EXPERIMENTAL PROGRAM SUPPLEMENT TO THE GRADUATE STUDENT HANDBOOK

DEPARTMENT OF PSYCHOLOGY
OKLAHOMA STATE UNIVERSITY
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Rev 4.15

Welcome to Oklahoma State University. We are glad you are here, and glad you chose our doctoral training program to pursue your goals of a doctoral degree and career in experimental psychology.

This Supplement to the Graduate Student Handbook is designed to help students and faculty keep up with the rules and regulations that pertain to students in the experimental program. The Supplement is not a replacement for the Graduate Student Handbook. **You should be familiar with both documents**, as well as University and Graduate College guidelines that may pertain to completion of your degree. Although we have tried to eliminate any inconsistencies in guidelines presented in the manual with information presented elsewhere, if there are inconsistencies, the rules and regulations of the University supersede all others, followed by those of the Graduate College, Department, and finally the Experimental Program. Please bring any inconsistencies to the attention of the Experimental Program Director so changes can be made in future versions of this Supplement.

The journey toward a doctoral degree is a long one, with many twists and turns along the way. This supplement is part of the map to guide you. On behalf of the many people who will influence your training along the way – including faculty, instructors, supervisors, mentors, committee members, staff, and students – welcome again and good luck.

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Professor
Experimental Program Director
August, 2023

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PART I: GENERAL PLAN OF STUDY

While each student will work closely with faculty advisors to determine his or her unique plan of study, the following guidelines summarize what typically occurs during the course of training. This outline assumes a four year training plan. Historically, most Experimental students have taken 4-5 years to complete their program. You must decide the program of studies that works best for you, in consultation with your advisor. Your progress will depend on a variety of factors – some of which you will control and others that you will not.

The major milestones in any graduate program are one's thesis, comprehensive exam, and dissertation. In your second year, you will likely be teaching two sections of PSYC 1113 – the time that goes into course preparation and execution of this task cannot be overemphasized, and thus, all students are encouraged to spend their first summer writing their master's thesis proposal (if you can get this done before the start of your second year, obviously that year will be much easier). However, if this does not happen, do not abandon the rest of the timeline; simply adjust it to fit your own personal training needs and goals. Your advisor or the Program Director will be happy to assist you in adjusting this plan to fit your own needs.

A. Master's Component

Fall, First Year

- ☐ Begin Departmental Core courses (These are listed in Part III).
  - PSYC 5304 Quantitative Methods in Psychology I
- ☐ Begin Experimental Core courses based on your designated track (These are listed in Part III). Some core courses are offered intermittently, so if a core course is offered it is strongly recommended that you take it.
- ☐ Begin plans for Master's Thesis.

Spring, First Year

- ☐ Continue Departmental Core courses.
  - PSYC 5314 Quantitative Methods in Psychology II
  - PSYC 5660 Teaching Practicum
- ☐ Continue Experimental Core courses and/or Electives.
- ☐ Continue work on Master's Thesis.
- ☐ Turn in master's degree "Plan of Study" to the Graduate College (you must turn this in before you complete your 17th credit hour).

Summer, First Year

- ☐ Propose Master's Thesis project.
- ☐ Continue working on Master's Thesis (enroll in 5380).

Fall, Second Year

- ☐ Continue Departmental Core courses.
  - PSYC 6223 Research Design
- ☐ Continue Experimental Core courses and/or Electives.
- ☐ Continue working on Master's Thesis.

Spring, Second Year

- ☐ Complete MS Plan of Study courses.
- ☐ Complete Master's Thesis.

Summer, Second Year

- Complete Master's Thesis if not done in the Spring.
- Submit paperwork for MS graduation to the Graduate College.
- If you have completed your thesis, you should begin work on your comprehensive exams (see Appendix B)

B. Doctoral Component

Note: Although the Master's component requirements may be met in two years, the doctoral component is less "scripted" than the first two years of training. Work closely with your mentor and advisory committee when planning this portion of your training. As with the Master's component, during this phase of your training you will typically continue to be continually involved in coursework and research.

Fall, Third Year

- Select Comprehensive Exam and Doctoral Advisory Committee (see Appendix B).
- Submit PhD Plan of Study to Graduate College by the end of the second full semester of enrollment (must be done prior to completing your 28th doctoral credit hour).
- Continue Coursework to Satisfy Departmental Requirements (throughout remainder of training).
- Continue Coursework to Satisfy Experimental Core and Track Requirements (throughout remainder of training).
- Begin or continue work on Comprehensive Exam (see Appendix B).

Spring, Third Year

- Complete Comprehensive Exam.

Summer, Third Year

- Propose Dissertation (see Appendix H in the Graduate Student Handbook).

Fall, Fourth Year

- Continue Dissertation.

Spring, Fourth Year

- Continue Dissertation.

Summer, Fourth Year

- Continue Dissertation.

Fall, Fifth Year

- Continue Dissertation.

Spring, Fifth Year

- Complete Dissertation.

C. Costs of the Program

We realize that it is important for students to have accurate information about the financial costs of the program. A full-time student who holds a .50 Graduate Teaching Assistantship (GTA) or Graduate Research Assistantship (GRA) receives full waivers of both resident and non-resident tuition.

The waivers apply to 90 credit hours, so it is important that you plan your coursework accordingly. This waiver does not include student fees. Students are responsible for paying their own fees each semester. The university provides a calculator that allows students to estimate these fees (https://bursar.okstate.edu/tuition-estimate). Assuming that a student enrolls in 9 hours in each regular semester, and receives at least a half-time departmental graduate assistantship, for 2025 the annual cost is estimated to be $3,983.85 (based upon fees of $147.55/credit hour and 100% waiver of both non-resident and resident tuition). In addition to the costs of the two regular academic semesters, experimental students are also expected to enroll in a minimum of three credit hours, two for doctoral students, each summer. This minimum enrollment will adds $295.10 fees to the annual expense, included in the total above. For more information on financial matters, please see section III of the graduate handbook.

