Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCHOLOGY GRADUATE STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>GRADUATE STUDENTS IN PSYCHOLOGY (GSP) OFFICERS</td>
<td>5</td>
</tr>
<tr>
<td>GRADUATE EDUCATION OBJECTIVES, REQUIREMENTS, POLICIES, AND PROCEDURES</td>
<td>6</td>
</tr>
<tr>
<td>Objectives</td>
<td>6</td>
</tr>
<tr>
<td>MAJOR PROFESSOR AND PROGRAM OF STUDY COMMITTEE</td>
<td>6</td>
</tr>
<tr>
<td>Definitions and Functions</td>
<td>6</td>
</tr>
<tr>
<td>Procedures for Creating and Changing Programs of Study</td>
<td>8</td>
</tr>
<tr>
<td>Formation of the Master’s Degree Program of Study</td>
<td>8</td>
</tr>
<tr>
<td>Formation of the Doctoral Degree Program of Study</td>
<td>9</td>
</tr>
<tr>
<td>Policy Regarding Major Professors in Absence</td>
<td>9</td>
</tr>
<tr>
<td>CURRICULAR REQUIREMENTS</td>
<td>10</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>10</td>
</tr>
<tr>
<td>GRADUATE MINOR IN PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>CERTIFICATE IN QUANTITATIVE PSYCHOLOGY</td>
<td>14</td>
</tr>
<tr>
<td>RESEARCH TRAINING IN PSYCHOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>RESEARCH COMPLIANCE</td>
<td>16</td>
</tr>
<tr>
<td>THESIS AND DISSERTATION</td>
<td>16</td>
</tr>
<tr>
<td>DOCTORAL PROGRAM ADMISSION AND CANDIDACY</td>
<td>17</td>
</tr>
<tr>
<td>Doctoral Student - Department Classification</td>
<td>17</td>
</tr>
<tr>
<td>DOCTORAL CANDIDACY--GRADUATE COLLEGE CLASSIFICATION</td>
<td>18</td>
</tr>
<tr>
<td>The Written Doctoral Qualifying Examination</td>
<td>19</td>
</tr>
<tr>
<td>The Doctoral Preliminary Oral Examination</td>
<td>20</td>
</tr>
<tr>
<td>REVIEW AND EVALUATION OF STUDENT PROGRESS</td>
<td>22</td>
</tr>
<tr>
<td>PROCEDURE FOR DEPARTMENT OF PSYCHOLOGY ANNUAL PERFORMANCE EVALUATION</td>
<td>23</td>
</tr>
<tr>
<td>Expected Minimum Criteria for Graduate Student Annual Review Evaluation</td>
<td>24</td>
</tr>
<tr>
<td>Appeal of Recommendation</td>
<td>25</td>
</tr>
<tr>
<td>Grievances</td>
<td>26</td>
</tr>
<tr>
<td>Checklist and Timetable</td>
<td>26</td>
</tr>
<tr>
<td>REGISTRATION AND GRADUATE TUITION SCHOLARSHIPS</td>
<td>30</td>
</tr>
<tr>
<td>Registration Requirements for Graduate Students</td>
<td>30</td>
</tr>
<tr>
<td>Leave of Absence for Graduate Students</td>
<td>30</td>
</tr>
<tr>
<td>GRADUATE ASSISTANTSHIP AND OTHER FUNDING CRITERIA</td>
<td>31</td>
</tr>
<tr>
<td>Graduate Assistantship Tuition Scholarships</td>
<td>31</td>
</tr>
<tr>
<td>MISCELLANEOUS DUTY POOL (MDP)</td>
<td>32</td>
</tr>
<tr>
<td>GRADUATE ASSISTANTSHIP BENEFITS</td>
<td>34</td>
</tr>
<tr>
<td>GRADUATE STUDENT AWARDS</td>
<td>35</td>
</tr>
<tr>
<td>Name</td>
<td>Office</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Allen, Johnie</td>
<td>W014</td>
</tr>
<tr>
<td>Anderson, Caitlin</td>
<td>W183</td>
</tr>
<tr>
<td>Anderson, Stephen</td>
<td>S009</td>
</tr>
<tr>
<td>Arnold, Larissa</td>
<td>S487A</td>
</tr>
<tr>
<td>Atkinson, Dominick</td>
<td>2209 Gil</td>
</tr>
<tr>
<td>Austin, Adrienne</td>
<td>W239</td>
</tr>
<tr>
<td>Bitman-Henrichs, Rachel</td>
<td>W235</td>
</tr>
<tr>
<td>Bittner, Karen</td>
<td>W279</td>
</tr>
<tr>
<td>Blanco, Jorge</td>
<td>W283</td>
</tr>
<tr>
<td>Botello-Zamarron, Raquel</td>
<td>W287</td>
</tr>
<tr>
<td>Brenner, Rachel</td>
<td>W173</td>
</tr>
<tr>
<td>Brown, Stephanie</td>
<td>None</td>
</tr>
<tr>
<td>Buduris, Amanda</td>
<td>W183</td>
</tr>
<tr>
<td>Buller, Ashley</td>
<td></td>
</tr>
<tr>
<td>Burke, Kaitlyn S.</td>
<td>W283</td>
</tr>
<tr>
<td>Callahan, Megan</td>
<td>SCS</td>
</tr>
<tr>
<td>Carrera, Stephanie</td>
<td>SCS</td>
</tr>
<tr>
<td>Clavel, Frederick</td>
<td>S223</td>
</tr>
<tr>
<td>Davis, Sara</td>
<td>O&amp;L17</td>
</tr>
<tr>
<td>Dianiska, Rachel</td>
<td>2209 Gil</td>
</tr>
<tr>
<td>Engel, Kelsey</td>
<td>W283</td>
</tr>
<tr>
<td>Fernandez, Chad</td>
<td>S223</td>
</tr>
<tr>
<td>Florer, Kaitlyn (Kate)</td>
<td>SCS</td>
</tr>
<tr>
<td>Geller, Jason</td>
<td>S057</td>
</tr>
<tr>
<td>Groves, Christopher</td>
<td>S223</td>
</tr>
<tr>
<td>Gunsoy, Ceren</td>
<td>S223</td>
</tr>
<tr>
<td>He, Lannmiao</td>
<td>W283</td>
</tr>
<tr>
<td>Heath, Patrick</td>
<td>W012</td>
</tr>
<tr>
<td>Herlache, Anne</td>
<td>W159</td>
</tr>
<tr>
<td>Hisler, Garrett</td>
<td>W014</td>
</tr>
<tr>
<td>Johnson, Melissa</td>
<td>W159</td>
</tr>
<tr>
<td>Kaiser, Dakota</td>
<td>W012</td>
</tr>
<tr>
<td>Name</td>
<td>Office</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Kane, Kelly</td>
<td>W183</td>
</tr>
<tr>
<td>Kidner, Wade</td>
<td>W183</td>
</tr>
<tr>
<td>Ko, Stacy</td>
<td>W239</td>
</tr>
<tr>
<td>Lam, Chun Pan (Ben)</td>
<td>S/484</td>
</tr>
<tr>
<td>Lewis, Ann</td>
<td>W283</td>
</tr>
<tr>
<td>Major, Jennifer</td>
<td>W239</td>
</tr>
<tr>
<td>Manley, Krista D.</td>
<td>O&amp;L17</td>
</tr>
<tr>
<td>Mathison, Lily</td>
<td>W183</td>
</tr>
<tr>
<td>More, Curt C.</td>
<td>W239</td>
</tr>
<tr>
<td>More, Kimberly R.</td>
<td>O&amp;L0022A</td>
</tr>
<tr>
<td>Prot, Sara</td>
<td>S484</td>
</tr>
<tr>
<td>Quigley-McBride, Adele</td>
<td>S475C</td>
</tr>
<tr>
<td>Rahman, Shuhebur</td>
<td>W283</td>
</tr>
<tr>
<td>Rivas, Julio</td>
<td>W283</td>
</tr>
<tr>
<td>Russell, Justin</td>
<td>W239</td>
</tr>
<tr>
<td>Schenkenfelder, Mary</td>
<td>W183</td>
</tr>
<tr>
<td>Seidman, Andrew</td>
<td>W239</td>
</tr>
<tr>
<td>Seipel, Matthew T.</td>
<td>W283</td>
</tr>
<tr>
<td>Siegel, Zachary</td>
<td>S376</td>
</tr>
<tr>
<td>Sjolund, Lori Ann</td>
<td>W279</td>
</tr>
<tr>
<td>Slavina, Anna</td>
<td>S376</td>
</tr>
<tr>
<td>Strass, Haley</td>
<td>W239</td>
</tr>
<tr>
<td>Surapaneni, Spurty</td>
<td>SCS</td>
</tr>
<tr>
<td>TenBrook, Elizabeth</td>
<td>W183</td>
</tr>
<tr>
<td>Tittler, Meredith</td>
<td>W183</td>
</tr>
<tr>
<td>Tynan, Michael</td>
<td>W239</td>
</tr>
<tr>
<td>Yang, Yuean</td>
<td></td>
</tr>
<tr>
<td>Yi, Fei</td>
<td>SCS</td>
</tr>
</tbody>
</table>

**STUDENTS ON INTERNSHIP**

- **Baker, Dustin**
  - University of MO-Kansas City Counseling Center
- **Batchelder, Zachary**
  - Frostburg State University Counseling and Psychological Services (CAPS)
- **Du, Yi**
  - UC Berkley Counseling Center
- **Lannin, Daniel**
  - ISU Student Counseling Service
- **Tucker, Jeritt**
  - Cambridge Health Alliance-Harvard Medical Center
Graduate Students in Psychology (GSP) Officers
2015-2016

<table>
<thead>
<tr>
<th>GSP Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President .................. Adrienne Austin ................. abaustin</td>
<td></td>
</tr>
<tr>
<td>Vice President .......... Fred Clavél ........................ fdclavel</td>
<td></td>
</tr>
<tr>
<td>Treasurer .................. Wade Kidner ....................... wkidner</td>
<td></td>
</tr>
<tr>
<td>Secretary .................. Johnie Allen ...................... jallen</td>
<td></td>
</tr>
<tr>
<td>GPC Reps .................... Rachel Dianiska ................ dianiska</td>
<td></td>
</tr>
<tr>
<td>.......................... Ann Lewis .......................... lewisa</td>
<td></td>
</tr>
<tr>
<td>Cognitive Rep .......... Chad Fernandez ..................... chadfz</td>
<td></td>
</tr>
<tr>
<td>Social Reps ............ Fred Clavél .......................... fdclavel</td>
<td></td>
</tr>
<tr>
<td>.......................... Kelly Kane ......................... kakane</td>
<td></td>
</tr>
<tr>
<td>Counseling Reps ........ Stephanie Carrera ................. scarrera</td>
<td></td>
</tr>
<tr>
<td>.......................... Dakota Kaiser ..................... dkaiser</td>
<td></td>
</tr>
<tr>
<td>Grievance Chair .......... Julio Rivas ......................... rivas</td>
<td></td>
</tr>
<tr>
<td>Social Activities Coordinator .......... Stacy Ko .......... stacyko</td>
<td></td>
</tr>
<tr>
<td>Historian/Webmaster .... Andrew Seidman ..................... aseidman</td>
<td></td>
</tr>
<tr>
<td>GPSS Rep .................. Ann Lewis .......................... lewisa</td>
<td></td>
</tr>
</tbody>
</table>

GSP is an academic, professional, and social organization that promotes and supports graduate students in the field of psychology. Meetings are typically held once a month and any graduate student in psychology can participate (counseling, cognitive, or social). Officers are elected annually and there is a small fee for dues.

