative Action/Equal Opportunity Office.

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 primary faculty mentors 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, including summer months. 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.

Coursework

Students entering with a Bachelor's degree are required to complete 70 Credit Hours selected from the list below based on a plan of study developed with their Graduate Supervisory Committee (GSC). Students entering with a Master's degree are required to complete 51 Credit Hours from the same list.

Course Prefix and Number	Title	Credit Hours
Required Courses		
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6600	Research Design and Analysis I	3
Psy 7070	Advanced Measurement Theories and Practice	3
Psy 7090	Quantitative Psychology Program Seminar	10
Psy 7250	Professional Ethics and Standards	2
Psy 7610	Research Design and Analysis II	3
Psy 7780	Multivariate Statistical Analysis I	3
Psy 7790	Multivariate Statistical Analysis II	3
Psy 7900 and/or Psych 7910	Independent Study; Independent Research	7
Psy 7970	Dissertation	12
	Sub-Total	49
Elective Courses (examples; must take 21 credits)		
Psy 7650	Multilevel and Marginal Models	3
Psy 7670	Literature Reviews in Education and Psychology	3
Psy 7700	Grant Writing	3
Educ 6770	Qualitative Methods I	3
Educ 6800	Mixed Methods	3
Soc 6230	Techniques of Demographic Analysis	3
Soc 7100	Advanced Survey Techniques	3
Stat 5120	Categorical Data Analysis	3
Stat 6650	Statistical Learning	3
Soc 6200	Social Demography	3
Soc 7720	Community Theory & Research	3
	Sub-Total	30
	Total Number of Credits	70

Professional Milestones

Prior to the final defense of the doctoral dissertation, student must complete the three professional milestones described below. Completion of milestones is verified by the faculty mentor and/or dissertation committee and documented in the yearly graduate student evaluation.

1) External Professional Presentation

All students must serve as the presenting author of a presentation at an appropriate external professional venue (e.g., conference or other professional meeting outside of Utah State University).

2) Peer-Reviewed Paper Published

All students are expected to make substantial author-level contributions to at least one peer-reviewed published article based on work conducted at USU prior to the dissertation defense. Most students in the program serve as an author on multiple such articles and generally serve as the lead author on at least one publication prior to their dissertation defense.

3) Grant Proposal Submitted

All students must complete and submit a grant proposal appropriate to their area or research (e.g., a National Science Foundation Graduate Research Fellowship application). Decisions about the target and scope of the proposal are made in collaboration with the major professor and/or dissertation committee.

Second Year Project

All students must complete a **Second Year Project during the first 5 semesters** of the program in order to be eligible to take the Comprehensive Exam (COMP, see p. 7). The goal of the Second Year Project is for students to get involved in quantitative research early on in their graduate career and complete their first lead-authored publication-quality paper by the end of their second year in the program. The Second Year Project is developed with the guidance of the student's primary faculty mentor starting in the first semester.

The Second Year Project addresses a novel research question in the field of Quantitative Psychology and should result in a paper that is publishable within one of the top-tier peer-reviewed journals in the field (e.g., *Behavior Research Methods*, *Frontiers in Psychology: Quantitative Psychology and Measurement*, *Multivariate Behavioral Research*, *Psychological Methods*, *Psychometrika*, *Structural Equation Modeling*). Examples of projects include developing a new statistical method, rigorously evaluating existing methods (e.g., with a simulation study), and/or specifying a theoretical/mathematical framework for a new technique. The final document should be a full-length manuscript (25-40 pages of text).

In rare instances, the requirement of completing a Second Year Project may be waived for students entering with a Master's degree if deemed appropriate by their primary faculty mentor and the other faculty in the specialization area. **Failure to complete the Second Year Project within the first 5 semesters may result in dismissal from the program.**

The specific timeline for the completion of the Second Year Project is described below:

Semesters 1, 2, Summer:

With the guidance of the primary mentor, the student will produce a proposal document. The project proposal includes a review of the relevant literature and proposes a novel methods development or other research question relevant to the field of Quantitative Psychology. The proposal consist of an Introduction, Methods, and Expected Results/Interpretation sections (20

pages double spaced maximum). **The complete proposal document must be submitted to all quantitative faculty by email no later than the 5:00 P.M. on first business day in September of the student's beginning 3rd semester.**

Semester 3:

Students will present (15 min.) their proposal at the Fall meeting of all faculty and students associated with the various experimental specializations. An abstract for the presentation must be provided to all experimental faculty and students via the meeting organizers. In addition to the 15 min. presentation, students will defend their proposed project in the Quantitative Psychology Seminar (Psyc 7090). The quantitative faculty will meet after the candidate's defense and vote on the following outcomes of the proposal: 1) the candidate may proceed with the project or 2) the candidate may not proceed with the project. In the event that the proposed project cannot proceed, the candidate will be placed on probation for the academic year and will be required to produce a new proposal for the following year.