PART II: ADVISORS

Advisor

Your offer of admission to the program was to work with a faculty member who will serve as your research and academic advisor. For the majority of students, this is the faculty member who will actively direct your thesis and dissertation, and serve as your advisor for academic and career-related issues. In some cases, students will change advisors prior to or after receiving the Master's degree. If you desire to change advisors, please contact the Experimental Program Director or department head for how to best proceed.

PART III: THE CURRICULUM

A. General Comments

The curriculum is not a rigid lock-step plan, and you are likely to see some changes to it during your training at OSU. **It is important to keep in mind that the degree requirements that are in place when you begin your graduate training are the requirements that pertain to you.** Any changes made to the degree requirements while you are a student will not affect you without your consent. The typical rule is that (a) you can choose to meet the requirements that are in place when you begin training or (b) you can choose to meet the requirements that are in place when you graduate. Thus, you can take advantage of any changes to the curriculum that you view as being consistent with your career objectives. **A checklist of courses can be found as an appendix to this document (Appendix A).**

B. Coursework

A total of 90 credit hours beyond the bachelor's degree (or 60 credit hours beyond the master's degree) is the minimum requirement for the doctoral degree.

1. Departmental Core Requirements:
   PSYC 5304 — Quantitative Methods in Psychology I
   PSYC 5314 — Quantitative Methods in Psychology II
   PSYC 6223 — Research Design
   One Additional Quantitative Elective (3 credit hour course – within Psychology or outside the Department.) Three Departmental Core Courses (must select three courses from the list below):
   PSYC 5823 — Cognitive Processes

PSYC 6483 — Neurobiological Psychology
PSYC 6563 — Advanced Social Psychology
PSYC 6613 — Experimental Learning Theories
*PSYC 6253 — Human Development
*PSYC 5913 — Lifespan Social Development

** Note that either 6253 or 5913 can be used to fulfill the three departmental core courses requirement, but not both. However, you can take both and count one towards your Experimental course requirement (see below)*

PSYC 5660 — Teaching Practicum
PSYC 5000 — Thesis (6 credit hours needed)
PSYC 6000 — Dissertation (15 credit hours needed, but you can take up to 60)

2. Experimental Core Courses

Each Experimental student is required to take three additional 3-credit courses from the list below:

Cognitive Psychology Track:
PSYC 5823 — Cognitive Processes
*PSYC 6393 — Language Development
PSYC 5813—Cognitive Development
Language and Thought
Information Processing
Applied Cognition
Science Communication

Comparative-Neurobiology Psychology Track:
PSYC 5073—Principles of Neuroscience
PSYC 5663—Affective Neuroscience
PSYC 6483 — Neurobiological Psychology
PSYC 6583 — Developmental Psychobiology
PSYC 6613 — Experimental Learning Theories BIO
BIO 5293 — Behavioral Neuroendocrinology
BIO 5353 — Neurophysiology

Developmental Psychology Track
PSYC 4243 — Psychology of Aging (*taken for graduate credit)*
PSYC 6253 — Human Development
PSYC 5813—Cognitive Development
PSYC 5913 —Lifespan Social Development
PSYC 6583 — Developmental Psychobiology
PSYC 6393 — Language Development
*HDFS 5243 — Infant Behavior and Development
*HDFS 5253 — Theory and Research in Social and Emotional Development
*HDFS 5293 — Developmental Contexts of Normative Behavior Problems
*HDFS 5423 — Research Perspectives in Gerontology
*HDFS 5433 — Theories of Aging
*HDFS 5583 — Human Sexuality

Social-Personality Psychology Track:
PSYC 4333 — Personality
PSYC 6393 — Language Development
PSYC 6563 — Advanced Social Psychology
PSYC 6543—Stereotyping, Prejudice, & Discrimination in Social Cognition
PSYC 6593—Evolutionary Social Sciences
Emotions
Intimate relationships

Two Experimental Core courses must come from your designated track's list; the

third can come from any track of your choosing (including your designated track). You may not count a course as both a Departmental Core and an Experimental Core course. Thus, between the Departmental Core classes and the Experimental Core classes, a student enrolled in only one track must take six unique courses. If you choose to belong to two different tracks, you must complete two 3-credit courses for each track (i.e., a total of four "track" courses in addition to the three Departmental Core classes).

Research hours (e.g., PSYC 5380) cannot count toward the Experimental Core requirement.

If the course is at the 4000-level, you must contract with the instructor to take the course for graduate credit, and the faculty of record must hold a Ph.D. This may involve having to complete extra papers, projects, and/or leading a lecture(s).

If new courses are added to the list above in subsequent years you may take those courses for credit, even if they were not on the list when you matriculated into the program. If a course is deleted from the list but you took it while it was listed, that course will still "count" as part of your program of study. If a student desires to take an OSU course that is not on the approved list, they may petition the track faculty by providing the course syllabus and clear written rationale on how that course provides core academic content in that track. Provide this information to the Experimental Director, who will distribute to the track faculty for discussion.

Generally, Experimental Core courses cannot be transferred from another institution unless unusual circumstances apply. In such cases, the student can petition the Experimental faculty to request that it be approved for his/her specific program of study. However, any such petition must clearly demonstrate that the substituted course covered the same material at the same level, with the same rigor as the courses listed above. See the department Graduate Handbook for details on the course transfer process.

3. Optional Quantitative Concentration

To increase breadth in quantitative training, doctoral students in the department of psychology may complete an optional concentration in quantitative methods. See the Graduate Handbook for more details.

PART IV: RESEARCH TRAINING

There are a number of major milestones you will encounter as part of your doctoral training. Listed below are certain milestones, along with dates for which your progress could be considered delinquent. The Experimental faculty have set these benchmark deadlines to ensure that you advance through the program in a timely manner. Notice in the above sentence that we have used the phrase "could be considered delinquent," because a student may experience valid personal or academic problems that may slow his/her progress. Any such problems should be documented in writing as part of the student's annual evaluation, and may be taken into consideration by the student's advisor and the Program Director when evaluating your progress.

A. Thesis

This is a project that can ideally be completed within two years. Consider this timeline when designing your thesis in consultation with your advisor. We fully expect students to work towards defending their thesis by the end of their second summer in the program. Defense of the thesis after

the spring of one's third year will be considered delinquent progress and subject to possible dismissal from the program.