Becoming involved in GSP is a good way to keep up-to-date on official news in the department and ISU. You will also network with your peers and mingle with people from other programs. There are speakers who come to talk about issues directly impacting graduate students. GSP also sponsors various social events through the year (e.g., Halloween party, end of the year party).
Objectives

The roles of psychologists can be classified into three categories: educator, investigator, and practitioner. Individuals may focus on one or any combination of these roles. The objective of the Graduate Program in Psychology at Iowa State University is to direct the education of students to meet the general requirements indicated by their goals and to develop their competency and expertise to meet those goals.

The department offers education leading to two degrees: Master of Science (MS) and Doctor of Philosophy (PhD). The graduate faculty of the department has agreed to focus upon PhD studies in three areas: cognitive, counseling, and social. Formal doctoral specialization is offered in counseling psychology. The graduate faculty of each specialty area has prepared a program of study and experiences to meet the requirements of students in that program.

Students with a bachelor's or master's degree may apply directly to any of the PhD programs. Students entering without a master's degree would complete all requirements for a thesis-based MS degree and receive that degree in progressing toward the PhD degree.

This document includes only those policies and requirements that are common to all graduate students in the department. Thus, this document states the necessary, but not sufficient, requirements for the degrees. An attempt has been made to include the current, commonly used requirements and procedures of the Graduate College, but further detail may be required. Additional reference documents include the:

- Graduate College Handbook
- Policy on Discrimination and Harassment

Major Professor and Program of Study Committee

Definitions and Functions
(changes approved September 21, 2015)

A student's major professor is the graduate student's advisor. The major professor must be a member of the graduate faculty and serves as chair of the student's Program of Study (POS) Committee (advisory committee). A POS is a listing of courses and research credits required for the individual's degree. It is a plan for course work, a vehicle for goal setting, and an agreement between the student and the Graduate College. The POS delineates, in conjunction with existing department and Graduate College regulations, the requirements for a graduate degree. The POS committee assures that department and Graduate College requirements are met by the proposed program before the official POS form is signed by the committee and submitted to the Graduate College. Thus, selection of a POS committee and, in particular, a major professor, are important decisions for the student, as these faculty members greatly influence the student's progress towards a degree.

It is the major professor who likely will have the most direct and continuous contact with the student. Specifically, the major professor:
1) serves as an advisor and mentor for the student.
2) guides and directs the student's research and writing of the thesis and/or dissertation.
3) facilitates procedural matters (i.e., guiding course selection and signing university forms)
4) chairs and coordinates meetings of the student's POS committee.
5) recommends to the departmental faculty and Graduate Dean changes in the student's status, such as removal from probation, change in advisory status, extending degree requirements, and approving minor changes in the program of study
6) presents the student at graduation and writes letters of recommendation for future study or employment

The multiple roles delineated above, and their importance to the student, reveal that the relationship between the major professor and the student is very important, and that discussions about congruence of research interests and compatibility of expectations for graduate study should be held early and often. In general, the major professor is an expert in the area of specialization in which the student is enrolled.

Although changing one's major professor is rare in our department, students may change their major professor during the program; such a change is best made early in the program rather than later. A student who is considering changing major professors should consult with their area chair or the DOGE and should have an alternative major professor in mind. Ideally, the student and the original major professor will discuss the student's rationale for changing and will come to an agreement about how to finish any ongoing projects. The student is responsible for contacting and obtaining approval from the new major professor to make the switch. The new major professor becomes the student’s POS chair, and the appropriate paper work (Request to Change Committee Appointment) must be submitted to the Graduate College.

In addition to the functions performed by the major professor, the POS committee also serves to aid the student in a number of ways. The POS committee guides and evaluates the student during graduate study. Among the committee's duties are reviewing periodically the progress of the student, advising the student during the development of the program of study and research program, and considering any major changes in the student's program of study (e.g., changing the major or minor, changing thesis or dissertation topics, or changing courses). The committee reads the thesis or dissertation, annotated bibliography, or research project report, administers the respective oral examinations for the thesis, dissertation, annotated bibliography, or research project report and conducts the oral preliminary examination (for PhD candidates).

To maximally foster a student's graduate career, early appointment of a POS committee and development of an official program of study (POS) are imperative. It is strongly recommended that the POS committee be formed and an official POSC be filed with the Graduate College during the first or second semester of graduate study. In no case can the committee be formed later than the semester before the preliminary oral examination (doctoral candidates) or final oral examination (master's candidates).

The major professor and committee are recommended to the Graduate College by the department’s Director of Graduate Education and student by means of the online Program of Study Committee (POSC) form (found under the Student tab in AccessPlus; a worksheet can be found at http://www.grad-college.iastate.edu/common/forms/files/POSC_r.pdf). This form must be signed electronically by the major professor, all members of the POS committee, the department’s Director of Graduate Education (DOGE), and the student. Be sure to note the Graduate College deadlines for approval of POSC forms.
A student who has completed a Masters thesis (or equivalency) and is forming a Ph.D. POS committee may declare a minor. The student should consult with his/her major professor about the advisability of the minor. If a minor is being declared, a graduate faculty member from the minor field must serve on the POS committee. The major professor and the representative from the minor field may not be the same.

**Procedures for Creating and Changing Programs of Study**

Each student's POS should be designed to correct deficiencies in academic preparation; allow study of subject matter that most interests the student; include courses, research, and practica required by the department; and avoid repetition in areas where the student is well prepared. The POS committee assures that departmental requirements are met.

The POSC form described above is also used to indicate the coursework that will be taken for the degree; the course list should be submitted together with the names of committee members. When the Graduate College has approved the POSC, the student will be notified electronically.

Changes in the POS or the POS committee at a later date are permitted with appropriate approval. Such changes may include course substitutions, change of thesis topic, change of area of study, change of major professor, change of committee members, and deletion or addition of a minor. Modifications to the POS shall have the written concurrence of the student, the major professor, all other committee members, and the department's DOGE. Note that the DOGE will only sign forms after all other required signatures have been obtained. Changes to the POS committee can be made on the online POSC form through AccessPlus. These changes must be approved by the Dean of the Graduate College before the preliminary or final oral examination is held. Modifications to the POS course selection can be made on the online POSC form available in the Student tab in AccessPlus.

The following four sections describe the faculty membership requirements for the master's and doctoral program of study committees, and also delineate procedures to create and change these committees and programs of study. See also Chapter 6 of the Graduate College Handbook.

**Formation of the Master's Degree Program of Study**

The master’s committee consists of at least three members of the graduate faculty, one who must be from a different field of emphasis so as to ensure diversity of perspectives (defined in Chapter 6 of the Graduate College Handbook). A term associate member of the Graduate Faculty may participate in the direction of a student's master's research in a co-major professor arrangement, under which both the associate member and a full member, who is co-major professor, jointly accept responsibility for direction of the masters research. All tenured or tenure-eligible faculty are members of the Graduate Faculty; faculty with the rank of senior lecturer may apply for membership on the Graduate Faculty (see the Graduate College Handbook Appendix H). The committee should be officially formed and a POS should be developed and filed with the Graduate College by the second semester of graduate study. In no case can the committee be formed later than the term before the final oral examination for the masters.
Formation of the Doctoral Degree Program of Study

The doctoral POS committee consists of at least five members of the graduate faculty. It must include at least three members, including the major professor, from within the student’s major or program. The committee must include at least one member from a different field of emphasis so as to ensure diversity of perspectives defined in Chapter 6 of the Graduate College Handbook. A term associate member of the Graduate Faculty may participate in the direction of a student’s dissertation research in a co-major professor arrangement, under which both the associate member and a full member, who is co-major professor, jointly accept responsibility for direction of the dissertation. All tenured or tenure-eligible faculty are members of the Graduate Faculty; faculty with the rank of senior lecturer may apply for membership on the Graduate Faculty (see the Graduate College Handbook Appendix H). Faculty membership on master’s and doctoral POS committees for a given student may be the same or entirely different. Ideally, the committee should be officially formed and a POS should be developed and filed with the Graduate College during the second semester after the completion of the master’s degree or the second semester of graduate study in the case of a student coming in with a masters from another university. The POS committee must be approved by the Graduate College no later than the term before the preliminary oral examination.

Additional resources for completion of the POSC online form: 
http://www.grad-college.iastate.edu/common/POSC/index.php

For more information about the POSC process, view the Paperless POSC Tutorial at 
http://www.grad-college.iastate.edu/common/POSC/posc-help.php

POSC worksheet:  http://www.grad-college.iastate.edu/common/forms/files/POSC_r.pdf

Video tutorial:  https://www.youtube.com/watch?v=lEduasHrT0Y&feature=youtube

Policy Regarding Major Professors in Absence

When faculty plan to retire or leave ISU for another position, they should meet with each of their graduate student advisees to discuss their own role in the student's continuing graduate study in psychology at ISU. If the faculty member does not intend to remain active in advising the student and supervising the student’s research, he or she should assist the student in identifying and securing an appropriate replacement as chair of the student’s POS committee. If the faculty member intends to remain active in supervising the student’s research, then he or she should assist the student in identifying and securing an appropriate on-campus co-chair for the student’s POS committee. Generally, the co-chair would be a faculty member already on the POS committee. When the departing faculty member remains on the POS committee as a co-chair, he or she would be expected to participate in final defenses and oral prelims. The on-campus co-chair would handle administrative details and provide advising regarding the student’s ongoing program of study.

Faculty taking a faculty improvement leave also should meet with each of their graduate student advisees to discuss their availability and role in advising the student during the leave. No special arrangements are necessary if the faculty member will remain active in advising a student's research and (a) no proposal meetings, final defenses, or oral examinations are planned during the leave, or (b) the major professor will return for any proposal meetings, final
defenses, or oral examinations. If the major professor can participate in such meetings only electronically, then an on-campus co-chair of the POS committee should be established to handle administrative details and provide advising regarding the student’s ongoing program of study until the return of the original major professor. The form “Preliminary or Final Oral Examination with Committee Member at a Distance” must be submitted to the Graduate College if a member of the committee must participate electronically (available on the Graduate College “Forms” page). If the major professor will be unable to participate in any way in such meetings, then he or she should be replaced as chair of the student’s POS committee at least until his or her return.

Curricular Requirements

Course Requirements

(Approved by the Faculty on Dec. 13, 2010; changes approved September 21, 2015)

The fundamentals of psychology are traditionally presented to students through formal courses of instruction. Education for graduate degrees is necessarily a compromise between achieving sufficient breadth of expertise so that the label of psychology has some meaning for all students and specializing appropriately to establish the highest level of competence in the chosen specialty. To aid in achieving acceptable breadth of education in psychology for all students, the following core course requirements are listed for each degree.

Thesis-Based Master’s Degree Course Requirements

All students admitted to one of the doctoral programs without a master’s degree shall complete the requirements for the thesis-based master’s degree at Iowa State University. The Graduate College requires that 30 graduate credits be completed for this degree, of which at least 22 shall be earned at Iowa State University.

The Department of Psychology requires successful completion of the course work specified in the student’s Program of Study (POS) developed with the student’s POS Committee and approved by the department’s Director of Graduate Education and the Graduate College. The POS shall include the following courses:

1) Psych 501 (Foundations of Behavioral Research).