Semesters 3, 4, & Summer:

With the guidance of the primary mentor, students will complete the project and prepare a publication-quality paper.

Semester 5:

The final publication-quality paper must be submitted to all Quantitative Psychology faculty by email no later than the 5:00 P.M. on first business day in September of the student's beginning 5th semester. Students will present (15 min.) the publication-quality paper at the Fall meeting of all experimental faculty/students. In addition, students will defend the paper at a meeting of the Quantitative Psychology Seminar (Psyc 7090). The quantitative faculty will meet after the candidate's defense and vote on the following outcomes of the project: (1) Pass with recommendation to proceed to the Comprehensive Exam phase; (2) Pass with recommendation to leave the program with a Plan B Terminal Master's degree; (3) Fail. A grade of "Fail" results in the student being dismissed from the program.

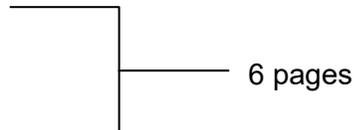
Comprehensive Exam

Students are required to pass a Comprehensive Exam (COMP) prior to advancement to doctoral candidacy. **Students must pass the COMP prior to the beginning of the 4th academic year in the program.** The goal of the COMP is for students to demonstrate their ability to (1) come up with novel research questions of a broader scope within the field of Quantitative Psychology and (2) serve as principal investigators on research grant applications.

The COMP consists of a 7-page (excluding references) single-spaced research grant proposal relevant to the field of Quantitative Psychology. The proposal should review the relevant area of research, identify a significant gap in knowledge in that area, and propose a novel, interesting, well-justified, and methodologically sound multi-aim research project to fill that gap. Students are allowed to discuss relevant topics with, and receive feedback from, their primary advisor **prior** to beginning with the COMP. However, the COMP document itself **must be completed without the aid of others** (e.g., student's advisor, prior instructors, peers).

The proposal must include the following sections:

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



The exam is graded by a COMP committee consisting of three Quantitative Psychology area faculty. **COMP proposal documents must be submitted by email to the COMP committee members no later than 30 days prior to the beginning of students' 4th academic year in the program.** Students failing the comprehensive exam or failing to submit or pass the exam by this deadline will not advance to doctoral candidacy and may be dismissed from the program.

The COMP committee votes on one of the following grades:

1) Pass

2) Conditional Pass

-Appropriate revisions submitted within 1 week may earn a Pass

-The revised proposal should include a 1-page response to the previous reviews that details how concerns in the previous version were addressed

3) Fail with Retake

- Students who receive a grade of Fail with Retake on their first comprehensive exam may request a new set of topics be assigned for the purpose of a retake

- Only one retake will be permitted

- Second comprehensive exam must be completed within 3 months of receiving the Fail with Retake decision.

- Should the student not meet this deadline, the grade will be changed to Fail and the student will be dismissed from the program

4) Fail

- Student will be dismissed from the program

Doctoral Dissertation

The dissertation is a detailed research report that is based on a student's independent dissertation research within the field of Quantitative Psychology. The dissertation research must represent a substantial and novel contribution to the field.

Students must pass the Comprehensive Exam (COMP) before beginning their dissertation research. Dissertation research projects may be based in part on research proposed in the student's COMP.

Dissertation Proposal

The dissertation proposal document provides (1) the background for the proposed dissertation research based on a comprehensive review of the relevant literature and (2) describes the proposed research in sufficient detail for the committee to be able to judge the significance and feasibility of the proposed research. For this purpose, the proposal should include clear and detailed descriptions of, for example, the new methods to be developed or existing methods to be evaluated or compared, the concrete hypotheses to be tested, or simulation design to be implemented. In general, **proposal documents should not exceed 35 double-spaced manuscript pages.**

When the chairperson believes that the dissertation proposal is in defensible condition, approval is given to schedule the dissertation proposal defense. The student will initiate a proposal meeting with the full graduate supervisory committee (GSC). During the meeting, the committee will provide input regarding requirements for the research. The committee has an obligation to assure that the proposed research, when completed, will be a sufficient contribution to new knowledge. 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, 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.