The thesis (and dissertation) proceeds in three major sections. The first section involves developing your proposal. This consists of an introduction, literature review, method, and proposed analyses. The introduction sets up the project by describing why your study is important and by prefacing key conceptual and empirical questions you will address. In most cases it runs about 4-5 pages in length and it provides a context for everything that will follow. The literature review is an in-depth review of all previous literature relevant to your project. It is strongly suggested that you make an outline of this section of the paper and have it approved by your committee members. Taking this step does not mean that your committee will not ask you to add additional articles at your proposal meeting, but it decreases the likelihood of this happening. You are strongly encouraged to explore what other students have done for their thesis project – you can check out theses or dissertations from one of the departmental assistants who work in the main office. Before doing so, ask your advisor for advise on good examples and techniques for approaching your thesis. It cannot be overemphasized that you should strive for clarity and cohesiveness in your writing. Double check all formatting, spelling, and grammar. You must also make sure that all aspects of your method section are clear and thorough. If you are using an archival data set, use past tense to describe the data collection. If you will be collecting your own data, use future tense. Be sure to tie your proposed analyses directly your hypotheses–tell your readers exactly how each hypothesis will be tested. We expect you to fully understand your analyses and be able to explain them verbally and in writing.

At your proposal defense meeting, you will typically be asked to give a 15-30 minute overview of your project. Some students use a PowerPoint format for this presentation (again, ask your advisor). All meetings are considered "open," which means that other departmental citizens may attend. **If you pass your proposal defense, there is a form in the graduate student handbook that needs to be signed. Be sure to bring a copy of that form with you to the defense.** Any departmental forms are placed in your departmental file and Graduate College forms are filed with the college. You should make and keep a copy of all forms before submitting them to the department or the college. The proposal defense meeting will usually last from 1-2 hours, but plan for at least two hours when you reserve a room for your defense. Remember that the faculty members on your committee are extremely busy; be sure to give them at least two weeks prior to the defense to review your final proposal. Also remember that many people go on vacation during summers – keep in mind the old maxim, "Poor planning on your part does not constitute an emergency on my part."

Once you have defended your thesis proposal you come to the second major section of the project—actually carrying out the research. This may involve collecting and analyzing data, or it may involve analyzing an archival dataset. In either case, you will need to seek IRB approval. If you are collecting your own data you will complete a regular IRB application. If you are using an archival dataset, you must submit and have approved a special form called "Request for determination of non-human subjects or non-research." You can find the relevant IRB forms at the home page for the Institutional Review Board (https://irb.okstate.edu). IRB applications are completed electronically, and an email will be sent to your advisor when the application is ready for her/his review and signature. No matter which type of thesis you choose (archival source or collect your own data approach), be sure that you fully understand your analyses and you can defend them and in relation to your original hypotheses. Do not allow anyone else to do the analyses for you – you can seek help, but the work must essentially be your own. Finally, take all steps necessary to complete the research and write up a final draft of your manuscript.

The third and last step in the thesis process is the actual defense. This is similar to the first (proposal) defense, except for in the final defense the emphasis of your presentation will be on the results and

implications of your research. Make sure you understand every single analysis you write about and how it is related to a specific hypothesis. Make sure the discussion section is not simply a summary of your results, but actually "discusses" your findings – that is, tie your findings to the previously published literature. **There is a graduate College form used to report the results of your final defense – you should bring any and all forms that need to be signed with you to the defense.**

There are also cover pages that will need to be signed that should be printed out on thesis bond paper – consult the grad college website for required formatting information.

B. Comprehensive Exam

We fully expect students to work toward defending their comprehensive exam by the end of the spring of their third year. Information on the comprehensive exam, its purpose and possible formats is contained in Appendix H of the Psychology Graduate Student Handbook, as well as in Appendix B of this document. Defense of this exam after the spring of the fourth year will be considered delinquent progress. **There is a form for completion of the comprehensive exam at the end of Appendix B.**

C. Dissertation

As was the case with your master's thesis project, your dissertation should be a manageable project within the allotted time limit. It should be ambitious in terms of scope and breadth, yet realistic in terms of likelihood of completion. Additional information on the dissertation project can be found in Appendix H of the Graduate Handbook. An ideal situation is one in which your dissertation builds on the findings from your master's thesis. We fully expect students to work toward defending their dissertation by the end of their fourth summer in the program. Defense of the dissertation after the summer of one's fifth year will be considered delinquent progress. Once you have successfully defended your dissertation proposal, there is a Graduate College Admission to Candidacy form that indicates you passed the qualifying exam and dissertation proposal. Once this form has been submitted to the Graduate College you will officially be considered "admitted to candidacy" (remember we consider the dissertation proposal the qualifying exam for Graduate College purposes). There is also a graduate College form used to report the results of the final dissertation defense. For many dissertation funding sources, you may not apply until you are officially accepted to candidacy, so it behooves you to propose your dissertation as early as possible so that you can apply for these sources of funds (which include grants and fellowships). You must also complete 10 hours of dissertation after being admitted to candidacy (note you need a total of at least 15 to graduate), making timely progress will be critical to your success. There are two options for fulfilling the candidacy requirements for degree completion. A doctoral student must be admitted to candidacy no less than six months prior to graduation, and must maintain continuous enrollment in every fall and spring semester until graduation. Two graduate credit hours qualifies as full-time enrollment for doctoral candidates under this option.

D. Research Expectations

Students are expected to spend a minimum of four full years in the program. We expect that students will be engaged in research from the time they enter until the time they leave. As part of this requirement, we expect that you will present your work at at least one regional or national conference each year, seek external funding (e.g., NSF graduate research fellowship, FORD Foundation, Sigma-Xi support, APA support), and publish your work in scholarly journals. **Students are encouraged to develop a research productivity plan each fall in consultation with their advisor, and review that plan on a regular basis.** As part of your annual evaluation, your research progress will be evaluated on each of the dimensions outlined above (i.e., presentations, grantsmanship, and publications). In addition, your annual evaluation will focus on the extent to which you have completed your thesis, comprehensive exam, and dissertation in a timely manner.