2) All students must take one advanced statistics course beyond Stat 401 (e.g., 402, 404).

3) At least 3 hours of Psych 699 (Research in Psychology) for work towards completion of the thesis.

4) 18 additional credits in psychology, including courses from at least 2 of the 5 groups listed below:

I. Biological Bases of Behavior (Psych 510, 519)
   II. Cognitive-Affective Bases of Behavior (Psych 516)
   III. Social Bases of Behavior (Psych 580)
   IV. Individual Behavior (Psych 560, 561)
   V. Applied Psychology (Psych 542, 621, 595B, 595C, HCI 521)
In addition to the above coursework, an empirical thesis and a successful oral examination over this written product must be completed. Psychology 699 (Research) credit is earned during the undertaking of the thesis. More detail regarding these requirements is presented in the section entitled "RESEARCH TRAINING IN PSYCHOLOGY."

**Doctoral Degree Course Requirements**

The Graduate College requires that 72 graduate credits be completed for this degree, of which at least 36 shall be earned at Iowa State University. Of those, 24 must be earned during two consecutive semesters at Iowa State University, unless the student is employed more than ½ time at Iowa State University. All work must be completed within seven years. Students must complete the following courses:

1) Psych 501 (Foundation of Behavioral Research).

2) All students must take one advanced statistics course beyond Stat 401 (e.g., 402, 404).

3) At least 8 hours of Psych 699 (Research in Psychology) for work towards completion of the Dissertation.

4) All students must take at least 1 course from 4 of the following 7 groups:
   I. Biological Bases of Behavior (Psych 510, 519)
   II. Cognitive-Affective Bases of Behavior (Psych 516)
   III. Social Bases of Behavior (Psych 580)
   IV. Individual Behavior (Psych 560, 561)
   V. Applied Psychology (Psych 542, 621, 595B, 595C, HCI 521)
   VI. Historical and Philosophical Foundations (Psych 601)
   VII. Teaching of Psychology (Psych 633*)

In addition to the above coursework, an empirical dissertation and a successful oral examination over this written product must be completed. Psychology 699 (Research) credit is earned during the undertaking of the dissertation. More detail regarding these requirements is presented in the section entitled "RESEARCH TRAINING IN PSYCHOLOGY."

*All doctoral students are encouraged to obtain training and experience in the teaching of psychology. This can be accomplished through enrollment in Psychology 633, Teaching of Psychology. Psychology 633 generally is a prerequisite for additional teaching assignments in the department when such opportunities exist.

**Area Specific Requirements**

Faculty in each of the specialty areas have also identified curricular requirements for students in their areas. These details are available in the Counseling Program Handbook or from Social and Cognitive area chairs or websites.
Graduate Minor in Psychology
(Approved by Faculty Vote on April 11, 2011; change approved August 26, 2013)

The Psychology Graduate Minor at Iowa State University is available for masters and doctoral students seeking to integrate psychological science into their programs of study. A student may not minor and major in the same field.

Requirements for the Graduate Minor in Psychology:
(a) Matriculated status in a masters or doctoral degree program at Iowa State University.
(b) Completion of 3 credits of graduate research methods with a grade of B or better (Psych 501, Psych 508, ResEv 554, HDFS 503, Mkt 544, Soc 511, or equivalent).
(c) Overall graduate cumulative GPA of 3.50 or better.

Required Courses: (12 Graduate Credits Required)
At least 6 credits (2 courses) from 2 of the following 6 groups (I – VI); plus 6 additional graduate credits (500 or 600 level courses) in Psychology from groups I – VI or from more specialized psychology courses*:

I. Biological Bases of Behavior (Psych 510, 519)
II. Cognitive-Affective Bases of Behavior (Psych 516)
III. Social Bases of Behavior (Psych 580)
IV. Individual Bases of Behavior (Psych 560, 561)
V. Applied Psychology (Psych 621, 542, 595B, 595C, HCI 521,)
VI. Historical and Philosophical Foundations (Psych 601)

As per Graduate College requirements, POS Requirements for the Graduate Minor in Psychology Program:
(a) A graduate faculty member from Psychology must serve on the student’s POS committee.
(b) The major professor and the faculty member from Psychology may not be the same person.
(c) The Graduate Minor in Psychology must be approved by the POS committee.
(d) A Graduate Minor in Psychology cannot be added to a graduate degree that has already been received.
(e) A Graduate Minor in Psychology cannot be added to a program of study after the preliminary oral examination has been taken.
(f) For a master’s degree, the final oral examination must test for the Graduate Minor in Psychology. For a doctoral degree, the preliminary oral and final oral examinations must test for the Graduate Minor in Psychology.

*Note: The following courses may not count toward a Psychology Graduate Minor:
Psych 538
Psych 533
Psych 633
Psych 692R
Psych 692Q
Psych 691A
Psych 691B
Psych 691E
Psych 691F
Co-Major in Psychology (December, 2010)

Individuals wishing to pursue a co-major in psychology in combination with another doctoral program at Iowa State University should follow the process described below. This includes details related to the application process, coursework, and written and oral preliminary examinations. In all cases the student must conform to the guidelines laid out by the Graduate College regarding the completion of a co-major at the doctoral level.

Application

Individuals wishing to pursue a co-major in psychology will be formally admitted within their primary department. Following this, the individual should complete a formal application to the doctoral program in psychology. Details of the application process for the Department of Psychology can be found at http://www.psychology.iastate.edu/index.php?id=29. Individuals should designate a co-major professor at the time of the application and should obtain a letter of endorsement from this faculty member indicating a willingness to serve as the co-major professor. The three areas of training within the Department of Psychology observe the following applications deadlines for the co-major in psychology (Cognitive - applications are considered on a rolling basis; Counseling: December 1; Social – Dec. 15). Students must also complete one of the forms on the Graduate College website related to adding a co-major.

Coursework and Program Affiliation

Students will complete the course requirements for the doctoral program in psychology as defined in the graduate handbook (http://www.psychology.iastate.edu/index.php?id=25). Students may count quantitative methods courses (e.g., 401, 402) that are relevant to both majors as part of the hours needed for each major. Students may not double count other courses that are relevant to the degree in psychology and other major.

It is expected that students will affiliate with one of the areas of graduate study within the Department of Psychology. This would presumably be within the area where the co-major professor resides. The student must complete all area specific requirements including participation in weekly research seminars and written and oral preliminary examinations relevant to the affiliated program. Exceptions to the above expectations and requirements will be considered by the Graduate Program Committee on a case-by-case basis.

Students who are admitted to work with faculty affiliated with the Counseling area will receive the Ph.D. in Psychology rather than in the specialty area Counseling Psychology (i.e., the training completed as part of the program will not lead to the student being license eligible upon graduation).
Written and Oral Preliminary Examinations

The student will complete the written and oral preliminary examinations as defined by the area of study within which s/he is affiliated. Further details related to the preliminary examinations within the Department of Psychology can be found in the graduate handbook.

Co-Major Professor And Program Of Study Committee

The guidelines governing the selection of the co-major professor and the composition of the program of study (POS) committee are defined by the Graduate College ([http://www.grad-college.iastate.edu/publications/gchandbook/chapter04.html](http://www.grad-college.iastate.edu/publications/gchandbook/chapter04.html)). The co-major professor should be a member of the graduate faculty in psychology, unless the co-major professor has a faculty appointment in both the Department of Psychology and the primary department.

Certificate In Quantitative Psychology

Requirements for Admission to Certificate Program: 3 credits of graduate equivalent courses in Statistics (Stat 402, Stat 404, or equivalent) plus 3 credits of graduate research methods in Psychology (Psych 501 or equivalent). Admission to the Certificate program requires a minimum grade of B+ in all courses required for admission.

Required Courses: (13 Graduate Credits Required)

A. Any one of the following courses (3 credits):

- Stat 407   Methods of Multivariate Analysis
- Stat 421   Survey Sampling Techniques
- Stat 447   Statistical Theory for Research Workers
- Stat 451   Applied Time Series
- Stat 457   Applied Categorical Data Analysis
- Stat 479   Computer Processing of Statistical Data
- Stat 480   Statistical Computing Applications
- Econ 500   Quantitative Methods in Economics

B. Any two of the following courses (6 credits):

- HDFS 603   Advanced Quantitative Methods
- Psych 605   Multilevel Modeling for Social & Behavioral Sciences
- Psych 542   Introduction to Psychological assessment
- Soc 512   Factor Analysis
- Soc 613   Advanced Theory Construction and Causal Modeling
- ResEv 554   Intermediate Research Methods
- ResEv 570   Surveys in Educational Research
- Econ 510   Experimental Economics
- Econ 571   Intermediate Econometrics
C. Any four 1-credit sections of 594 (4 credits)

- Psych 594A. Classical Psychometric Theory (1 cr)
- Psych 594B. Modern Psychometric Methods (1 cr)
- Psych 594C. Construct Validity (1 cr)
- Psych 594D. Multi-dimensional Scaling Techniques (1 cr)
- Psych 594E. Cluster Analysis (1 cr)
- Psych 594F. Meta-Analysis (1 cr)
- Psych 594G. Longitudinal Data Analysis (1 cr)
- Psych 594H: Special topics (1 cr)

Note: Course equivalencies will be determined by the program coordinator: Dr. Fred Lorenz (folorenz@iastate.edu)

The Graduate College requires students to complete three forms for a certificate (all can be found on the “forms” page of the Grad College Website:

a) the “Request to Pursue a Certificate in Addition to a Graduate Degree” form,
b) the Certificate Program of Study form, and
c) the “Certificate Completion” form when all requirements are completed.

Non-Thesis Master's Degree Requirements*

*Note: The department does not accept applications for non-thesis master’s degree.

On occasion, a student may opt not to complete the Ph.D. and to finish graduate studies with the Master's degree. In these cases, the student must complete all the course requirements described above for the MS degree.

In consultation with his/her major professor, the student may elect to complete either an empirical thesis or a creative component. The creative component will be determined by the faculty mentor, guided by the student’s and the mentor’s interests, and approved by the student’s POS committee. In this case, the student must enroll in at least 3 credits of 599 Creative Component credits instead of 699 Research credits. If the student changes to the non-thesis Master’s degree, this must be communicated to the Graduate College through the Modifications to the Program of Study form (found on the Graduate College Forms page).

Research Training in Psychology

In keeping with previously stated objectives, training in research methods and practice doing research should be an essential, integral part of doctoral education in psychology. Students in doctoral programs are to be involved continuously in research. The program begins with research in the first year, through involvement in faculty research, continues with a required research thesis for the master’s degree, and finishes with an original dissertation for the Ph.D. degree. In the first year, the emphasis should be on participation in the process of research rather than on a completed research project, although the latter is possible and desirable.
Research Compliance

At ISU, all research is governed by rules established by the Office for Responsible Research. Any graduate student or undergraduate student involved in research with human subjects must complete an online certification prior to their involvement in such research. Students should turn in documentation of their completion of this requirement to the psychology department and their research supervisor. Students should also retain a copy for themselves.

Any graduate student planning to conduct research with human subjects must first obtain the approval of the university’s Institutional Review Board (IRB). Information concerning this may be obtained on the website of the Office for Responsible Research. The Application for Approval of Research Involving Humans is available online through their website, along with a checklist to accompany the application and information about extemp research.