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 that is located on the forms page: <http://rgs.usu.edu/graduateschool/forms/>.

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.

Application to Candidacy Form

The application to candidacy 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 COMP. The form can be obtained online at <http://rgs.usu.edu/graduateschool/forms/>. Prior to being admitted to candidacy, students are required to have:

- Completed the majority of their coursework
- Successfully completed and defended their Second Year Project
- Successfully passed their COMP
- Successfully defended their dissertation proposal

Defense of Dissertation

When the chairperson is satisfied that the complete dissertation manuscript is in excellent condition, the student arranges a meeting with the GSC in which the dissertation is presented and defended. The appointment for examination form (available online at <http://rgs.usu.edu/graduateschool/forms/>) is signed by the entire committee and must be submitted to the graduate school 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 dissertation.

Minor changes may be made to the dissertation following the defense. If major changes are needed, another defense will be scheduled for the new document. Following the final defense, the final copy of the dissertation is prepared embodying changes approved by the committee members. It is then signed by the committee members.

After signatures are obtained from the entire committee, the final dissertation document must have formatting approval by a departmental reviewer, after which it is submitted electronically to the Graduate School Office. Students are responsible for all proofreading and formatting.

Approval of a completed dissertation requires a unanimous vote of the committee. If unanimous approval is not obtained, the Dean of the School of Graduate Studies must resolve the matter.

Additional Policies and Procedures

Yearly Graduate Student Evaluation

Each student's performance is evaluated on a yearly basis by the quantitative psychology area faculty based on the Student Self-Assessment/Evaluation form (see Appendix). **Students are required to submit the self-assessment portion of the evaluation form to their primary faculty mentor via email no later than May 15th of each calendar year.** The primary faculty mentor drafts the evaluation letter in consultation with the other quantitative psychology area faculty and discusses the evaluation in a meeting with the student no later than June 1st of each calendar year. The student and primary faculty mentor both sign the evaluation and the primary faculty mentor then submits the evaluation to the department head.

The outcome of the student's yearly evaluation will be determined by quantitative faculty using several sources of evidence, including 1) involvement in research; 2) course and assistantship performance; 3) professionalism across multiple settings; 4) timely progress toward completion of milestones, and 5) mastery of quantitative subjects as developmentally appropriate. Possible outcomes of the yearly evaluation include 1) good standing in the program; 2) probation, and 3) dismissal from the program. A student who is placed on probation will be notified of the specific concerns that must be corrected over the course of one year. The candidate's mentor will work with remaining quantitative faculty to specify a set of goals that will be regularly tracked until May 15th of the following year. If the candidate successfully meets these goals, she/he will be eligible to resume a 'good standing' status. Failure to achieve the goals over the course of the candidate's probationary period will result in dismissal from the program.

Student Representatives

One Experimental area student is elected annually by his/her fellow students to represent the graduate students in the 4 experimental specializations (Behavior Analysis, Brain and Cognition, Quantitative Psychology, and Sociobehavioral Epidemiology) 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 Directory and used on departmental student list-serves, as much information is conveyed via e-mail. It is expected that all students will maintain an e-mail account to receive critical program, departmental, and university information.

Mail Distribution

Each graduate student is assigned a mail box located just inside the front door of Education 487. Each student should check his/her box weekly. Students should not use the university mailing address for their 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. Many students work spaces are equipped with computers for student use. However, students should not print personal documents (including class papers 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 dissertations) during working hours.

Changing Specialty Area Within the Department

Should a student wish to change from one specialty area to another (e.g., Quantitative Psychology to Behavior Analysis; Brain and Cognition to Combined PhD program), 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

"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 [research] 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 General Catalog).

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 student being considered for dismissal.

1. Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters.
2. 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.
3. Failure to make adequate progress on programmatic requirements (e.g., failure to complete professional milestones as listed above).
4. Failure to pass the Second Year Project (if required) within the first 5 semesters in the program.

5. Failure of the comprehensive exam.

6. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

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 *The Code of Policies and Procedures for Students at Utah State University*:

<https://studentconduct.usu.edu/studentcode/index>.