PART V: TEACHING

Historically, Experimental students have been assigned to teach the lab sections of PSYC 3214 (Quantitative Methods) or PSYC 3914 (Experimental Methods) during their first year, although this is not always the case. How much responsibility you will have for course preparation will depend on which faculty member you are working under. If leading a laboratory section, you should always strive to present the material specified by your faculty supervisor. Your supervisor may also come to a class at some point during the semester to observe your teaching, and meet with you to discuss the strengths and weaknesses of your instructional style. Under most circumstances you should strive to attend the lecture section of the course – this will allow you to become familiar with the faculty member's terminology and will also give you a good starting point when putting together your own such course in the future. In the spring of your first year you will take a Teaching Practicum class. This course is designed to prepare you to teach PSYC 1113 (Introduction to Psychology). If your teaching evaluations from the first year have been satisfactory and the practicum leader approves you to be a 1113 instructor, you may be assigned to teach two small sections of 1113 during your second year (maximum of 40 students per section). We cannot stress too strongly how time intensive this new course prep will be when you teach this course for the first time. Do not underestimate the amount of effort that goes into being a successful teacher (this is why we recommend getting as much done on your Master's thesis as possible during your first year, to free up time to work on teaching responsibilities during your second year in the program).

As a teaching assistant or instructor you are expected to arrive at all classes on time and not cancel class unless dictated by dire circumstances. If you are ill you must call the main office to inform them that you will be cancelling class; if you will be ill for an extended time period you need to contact the Department Chairperson to work out a substitute instructor. You will also be required to abide by all University and Departmental policies (toward this end, be sure to read the supplemental handout on teaching!). You are expected to treat your students fairly and with respect, and in turn, you will be treated that way. If there is ever an issue that you need help dealing with do not hesitate to contact your advisor, the Program Director, the Department Head or Associate Head. Your teaching ability (preparation, dedication, presentation of material) is part of your annual evaluation and poor teaching can be grounds for dismissal. Inappropriate behaviors include salacious conversations with or sexual advances toward students, sleeping in the back of class while showing a video, using obscene language in class, discriminatory behaviors, yelling at students, or falsifying grades. These behaviors will in no way, shape or form be tolerated. Even if you have no intention of pursuing a career in teaching, as an instructor for the department you represent the program and you'll need to conduct yourself in a professional manner at all times. If teaching is not your passion, look at this assignment as a chance to gain people and presentation skills – almost all jobs involve those two things, so take full advantage of this opportunity.

Part VI: Other Issues

A. Summer Funding

Depending on the year, the department may also have limited student summer funding available, but it should not be counted on. We encourage students to work with their advisor and the Program Director to identify summer support opportunities. Some possibilities include working

as a counselor for Upward Bound (an on-campus program), helping out with academic summer camps (either on or off campus), and participating in externships (a variety of agencies offer opportunities; applications are usually due in the early spring). When summer funding is available, it will go to individuals who are progressing through the program in a timely manner, who have exhibited professional behavior (in research, teaching, and service), and preference is often given to students who are in their first four years of the program. That said, first year students may not be funded in order to encourage them to spend the majority of their time working on their thesis. All funding (summer and yearly) is coordinated through the Director of Graduate Studies so please inform this individual of all of your funding, or in the event that your funding changes in any way.

Student financial support really depends from one year to the next as to how much funding is available in the department. Therefore, to be prudent you should not count on having summer funding, but rather, plan your finances based on the notion that you will *not* receive summer support.

B. Professional Development and Behavior

Students are expected to take advantage of opportunities within the department and the University to enhance their professional development. Students are expected to attend all seminars and colloquia offered by the department. Seminar attendance will be noted as part of your annual evaluation. Although attendance at social events (which we distinguish from Lunch and Learn seminars and colloquia) is not compulsory, we strongly encourage students to participate fully in these events in order to be able to get to know their faculty members and colleagues, and to allow others to get to know you. We also encourage students who are making satisfactory progress in the program to consider taking on a committee assignment.

Students are also expected to behave in a professional manner in all departmental and university contexts. Therefore, we would not expect graduate students to spread rumors about others, use sexist, racist, or homophobic language, tell offensive jokes or promote negative stereotypes, or treat others with disrespect. We also expect students to attend all classes for which they are enrolled, to come to those classes well prepared, and to excel in their coursework.

C. Preparing Future Faculty Program

Students interested in an academic career are encouraged to discuss with their adviser whether it would be in their best interests to apply for the Preparing Future Faculty (PFF) program. This is a two year fellowship program in which the first year is spent attending monthly seminars about various aspects of an academic career. During the second year, students work with their PFF mentor on an applied project that is relevant to the type of career to which they aspire. Students can apply for the PFF program when entering their 3rd year (apply to the Department Head when applications are solicited). Only one student per year from the Experimental program will be selected for this program (as will one from clinical psychology, counseling psychology, school psychology, and educational psychology).

D. Experimental Program Student Awards

The Experimental Program annually grants two awards to students to recognize outstanding

performance – the Vickie M. Little Teaching Award and the Research and Scholarship Award. Descriptions and criteria for these awards can be found in Appendix C. Self-nominations are encouraged.

E. Annual Evaluations

As your faculty, we have an obligation to assess your professional development as well as your progress in the program. The process is in no way intended to be punitive, but rather to be informative as to your strengths and weaknesses as you develop into an independent scholar. Graduate school is a training ground in which you may try on various roles, learn teaching and research skills, and begin to understand time management strategies to reach your career goals. Toward this end, the Experimental faculty has developed an evaluation system that we believe will assist you in better understanding how to meet your goals.

Process

The Experimental Program Director will request evaluation feedback from students on or around May 1st of each year. This will include information on courses you have taken and grades, funding assignment performance, research productivity, progress toward meeting research benchmark deadlines, and overall professional behavior and development. Your completed evaluation will be due back to the Director by May 15th of each year. You should submit this file electronically and cc your advisor on this electronic communication. If you taught a course, please submit your course evaluations to the Director. Your advisor will prepare remarks for you for each section of the evaluation to provide you with feedback on specific areas of strengths and weaknesses. These remarks will be shared with the Experimental Director who, together with Experimental faculty will add material to the letter if they have interacted with the student in a professional capacity (e.g., student does work in their lab, they are student's teaching supervisor). The Director will put all of the remarks together into a letter of progress from the program – this letter is intended as formative and not summative evaluation. Students should meet with their advisor and if they wish the program Director. The program Director may also choose to meet with students to review their evaluations. If this occurs, the advisor has the option of attending this meeting. Students and their advisors should go over the letter and plans for remediation of any weaknesses if needed; students will sign the letter and make a copy for themselves and return the original to the Director.