Thesis and Dissertation

Students seeking the thesis-based MS degree should consult with their major professor to identify a topic for the master’s thesis research project. Students are expected to review the literature carefully, prepare and present a research proposal to their POS committees, conduct the research once approved, analyze the data appropriately, write the thesis, and defend it at the final oral examination by their POS committee. The topic should be original and creative, but the effort less in scope and/or magnitude than for a doctoral dissertation. The research proposal should be so thoroughly prepared that the proposal may serve as the introduction and methods sections of the written thesis. It is expected that the level of supervision for a master’s thesis by the major professor will be greater than for a doctoral dissertation.

After completion of the written qualifying examination and the oral preliminary examination, the Ph.D. candidate will conduct an independent research project and write the doctoral dissertation. The student should prepare a written proposal of the intended research that will demonstrate to the advisory committee his/her command of the relevant literature and of the experimental methodology for the project. The POS advisory committee should be convened to review and approve the proposed research (this step may constitute the oral preliminary examination required by the Graduate College for students in the Counseling or Social programs). The research proposal should be so thoroughly prepared that the proposal may serve as the introduction and methods sections of the written dissertation.

Theses and dissertations may be prepared in a form suitable for publication, with appropriate appended material as the POS examining committee may request. Actual publication copies may be used, prepared and presented in a form suitable to the Thesis Office of the Graduate College. Guidelines and deadlines for thesis and dissertation submission can be found on the website for the Graduate College.
Doctoral Program Admission and Candidacy

Doctoral Student - Department Classification

Students previously admitted to the doctoral program will automatically be considered for
continuation to doctoral studies upon completion of the thesis-based master's degree
requirements. At that time, the student's master's degree POS committee will evaluate the
student's academic performance. They will prepare a recommendation regarding continuation
to doctoral studies. The recommendation and supporting documentation will be summarized by
the student's major professor on the POS Committee Recommendation for Continuation to
Doctoral Studies form. That report will be presented to the department chairperson and
graduate faculty for consideration, with a formal vote on the recommendation occurring at the
next scheduled faculty meeting.

Change of Interest Area

Students in doctoral programs wishing to continue doctoral studies in an area different than the
one they were recruited to should consult with the department’s Director of Graduate Education.
Admission to a different area may require formal steps of application in competition with other
applying students.

Entry with a Master's Degree (change approved August 26, 2013)

Students entering with a Master's degree will be required to show evidence of a project
comparable to a thesis in this department before they take the written qualifying examination or
start work on their dissertation. Those students who enter the program with a completed thesis
or research project from another university can submit that project for evaluation as a research
equivalency project. Research equivalency will be evaluated by two faculty in the area into
which the student was admitted and one faculty outside the area. Students and their major
professor should request evaluation of the thesis for equivalency no later than the student’s first
semester on campus.

If a student enters the program without a thesis or research project or the student's previous
thesis or research project was judged as not being comparable to theses in this department then
they will need to complete an empirical thesis or a research equivalency project. This research
equivalence project will be similar in scope and type to theses normally conducted in this
department. The student should perform the same steps described above for completing a
thesis in the department including forming a committee with three faculty members (one of
which should be outside of psychology), proposing the project, and having an oral defense. The
only difference between this project and an official thesis is that the final project report does not
need to be submitted to the Graduate College. Upon completion of the equivalency project, the
student’s major professor will request continuation from the department faculty.

Note. Students with a previous Master's degree who are required to complete another thesis
project typically will be treated as first-year students for funding purposes. Students entering
with a Master's degree who receive credit for their Master's thesis typically will be treated as
second-year students for funding purposes. In either case, students who enter with a Master's
degree should complete their doctoral POS no later than the end of their 2nd year at ISU.

Graduate College policy on transferring credit is that, at the discretion of the POS committee,
and with the approval of the program and the Graduate College, graduate credits earned as a graduate student at another institution or through a distance education program offered by another institution may be transferred if the grade was B or better. Such courses must have been acceptable toward an advanced degree at that institution and must have been taught by individuals having graduate faculty status at that institution. If a student wishes to transfer credits from graduate courses taken at or through another university as an undergraduate student, it is that student's responsibility to provide verification by letter from that institution that those graduate courses were not taken to satisfy undergraduate requirements for a degree. A transcript must accompany the POS in order to transfer credits. The POS committee may ask for other materials, such as a course outline or accreditation of the institution, to evaluate the course. Transfer courses not completed when the POS is submitted must be completed before the term in which the student graduates. A transcript must then be submitted for review and final approval.

**Note.** For a Ph.D., at least 36 credits must be earned at Iowa State University. Of those, 24 must be earned during two consecutive semesters at Iowa State University, unless the student is employed half-time or more at Iowa State University.

**Course equivalency:** Once a student has been admitted to the Department of Psychology Graduate Program and has signed a Letter of Intent, s/he may apply for credit in core group courses for classes completed at other institutions. The student should submit the following to their major professor:

1. A written request for substitution of the class for a specific core course.
2. A transcript that includes the course with a grade of B or better.
3. Other materials relevant to the evaluation of the comparability of the class to the specific ISU psychology core course, i.e., a syllabus that includes required readings and assignments, copies of papers and exams completed as part of the course.

In consultation with the DOGE, the major professor will choose an appropriate faculty member (usually the current or most recent instructor of the core course) to evaluate the comparability of the course to our core course and forward the written evaluation to the DOGE. In most cases, the person who teaches the course should do the evaluation. The DOGE will notify the student and the major professor of the outcome of the evaluation. If approved, the student will need to submit the memos (the one from the DOGE and the one from the major professor(s) who approved the equivalency) as well as a transcript from the institution(s) where they took the relevant courses along with their submission of their POS form to the Grad College to make the credit official.

**Doctoral Candidacy--Graduate College Classification**

4/9/07

Doctoral candidacy is a status in the Graduate College that is conferred upon successful completion of the doctoral preliminary oral examination. The doctoral preliminary examination is composed of a written qualifying examination, prepared and administered by the department graduate faculty, and an oral preliminary examination. For social and counseling students who earn a clear pass on the written qualifying exam their dissertation proposal meeting can serve as their preliminary oral examination.
The Written Doctoral Qualifying Examination

Students in doctoral programs are required to take a written doctoral qualifying examination in one of the following areas: cognition, counseling psychology, or social psychology.

The written doctoral qualifying examination is intended to provide an opportunity for the consolidation and organization of knowledge gained in courses, readings, work experiences, and research. In the written examination, it is expected that the student will demonstrate appropriate knowledge of empirical information, theories, and issues in the selected area. The student is also expected to demonstrate critical thinking about research methods and interpretations in that area. Students are advised to consult with the members of the writing committee as soon as it is appointed, as noted below.

The written doctoral qualifying examination is normally taken immediately following completion of all of the doctoral degree course requirements. Exceptions may be granted by petition to the Graduate Program Committee chair. Written qualifying examinations are given twice each year, before the beginning of classes in the fall (available to students in all three areas) and spring (available to students in the cognitive area, and on occasion, students in counseling) semesters. Students will normally take the exam on the day preceding the beginning of the semester in question. However, in some cases, students from one or more areas of specialization may be assigned to take the exam two days prior to the beginning of the semester in question. Students within the same area of specialization must take the exam on the same day at the scheduled time. The deadlines to request the written qualifying examination are September 15 for the spring semester examination and March 1 for the fall semester examination. The “Request to Schedule a Written Qualifying Examination” is a departmental form that can be found online under “Forms for Current Students.”

The written doctoral qualifying examinations are prepared and evaluated by three members of the department graduate faculty. That ad hoc writing and evaluation committee is appointed by the chair of the Graduate Program Committee with the consent of the members selected. Normally, the student's major professor is appointed to the ad hoc qualifying examination writing and evaluation committee. The examination is prepared to be six to eight hours in length.

The examinations must be prepared and delivered to the chair of the Graduate Program Committee no later than 4 weeks prior to the examination. A written outline of a plausible answer to each question will be prepared by the writer at the time the examination is formulated. The writing committee must specify the weight for each question, and these weights must be identified on the examination, typically as the time allotted for the questions. Members of the writing committee may decide, at the time the examination is prepared, that respective grader's scoring of questions may be differentially weighted if that committee decides that such weights appropriately reflect differences in expertise among graders for evaluating that particular question. Each member of the writing committee must be able to grade each question of the examination.

Written doctoral qualifying examinations are administered by the Graduate Program Committee. They are administered in two sessions beginning at 8 AM and 1 PM, with each session requiring 3 to 4 hours writing. Examinations are physically administered by the department's administrative assistant. When multiple students take the same exam student's names do not appear on examination answers; each student is identified with a number. Every effort is made to permit each person to take their examination in a separate room, protected from normal
disturbances.

Students must indicate their preference for an operating system and word processing program at the time they request to sit for the exam.

Each written answer is independently evaluated by each member of the writing committee according to the weights specified previously. Each grader will assign a score between 1.0 and 5.0 to each answer. Each student's score on the entire prelim will be the weighted numerical average of scores on individual questions. Each grader reports to the chair of the Graduate Program Committee a score for each question to one decimal place. For each question, numerical values have the following definitions: 1 = poor; 2 = unsatisfactory; 3 = marginal; 4 = strong; 5 = outstanding. The chair of the Graduate Program Committee will report the outcome to the chair of the student's POS committee no later than ten class days following the examination.

The following outcomes are possible:

a) 3.5 and above - the student has clearly passed. Social and counseling students are admitted to candidacy in the doctoral program and may continue with their dissertation proposal, which meets the Graduate College’s oral exam requirement. Cognitive students continue with the oral examination.

b) 3.0-3.4 – the student has conditionally passed. Written recommendations from the writing committee should be communicated to the POS Committee within 30 days of the scoring of the exam and copied to the GPC chair. Options include, but are not limited to, continuing with an oral examination over the written exam material, continuing with an oral examination over the written exam material and various remedial activities, and retaking the written examination. The POS Committee must then decide on the appropriate action. POS decisions should be reported in writing to the GPC chair, student, and writing committee members in a timely manner.

c) 2.9 or less - the student has failed the written qualifying examination. Written recommendations from the writing committee should be communicated to the POS Committee within 30 days of the scoring of the exam and copied to the GPC chair. Options are terminating the student from the program or allowing the student to retake the exam. The POS Committee must then decide on the appropriate action. POS decisions should be reported in writing to the GPC chair, student, and writing committee members in a timely manner.

The Doctoral Preliminary Oral Examination

The Graduate College requires that all students must complete a preliminary oral exam. In psychology, Social and Counseling students who clearly pass the written qualifying exam may propose their dissertation as the preliminary oral exam. Cognitive students are given an oral exam over the material covered in their written qualifying exam.

The student and his or her major professor must request an oral doctoral preliminary examination, using the appropriate form provided by the Graduate College, “Request for Preliminary Oral Examination” (this is a multiple-copy form, which is available in the main office W112 Lago). The student must have an approved doctoral POS prior to submitting this form.
The request for an preliminary oral examination must be submitted at least three weeks before the scheduled date and at least six months before the final oral examination for the degree (the dissertation defense).