- 1) One of the doctoral areas of specialization would convene as appropriate (e.g., via a steering committee meeting) to vote to recommend dismissal of a doctoral student. Program committees must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and / or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.
- 2) Upon recommendation of the specialization area, the program chair of the appropriate specialization area will forward the recommendation for dismissal to the entire psychology faculty.
- 3) The psychology faculty will vote on whether to approve the dismissal. This vote may be conducted either at convened faculty meeting or via e-mail. Not all faculty need to vote and a simple majority of those voting is needed to uphold the dismissal recommendation. If voting occurs outside of a convened meeting, faculty must vote within 2 working days of the recommendation being put forward for a vote.
- 4) Assuming support for the dismissal, the Psychology Department Head will write a memo to the Dean of Graduate Studies recommending the student be dismissed from the Psychology PhD program. Note that this dismissal would preclude a student from requesting a transfer to the other specialization area. If a transfer would be appropriate, this should be explored on a case-by-case basis prior to a recommendation for dismissal moving forward.
- 5) If faculty do not vote to uphold the dismissal recommendation, specific reasons for non-support must be provided. In instances in which the faculty cite lack of adequate due process as a reason for non-support, the program committee recommending dismissal should address these concerns and then, may again move forward with a recommendation for dismissal. If concerns other than due process ones are raised, those faculty raising the concerns must take responsibility for the student and for addressing those concerns. If these faculty then decide the concerns cannot be remediated, they can again recommend to the entire faculty that the student be dismissed.
- 6) Per university policies, the dismissed student retains the right to appeal the dismissal.

Grievances and Appeals

If the student wishes to appeal a dismissal recommendation, the grievance process as outlined in the Student Code should be followed. This includes appealing first to the Program faculty and second to the Psychology Department Head. If these appeals are unsuccessful the continued channel is: the Dean of the School of Graduate Studies, the USU Grievance Board, the Hearing Officer, the Provost, and the President of the University. If the student's grievance is related to discrimination or harassment the AA/EO Director is also included in concert with the Dean of the School of Graduate Studies. For more information on the grievance

process see section VII-1 of the Student Code (available online at <http://www.usu.edu/student-services/studentcode/article7.cfm>)

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 at <https://studentconduct.usu.edu/studentcode/index>. 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

Doctoral students in Psychology will be employed on .50 FTE (20hrs per week) assistantships as long as they remain in good standing in the program. Students may be assigned to one of the following 3 types of assistantships:

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.

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.

Process for Applying for Graduate Assistantships

Graduate Instructor and TA positions are awarded through the Department of Psychology. Each year in the spring, students are sent via e-mail a list of possible GI and GTA positions for the following year. Students apply for these positions by submitting rank ordering of desired positions.

Graduate RA positions are paid for by research funds allocated to a specific faculty member. Thus, RA positions are typically allocated by a specific faculty member with whom a student would work.

Graduate students are sent letters informing them of their assistantship placements each spring. Students are required to accept (or reject) the assistantship by a specified date. Students who reject an assistantship will not be awarded an alternate departmental assistantship.

Tuition Awards

Doctoral students are eligible for the doctoral tuition award which covers the in-state portion of tuition for classes on a student's doctoral program of study. Out-of-state tuition awards are awarded to non-Utah residents during their first year in the program. After that, students must obtain Utah residency unless they are international students (in which case the out-of-state portion of tuition will continue to be covered). **All tuition awards are contingent on a student having a .5 FTE assistantship.**

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 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.

Student Resources

For the most up-to-date information on graduate school policies, please see the "Graduate Catalog" tab on the School of Graduate Studies home page (<http://rgs.usu.edu/graduateschool/>) Resources for students are also listed under the "Student Resources" tab on the Psychology Department web-site: <http://psychology.usu.edu/>

Appendix: EXAMPLE STUDENT SELF-ASSESSMENT / EVALUATION

Quantitative Psychology Specialization
Psychology Department
Utah State University

Date: _____

Student: _____

Faculty Advisor: _____

Year Entered 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 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)

_____ 2 nd Yr Project Proposed	_____ Presentation
_____ 2 nd Yr Project Completed/Approved	_____ Grant Submitted
_____ Doctoral Committee Approved	_____ Paper published
_____ Doctoral Program of Study Approved	_____ Comprehensive Exam Passed
_____ 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

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 the Quantitative Psychology Seminar.

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

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

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

	Unacceptable 1	Meeting Expectations 2 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

Quantitative Psychology Specialization Coordinator