While it is our normal practice to conduct a formal end-of-academic-year evaluation for each student, any Experimental faculty member may request that a student be reviewed at any time if there are significant performance concerns that arise prior to the formal annual evaluation.

Criteria for Satisfactory Progress

Satisfactory progress in a doctoral program is a complex issue that includes progress and satisfactory performance in each of the four areas of the evaluation listed below. Following is a brief description of progress for satisfactory performance in each area. These descriptions are intended to be descriptive and advisory, but not necessarily inclusive:

1. Coursework. Completing all courses with a grade of 'A' or 'B' and continued progress at satisfying coursework requirements (for example, addressing incomplete grades in a timely manner or regular enrollment in courses that contribute to progress toward the degree).

2. Research & Scholarship. We expect students will demonstrate continuous involvement in research and timely and quality completion of all expected research activities. Students are expected to meet or exceed certain benchmarks on independent research tasks leading to completion of the dissertation. Benchmark deadlines are as follows:

    a. Thesis proposal approved by committee members by end of second year.

    b. Thesis defense successfully passed by committee members by end of third year.

    c. Dissertation proposal approved by committee members by end of fourth year.

    d. Significant progress or completion of dissertation project by end of fifth year.

3. Work Assignment/Assistantship. Satisfactory performance at tasks related to assistantships or other work assignments, including fulfilling responsibilities and responding to feedback.

4. Ethical Behavior & Professionalism. Consistent ethical and professional conduct is expected in all areas. Students are expected to engage in the intellectual environment of the training program and the field of psychology to support the development of a professional identity.

The Graduate Student Handbook also contains a section called "Summary of Major Deadlines" that summarizes the generally expected timeline for student progress in the program. These guidelines may also be used to evaluate a student's rate of progress.

Performance Ratings and Consequences

Three general performance ratings, and associated possible consequences, are:

Making Satisfactory Progress/Meeting Expectations
Student is meeting or working diligently towards all research benchmarks, performing adequately academically, performing well in assistantship placements, and otherwise conducting him- or herself in a professional manner.

Failing to Make Satisfactory Progress (FMSP)
Student is failing to fulfill expectations in one or more areas. The student is considered 'on notice' that failing to remedy the situation in the coming year may result in probationary status. The student will be expected to outline a plan for improvement that is approved by the student's mentor (and academic advisor, if different) and submitted to the Director for inclusion in their file.

Experimental Program Probation (not the same as Academic Probation)
Student has failed to make adequate improvements and continues to fail to fulfill expectations in one or more areas. Student will not under any circumstances have an opportunity for funding greater than 50% time, and may lose the privilege of funding altogether. Student must meet with the Program Director and their advisor to present a plan for improvement. The Program will hold a mid-year review to evaluate progress. Student is at risk of dismissal from the program if adequate progress is not achieved prior to the next annual review.

Please note that Experimental Program Probation is different from Academic Probation, a term used by the Graduate College that is related to inadequate performance in coursework. Academic Probation is described in the Graduate Student Handbook. Academic Probation imposed by the Graduate College may result in a student being prevented from registering for future courses. This is a very serious situation that can jeopardize a student's ability to continue in the program and would be considered as part of the overall student evaluation.

F. Responsibilities Regarding Online Activities

In an increasingly technologically connected and public world, students are encouraged to remain mindful of your behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, research participants, and future employers may be interested in searching or accessing online information about you. While all of the information that may exist about you may not be within your control, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature, may unfortunately reflect upon your professional life. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become "virtual friends" with undergraduates for whom you have supervisory or evaluative responsibilities.

2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the OSU email system are considered public records and the property of OSU. Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.

3. Email "signatures" should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (e.g., teaching or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

It is not the intention of the Experimental psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. If the program becomes

aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, or conflicts with the OSU policy regarding online behavior below, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

G. Personal Use of Online Blogs and Social Networking Sites

As an employee of OSU, you must be careful in your personal life to make sure your personal communications and postings are not perceived to be associated with the university. These guidelines explain how OSU policies apply to your personal use of these newer communications technologies.

1. Follow all applicable OSU policies. For example, you must not share confidential or proprietary information about OSU and you must maintain employee privacy.

2. If your blog, posting or other online activities are inconsistent with, or would negatively impact OSU's reputation or brand, you should not refer to OSU, or identify your connection to OSU.

3. Write in the first person. Where your connection to OSU is apparent, make it clear that you are speaking for yourself and not on behalf of OSU. In those circumstances, you may want to include this disclaimer: "The views expressed on this blog/website are my own and do not reflect the views of my employer.' Consider adding this language in an "About me" section of your blog or social networking profile.

4. If you communicate in the public internet about OSU or OSU-related matters, disclose your connection with OSU and your role at OSU. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on OSU, and may result in liability for you or OSU.

5. Use a personal email address (not your okstate.edu address) as your primary means of identification. Just as you would not use OSU stationery for a letter to the editor with your personal views, do not use your OSU e-mail address for personal views.

6. Be respectful and professional to fellow employees, business partners, competitors and employees. Avoid using unprofessional online personas.

7. Ensure that your blogging and social networking activity does not interfere with your work commitments.

PART VII: GENERAL POLICIES

A. All students are expected to pre-register for courses each semester. Failure to do so jeopardizes course offerings and makes curriculum planning difficult.

B. All graduate students in the Experimental program must be enrolled as full-time students every semester, including summers.

C. All graduate students in the Experimental program must complete the 90 credit hours required by their degree program plan by the end of their 15th semester. [Note: Tuition waivers will not be granted after 90 credit hours have been completed.]

D. It is strongly recommended that students complete a minimum of
   a. 40 credit hours by the end of their 6th semester;
   b. 60 credit hours by the end of their 9th semester;
   c. 80 credit hours by the end of their 12th semester.