The following conditions should be met before the "Request for Preliminary Oral Examination" form is submitted to the Graduate College (from the Graduate College Handbook, p. 38):

- admitted to full admission status in a PhD granting program
- POSC form approved no later than the semester before the preliminary oral examination
- English requirement met,
- not on probation,
- time limit not exceeded (see Chapter 4 of the Graduate College Handbook)
- written qualifying examination passed, and
- registration for at least the equivalent of 2 credits, or for the R-credit course GR ST 600 (Examination Only) if no course work is needed, during the term in which the preliminary oral examination is taken. (Taking only an R-credit course where the fee is not equivalent to the 2-credit minimum charge is not acceptable for the term of the qualifying oral examination.)

For all Cognitive students and all Social and Counseling students who did not received a clear pass: Seven to fourteen days before the preliminary oral, the major professor will distribute copies of the written exam questions and the student's responses to all members of the POS Committee, who are responsible for administering the preliminary oral examination. This oral exam fulfills the Graduate College requirements for the Oral Preliminary Exam.

For Social and Counseling students who did receive a clear pass: At least 10 days before the oral exam date, the student will distribute copies of the dissertation proposal to all members of the POS committee. This oral exam fulfills the Graduate College requirements for the Oral Preliminary Exam.

General information: The oral examination typically is two hours in duration, and all POS Committee members must be present. If a member of the committee cannot physically attend the meeting electronic participation is acceptable with prior permission of the Graduate College. This is permitted if the distance participation is agreeable to all committee members, if the mode of communication permits the full participation of the committee member at a distance, and if the Graduate College is notified in advance by submitting the form “Preliminary or Final Oral Examination with Committee Member at a Distance”, which is available at the Graduate College’s website. If a committee member cannot attend the oral examination, an appropriate substitute must be found and cleared with the Graduate College before the meeting, or else the examination must be rescheduled.

The content of the preliminary oral examination is not restricted to the subject of the written examination or the dissertation proposal. The oral examination is expected to test the student's breadth of knowledge in his or her area of specialization and supporting subjects, as well as his or her ability to critically evaluate issues and argue positions. The major professor's primary role is to facilitate the preliminary oral examination, ensuring that all committee members are given adequate time for their questions.

Immediately following the preliminary oral examination it is the responsibility of the POS committee to decide whether the student will be recommended for admission to candidacy and
may continue to work toward the Ph.D. degree. All POS committee members must be present at the preliminary oral and sign the report form. Four options exist:

• The student passes and the POS committee recommends to the Graduate College that the student be admitted to candidacy.

• The student may continue his or her studies, but must meet other conditions specified by the POS committee on the “Report of Preliminary Oral Examination” form under “Conditional Pass” before being recommended for admission to candidacy.

• The student fails, but is given an opportunity to repeat the examination six months after the first attempt. An explanatory letter must accompany the report form.

• The student fails and is not permitted to continue to work toward a Ph.D. at ISU. An explanatory letter must accompany the report form.

In a preliminary oral examination, if one member of the committee votes not to pass the candidate, the student passes, but each member of the committee must forward to the Dean of the Graduate College in writing a justification for his/her vote. Upon request these letters will be made available to the committee at the time of the final oral examination. If more than one member of the committee votes not to pass the student, the candidate does not pass the examination. An explanatory letter must accompany the report form.

Upon successful completion of the preliminary oral examination, the student is admitted to candidacy for the PhD degree. If the graduate student fails the oral examination, he/she may be allowed to retake it. Six months must elapse between the first attempt and the next. The entire POS committee must be convened for the preliminary oral examination. The preliminary oral examination must be passed at least six months prior to the final oral examination. An exception to the rule is allowed if a request, signed by the student, the major professor, the entire POS committee, and the program’s DOGE is approved by the Dean of the Graduate College.

**Review and Evaluation of Student Progress**

In order to insure consistent and timely progress through the graduate program, students are evaluated periodically in terms of their performance and accomplishments. The philosophy regarding such evaluations is based on an interactive model. That is, there is an on-going communication between student and faculty (POS committee and graduate faculty). Inherent in this model is the assumption that there is mutual input and involvement of student and faculty in the evaluation process. As a result, a student should be fully informed of any evaluative information. These evaluations are meant to allow both the faculty and student to assess and acknowledge performance in terms of quality and progress. Clear indications of excellence or deficiency need to be noted. Ideally, evaluations should provide students with an informed commentary on their progress allowing students to optimize their approach to graduate education.
Procedure for Department of Psychology Annual Performance Evaluation

◆ By First Monday in April: In preparation for the spring review, the student and major professor will meet for final review and discussion of performance and progress toward goals. Written evaluation, comments, and signatures are provided on the statement form.

The student and the major professor will complete the “Annual Spring Review Summary Report” that will serve as the primary report for the spring review of students’ performances. This report will include relevant background information, a chronological record of graduate study “milestones,” a listing of core courses completed and grades earned, core course GPA, cumulative GPA, a summary of research activity, a summary of practica and other professional experience, and summary comments from the major professor noting deficiencies or areas needing improvement. Finally, a recommendation regarding the student’s continuance in the program will be made. Possible recommendations include continuation, probation, and dismissal. Both the major professor and the student will sign the form, indicating that they have reviewed and discussed the information. The electronic form and a hard copy of the signed form must be returned to the graduate administration assistant by the end of the 2nd week of April. If a student believes that important information has been omitted or is incorrect even after discussion with the major professor, he or she may submit a supplementary written report to the chair of the Graduate Program Committee by the Monday of “dead week.”

◆ By Third Monday in April: All summary reports for students will be delivered to the chair of the Graduate Program Committee as a single file and sent to all faculty members before the Spring Review (see below). Faculty are asked to review the reports prior to the review meeting.

Note: At any time during the academic year, any faculty member may provide feedback or concern relevant to a student’s performance and progress directly to a student and a student’s major professor. This information will be addressed in the discussions between student and major professor as outlined above and as needed.

The DOGE will use the information provided in the forms to flag students who have not met benchmarks or whose faculty advisor has concerns about their progress. For 2nd year students and beyond who have not met benchmarks or for whom there are concerns, the GPC will meet with each student’s major professor before the faculty meeting to formulate a recommendation that is presented as part of the discussion of the student’s case. Input is also solicited from course instructors and assistantship supervisors. The purpose of these meetings is to simplify the faculty review meeting by thoroughly discussing options and recommendations prior to the full faculty review.

◆ Spring Review—Following Finals Week: At each spring review, 2nd year students and beyond who are progressing well through the program and whose continuation is not in question will be only briefly discussed prior to a faculty vote for continuation. The GPC will present recommendations for students who have not met benchmarks or whose continuation is in question based on deliberations conducted with the major professor. The DOGE will provide a chart of cases with information on the benchmark, mitigating factors, and recommendations. Past cases will be included to promote consistency. If the recommendation does not receive majority support, a new recommendation will be entertained and voted on.

First year students will be discussed individually to make sure they are making good progress.
and to introduce them to faculty members who have not met them yet.

Within one week of the review, the major professor will forward to the student a written report of the faculty’s action and qualitative feedback. Copies of this letter must also be sent to the graduate administrator (Sarah Kallsen) for student records. In cases of negative actions (probation or dismissal), the student also will receive a letter from the chair of the Graduate Program Committee confirming the action of the faculty and specifying the reasons for dismissal or the following information about deficiencies resulting in probation.

1) the nature of the deficiency as perceived by the faculty
2) what actions are needed to rectify the deficiency
3) the deadline for rectifying the deficiency
4) the penalty for failing to meet the stated criteria

In cases of students whose performance is judged to be substandard, the recommendation is generally that the student's status in the program be terminated.

New graduate students whose GPAs fall below 3.0 at the end of the first semester will be given a one term grace period to bring grades back to a 3.0 GPA. These students will receive a warning letter from the Graduate College but will not be placed on probation immediately.

**Expected Minimum Criteria for Graduate Student Annual Review Evaluation**

(changes approved September 21, 2015)

Listed below are benchmarks for progress through the graduate program. These are minimum criteria for a positive evaluation during the spring review. They do not represent the ideal or preferred timeline for progress through the program. Ideally, students will complete the program in 5 years (not counting the predoctoral internship for Counseling students), which means that these benchmarks would be met earlier than these minimum criteria. Minimal expectations regarding funding priority are on Page 31.

Meeting these minimum benchmarks does not automatically result in a student's continuation in the program. Students may be placed on probation or terminated from the program due to other deficiencies (e.g., not developing as an independent scholar, not fulfilling lab responsibilities, etc). Thus, these minimum benchmarks are not the sole basis of students' annual reviews.
<table>
<thead>
<tr>
<th>End of 1\textsuperscript{st} year</th>
<th>Students Entering without an MS</th>
<th>Students Entering with an MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Masters on Ph.D. Track form submitted</td>
<td>• Decision regarding equivalency for empirical thesis performed at prior institution</td>
<td></td>
</tr>
<tr>
<td>• Program of Study (POS) committee and coursework approved</td>
<td>• Good Grades</td>
<td>• Good Grades</td>
</tr>
<tr>
<td>• Good Grades</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 2\textsuperscript{nd} year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thesis proposal approved by POS committee</td>
<td>• Completion of equivalency project (applies only to students w/o empirical thesis from prior institution)</td>
<td></td>
</tr>
<tr>
<td>• Good Grades</td>
<td>• Good Grades</td>
<td>• Approved Doctoral POSC (committee and coursework)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 3\textsuperscript{rd} year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thesis defended</td>
<td>• Written qualifying exam completed</td>
<td></td>
</tr>
<tr>
<td>• Good Grades</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 4\textsuperscript{th} year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Doctoral POS committee approved</td>
<td>• Oral preliminary examination completed (All cognitive students and those social and counseling students who did not receive a clear pass on the written qualifying exam)</td>
<td></td>
</tr>
<tr>
<td>• Written qualifying exam completed</td>
<td>• Dissertation proposal approved by POS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 5\textsuperscript{th} year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral preliminary examination completed (All cognitive students and those social and counseling students who did not receive a clear pass on the written qualifying exam)</td>
<td>• Dissertation defended</td>
<td></td>
</tr>
<tr>
<td>• Dissertation proposal approved by POS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 6\textsuperscript{th} year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dissertation defended</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appeal of Recommendation

Any student has the right to a view contrary to the graduate faculty's recommendation and to due process in consideration of that view. A student may request a reconsideration of a dismissal or probation. An appeal of the spring review decision must address issues raised in the report of results by the major professor (see previous section). This report along with the student's written comments and relevant information should be submitted to the department chair and to the student's POS committee. The department chair will charge the student's POS committee with the task of investigation and reconsideration of the decision in light of the
student's comments. If the student and/or the department chair feel that the student's POS committee cannot handle the appeal impartially, the department chair will appoint an ad hoc committee of not less than three graduate faculty members to reconsider the case.

Following a reasonable period of time for investigation and reconsideration, which should not exceed two weeks, the review committee (either POS or ad hoc) must present the student's request with the investigation results to the department chair and graduate faculty with a recommendation for a specific decision for action. The student must be informed in writing within 48 hours of the resulting decision with explanation for the basis of that decision made by the faculty.

Grievances

If a graduate student believes she or he has been treated unfairly or unprofessionally or that her or his scholarly or professional competence has not been evaluated fairly, a grievance may be filed through the procedures outlined in the Graduate College’s grievance policy (Chapter 9 of the Grad College Handbook). First, the student should discuss the complaint with the person or persons most directly involved in the matter: a faculty member, major professor, POS committee, director of graduate education (DOGE), or department chair. If these discussions are unsuccessful and further adjudication is desired, the student may submit the grievance, which must be in writing, to the department’s grievance committee. The committee should respond in writing within twelve class days following the graduate college’s policies. A graduate student unsatisfied with department’s action may appeal in writing to the Dean of the Graduate College within 14 days of the department’s decision. A new grievance appeal committee following the graduate college’s policies will submit its recommendation regarding the appeal to the Dean of the Graduate College for action. Graduate student(s) still unsatisfied with the disposition of the grievance—on matters of procedure only—may appeal in writing to the Provost and, if necessary, to the President of the University.