E. A request to change one's advisor should be made in writing to the Department Head, with a copy sent to the Program Director. Remember, however, you must have the consent of the professor who is to serve as the new advisor prior to making your formal request. You are responsible for ensuring that a copy of this request is placed in your departmental file.

F. You are expected to be a good student and act in a professional manner in all university contexts. We have attempted to make that as clear as possible in this document, the Graduate Student Handbook, and in the handout on teaching. If you ever have any questions regarding your professionalism, please speak with your advisor or the Program Director.

G. Complaints and Grievances: Students are encouraged to discuss potential grievances with either their mentor, Department Head, or the Experimental Program Director (using hypothetical scenarios, if necessary) if they are not sure of the correct mechanism to pursue their complaint or grievance. In addition, the Director of Clinical Training serves as a departmental ombudsperson and students have access to the official university ombudsperson.

H. Finally, it is expected that students will adhere to all tenets of the Ethical Code of the American Psychological Association (2002; 2010 addenda). This code is published in the American Psychologist, Vol. 47, pp. 1597-1611, and it is available online at http://www.apa.org/ethics/

Appendix A:
Coursework Summary and Check-Sheet

Semester/Year

Other Departmental Core Requirements

PSYC 5304 – Quantitative Methods I _____

PSYC 5314 – Quantitative Methods II _____

PSYC 6223 – Research Design _____

One Additional Quant. "Elective" (3 credit hours) _____

Departmental Core Courses (must take three):

PSYC 5823 – Cognitive Processes _____

PSYC 6483 – Neurobiological Psychology _____

PSYC 6563 – Advanced Social Psychology _____

PSYC 6613 — Experimental Learning Theories _____

*PSYC 6253 – Human Development _____

*PSYC 5913 – Lifespan Social Development _____

** Note that either 5813 or 5913 can be used to fulfill the three departmental core courses requirement, but not both. However, you can take both and count one towards your Experimental course requirement.*

PSYC 5660 – Teaching Practicum _____

PSYC 5000 – Thesis (minimum 6 credit hours) _____

PSYC 6000 – Dissertation (minimum 15 credit hours) _____

History Requirement (_____) _____

Experimental Courses (must take three, with at least two from your designated track)

Cognitive Psychology Track:

PSYC 4223 – Decision Making and Problem Solving _____

PSYC 5823 – Cognitive Processes _____

PSYC 6393 – Language Development _____

Comparative-Neurobiological Psychology Track:

PSYC 5073—Principles of Neuroscience _____

PSYC 5620-354 - Behavioral Genetics _____

PSYC 5663—Affective Neuroscience _____

PSYC 6483 – Neurobiological Psychology _____

PSYC 6583 – Developmental Psychobiology _____

PSYC 6613 – Experimental Learning Theories _____

BIO 5293 – Behavioral Neuroendocrinology _____

BIO 5353 – Neurophysiology _____

Developmental Psychology Track:

PSYC 4243 – Psychology of Aging _____
PSYC 6523 –Human Development _____
PSYC 5913 – Lifespan Social Development _____
PSYC 6583 – Developmental Psychobiology _____
PSYC 6393 – Language Development _____
HDFS 5243 – Infant Behavior and Development _____
HDFS 5253 – Theory and Res. in Soc. & Emotional Dvpt _____
HDFS 5293 – Dev. Contexts of Normative Beh Problems _____
HDFS 5423 – Research Perspectives in Gerontology _____
HDFS 5433 – Theories of Aging _____
HDFS 5583 – Human Sexuality _____

Social-Personality Psychology Track:

PSYC 4333 – Personality _____
PSYC 5913 – Lifespan Social Development _____
PSYC 6543 – Stereotyping, Prejudice & Discrimination _____
PSYC 6393 – Language Development _____
PSYC 6563 – Advanced Social Psychology _____
PSYC 6593—Evolutionary Behavioral Science _____

Appendix B:
Experimental Program Guidelines for the Comprehensive and Qualifying Examinations

Comprehensive Examination

The comprehensive examination is designed to be a comprehensive assessment of a student's understanding of the research literature in his or her area of expertise, as well as areas related to their research focus. It can also include an assessment of one's knowledge of experimental design and statistics. The examination is designed to assess (a) students' oral/critical thinking abilities, (b) their ability to synthesize and integrate findings from the scientific literature, and (c) their ability to conceptualize issues of measurement, statistical analysis, experimentation, and design. Students should strive to complete the examination by the end of their third year in the program, or by the end of the first semester of their fourth year. The format of the examination, which contains both oral and written components, is described below. You must have an approved doctoral Plan of Study on file to take the examination (see Doctoral Advisory Committee, below). You must pass the comprehensive exam prior to proposing your dissertation. There are three options for the comprehensive exam: Formats A – C. Your advisor has the ultimate decision on which format you will undertake and you should discuss this with them early in your graduate career. You may not request an alternate format to these three options. Although the types of exams are different in terms of structure and format, they all have the same purpose. In all formats the student will be required to read, write, and integrate conceptual information in his/her area of expertise. None of the options are easy and all will require a strong commitment to becoming an independent scientist. We provide this advice in order to prepare you for the level of scholarship that we expect from you at this point in your career.

In consultation with one's primary advisor, the student selects two other faculty members to serve on the comprehensive exam committee. Your primary advisor will serve as the third member (and chair) of this committee. Normally, the other two members will be from the Psychology department, although no limitations are placed on this. It is not necessary that all of these members serve on your qualifying exam and dissertation committees; however, if you continue with the same committee you will need to obtain a fourth "outside" committee member (i.e., a faculty member from outside of psychology) to serve on your dissertation committee. Although not required, you are welcome to include an outside-department or – university committee member on your comprehensive exam committee in consultation with you primary advisor. The timeline to complete the comprehensive exam is typically 3-6 months.