Checklist and Timetable

Below is a timetable and checklist outlining some of the major events a full-time student in a doctoral program will encounter while progressing through the graduate program. The timetable is meant as a general reference in that students’ progress may be different depending upon the program they are in and the specific needs and abilities they have. Students who wish further information concerning their particular program should consult with faculty members of that program. Students should keep in mind the timetable described in the Minimum Criteria table above.

Many of the forms listed in this section are available on the Graduate College website (http://www.grad-college.iastate.edu/common/forms/student_forms.php). The Program of Study committee and coursework form is submitted through AccessPlus (see the worksheet available on the Grad College forms page). Students must obtain all other signatures before submitting forms to DOGE when his/her signature is needed. Paper forms must be submitted by the student to the Graduate College in 1137 Pearson. GC = Graduate College; GCH = Grad College Handbook

☑️ Orientation (First Year, 1st Semester)
  ✓ Make faculty contacts
Become acquainted with major professor(s)
Start thinking about a thesis topic
✓ Complete and submit the “Masters Student on PhD Track in Same Department” form (available on Grad College website)
✓ Take Graduate English Exam (non-native speakers of English)
✓ You will receive information about this during 1st semester
✓ Transfer medical history
✓ Have it sent to the Student Health Center before you get sick

✓ Program of Study Committee and Courses (POSC) (First Year)
✓ Create POS Committee in consultation with major professor
✓ Select at least 3 members - minimum requirements:
  Major professor
  Professor from outside one’s area of specialization
  Professor from minor department (if applicable)
✓ Confer with advisor (and committee, if needed) regarding courses to be completed for the Master’s degree.
✓ Complete POS/POSC form through AccessPlus.
✓ Submit the form, and it will be automatically routed to faculty, DOGE, and Grad College for approval.
  See GCH; workshop and tutorial available on GC website: http://www.grad-college.iastate.edu/common/POSC/index.php
✓ Changes to the committee can be made later through AccessPlus or by submission of the “Request to Change Committee Appointment” form.

✓ Thesis Proposal
✓ Complete proposal draft of thesis and receive OK from your major professor to circulate to the rest of your committee
✓ Plan committee meeting at least 3 weeks before intended meeting
  o Schedule a meeting time and reserve room with the main office; notify members
  o Give copy of proposal to committee members at least 10 days before meeting

✓ Filing for Degree (Semester of Thesis Defense)
First week of the semester of graduation:
✓ To apply for graduation, you will need to:
  • Log into your Access Plus account: http://accessplus.iastate.edu/
  • Then select Graduation from the left side menu
  • Finally, select Application and fill out your Application for Graduation

Be sure to note Graduate College deadlines for the defense and the submission of the thesis.

✓ Thesis Defense
✓ Complete draft of thesis and receive OK from your major professor to circulate to the rest of your committee
✓ Use the Thesis Checklist available on the GC website to make sure your thesis is
Plan committee meeting at least 3 weeks before intended meeting
  o Schedule a meeting time and reserve room with the main office; notify members
  o Give copy of proposal to committee members at least 10 days before meeting
Submit "Request for Final Examination" form to Graduate College at least 3 weeks before defense meeting (must be signed by committee members)
  See GCH
  The graduate college sends back to the department the paper “Report of Final Oral Examination” form which must be signed and returned to the Graduate College immediately following the exam.
After committee approval, submit Graduate Student Approval Form by the required deadline (see GC website)
Complete the Thesis checklist and submit thesis online by the final due date (available on GC website)
Continuation recommended to full faculty by POS Committee (Advisor submits continuation form to DOGE for faculty approval)

Doctoral Committee and Program of Study
Create POS committee in consultation with major professor
  Select at least 5 members - minimum requirements:
    Major professor
    Professor from outside one’s area of specialization
    Professor from minor department (if applicable)
  See GCH and Ψ Handbook
  Determine courses to complete in consultation with major professor
  If needed, schedule a meeting with your POS committee to discuss courses
Complete "POSC" form online through AccessPlus
  Submit electronically for signatures by committee and DOGE before approval by Graduate College; See GCH and Ψ Handbook

Written Qualifying Examination (after completion of all doctoral degree course requirements; after Third Year or earlier)
Doctoral committee is formed and doctoral POS is completed
  See GCH and Ψ Handbook
Submit "Request to Schedule a Written Qualifying Examination" form to the DOGE (form is available on Psych department website under “Graduate Program”
  Deadline March 1st for August exam, September 15 for January exam

Oral Preliminary Examination/Dissertation Proposal For Social and Counseling students who earned a clear pass (a score of 3.5 or higher) on the written exam, the oral preliminary examine may consist of the dissertation proposal meeting.
Written qualifying exam is passed
  See GCH and Ψ Handbook
Complete "Request for Preliminary Examination" form and submit to the DOGE for signature. Submit form to Graduate College (1137 Pearson) at least 3 weeks before oral exam and at least 6 months before the final oral exam (dissertation defense).
Plan committee meeting
  o Schedule a meeting time and reserve room with the main office; notify members
  o Give copy of materials to committee members at least 10 days before meeting
✓ Cognitive students and students in any area who did not earn a clear pass:
  o The major professor will distribute copies of the written exam questions and the
    student’s responses to the committee at least 10 days before the oral exam
    meeting.
  o You will schedule a separate meeting to discuss the dissertation proposal.

✔ **Filing for Doctoral Degree** (Final Semester)
  ✓ Submit Application for Graduation (through AccessPlus) during the first week of semester
    of graduation to the Graduate College
  ✔ Think about whether you will be attending commencement; see GC website for details
  ✔ Will your major professor be presenting you?

✓ Be sure to note Graduate College deadlines for the defense and the submission of the
  dissertation.
✓ If you will not graduate this semester after all, withdraw the application through
  AccessPlus and resubmit the semester of graduation.

✔ **Dissertation Defense** (Final Semester)
  ✓ Complete draft of dissertation and receive OK from your major professor to circulate to
    the rest of your committee and take in for a format check.
  ✓ Use the Thesis Checklist available on the GC website to make sure your dissertation is
    formatted appropriately.
  ✓ Plan committee meeting at least 3 weeks before intended date.
    o Schedule a meeting time and reserve room with the main office; notify members
    o Give copy of dissertation to committee members at least 10 days before meeting

✓ Submit "Request for Final Examination" form to Graduate College at least 3 weeks before
  defense meeting (must be signed by committee members)
  ✔ See GCH
    The graduate college sends back to the department the paper “Report of Final Oral
    Examination” form which must be signed and returned to the Graduate College
    immediately following the exam.
✓ After committee approval of the dissertation,
  o submit Graduate Student Approval form by the required deadline (see Graduate
    College website)
  o complete the Thesis checklist and submit dissertation (thesis) online by the final due
    date (available on Graduate College website)
Registration and Graduate Tuition Scholarships

Registration Requirements for Graduate Students

All graduate students (appointed 1/4-time or more) must register each term in which they hold an appointment. Students on an assistantship are considered full-time if they register for 2 or more credits during a semester. Students on appointment for more than three months of the semester will be given a Graduate College Tuition Scholarship credit (see below) if they are not on academic probation or restricted admission. Spouses of registered graduate assistants (C-base tuition) are also assessed at the resident rate.

Students on appointment for more than five class days but less than three months of the semester are assessed fees by the credit hour according to residency and are not eligible for the scholarship credit (see below). Students on appointment for less than five class days will not be required to register.

Leave of Absence for Graduate Students

Although the department generally encourages continuous study until completion of degree objectives, some students may require a leave of absence due to a variety of personal, medical, and/or professional reasons. Leaves of absence for up to two years duration may be requested in a joint memo from the student and his or her major professor to the chairperson of the Graduate Program Committee. This memo should clearly specify the beginning and ending dates of the requested leave of absence, as well as the reasons for the request. The Graduate Program Committee will consider the request at its next regularly scheduled meeting or in an emergency session if necessary.

Except in cases with extraordinary personal or medical justification, leaves of absence will take effect at the beginning of the next academic semester. Absences extending beyond two years or the agreed upon ending date, whichever occurs first, will necessitate a reapplication for admission to graduate study in the Department of Psychology. Of course, assistantships cannot be guaranteed upon return from a leave of absence. Students on internship are considered to be full time students and are not required to petition for a leave of absence to cover the period of their internship.

Students who have met all requirements for the PhD degree except for the dissertation before leaving the department, usually for employment, are automatically placed on an in absentia status without a formal petition to the Graduate Program Committee. These students are reviewed each spring as part of the annual review of graduate students, at which time the faculty votes to continue their standing in the department, place the student on probation, or dismiss the student. As a general rule, students will be placed on probation at the end of their second year in absence with the stipulation that their dissertation must be successfully defended within a specified period of time, usually one year. Students not meeting these conditions may be dismissed.
Graduate Assistantship and Other Funding Criteria
(Modified and Approved by Faculty on December 16, 2013, changes approved 9.21.15)

Eligibility criteria for graduate assistantships are listed below:

1. First year students seeking the Ph.D. in Psychology are generally funded by the department. Only students on Psychology department assistantships or fellowships will be provided space in the department or have access to other departmental resources (i.e., printing, computer lab).

2. To be eligible for funding for their second academic year (third academic semester), first-year students must have an established graduate advisory committee and approved program of study by the end of their first academic year (second academic semester).

3. To be eligible for funding fall semester of their third year (fifth academic semester), students must have an approved thesis proposal by the end of their second academic year (fourth academic semester).

4. To be eligible for funding during their fourth academic year (seventh and eighth semesters), students must successfully defend their thesis by the end of their third academic year (sixth academic semester).

5. To be eligible for priority funding beyond their fourth year, students must have successfully passed their preliminary oral examination. Students beyond their fourth year receive lower priority in funding than students in their first 4 years.

6. Students entering with a master’s degree are treated as one year ahead of their entering date for funding decisions.

7. Departmental funding of students not meeting the above criteria would require approval of the GPC and department chair.

8. In the interest of consistency and equity, and as a courtesy to the department, faculty wishing to support an ineligible student with grant money should submit a brief memo to the Graduate Program Committee and department chair outlining the necessity for this action.

Graduate Assistantship Tuition Scholarships

Graduate students appointed to graduate assistantships 1/4-time or more (except those also holding traineeships, fellowships, or contracts that provide funds for payment of tuition and/or fees), are assessed tuition at the full resident (in-state) rate. The Graduate Assistantship tuition scholarships are not paid directly to the student, but are applied to the student’s tuition bill. For PhD students on a 1/2-time appointment, the benefit is 100%.

For fall and spring semesters, a student must be on appointment for at least three months during the semester to qualify for a Graduate Assistantship tuition scholarship. For summer session, a student must be on appointment for at least six weeks during the term to qualify for a Graduate Assistantship Tuition Scholarship. For all terms, appointments must have been
processed by the Graduate College before the end of the first full month of classes (i.e., usually around the fifth week of the fall or spring semesters). Graduate Assistantship tuition scholarships not used by the due date of the second fee payment installment will be forfeited.

Students who will not be on appointment for the summer session may still be eligible for the Graduate Assistantship tuition rate. This tuition rate is restricted to a summer session following a nine-month appointment. No action is required to receive the resident tuition rate in the summer for students who held assistantships the prior fall and spring terms.

Miscellaneous Duty Pool (MDP)
(Modified and Approved by Faculty on December 16, 2013)

What is MDP?
Throughout the semester, graduate students will perform several important functions associated with the undergraduate teaching mission of the department such as proctoring final exams and night exams, proctoring quizzes, and other related duties. Those of you who qualify for the MDP (see below) are scheduled for a certain number of commitments each semester. Nearly all MDP assignments are made as early as possible in the semester according to your availability. This allows you to add the assignments to your calendar along with your other regularly assigned recurring commitments.

The MDP Schedule
All MDP assignments are documented on a master MDP schedule which you will receive as early as possible in the semester. PLEASE review the schedule immediately and advise the MDP Coordinator if you believe you have received an assignment in error. It is your responsibility to record all of your assignments into your own schedule and show up accordingly. As a courtesy, the MDP coordinator will send you a reminder of your upcoming assignments.

If for any reason you are unable to fulfill an assignment, you are expected find a replacement, perhaps by switching assignments, or by agreeing to take an assignment for someone during finals week, or simply asking a favor to be returned later. Inform the MDP coordinator that you will not be able to make the assignment and explain who the replacement is. If you switch, each of you gets the credit for the assignment that you do. If someone completes an assignment simply as a favor to you, you get the credit. If, however, you have agreed to pick up a later to-be-determined assignment for your replacement, that person gets the MDP credit for the assignment and you get a debit Failure to fulfill an assignment without securing a replacement is noted during annual evaluations of students. Such failures may negatively impact your priority of future department funding.

Who Qualifies for MDP and who is Exempt?
- In general, if you receive all funding through the department (e.g., TA, GA, or fellowships awarded by the department), then you will receive a full MDP assignment for the year. If you are paid partially through the department and partially through grants, then you will receive a proportionate number of MDP assignments for the year.

If 20 hours or more of your funding is through the Student Counseling Services (SCS), Student Disabilities Services, or some other external unit, then you are exempt from MDP.
Submitting Your MDP Choices

1) General Student Schedule
At the start of each semester we provide students who are required to do MDP with a list of assignments and asking them to characterize the list in terms of their availability and preferences. You will be asked to assign 1, 2, 3 or NA (not applicable) to each MDP task. 1 means that you are available and would prefer this assignment. 2 means that you can be available, but this is not a preferred assignment. 3 means that you are not available. Please note that if you indicate a 3, NOT AVAILABLE, this means that there is some prior commitment that cannot be changed. Examples are classes, practica, scheduled office hours, and scheduled GA times. Personal appointments and family responsibilities that cannot be easily changed may also be coded as 3s. (Note: The DOGE or DUS will talk with any student who has 3s on 50% or more of the MDP assignments to verify that appropriate criteria were being used in assigning the 3s.) A student with a majority of 3s is likely to be heavily called upon during finals week. An NA means that you already are doing the assignment as part of your regular duties. For example, psych 101 TAs proctor the psych 101 night exams as part of their duties, so they would indicate NA for those assignments.

2) MDP scheduling and guidelines for finals week
There is a high demand for proctors during finals week. The MDP schedule for finals is not determined until later in the semester. The process will be similar for finals week. In addition, the following guidelines apply.

- GAs are paid through finals week and are expected to be available for proctoring throughout that week.
- The assumption for finals week is that you will be available anytime except when you taking an exam or proctoring an exam.
- Supervision meetings with faculty or students should be scheduled around your assigned proctoring hours.
- You should not schedule trips, buy airline tickets, or schedule appointments (including appointments and meetings with faculty or students you supervise) that would conflict with your availability for MDP assignments during finals week.

Timely response to requests for your schedules and other information needed to develop the MDP calendar is critical to the success of the MDP program.

MDP Points
A point system is used to assign a value to the MDP assignment according to the time commitment involved for each type of assignment. Evaluations are worth .5, day exams 1.0, and night exams 1.5. Points are cumulative over the fall and spring semester each academic year and will carry-over to the following academic year if applicable.

Following MDP Guidelines Helps Ensure Fair and Smooth Scheduling
We do everything possible to make MDP assignments as equitable as possible. Your adherence to MDP guidelines, particularly submitting schedules by the deadline assigned by the MDP Coordinator, is critical to ensure a seamless and fair process. We understand you have many significant commitments for your graduate program. MDP is a valued and component of that commitment. Failure to submit an accurate indication of your MDP availability by the prescribed deadline and / or failure to fulfill an assignment will be reflected in your annual evaluation, and may negatively impact your priority of future department funding.
We understand that occasionally extenuating circumstances such as illness or family emergency may prevent you from fulfilling any single assignment (e.g., the proctoring of one quiz or one exam): illness, family emergency, etc. In such emergencies, if at all possible, prior to missing the assignment, call/email the faculty member whose test or evaluation will be affected. Also, inform the MDP coordinator. These cases should be discussed with the DOGE and/or the MDP Coordinator.

Appealing for Exemption from MDP
If you feel you have extenuating circumstances that would prevent you from fulfilling your MDP duties, you should discuss this with the DOGE, or DUS, or Department Chair.

Graduate Assistantship Benefits

Health Insurance Plan – Graduate assistants with an appointment of one quarter time or more receive single health insurance coverage as a benefit of employment, enrollment in the health insurance plan is automatic and the cost is paid for by your department.

Dental Insurance Plan – Graduate assistants with an appointment of one quarter time or more are eligible for the dental insurance plan which is partially subsidized by the university and the employee premium will be deducted from the GA’s paycheck. Enrollment can be done on AccessPlus during open enrollment or by submitting a paper enrollment form at other times of the year.

Dependents – Graduate assistants may also enroll their lawful spouse or domestic partner, and unmarried dependent children under age 26. A portion of the monthly premium will be deducted from the Graduate Assistance paycheck when adding coverage for dependents. A paper enrollment form must be completed and returned to University Human Resources, 3810 Beardshear. Dependents must be added within 30 days of your hire date or with a qualifying event. Note: Once you and your dependents are added to the plan, you will be required to remain on the plan until the end of the policy year or until your assistantship ends.

For plan specifics, costs, open enrollment dates and benefit details for the health and dental insurance plans, please see the University Human Resource, Student and Scholar Health Insurance Program website at: http://www.hrs.iastate.edu/hrs/SSHIP-GradAssistant

Vacation - The vacation policy for GAs is the same as that of B-base faculty, i.e., GAs do not accrue vacation time. For both fall and spring semester, they are required to be on duty two days prior to the start of the semester through the end of finals week with the following exceptions: Thanksgiving break and spring break. GAs who are employed for the summer session are expected to be on duty one day prior to the start of the session through the day on which the session ends (or until grades are due if the GA is an instructor). All ISU employees, regardless of appointment base, are not required to be on duty during official university holidays (New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas, and two additional days each year determined by the president and the administrative board). Any additional vacation must be negotiated with the supervisor(s) to whom a GA is assigned.
Graduate Student Awards

The guidelines and nomination forms for University awards can be found at: [http://www.grad-college.iastate.edu/academics/awards/](http://www.grad-college.iastate.edu/academics/awards/).

University Research Excellence Awards

The purpose of these awards is to recognize graduate students for outstanding research or creativity as documented in their theses and dissertations. These students are also expected to be academically superior and able to not only do research, but develop a well-written product. The intent of this program is to recognize up to 10% of graduating students who have submitted theses and dissertations. The Research Excellence Program is administered by the Graduate College with additional support from the Graduate and Professional Student Senate. The process of selection will be the responsibility of each department or interdepartmental program. Awards are offered each semester and summer session. Note: Students must be enrolled in the semester in which they are nominated; graduated students are not eligible.

Each Research Excellence Award consists of a letter of commendation from the ISU President and a certificate of achievement signed by the Graduate Dean and the ISU President. Recipients are recognized at Commencement – each is given an honor cord, cited in the ISU Commencement Program and recognized during the ceremony; the award is also be noted on the student's transcript. Each term a formal photograph is taken of recipients with the ISU President, the Provost, and/or the Graduate Dean. Funding is not available through this program to offer cash prizes. Departments, however, are encouraged to use their own funds for this purpose whenever possible. Any cash prize should be handled directly by the department.

Nominations are due to the DOGE by **Oct. 1** (for fall awards) or **Feb. 15** (for spring awards)

University Teaching Excellence Awards

The purpose of these awards is to recognize and encourage outstanding achievement by graduate students in teaching. The program is administered by the Graduate College with additional support from the Graduate and Professional Student Senate, and awards are offered each semester. The process of selection will be the responsibility of each department or interdepartmental program. In cases where departments hire students from other departments to teach courses for them, the hiring or employing department is responsible for recommending these students for awards (i.e. the department that organizes and supervises the courses to be taught).

Each Teaching Excellence Award consists of a letter of commendation from the ISU President and a certificate of achievement signed by the ISU President and the Graduate Dean. Probably many teaching excellence winners will not be graduating at the time these awards are given, but recipients will also be recognized at the time of their graduation – each will be given an honor cord, cited in the ISU Commencement Program and recognized during the ceremony; the award is also be noted on the student's transcript. At the end of each term a formal photograph is taken of recipients with the ISU President, the Provost and/or the Graduate Dean. Funding is not available through this program to offer cash prizes. Departments, however, are encouraged to use their own funds for this purpose whenever possible. Any cash prize should be handled directly by the department.
Any graduate student with teaching responsibilities, and who has been on a teaching appointment for at least two terms (including summer sessions), is eligible for an award. Nominees do not necessarily need to be on a C-base appointment, but must be at Iowa State primarily to work on a graduate degree. Recipients of these awards must be enrolled at ISU at the time the awards are given; students who have already graduated are not eligible. A student is eligible for only one Teaching Excellence Award; however, it is possible to grant a student both a Teaching and a Research Excellence Award during his/her academic career. Examples of teaching duties include:

1. serving as the sole instructor for one or more sections of a course;
2. making frequent classroom presentations while not solely responsible for the instruction;
3. serving as discussion leader for a recitation section;
4. serving as laboratory instructor presenting new material or experiments not covered in the lecture section;
5. serving as laboratory instructor reviewing homework assignments and/or answering questions;
6. assisting with setting up experiments, preparing and/or cleaning up before and after class or lab;
7. tutoring students, or staffing a help room and/or assisting students in a lab;
8. proctoring exams, grading homework and/or lab reports; working on course web pages, or projects;
9. performing other teaching-related duties unique to the department.

It is expected that those nominated for an award would be involved primarily with teaching duties like those described in items 1-5, although additional involvement in items 6-9 is possible.

Awards will be given at the end of each term. It is anticipated that many nominees will not be graduating at the time these awards are given. In these cases, the award will be given now, and the student also recognized later at graduation.

**Department of Psychology Research Enhancement Awards**

The purpose of these awards is to support highly creative and important research projects of graduate students that (1) are very likely to make important contributions to the literature through publication in top-tier journals, thereby advancing the national visibility of the student and the department, and (2) cannot be completed without additional funding because of its cost. The total number of awards given will vary from year to year because it is dependent on the department’s budget. Approximately 1-2 $500 awards should be available each year.