Format A: Major Area Paper Option

Written Component: The written component of the Format A examination is a literature review in the student's specialty area. The scope of this review, which should run approximately 40-60 pages in length (APA style, double spaced), will be determined by the student in consultation with his or her chairperson and the other committee members. It is the student's responsibility to consult with all members of the committee either individually or as a group to determine the general direction of the paper. The range of articles included in this review should reflect research that is critical for the student's understanding of their research area. For this reason, guidance from the student's research advisor as to the focus of the paper is critical. There is no minimum or maximum page limit – each topic area will be different and you should work closely with your advisor and committee on the scope of your review. It is strongly suggested that you have an outline of the paper approved by all committee members before you begin writing.

The format for the paper should take the general form found in the journal *Psychological Bulletin*. The bulk of the paper should be a comprehensive review and synthesis of pertinent empirical and theoretical

work. It is strongly advised that you read several *Psychological Bulletin* articles, which should allow you to see how they are different from an ordinary literature review. You will need to demonstrate that you can synthesize and integrate findings from multiple areas (as determined by you, your advisor, and your committee). The paper should also contain substantive sections on (a) the limitations of current methodologies, and (b) profitable future directions for the field.

In the "future directions" section of your paper, the student should conceptualize a timely and substantive program of research in his or her area of expertise (e.g., outlining 3-5 possible empirical investigations). By timely, it is meant that the proposed projects should address significant, unanswered research questions. By substantive, it is meant that the proposed projects should focus on a major aspect of work in the field, addressing both key theoretical and methodological issues. In this future directions section the student should imagine that he or she has a substantial source of funding that would allow him/her to develop the proposed series of experiments. The purpose of this section of the paper is to encourage the student to begin thinking about the kind of research program he or she would ideally develop if funding issues were not a concern. Describe the studies in sufficient methodological and analytic detail so that your committee can assess your grasp of quantitative issues. It is expected that the scope of the proposed projects will go well beyond that of the student's dissertation.

Ideally, a portion of the literature review from the comprehensive exam will later serve as the introduction to the student's dissertation proposal. **The written portion of the exam should be given to committee members at least two weeks before the scheduled oral defense in order to provide sufficient time for evaluation.**

When evaluating the paper, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), and the ability to synthesize empirical research findings.

Oral Defense: There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss with you the literature review in greater detail. The student should be prepared to defend his or her conceptualization and synthesis of the literature, as well as discuss his or her view of limitations and future directions. At the oral defense the student will give a brief presentation on his/her written paper, which will include a description of previous research, the limitations of previously published studies, and the series of proposed (future direction) studies. This presentation will be expected to last no longer than thirty minutes. The floor will then open up to general discussion. Questions from committee members regarding the proposed projects will primarily focus on general issues of experimentation, statistics, and research design. It is believed that consideration of the methodological issues associated with this task will contribute to students' appreciation of research methods in their area of expertise. Students may also find that they will be able to use the ideas from this task to develop a proposal for outside funding once they have graduated from the program. Again, as with the literature review task described above, students are encouraged to meet with all members of their committee prior to the oral defense to discuss any potential concerns or unresolved issues.

Note: You may benefit by reading an article written by Daryl Bem (1995) entitled "Writing a Review Article for Psychological Bulletin" (v. 118, p. 172-177) prior to beginning to write your paper.

Format B: Readings and Exam Format

1. With his/her major advisor, the student determines which content areas will be covered on the comprehensive exam. This decision as to content will be guided, to a large extent, by the areas of expertise represented by members of the committee.

2. With his/her major advisor, the student selects two other faculty members to serve on the comprehensive exam committee (who will subsequently serve on the dissertation committee). The expertise of these faculty members should be a direct reflection of the content areas of study for the comprehensive exam. Your major advisor will serve as the chair of the committee and normally the other two members will be from the Psychology department (although no limitations are placed on this).

3. Each member of the committee will develop a list of readings for the student that reflects his/her area of expertise. Alternatively, a committee member may request that the student develop the reading list, which the faculty member will adjust as needed. The major advisor will work with each committee member to insure that the reading list is appropriate (i.e., that it have proper content and be of appropriate length). In general, each faculty member will contribute 20-30 articles to the student's reading list. The student may also provide input regarding the content of the list. It should be noted that the committee members have complete and final say over which articles are selected for inclusion on the reading list.

4. The major advisor will collect, combine, and approve the reading lists developed by (or in consultation with) committee members.

5. The final, approved list of readings will be delivered by the major advisor to the student, who will then be given at least 3 months to read all of the material. The major advisor, with the consent of the committee, will determine the amount of time students will have to complete the task. This period may vary from one student to the next. The reading list should, however, be thorough enough so that at least 3 months will be needed to prepare, with an ideal timeframe of 3-6 months of study time.

6. While the student is reading the material, the advisor will work with the committee members to develop a list of questions. Each committee member will be responsible for generating a number of questions that pertain to his/her readings.

7. On a pre-designated date, the student will receive from his/her major advisor the list of questions developed by the committee members.

8. For all students, the exam will involve a "closed book" format. On the designated test day, the student will be given a total of 9 hours to answer 4-6 questions, with a one hour break for lunch. The student will be placed in a room with access to a computer to type responses, however, no internet access will be allowed.

9. The student will return his/her written responses to the major advisor at the end of the day, who will distribute them to the committee members.

10. An oral exam will normally be scheduled within 2 weeks of the student's written exam. This oral exam will be attended by all committee members, at which time they will have the opportunity to ask the student questions about his/her written responses to the reading material.

When evaluating the student's written responses, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), and the ability to synthesize research findings.
Oral Defense: There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss the written answers with the student in greater detail. The student should be prepared to defend his or her written responses.