As indicated in Criterion 1, the intent of these awards is to encourage and support high quality research that results in publications in top-tier journals that are first or sole-authored by graduate students. Thus, successful applicants typically will propose a strong non-thesis or non-dissertation study, or an outstanding thesis or dissertation study that clearly exceeds expectations for this academic requirement. In addition, an applicant’s track record, projected time-table for completion, and other assurances will convince evaluators of the high probability that the study will be followed through to publication in a major journal.

Criterion 2 reflects financial need. This means that students must have expenses above and beyond their own contributions and funds they have obtained from other internal/external
sources. This criterion also would generally disqualify students who propose a study that clearly is part of a larger, externally funded research project.

**Application Procedure**

Applicants should submit their proposal (up to 1300 words) to the chair of the Graduate Program Committee electronically. The narrative proposal should address the following points: purpose and objectives of the study, design and methods of study, and target journal for publication. Two attachments should be enclosed with the proposal: 1) a project budget estimating all costs and identifying and 2) a time-table for completion and publication of the study. Submission deadline is **February 1**.

**Department of Psychology Graduate Student Excellence Awards**

We believe that it is important to recognize graduate student excellence. The number of awards per year may vary (i.e., some years there may be no awards given others more than one may be given). The award will include an honorarium in the amount of $100. Nominations are due to Graduate Program Committee by **March 15th**. To nominate a student the nominator should write a brief letter (1 page maximum) to the chair of the GPC indicating why the nominee should receive the particular award. Faculty and Senior Lecturers can nominate someone. Awards will be announced on or about April 15th. An individual cannot receive more than one award per year.

The purpose of the award is to recognize outstanding contributions of graduate students. They can be but are not limited to:

- Exceptional Departmental Service
- Exceptional Teaching in a Large/Small Enrollment Course
- Exceptional Undergraduate Mentoring
- Outstanding Conceptual/Empirical Journal Article (submit manuscript along with nomination)
- Exceptional Research Productivity (submit student’s vita along with nomination letter)

To be eligible for one of the Outstanding Conceptual/Empirical Journal Article award the student must have published a sole or first-authored manuscript in a major journal. The manuscript must be accepted in the 12 months prior to the award being given. A manuscript may be nominated only once for this award.

For teaching-related awards, the nomination letter should include information about the courses taught, the student evaluations received, and other evidence of course quality (see information about the Graduate College Teaching Excellence awards above).

**David Campbell/Fred Borgen Psychology Graduate Student International Travel Fund**

(Last Revised September 2, 2009)

The Campbell/Borgen Psychology Graduate Student International Travel Fund has been established in recognition of Dr. Campbell’s gratitude for the excellent graduate education that he received from the faculty of the Iowa State University Department of Psychology. Through this fund the Donor would also like to recognize the contributions of Dr. Fred Borgen, a faculty
member for 32 years in the Iowa State University Department of Psychology and former student of the Donor at the University of Minnesota.

The Campbell/Borgen Fund is designed to provide fellowships containing financial assistance up to $2,500 for students seeking a Ph.D. degree in Psychology. The goal of the fellowship is to provide international experiences for ISU psychology graduate students as a way to enhance their professional development. Professional developmental activities that will be considered are international research presentations and workshops, international research collaboration, and international teaching experiences. It is also the Donor’s hope that recipients of this fellowship shall be inspired to become philanthropic as they advance in their career and choose to provide similar opportunities to others. Students will be selected on the basis of a proposal that addresses relevant selection criteria, detailed below.

The recipient is expected to send her or his proposal to David Campbell and Fred Borgen within one week after having being selected. Within one month of the recipient’s return to the United States, she or he will also be expected to write a 1-2 page summary of the experience and the benefits received. This summary will be posted on the ISU Psychology Department’s homepage and will be sent to David Campbell, Fred Borgen, the Chair of the Department of Psychology, and for filing purposes, also to the Psychology Department’s administrative assistant. In addition, the recipient is expected to present a summary of the experience (e.g., present their paper or an account of workshop experiences or research collaboration) in a relevant departmental seminar to which David Campbell and Fred Borgen will be invited.

The Chair of the Department of Psychology in consultation with the Graduate Program Committee (which includes members of the Department’s graduate faculty and at least one graduate student) shall be responsible for the selection of the fellows. Given that most students travel in the summer, the primary application date for summer or fall travel will be March 31st. If funds allow, additional fellowships may be awarded in the fall for spring semester travel. The deadline to submit an application for spring semester travel is October 1st. The activities described in an application should occur within 16 months of the application deadline. If an award is not made in a given semester then the deadline can be extended.

To apply for the fellowship the student should submit the proposal to the Chair of the GPC who will distribute them to committee members. The proposal should be a 1-page statement of the intended international experience. The statement should include (a) the purpose and/or nature of the experience (i.e., conference presentation, research collaboration), (b) an abstract/summary of the student’s presentation, workshop, research, or teaching activities that specifically highlight how the experience will enhance the student’s professional development (see selection criteria listed below), (c) letter of support from the collaborating host, if applicable or notification of conference paper acceptance, (d) CV of student, (e) budget, and (f) signature of major professor indicating that the mentor has reviewed and supports the application.

Selection criteria include the following:

1. Benefit of international experience to student’s long-term professional development
2. Significance, value, and quality of the experience
3. Scientific or pedagogical value of the experience

Information related to fellowship submissions that has been considered by the GPC in previous funding cycles includes the following:
To receive the fellowship the student must be (a) a full-time student pursuing his or her Ph.D. in Psychology and (b) in good academic standing.

**Baumann Summer Scholarship**
(Added August 2015)

The Baumann Summer Scholarship will provide 1 month of summer support for a student between the first and second year of graduate study in the Department of Psychology at Iowa State University. Students from any of the training areas within the department are eligible for the scholarship; preference is given to African American students. To qualify, a student should be in good standing at the time of the annual review of graduate students in May, be continuing in the program, and have no other departmental or grant support for the summer. To apply for the scholarship, first year graduate students should submit a 1-2 page description of work that will be completed during the time of the award, a curriculum vitae, a description of other summer support that the student has, and a letter of support from the major professor. The application and letter of support should be submitted to the Director of Graduate Education (DOGE) by April 1 for full consideration. The scholarship may be used to support research related to the development of the student’s program of research (e.g., manuscript preparation, data analysis, drafting of masters thesis) or other research or professional activities (e.g., visiting a collaborators laboratory during the summer). The awardee will submit a 1-2 page summary of the work that was completed as part of the scholarship to the DOGE by October 1. Applications will be reviewed and the awardee selected by the Graduate Program Committee. Preliminary notification of the award will be made in April or early May, and final notification will be made following the annual review of graduate students by the faculty of the Department of Psychology.

**Glossary**

**DOGE**: Director of Graduate Education, the person in the Department of Psychology who supervises the graduate program (Susan Cross).

**MDP**: Miscellaneous Duty Pool; the pool of students supported by the department who spent a portion of their assistantship helping with functions associated with the undergraduate teaching mission of the department such as proctoring final exams and night exams, proctoring quizzes, and other related duties.

**POS**: Program of Study, the courses that the student will take to complete the degree.

**POSC**: the online form (available through AccessPlus) which lists the members of the students POS committee and the courses they will complete for the degree.

**GCH**: Graduate College Handbook.

**GPC**: Graduate Program Committee (composed of DOGE and representative faculty from each area).
## Annual Student Review Summary Report

### Name: || Univ. || Area:

### Entered: || Prior BS/BA: || Prior MA/MS:

**Approved Leave(s):** || **Withdrew/Dismissed:** || **Re-entered:**

**English Exam Passed:**

### MS

- **POS Committee Approved on (date):**
- **Major Professor(s):**
- **Committee members:**
- **POS Approved:**
- **Masters on Ph.D. Track Form Completed:**
- **Thesis Proposal Accepted:**
- **MS Coursework Completed:**
- **Thesis Defense (Date/Outcome):**
- **Continuation to Ph.D. (Date/Outcome):**
- **Thesis Title:**
- **MS Conferred:**
- **First position:**

### Ph.D.

- **POS Committee Approved on (date):**
- **Major Professor(s):**
- **Committee members:**
- **POS Approved:**
- **Ph.D. Coursework Completed:**
- **Written Qualifying exam (Date/Outcome):**
- **Oral Prelim (Date/Outcome):**
- **Dissertation Proposal Accepted:**
- **Dissertation Defense (Date/Outcome):**
- **Ph.D. Internship Site:**
- **Dates of Internship:**
- **Dissertation Title:**
- **Ph.D. Conferred:**
- **First position:**

### Report last updated: 9/29/2015

### GRADES IN ISU CORE COURSES

<table>
<thead>
<tr>
<th>Cumulative Record:</th>
<th>Date:</th>
<th>Total Cr:</th>
<th>Overall GPA:</th>
<th>Core GPA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. (Biological)</td>
<td>510/517</td>
<td>519:</td>
<td>510:</td>
<td></td>
</tr>
<tr>
<td>II. (Cognitive)</td>
<td>516:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. (Social)</td>
<td>580:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. (Indiv Diff)</td>
<td>560:</td>
<td>561:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. (Applied)</td>
<td>542:</td>
<td>621:</td>
<td>595B/683</td>
<td>595C:</td>
</tr>
<tr>
<td>VI. (History)</td>
<td>601:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII. (Teaching)</td>
<td>633:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>501:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>402:</td>
<td>404:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Cert</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCI Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MS Requirements:** Psych 501; Stat 402 or 404 + 18 credits in Psych from at least 2 of first 5 core groups.

**Ph.D. Requirements:** Psych 501; Stat course 402 or 404 + 1 course from at least 4 of the 7 core groups.
### Student’s Name/Year of Review:

### Student’s Intended Career Setting if Known:
Research involving academic institution

### Research: (cumulative record)

1) **Provide** the reference for each journal article or book chapter (published or in press), in APA format, for which the student is sole or co-author. Identify with an asterisk all projects that are not part of the thesis or dissertation.

N/A

2) **Provide** the reference list for each paper or poster presentation, in APA format, for which the student participated.

3) **Describe** current research activities.

### Awards: (cumulative record)

List any awards received by the student and year they received it.

### Teaching: (cumulative record)

List all courses taught by the student and indicate whether the student was the sole instructor or a co-instructor.

N/A

### Practica/Professional Experience: (cumulative record):

List each professional placement by year, placement site, and course number.

N/A

### Major Professor’s Summary Comments (current):

These comments refer to the current evaluation and recommendation. If continuation is recommended, indicate suggestions for improvement if appropriate. If probation is being recommended, indicate the reasons and specify the criteria that the student must meet and the dates by which they must be met. If dismissal is recommended, state clearly the reasons for this recommendation.

### Recommendation:

---

Major Professor's signature  date  Student's signature  date

cc: deptform/gradform
POS COMMITTEE RECOMMENDATION FOR CONTINUATION TO DOCTORAL STUDIES

Student:_______________________________
Program:______________________________
Entered (Semester/Year):_________________
Major Professor(s):______________________
Committee Members:____________________________________________________________

Recommendation of Committee:
_____ Continue (Vote:__________) _____ Not Continue (Vote:_______)

GPA/Credits:
_____ psych core courses _____other psych courses _____outside courses

Thesis title:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Summary and Evaluation of Research Activity:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Summary and Evaluation of Professional Activity:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Other Comments:
______________________________________________________________________________
______________________________________________________________________________