Format C: A Major External Grant Proposal

Written component: The third option for Experimental Psychology doctoral students is to prepare a grant proposal for a major federal agency (e.g.,NSF) or private foundation (e.g., Templeton). Grant proposals should conform to one of the existing formats that are used to fund research in psychology. Students may choose to write a grant in a format used to fund dissertation research in psychology (e.g., National Research Service Award; NRSA) with the hopes of submission and successful obtainment of funding. The choice of type of grant proposal must be approved by both a student's primary advisor and the committee. Grant proposals should include all required components, except for letters of recommendation and actual IRB approval. The grant must be written in full, including, if applicable, the biosketch, facilities information, human subjects section, and budget justification. Students whose grant draws from a faculty mentor's parent grant should not use "canned" sections from the parent grant. Students are required to write all sections themselves. Formatting should follow the guidelines required for the grant. In instances where the grant itself is shorter than a typical NSF-SBE proposal as with a typical NRSA (i.e., less than 10 single-spaced pages), the student will be required to write a 10-15 page supplemental paper in APA style (i.e., double spaced in an appropriate font type and size). In general, anyone exercising Format C may be asked to complete an additional short paper at the primary advisor's and committee's discretion. The supplement entails an expanded background and significance section that provides the context for the significance of the proposed research and its innovativeness; specifics of this will be pursuant to approval from the advisor and committee. Students will submit the supplement with the grant application to their committee at the appropriate deadline. Ideally, the literature review and theoretically novel components of the grant would be a sufficient beginning for a publishable theory paper (e.g., *Psychological Review*).

Such proposals may be for a program of basic or applied research. It is expected that grant proposals will be of sufficient quality to be approved by a national review committee when submitted. The expectation is that the student and/or their advisor(s) will formally submit the grant, thus allowing for the student to be funded to undertake the proposed research.

When evaluating the proposal, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), the theoretical scope and novelty of the proposed work (both theory and research), and the ability for the student to achieve the aims and proposed studies in the proposal.

The written portion of the exam should be given to committee members at least two weeks before the scheduled oral defense in order to provide sufficient time for evaluation.

Oral Defense: There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss with you the proposal in greater detail. The student should be prepared to defend his or her conceptualization and synthesis of the literature, planned design and analysis, significance and innovation, his or her view of limitations and future directions, and other aspects of the proposal.

At the oral defense the student will give a brief presentation on his/her written proposal. This presentation will be expected to last no longer than thirty minutes. The floor will then open up to general discussion. Questions from committee members may examine the proposed theory, outlet, and studies. Questions may also assess important breadth and depth in your knowledge of psychological science (in your track or area).

Evaluation of the Comprehensive Exam (applies to all three formats)

A student's performance on the comprehensive exam will be determined by a majority vote of the committee members at the oral defense. Should the student fail the comprehensive exam, he or she will only be allowed to retake the comprehensive exam one time. Although there are two components to the exam (i.e., a written and an oral component), the exam will graded as a unitary comprehensive effort. Therefore, if a student provides poorly written responses, then this will be grounds for failing the exam. Similarly, if a student does a poor job during the oral defense, this would also be grounds for a failing evaluation. However, a traditional grade is not assigned to either the written or oral portion of the examination – the test is passed or failed as a whole. In cases in which the written portion of the exam is judged to be exceptionally poorly done, the committee may decide to forgo the oral examination based on the assumption that even a stellar performance during the oral would not be sufficient to compensate for the poorly written work product. In all such cases the student will be considered to fail the comprehensive exam.

Comprehensive Examination
Experimental Program

A comprehensive examination was administered to _____

on the following date_____, on the subject(s) described below:

_____

_____

_____

_____

This examination included both written and oral components, and the student either passes or fails as a whole based on performance on both components. Please sign below as to whether the student has or has not passed the exam:

Student **HAS** satisfactorily completed the qualifying examination.	Student **HAS NOT** satisfactorily completed the qualifying examination.
_____	_____
Chair	Chair
_____	_____
_____	_____
_____	_____

Note: The student will only be allowed to retake either portion of the examination (written or oral) one time each if the committee deems the original exam performance was unsatisfactory. The examination must be completed at least six months prior to the expected date of graduation.

This examination is the (circle one):

Original Examination Retake Examination

Appendix C:
Experimental Program Student Awards

Teaching Award: Vickie M. Little Teaching Award

Award Description: This award recognizes a student who has excelled in undergraduate teaching. The recipient of this award should be an exemplar of outstanding graduate teaching. One award will be granted each year and the recipient will receive a plaque and a cash award.

***Eligibility Criteria*:**

1. Current graduate student in good standing in the Experimental program.
2. Eligible student must have earned the MS degree from the OSU Psychology Department.
3. Students may be nominated more than once but can win only once.

Nomination packet *(self-nominations are encouraged):*

1. Nomination letter from faculty mentor.
2. Vita.
3. A three - four page combination summary and essay by the nominee of teaching related activities and achievements. The summary should include teaching related publications and presentations, workshops and teaching related conferences attended (e.g., ONTOP). Grants related to teaching should also be included as well as efforts directed toward serving as a student and faculty resource for teaching. The summary - essay should also include the nominee's teaching philosophy, how this philosophy is practiced in the classroom, and courses taught. A portion of the essay should discuss your most significant challenge in teaching and your response to this challenge.
4. Copies of teaching evaluations.
5. Copies of teaching related publications.

Review Process:
A committee will review the materials and make a recommendation to the Experimental Faculty. If needed, the committee can recruit members from the clinical psychology program and/or program alumni. A faculty member who has nominated a student for the award cannot serve on the committee that year.

Research and Scholarship Award

Award Description: This award recognizes a student who has excelled in research and scholarship. The recipient of this award should be an exemplar of outstanding research and scholarship. One award will be granted each year and the recipient will receive a plaque and a cash award.

***Eligibility Criteria*:**

1. Current graduate student in good standing in the Experimental program.
2. Eligible student must have earned the MS degree from the OSU Psychology Department.
3. Students may be nominated more than once but can win only once.

Nomination packet *(self-nominations are encouraged):*

1. Nomination letter from faculty mentor.
2. Vita.
3. A three-four page combination summary and essay by the nominee of research and scholarly related activities and achievements. The summary should include publications and presentations, workshops, grants submitted and awarded, honors related to research, conferences attended and journal editorial assignments. Serving as a resource for fellow students and faculty should also be mentioned. In addition, the summary - essay should include the nominee's research philosophy and how this philosophy is reflected in the nominee's research and scholarly activities. A portion of the essay should discuss your most significant challenge in research/scholarship and your response to this challenge.
4. Copies of published work.

Review Process:

A committee will review the materials and make a recommendation to the Experimental Faculty. If needed, the committee can recruit members from the clinical psychology program and/or program alumni. A faculty member who has nominated a student for the award cannot serve on the committee that year.